THST 940-001
SEMINAR IN SYSTEMATIC THEOLOGY

THST 649-001
SEMINAR IN THEOLOGICAL ISSUES
Fall 2019

Martin Hanna, PhD

CLASS & CONTACT INFORMATION

Class location: N 108, Adventist Theological Seminary
Class meeting times: Aug 26 to Dec 12, time to be decided
Course Website: learninghub.andrews.edu
Instructor Telephone: 269-471-3433
Instructor Email: mhanna@andrews.edu
Office location: N 312, Adventist Theological Seminary
Office hours: Tuesdays and Thursdays, 9:30am to 12:30pm

BULLETIN DESCRIPTION OF COURSE

THST940 Seminar in Systematic Theology
Selected issues in systematic theology. Can be repeated for credit.

THST649 Seminar in Theological Issues Study of issues such as Christology, anthropology, ecclesiology, contemporary theology, and Christian ethics. Repeatable. Available for PhD/ThD, MA, and select MDiv students.
This Fall our seminar explores the topic—“Science-Theology Dialogue.” Students accepted into this Seminar will receive mentoring for writing a paper/article on a topic of their choosing which is connected to the subject of the seminar and/or connected with their plans for a PhD dissertation topic.

**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:

1. **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.

2. **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.

3. **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.

4. **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.  
(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:

**Students who complete this course are able to:**

1. Describe the shifts from premodern to modern to postmodern models of science-theology dialogue.
2. Discuss the impact of science on models of theological exegesis in various periods of history.
3. Compare and contrast Classical (conservative) and Liberal models of science-theology dialogue.
4. Summarize the implications of models of Revelation, Inspiration, and Hermeneutics for understanding science-theology dialogue.
5. Discuss the implications of science-theology dialogue for theological method.
6. Discuss the implications for science-theology dialogue of Scripture as Special Revelation of God.
7. Discuss the implications for science-theology dialogue of Nature as General Revelation of God.
8. Evaluate reason, experience, and tradition as resources for understanding science-theology dialogue.
9. Show how recent research has influenced his/her personal understanding of science-theology dialogue.
10. Discuss the application of foundational concepts and issues of science-theology dialogue to practical real-life situations.
11. Explain how this class has contributed to development of participants’ competencies as outlined in the goals for the PhD, MA, or MDiv programs.

**COURSE OVERVIEW**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>CLOs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Online negotiation of meeting time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Historical Survey</td>
<td>Sharing of research interests.</td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 3</td>
<td>Adventist Issues</td>
<td>First draft of research topic.</td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 4</td>
<td>Research Resources</td>
<td>Improved topic, initial research question, and thesis.</td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 5</td>
<td>Writing Skills</td>
<td>Improved topic, research question, thesis, and one page discussion.</td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 6</td>
<td>Knowledge Will Be increased</td>
<td></td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 7</td>
<td>General and Special Revelation</td>
<td>Five page report.</td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 8</td>
<td>Moral and Natural Evil</td>
<td></td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 9</td>
<td>Miracles and the Laws of Nature</td>
<td>Seven page report.</td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment Due</td>
<td>CLOs Addressed</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>Week 10</td>
<td>Participant presentations</td>
<td></td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 11</td>
<td>Participant presentations</td>
<td>Ten page report.</td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 12</td>
<td>Participant presentations</td>
<td></td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 13</td>
<td>Participant presentations</td>
<td>Fifteen page report.</td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 14</td>
<td>Participant presentations</td>
<td></td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
<td>Twenty page report.</td>
<td>CLOs 1-11</td>
</tr>
<tr>
<td>Week 16</td>
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</tbody>
</table>

**ATTENDANCE**

(adapted from the AU bulletin)

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

**COURSE MATERIALS**

*Required Course Materials* (digitally available without cost through the James White Library)


*Recommended Course Materials*

See more recommended materials in bibliography in Appendix 4 below.

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

<table>
<thead>
<tr>
<th>Instructor Contact Hours</th>
<th>Face to Face Instructional Time</th>
<th>45 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Learning Activities</td>
<td>Online dialogue</td>
<td>25 hrs</td>
</tr>
<tr>
<td></td>
<td>Research reports</td>
<td>50 hrs</td>
</tr>
<tr>
<td></td>
<td>Research Paper</td>
<td>60 hrs</td>
</tr>
<tr>
<td><strong>Total Hours:</strong></td>
<td></td>
<td>180 hrs</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Online Dialogue</td>
<td>15%</td>
</tr>
<tr>
<td>Research reports</td>
<td>35%</td>
</tr>
<tr>
<td>Research paper</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

* For grading rubrics that specify grading criteria in more detail, see Appendix 2.

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
1. Class Attendance and Participation. Attend all class sessions and participate in discussions, assignments, and activities.
2. Reading of assigned materials to supplement class experience and to inform your research proposal and paper.
3. Each week write a brief description of at least one issue you are dealing with in your research and how it is related to the reading you are doing and the lectures and discussions during class sessions. Aspects of the same issues may be discussed in more depth in subsequent weeks.
4. Each week write a brief response to at least one of the issues mentioned by your colleagues. Your response should include at least two points. At least one of your comments must be a positive comment on something you like about what was written. The other comment may provide constructive criticism. **You are required to respond to at least one different colleague each week. But you are encouraged to respond as many as you can.**
5. Research Proposal. Write a proposal for a research paper on a topic related to the theme of this seminar. Describe how the required readings and the class discussions relate to your proposal. The proposal should be at least five pages long. Include at least seven resources in your footnotes and bibliography. See due dates in course overview above.
6. Research Paper. Write a research paper based on your research proposal. The paper should be at least 20 pages long. Include at least twenty resources in your footnotes and bibliography. See course review above for dates for oral reports on your research progress.
7. All assignments are to be turned in through the Learning Hub (Moodle) account for this course.

Late Submission
Late work will be subject to penalties in the form of lowered grades. There will be a 10% daily penalty.

ABOUT YOUR INSTRUCTOR

**Martin Hanna** is from Nassau, one of the beautiful islands of the Bahamas, where he served as High School Teacher and Pastor. At Northern Caribbean University, in Jamaica, he served as Counselor, Dean of Men, Associate Professor, Chair of Religion, and Research Center Director. He earned a PhD at Andrews University, where he enjoys research and teaching, especially on science-theology relations as is evident in his books: *The Use of Science in Theology,* and *The Cosmic Christ of Scripture.* He is also project leader for “Facilitating Science-Theology Dialogue,” a project funded by the *American Association for the Advancement of Science.* Martin enjoys even more his marriage to Henrietta (PhD in Nursing) and their children: Pharez, Melody, and Zachary.
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

(The seminary-voted statement regarding recording of course lectures is below. Exceptions are at the discretion of the instructor.)

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.

<table>
<thead>
<tr>
<th>Username and password assistance</th>
<th><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></th>
<th>(269) 471-6016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical assistance with Learning Hub</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Technical assistance with your Andrews account</td>
<td><a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a></td>
<td></td>
</tr>
</tbody>
</table>

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

Letter Grades and Percentages

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>75-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-74%</td>
</tr>
<tr>
<td>D</td>
<td>55-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-54%</td>
</tr>
</tbody>
</table>

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)

**THST Research Paper Rubric**

_Last update: March 12, 2014_

<table>
<thead>
<tr>
<th>Criteria Category</th>
<th>Excellent (5)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Fair (2)</th>
<th>Poor (1)</th>
<th>Absent (0)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduction is engaging, states main topic and clearly previews the paper.</td>
<td>Introduction states main topic and adequately previews the paper.</td>
<td>Introduction states main topic but does not adequately preview the paper.</td>
<td>Introduction does not state main topic and does not adequately preview the paper.</td>
<td>Unclear and convoluted introduction.</td>
<td>No introduction</td>
<td>Out of 10</td>
</tr>
<tr>
<td><strong>Purpose or Thesis</strong></td>
<td>Clearly and concisely states the paper’s purpose in a single sentence, which is engaging, and thought provoking.</td>
<td>The purpose is stated and is succinct, clear and has more than one sentence.</td>
<td>The purpose is stated but is not succinct, not very clear and has more than one sentence.</td>
<td>The purpose is not clearly stated or not easily understandable</td>
<td>The purpose is not stated and/or unintelligible</td>
<td>No purpose given</td>
<td>Out of 10</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains profitable insight.</td>
<td>Information is directly related to the purpose. Good analysis of the topic. Reader gains profitable insight.</td>
<td>Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.</td>
<td>Information is somewhat disconnected from the purpose. Analysis is somewhat vague or confused. Reader gains little insight.</td>
<td>Information is disconnected from or unrelated to the purpose. Analysis is vague or confused. Reader gains no insight.</td>
<td>Out of 25</td>
<td></td>
</tr>
<tr>
<td>Use of Sources</td>
<td>Relates material to other significant and pertinent information about the topic, at a level that includes considerable synthesis and analysis. Arguments are supported with ample references and gives evidence of thoughtful and discriminatin g research in relevant and representative sources.</td>
<td>Relates the material to other significant and pertinent information about the topic. Arguments are well-supported by references to relevant information and gives evidence of thoughtful research in relevant sources.</td>
<td>Relates the material to other significant and pertinent information about the topic. Arguments are supported by references to relevant information and gives evidence of research in relevant sources.</td>
<td>Some references to significant materials or other relevant information about the topic. Arguments are sometimes supported by references to relevant information and give some evidence of research in relevant sources.</td>
<td>Few references to significant materials or other relevant information about the topic. Arguments are seldom supported by references to relevant information and give little evidence of research in relevant sources.</td>
<td>No references to sources</td>
<td>Out of 10</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Citations</td>
<td>All cited works are presented in the correct format with no errors.</td>
<td>Cited works are presented in mostly correct format. Few inconsistencie s</td>
<td>Cited works are presented in mostly correct format. Inconsistencie s are evident.</td>
<td>Few cited works with inconsistent formatting.</td>
<td>Very few cited works with inconsistent formatting.</td>
<td>No citations</td>
<td>Out of 5</td>
</tr>
<tr>
<td>Organization - Structural Development of the Idea</td>
<td>Ideas are well arranged logically to directly support the purpose, flowing smoothly from one to another and clearly linked to each other. The reader can easily follow the line of reasoning.</td>
<td>Ideas are arranged logically to support the purpose, flowing smoothly from one to another and linked to each other. The reader can follow the line of reasoning.</td>
<td>Ideas are arranged in a somewhat logical way, although occasionally fail to make sense together. The reader is fairly clear about the writer’s intentions.</td>
<td>Ideas are often not arranged in a logical way, and often fail to make sense together. The reader is not always clear about the writer’s intentions.</td>
<td>The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.</td>
<td>No citations</td>
<td>Out of 20</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Conclusion is engaging, restates purpose, concisely summarizes the paper and clearly states the main conclusions.</td>
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<tr>
<td></td>
<td>Conclusion restates purpose, summarizes the paper and states the main conclusions.</td>
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<tr>
<td></td>
<td>Conclusion only vaguely refers to purpose. Main ideas and conclusions are somewhat logically arranged.</td>
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</tr>
<tr>
<td></td>
<td>Conclusion does not refer to purpose. Main ideas and conclusions are not logically arranged.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information.</td>
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| Total | 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**

13
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)
   6) Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
   7) Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
8) 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.

9) Write scholarly research, make a professional presentation, and submit for publication

10) Display teaching ability appropriate for college and university settings.

10. PhD (Biblical and Ancient Near Eastern Archaeology)
   5) Knows the history, methods and theories of archaeology
   6) Knows the material culture and history of the Biblical and ancient Near Eastern and Mediterranean world
   7) Applies knowledge of the material remains to an understanding of Biblical and ancient Near Eastern contexts
   8) Demonstrates the skills to conduct all phases of field work, including follow-up analyses and presentation and publication of findings

11. PhD (Religious Education)
   8) Christian Apologist: Develop and articulate effectively a philosophy of religious education
   9) Pastor-Teacher: Use and teach appropriate methodologies for discipling Christians across the lifespan
   10) Servant-Leader: Demonstrate the ability to apply and model the principles of servant leadership in the church, school, and broader community
   11) Evaluator-Researcher: who understands the basic terminology, potential contributions, and limitations of scholarly research in the evaluation and implementation of discipleship initiatives
   12) 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
   13) Lifelong Scholar: who demonstrates on-going personal and professional development
   14) Area of Emphasis: demonstrates the ability to apply all relevant core competencies to the area of emphasis

12. ThD (Theology)
   6) Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
   7) Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
   8) 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.
   9) Write scholarly research, make a professional presentation and submit for publication
   10) Display teaching ability appropriate for college and university settings.

APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

Recommended reading—Science-Theology Dialogue:


**Young Earth Creationism**


**Old Earth Creationism**


**Intelligent Design**


**Theistic Evolution**


**Dialogical Resources**


**Biblical Studies**


**Miscellaneous**


**Anthologies, Companions, Handbooks, Collections**


**Recommended reading—Theological Exegesis:**


Vos, Hank. “‘From Historical-Grammatical Exegesis to Theological Exegesis’: Five Essential Practices.” Evangelical Review of Theology, Apr 01, 2013; Vol. 37, No. 2, p. 140-152.

**Divine-human interaction.**


**Christocentric Method:**
Smith, Kevin G. “The Christocentric Principle: Promise, Pitfalls, and a Proposal.”

**Other Articles:**
________. “Evolution, Theology, and Method Part 1: Outline and Limits of Scientific Methodology.”
________. “Evolution, Theology, and Method Part 2: Scientific Method and Evolution.”
________. “From Vision to System: Finishing the Task of Adventist Theology Part I: Historical Review.”
________. “From Vision to System: Finishing the Task of Adventist Biblical and Systematic Theologies—Part II.”
________. “From Vision to System: Finishing the Task of Adventist Theology Part III: Sanctuary and Hermeneutics.”
Davidson, Richard M. “Interpreting Scripture According to the Scriptures: Toward an Understanding of Seventh-day Adventist Hermeneutics.”
Donkor, Kwabena. “Hermeneutics Today.”
General Conference Committee Annual Council. “Methods of Bible Study.”


Books:


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