



# GSEM 530-Doctrine of the Sanctuary

Spring 2025

*Felix H. Cortez, PhD*

## SYNOPSIS OF THE COURSE

### CLASS & CONTACT INFORMATION

<b>Class Location:</b>	Burman University
<b>Class meeting times:</b>	March 9–13, 2025 <b>Sunday</b> , 3 pm – 6 pm EST <b>Monday – Thursday</b> , 8–12 a.m.; 1–4 pm EST <b>Friday</b> , Final Exam (open schedule)
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	(269) 363-9772
<b>Instructor Email:</b>	<a href="mailto:fcortez@andrews.edu">fcortez@andrews.edu</a>
<b>Office location:</b>	Andrews University; Seminary N127
<b>Office hours:</b>	Make an appointment by email

### BULLETIN DESCRIPTION OF COURSE

A study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews and Revelation. Team taught by members of various departments.

## PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession.

- 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

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Tell the story of salvation through Christ as the Bible demonstrates it through accounts of services at His earthly and heavenly sanctuaries.
2. Explain the righteousness of the character of God (from a Biblical perspective) as revealed in the biblical sanctuary services.
3. Teach people how to get in touch with Jesus in the heavenly sanctuary, where He is working now, so that they can receive the transforming gifts of His sacrifice and presence through the Holy Spirit.
4. Preach and teach the biblical sanctuary message in evangelistic and other settings in a manner that is exegetically sound, balanced, appealing, persuasive, answers objections, and motivates people to receive God's special end-time grace that prepares for Christ's return to Planet Earth.

## COURSE OVERVIEW

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

### Book Reaction Report:

The book reaction reports will be graded according to their depth of interaction with coverage of chosen portions of the book and their clarity of expression.

CRITERIA	Exceptional A	Good B	Not so Good C	Substandard D	Unacceptable F	Weight
<b>Depth of interaction</b>	Deep interaction throughout, showing profound understanding and engagement with the concepts of the book.	Quite a lot of interaction, but could be deeper.	Some interaction, but tends to be rather superficial.	A little interaction, but mainly just summary of contents.	No interaction. Just summary of contents.	approx. 40%

<b>Coverage of representative portions of book</b>	Engages with material in all major sections of the book.	Engages with material in almost all major sections of the book, but omits or skims briefly over one.	Deals with material in most major sections of the book, but omits or skims briefly over two.	Deals with material in several major sections of the book, but omits or skims briefly over three.	Deals with material in half or less of the major sections of the book, but omits or skims briefly over the others.	approx. 40%
<b>Clarity of expression</b>	Logically well-organized presentation; excellent writing style, including apt and concise wording, correct English grammar and syntax, and freedom from typos.	Fairly well-organized presentation; good writing style overall, but a few minor English problems.	Not so organized presentation; mediocre writing style with quite a few English mistakes.	Quite sloppy organization; unclear in quite a few places, with many English mistakes.	Very sloppy, unclear, and full of English mistakes.	approx. 20%
						TOTAL: 100%

**Presentation in class:**

The student will choose a topic related to the sanctuary (one of the feasts, or the sacrifices, or furniture, or another element) and make a presentation of 15 minutes to the class.

**Evangelistic Sermon Project:**

The sermon will be graded on its biblical content (especially including accuracy and depth of biblical interpretation regarding sanctuary concepts), clarity and effectiveness of communication (logical structure and flow, appeal, illustrations, and quality of writing style, including choice of expressions, grammar, syntax, and spelling), and appropriateness for the target audience (non-SDA evangelistic), in accordance with the guidelines presented above.

<b>CRITERIA</b>	<b>Exceptional A</b>	<b>Good B</b>	<b>Not so Good C</b>	<b>Substandard D</b>	<b>Unacceptable F</b>	<b>Weight</b>
<b>Biblical Content</b>	Accurate and thorough explanation of selected sanctuary concepts from biblical texts themselves, with profound insights.	Quite accurate and fairly thorough explanation of biblical sanctuary concepts.	Less than accurate or thorough explanation of biblical sanctuary concepts.	Some fairly serious problems with biblical accuracy; superficial or unclear explanations of biblical sanctuary concepts, not really engaging relevant texts.	Teaches little or nothing that is solid regarding biblical sanctuary concepts.	approx. 50%
<b>Communication</b>	Excellent logical structure and flow, appeal, illustrations; superior quality writing style, including clear, simple, effective, vivid expression, with correct grammar, syntax, and spelling.	Good logical structure and flow, appeal, illustrations, and quality of writing style, including choice of expressions, grammar, syntax, and spelling.	Some problems with logical structure and flow, appeal, illustrations, and/or quality of writing style, including choice of expressions, grammar, syntax, and spelling.	Major problems with logical structure and flow, appeal, illustrations, and/or quality of writing style, including choice of expressions, grammar, syntax, and spelling.	Logical structure and flow unclear; deficient in appeal; little or no illustrative material; sloppy writing.	approx. 35%
<b>Appropriateness for target audience</b>	Very effectively connects with 21 <sup>st</sup> century non-SDA audience.	Quite effectively connects with 21 <sup>st</sup> century non-SDA audience.	Some fairly major deficiencies in connecting with 21 <sup>st</sup> century non-	Major problems in connecting with 21 <sup>st</sup> century non-SDA audience.	Doesn't connect with target audience.	approx. 15%

			SDA audience.			
						TOTAL: 100%

## PRE-INTENSIVE REQUIREMENTS

### Pre-Intensive Requirements (Deadline: **March 6, 2025**; Do these before coming to the intensive!)

1. **View and provide reaction** to 2 video lectures provided in learning hub. The reaction consists in making 1 report per lecture that lists the three things learned in the video that were either the most important, useful, or significant. The report needs also to include three questions that you have about the presentations that you would like to discuss in class. Be prepared to discuss in class what you learned and the questions you have. The list of lectures is the following:
  - a. John Peckham, **The Sanctuary as the Key to the Biblical a System of Truth (Part 1)**.
  - b. John Peckham, **The Sanctuary as the Key to the Biblical a System of Truth (Part 2)**.
2. Write **one book reaction report** on Richard M. Davidson, *A Song for the Sanctuary: Experiencing God's Presence in Shadow and Reality* (Silver Spring, MD: Biblical Research Institute, General Conference of Seventh-day Adventists, 2022). (SLO 1-3, MAPMin PO 2). **You are required to read only 600 pages of the book. You choose which chapters you want to read.**

Report Content: Each report must engage with (rather than simply summarizing) some specific content of each major portion of the book, concentrating on ideas that are particularly helpful or problematic.

Report Formatting: Typewritten, 5 or 6 pages (not including title page), double-spaced (with normal margins: 1" top and bottom and 1.25" on sides), 12-point font. Label the parts/chapters to which you are responding. The beginning of the paper must be labeled with the name of the student and the date.

Mode of Submission: Upload your book reaction report on Learning Hub and bring an electronic copy with you to the first intensive class meeting on March 6, 2025.

Criteria for Grade: The reaction paper will be graded according to its depth of interaction with representative portions of the book and its clarity of expression. For more details, see assessment rubric under Assessment Guidelines, below.

## REQUIREMENTS DURING COURSE INTENSIVE

### Requirements During the Intensive (**March 9–13, 2025**)

1. Regular attendance and participation in class.
2. Study the PowerPoint presentations provided in class.
3. Do a 15-minute presentation in class on one of the aspects of the sanctuary.
3. Write the **examination** on March 14–16, 2025. The examination covers the class presentations and discussions. The grading standard for the examination is graduate level, requiring on-target content with support, and expression that is clear, concise, and organized. (SLO 1-3, MAPMin PO 2).

## POST-INTENSIVE COURSE REQUIREMENTS

### Post-Intensive Requirement (**Deadline: April 24, 2025**)

1. Class portfolio. Submit the notes for the class, the reading reports, the group-discussion reports, and any other assignment done in class.
2. Write a high quality **evangelistic sermon** in which you apply what you learned in this class by clearly, simply, and appealingly explaining from the Bible *one* important aspect of Christ's sanctuary ministry, whether as Victim or Priest. (SLO 4, MAPMin PO 1).

Sermon Content: Your sermon must include some information about Christ's work that we learn from the Old Testament sanctuary services in their role as shadow to His sacrifice and/or heavenly sanctuary ministry. It should be a sanctuary sermon, so that sanctuary concepts are core and pervasive, rather than a minor tack-on within a sermon that is basically about something else.

Target 21<sup>st</sup> century non-SDA people as your primary audience. Assume that they know little or nothing about the Bible, SDA teaching, the sanctuary, or Ellen G. White, unless you have taught them some concepts in one or more previous presentations in a series. So for this audience, don't use technical theological terminology (e.g., "antitype"), SDA jargon, or quotations from Ellen G. White (whom you would introduce later in your series). Keep your sermon simple, focusing on one part of the story of Jesus, rather than trying to teach a major chunk of a sanctuary course to impress the instructor, who will not be impressed because your audience will develop a case of confusion, exhaustion, and mental constipation. Remember that most people can concentrate on new theological concepts for only a few minutes, so give them breaks by interspersing illustrations and applications. At the top of your sermon manuscript you may, if you wish, specify where this presentation fits in a series and more precisely what kind of non-SDA audience you are trying to reach.

To ensure that your sermon has a logical progression of thought, start by writing a Bible study outline with good structure. Build the outline around Bible passages, but don't use too many texts. Then flesh out the ideas and connect with your audience by integrating explanations, illustrations, applications, and appeal. Your challenge will be to limit your scope to a manageable size and effectively communicate this powerful topic in a cohesive manner that does justice to the richness of the subject without overwhelming your audience with too much detail. Keep Christ and His on-going relationship to human beings as the reference point and you will not lose people in what they perceive as academic theorizing that doesn't have anything to do with them.

Sermon Formatting: The sermon manuscript must be typed, double-spaced (with normal margins), 12-point font, and 12-15 pages in length (not including a title page or other extra pages such as an outline, preliminary description of the sermon, or graphics). Include scripture references as in-text citations (in parentheses). If you refer to ideas in extrabiblical sources (books, articles, etc.), you may keep track of them for your future use by referring to them in citations in your text (in parentheses) or in footnotes or endnotes, whichever is most convenient for you. Just staple (not paper clip) pages together, without using extra covers (plastic or otherwise). Include your name, the date, and the sermon title at the top of the first page or title page.

Mode of Submission: Upload your work to Learning Hub by April 24, 2025.

Criteria for Grade: The sermon will be graded on biblical content (especially including accuracy and depth of biblical interpretation regarding sanctuary concepts), clarity and effectiveness of communication (logical structure and flow, appeal, illustrations, and quality of writing style, including choice of expressions, grammar, syntax, and spelling), and appropriateness for the target audience (non-SDA evangelistic), in accordance with the guidelines presented above. For more details, see assessment rubric under Assessment Guidelines, below.

## 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.

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

### Excused Absence

“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.” (*Current AU Bulletin.*)

## COURSE MATERIALS

### Required Course Materials

1. Leviticus, Daniel, Hebrews, and Revelation in an English translation of the Bible, not including a paraphrase or The Clear Word.
2. Davidson, Richard M. *A Song for the Sanctuary: Experiencing God’s Presence in Shadow and Reality*. Silver Spring, MD: Biblical Research Institute, General Conference of Seventh-day Adventists, 2022.

### Recommended Course Materials

1. Gane, Roy E. *Altar Call*. Berrien Springs, MI: Diadem, 1999. ISBN: 9780967305103. Print, new: \$15.00.
2. Hardinge, Leslie. *Jesus in His Sanctuary: A Walk through the Tabernacle Along His Way*. Hagerstown, MD: Review and Herald, 2004. ISBN: 9780911833010. (Choose 150 pages from anywhere in the book to read.)
3. Holbrook, Frank B., ed. *Doctrine of the Sanctuary: A Historical Survey*. Daniel and Revelation Committee Series 5. Biblical Research Institute. Distributed by Hagerstown, MD: Review and Herald, 2001. ISBN: 9780925675040.
4. Probstle, Martin. *Where God and I Meet: The Sanctuary*. Hagerstown, MD: Review and Herald, 2013. ISBN: 9780828027045.
5. Wallenkampf, Arnold V., and W. Richard Leshner, eds. *The Sanctuary and the Atonement: Biblical, Historical, and Theological Studies*. Washington, D.C.: The Review and Herald Publishing Association, 1981.
6. White, Ellen G. *Christ in His Sanctuary*. Boise, ID: Pacific Press Publishing Association, 2009. ISBN: 0816323410.

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

## MORE ABOUT THE COURSE

### 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:

<b>Intensive Class Schedule (SLO 1-3, MAPMin PO 2)</b>			
<b>Schedule for class meetings: September 25–29, 2022</b>			
			Reading during intensive
Sunday	3-6 p.m. PST (3 hrs)	<b>- Introduction to Course</b> <b>- Sanctuary as a System of Truth</b>	Reading: Toward a Systematic Theology of the Sanctuary
Monday	8–10 10–12 1–4	<b>-Original Sanctuary in Heaven</b> <b>-The sanctuary and the great controversy</b> <b>- Typology</b>	-Reading: Rodríguez – The Sanctuary (pp. 375–401) De Souza – Sanctuary and Theodicy
Tuesday	8–10 10–12 1–4	<b>- Typology of the Sacrifices</b> <b>- Typology of the feasts</b> <b>- Two-Step Atonement (Day of Atonement)</b>	Reading - Davidson, Richard M. “Typology and the Levitical System— Part I.” - Davidson, Richard M. “Typology and the Levitical System— Part II.” - Gane, “Two Phases of Removal” (PDF)
Wednesday	8–10 10–12 1–4	<b>- The Prophecies of Daniel 7</b> <b>- The Prophecies of Daniel 8</b> <b>- The Final Judgment</b>	Reading: -Hasel Rodriguez – Daniel 8



			-Moskala – Judgment
Thursday	8–10 10–12 1–4	- <b>The New Covenant in Hebrews</b> - <b>The ascension of Jesus in Hebrews</b> - <b>Revelation and the Sanctuary Ranko Teaches this on Wednesday</b>	Reading: -Cortez – The Story of Hebrews and the Sanctuary - Strand – Introductory Scenes -Paulien – Sanctuary and Judgment
Friday	8:00-10:00 a.m. (2 hrs)	FINAL EXAM	

Professional Masters' Programs		
3 Credits		
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time: Presentations, discussions and exam</b>	33 hours
	<b>Study During Intensive</b>	8 hours
<b>Independent Learning Activities</b>	<b>Reading (600 pp)</b>	35 hours
	<b>Book Reaction Report</b>	6 hours
	<b>15-minute presentation in class on one of the aspects of the sanctuary</b>	13 hours
	<b>Evangelistic Sermon</b>	40 hours
<b>Total Hours:</b>		<b>135 hours</b>

**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.

Assignment Description	Weighting
Book Reaction Report (Pre-intensive)	30%
Video report (Pre-intensive)	5%

Final Exam	15%
Student presentation on one aspect of the Sanctuary	15%
Attendance and Activities	5%
Evangelistic Sermon	30%
<b>TOTAL:</b>	<b>100%</b>

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.

### **Submission of Assignments**

Electronic Copies to Learning Hub

### **Late Submission**

Assignments submitted late will incur a 10% penalty.

### **PLAGIARISM**

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarising the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

### **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.

## ABOUT YOUR INSTRUCTOR

**Félix H. Cortez** is Professor of New Testament Literature at the Seventh-day Adventist Theological Seminary at Andrews University, Berrien Springs, Michigan. He joined the faculty in 2013.

Born in Mexicali, Mexico, Cortez received a master's degree in modern literature from Universidad Iberoamericana in 2001. In 2008, he obtained his Doctor of Philosophy degree from Andrews University. His dissertation, "Within the Veil: The Ascension of the Son in the Letter to the Hebrews," was published by Fontes Press.



Before coming to Andrews, Cortez served as an ordained pastor and youth director at the Central Conference in Mexico and as a professor of Theology at Montemorelos University.

Dr. Cortez has lectured at Bible Conferences and Theological Symposia in more than 50 countries on six continents. He has also served as the speaker for weeks of prayer at the headquarters of the General Conference, of several divisions and unions, and at university campuses of the Seventh-day Adventist Church. He has also addressed the Annual Council and a General Conference Session of the Seventh-day Adventist Church. Cortez also hosted the two seasons of "Faith and Life" for Hope Channel TV and has been interviewed on Hope Channel, 3ABN, It Is Written, and Esperanza TV.

He is a member of various theological societies and was chair of the Pastoral and Catholic Epistles Section of the International Meeting of the Society of Biblical Literature from 2010 to 2016 and president of the Adventist Theological Society from 2014 to 2016. He has also served in teams of comprehensive evaluation visits for the Association of Theological Schools and the Adventist Accrediting Agency.

Dr. Cortez has authored over 100 articles and several books, including the Sabbath School Adult Study Guide for the first quarter of 2022 and the commentary on Hebrews for the Seventh-day Adventist International Bible Commentary. He won the Graduate Student Paper Competition of the Midwest Society of Biblical Literature in 2005, received an Award for Excellence in Research from Universidad Iberoamericana, and the Siegfried H. Horn Award for Excellence in Research and Creative Scholarship from Andrews University.

Dr. Cortez enjoys hiking, sightseeing, sports in general, woodworking, and reading. He is married to Alma Gloria Alvarez-Yanes and has two children. Hadid J. Cortez is a chaplain at Spencerville Academy, Maryland, and Alma N. Cortez is a doctoral student at New York University.

See: [https://works.bepress.com/felix\\_cortez/](https://works.bepress.com/felix_cortez/)

Web page: <https://www.andrews.edu/sem/contact/faculty/felix-cortez.html>

Amazon Page: <https://www.amazon.com/author/felixcortez/>

## OTHER COURSE-RELATED POLICIES

### **Classroom Seating**

Give a statement about your policy on classroom seating (e.g. To facilitate the instructor in learning each student's name, please select a permanent seat (for at least the first half of the intensive) in the classroom.

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

### **Academic Accommodations**

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

### **Use of Electronics**

No recording or streaming is permitted in seminary courses.

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

### **Communications and Updates**

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

### **LearningHub Access**

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

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

### **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

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

## APPENDIX 1: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

A	95-100%	C	65-69%
A-	90-94%	C-	60-64%
B+	85-89%		
B	80-84%	D	55-59%
B-	75-79%		
C+	70-74%	F	54% and below

#### ***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.