

THST 695-065

SANCTUARY DOCTRINE

February 25 – March 1, 2018

Richard M. Davidson, Ph.D.



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COURSE ACRONYM & NUMBER

COURSE TITLE

FEBRUARY 25 – MARCH 1, 2018

Spring Semester, 2018

MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym:	THST 695-065
Class name:	Sanctuary Doctrine
Year & Semester:	Spring 2018
Class location:	Forest Lake SDA Church, Apopka, FL
Class time/day:	Sunday, 6 p.m. – 8 p.m. Mon. – Thurs. 8 a.m. – 12:30 p.m.; 1:30 p.m. – 6 p.m.
Credits offered:	3

INSTRUCTOR CONTACT

Instructor:	Richard M. Davidson, Ph.D.
Telephone:	(269) 471-6575
E-mail:	davidson@andrews.edu
Office Location:	Andrews University; Seminary Room #116
Office Hours:	By Appointment
Course Webpage:	http://learninghub.andrews.edu

Administrative Assistant:	Katie Freeman
Telephone:	(269) 471-2861
Email:	katie@andrews.edu
Office Location:	Seminary Building Room #111

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

BULLETIN COURSE DESCRIPTION

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

MAPM PROGRAM OUTCOMES

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

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

STUDENT LEARNING OUTCOMES (SLO)

As a result of diligent participation in this course, the student will:

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

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:

Davidson, Richard M. *A Song for the Sanctuary* (draft of the forthcoming graduate textbook on the Doctrine of the Sanctuary, commissioned by the General Conference Biblical Research Institute, to be published by Andrews University Press). Available in electronic format on Learning Hub/Moodle. **This unpublished manuscript is not to be duplicated or disseminated without the author's permission. Number of pages to be read: at least 750.**

Recommended/Optional: (items marked with an asterisk * are highly recommended)

- *Canale, Fernando L. "Philosophical Foundations and the Biblical Sanctuary." *Andrews University Seminary Studies* 36, no. 2 (Autumn 1998): 183–206.
- *Cortez, Felix H. "'The Anchor of the Soul that Enters within the Veil': The Ascension of the 'Son' in the Letter to the Hebrews." PhD dissertation, Andrews University, 2008.
- Davidson, Jo Ann. "Toward a Scriptural Aesthetic." *Andrews University Seminary Studies* 41 (Spring 2003): 101–111.
- _____. *Toward a Theology of Beauty: A Biblical Perspective*. Lanham, MD: University Press of America, 2008.
- Davidson, Richard M. "A Song for the Sanctuary: Celebrating Its Goodness, Its Truth, Its Beauty." *Adventist Review*, July 2, 1992, 8–11.
- _____. "Assurance in the Judgment," *Adventist Review* (January 7, 1988): 18–20..
- _____. "Christ's Entry 'Within the Veil' in Hebrews 6:19–20: The Old Testament Background." *Andrews University Seminary Studies* 39, no. 2 (Autumn 2001):175–190.
- _____. "Cosmic Metanarrative for the Coming Millennium." *Journal of the Adventist Theological Society* 11, no. 1–2 (2000): 102–119.
- _____. "The Divine Covenant Lawsuit Motif in Canonical Perspective." *Journal of the Adventist Theological Society*, 21, nos. 1–2 (2010):45–84.
- _____. "The Good News of Yom Kippur." *Journal of the Adventist Theological Society* 2, no. 2 (1991): 4–27.
- _____. "In Confirmation of the Sanctuary Message." *Journal of the Adventist Theological Society* 2, no. 1 (1991): 93–114.
- _____. "Inauguration or Day of Atonement? A Response to Norman Young's 'Old Testament Background to Hebrews 6:19–20 Revisited.'" *Andrews University Seminary Studies* 40, no. 1 (Spring 2002): 69–88.
- _____. "Ponder the Passover." *Shabbat Shalom* 53, no. 1 (2006): 4–9.
- _____. "Sanctuary Typology." In *Symposium on Revelation—Book 1*, chap. 5. Edited by Frank B. Holbrook. Daniel and Revelation Committee Series 6. Silver Spring, Md.: Biblical Research Institute, General Conference of Seventh-day Adventists, 1992.
- _____. "Sukkot: Festival of Joy!" *Shabbat Shalom* 55, no. 2 (2008): 4–10.
- _____. *Typology in Scripture: A Study of Hermeneutical Τόπος Structures*. Andrews University Seventh-day Adventist Theological Seminary Dissertation Series 2. Berrien Springs, MI: Andrews University Press, 1981.
- _____. "Typology in the Book of Hebrews." In *Issues in the Book of Hebrews*, 121–133, 156–169. Edited by Frank B. Holbrook. Daniel and Revelation Committee Series. Vol. 4. Silver Spring, Md.: Biblical Research Institute, General Conference of Seventh-Day Adventists, 1989.
- _____. "Typology and the Levitical System—Part I." *Ministry* (February 1984): 16–19, 30.

- _____. "Typology and the Levitical System—Part II." *Ministry* (April 1984): 10–13.
- _____. "What the Sanctuary Means to Me: Yom Kippur Calls Us to Repentance and Joy." *Adventist Review* (February 19, 1987): 12–14.
- Gane, Roy E. *Altar Call*. Berrien Springs, Mich.: Diadem, 1999.
- _____. *Ritual Dynamic Structure*. Piscataway, N.J.: Gorgias Press, 2004.
- _____. *Cult and Character: Purification Offerings, Day of Atonement, and Theodicy*. Winona Lake, Ind.: Eisenbrauns, 2005.
- _____. *NIV Application Commentary: Leviticus, Numbers*. Grand Rapids, Mich.: Zondervan Publishing House, 2004.
- _____. *Who's Afraid of the Judgment?* Nampa, Idaho: Pacific Press, 2006.
- Goldstein, Clifford. *1844 Made Simple*. Boise, Idaho: Pacific Press, 1988.
- _____. *False Balances*. Boise, Idaho: Pacific Press Pub. Association, 1992.
- _____. *Graffiti in the Holy of Holies: An Impassioned Response to Recent Attacks on the Sanctuary and Ellen White*. Nampa, Idaho: Pacific Press, 2003.
- Gordon, Paul A. *The Sanctuary, 1844 and the Pioneers*. Silver Spring, Md.: Ministerial Association, General Conference of Seventh-day Adventists, 2000.
- Gordon, Paul A., compiler. *Pioneer Articles on the Sanctuary, Daniel 8:14, the Judgment, 2300 Days, Year-Day Principle, Atonement: 1846-1905*. Washington D.C.: Ellen G. White Estate, 1983.
- Hardinge, Leslie. *With Jesus in His Sanctuary: A Walk through the Tabernacle Along His Way*. Harrisburg, Pa.: American Cassette Ministries, 1991.
- Haskel, Stephen Nelson. *The Cross and Its Shadow*. South Lancaster, Mass.: The Bible Training School, 1914.
- Holbrook, Frank B. "Light in the Shadows: An Overview of the Doctrine of the Sanctuary." In *Light in the Shadows: An Overview of the Doctrine of the Sanctuary and Walking in the Light: An Overview of the Doctrine of Salvation in Christ*, 3–25. Silver Spring, MD: Biblical Research Institute, 1984.
- _____. *The Atoning Priesthood of Jesus Christ*. Berrien Springs, Mich.: Adventist Theological Society Publications, 1996.
- Holbrook, Frank B., ed. *70 Weeks, Leviticus, and the Nature of Prophecy*. Daniel and Revelation Committee Series 3. Washington, D.C.: Biblical Research Institute, General Conference of Seventh-day Adventists, 1986. Available in the JWL: BS 1556 D36 v. 3.
- _____. *Symposium on Daniel: Introductory and Exegetical Studies*. Daniel and Revelation Committee Series 2. Washington, D.C.: Biblical Research Institute, 1986. Available in JWL: BS 1556 D36 v.2.
- _____, ed. *Symposium on Revelation—Book 1*, chap. 5. Daniel and Revelation Committee Series 6. Silver Spring, Md.: Biblical Research Institute, General Conference of Seventh-day Adventists, 1992. Available in JWL: BS 1556 D36 1992.
- Maxwell, C. Mervyn. *God Cares—I: Message of Daniel for You and Your Family*. Mountain View, Calif.: Pacific Press Publishing Association, 1981. Available in JWL: BS 1555.3 M39 v. 1.
- _____. *God Cares—2: Message of Revelation for You and Your Family Mountain View, Calif.*: Pacific Press Publishing Association, 1985. Available in JWL: BS1555.3 .M39 v. 2.
- _____. *The Magnificent Disappointment*. *Ministry* (October 1980): special Sanctuary issue.
- *Moore, Marvin. *The Case for the Investigative Judgment: Its Biblical Foundation*. Nampa, ID: Pacific Press, 2010.
- Moskala, Jiri. "Toward a Biblical Theology of God's Judgment: A Celebration of the Cross in Seven Phases of Divine Universal Judgment (An Overview of a Theocentric-Christocentric Approach)." *Journal of the Adventist Theological Society* 15, no. 1 (Spring 2004): 138–165.

- _____. "The Gospel According to God's Judgment: Judgment as Salvation." *Journal of the Adventist Theological Society* 22, no. 1 (1011): 28–49.
- Owusu-Antwi, Brempong. *The Chronology of Daniel 9:24-27*. Adventist Theological Society Dissertation Series, 2. Berrien Springs, Mich.: Adventist Theological Society Publications, 1995.
- Paulien, Jon. "The Role of the Hebrew Cultus, Sanctuary and Temple in the Plot and Structure of the Book of Revelation." *Andrews University Seminary Studies* 33, no. 2 (Autumn 1995): 245–264.
- Preez, Ron du. *Feast-Keeping and the Faithful: Should Christians Observe the Annual Feast Days?* Revised and expanded. Omega Media: Berrien Springs, Mich.: Lithotech Graphic Services, 2014.
- Pröbstle, Martin. *Where God and I Meet: The Sanctuary*. Hagerstown, Md.: Review and Herald, 2013.
- Sanctuary Review Committee Report. "Statement on Desmond Ford Document." In *Doctrine of the Sanctuary: A Historical Survey (1845-1863)*, Appendix D, 217–224. Edited by Frank B. Holbrook. Daniel and Revelation Committee Series 5. Silver Spring, Md.: Biblical Research Institute, General Conference of Seventh-day Adventists, 1989.
- *Shea, William H. *Selected Studies on Prophetic Interpretation*. Daniel and Revelation Committee Series 1. Washington, D.C.: Review and Herald Publishing Association, 1982. Available in the JWL: BS 1556 D36 v. 1.
- Souza, Elias Brasil de. *The Heavenly Sanctuary/Temple Motif in the Hebrew Bible*. Adventist Theological Dissertation Series 7. Berrien Springs, Mich.: ATS Publications, 2005.
- Treiyer, Alberto R. *The Day of Atonement and the Heavenly Sanctuary: From the Pentateuch to Revelation*. Siloam Springs, Ark.: Creation Enterprises International, 1992.
- *Venden, Morris L. *Never Without an Intercessor: The Good News about the Judgment*. Boise, Idaho: Pacific Press, 1996.
- Wallenkampf, Arnold V. "Challengers to the Doctrine of the Sanctuary." In *Doctrine of the Sanctuary: A Historical Survey (1845-1863)*, Appendix C, pp. 197–216. Edited by Frank B. Holbrook. Daniel and Revelation Committee Series 5. Silver Spring, Md.: Biblical Research Institute, General Conference of Seventh-day Adventists, 1989.
- _____. *The Sanctuary and the Atonement: Biblical, Historical, and Theological Studies*. Edited by Arnold V. Wallenkampf, parts I & II; W. Richard Leshar, parts III & IV. Washington, D.C.: Review and Herald, 1981.
- Wallenkampf, Arnold V. and W. Richard Leshar, eds. *The Sanctuary and the Atonement: Biblical, Theological, and Historical Studies*. Abridgment edited by Frank B. Holbrook. Silver Spring, Md.: Biblical Research Institute, 1989.
- *White, Ellen G. *Christ in His Sanctuary*. Mountain View, Calif.: Pacific Press, 1969.
- _____. "Facing Life's Record (*The Investigative Judgment*)." In *The Great Controversy*, 479–491 (chap. 28). Mountain View, Calif.: Pacific Press Publishing Association, 1950. _____. "In the Holy of Holies." In *The Great Controversy*, 423–432 (chap. 24). Mountain View, Calif.: Pacific Press Publishing Association, 1950.
- _____. "The Tabernacle and Its Services." In *Patriarchs and Prophets*, 343–358 (chap. 30). Mountain View, Calif.: Pacific Press Publishing Association, 1958.
- _____. "What Is the Sanctuary?" In *The Great Controversy*, 409–422 (chap. 23). Mountain View, Calif.: Pacific Press Publishing Association, 1950.
- Whidden, Woodrow W., II. *The Judgment and Assurance: The Dynamics of Personal Salvation*. Hagerstown, Md.: Review and Herald, 2012.

PRE-INTENSIVE REQUIREMENTS

Read chapters 1-8, 18-19, and 29, 30, and 32 of Richard M. Davidson, *A Song for the Sanctuary* (available on Learning Hub). This is approximately 375 pages. A written statement that this reading has been completed is due the first evening of the intensive, **February 25, 2018.**

REQUIREMENTS DURING COURSE INTENSIVE

1. Attend all lectures and participate in class discussions.
2. Decide what kind of creative/practical sanctuary project will be undertaken in the latter part of the semester. **Decision due by the last period of the intensive, March 1, 2018.**
3. Take notes from class lectures and discussions with a view toward answering the final take-home synthesis-reflection paper.

POST-INTENSIVE COURSE REQUIREMENTS

1. Read another 375 pages from the textbook *A Song for the Sanctuary*, in addition to the 375 pages assigned pre-intensive reading. Keep track of which pages/chapters have been read, and approximate time spent reading.
2. **A cumulative reading report**, declaring the total number of pages read, what percentage of the total required reading for the course (750 pages) has been completed, which pages/chapters have been read, and the approximate number of hours spent in reading. **The report is due May 1, 2018.**
3. **Project:** The sanctuary project may consist of **one** of the following: (1) a series of no less than two Bible studies for non-SDA's; (2) one major sermon, for SDA or non-SDA; (3) a 6–10 page research paper or essay on a selected topic approved by the instructor, or (4) another original sanctuary-related project (play, radio script, sanctuary model, musical composition, etc.) approved by the instructor. Assignment (1) or (2) must be fully written out, revealing clarity of presentation, containing solid support from Scripture (including **recent** research as dealt with in class lectures or readings), and designed to enhance the appreciation of the sanctuary message. Plan to spend about 20 hours on this project. **Due May 1, 2018.**
4. **Final take-home Synthesis/Reflection paper.** The final take-home Synthesis/Reflection paper will answer ONE of the following questions:

(a) **“Is the unique SDA understanding of the Sanctuary Doctrine *true* (solidly based in Scripture), in light of major objections raised to the doctrine?”** (See the 10 major issues summarized at the end of chap. 4 in *A Song for the Sanctuary*.) OR

- (b) **“So What? How is the Sanctuary Doctrine as taught by SDA’s *relevant* to your own life and the life of the church, and to the secular person? What difference does it make that we believe the sanctuary doctrine?”**

The synthesis/reflection paper may be done in outline form, and not full sentences, but the flow of argument and main ideas should be evident to the reader. Give exact biblical references for major points made. Also give reference to sources cited (chapter no. and page of textbook) for further (later) development of the points you are making. Be sure to give your own personal response to the basic question! You are encouraged to present material in a creative way. Students should allow approximately 20 hours (and write on average 10-15 double-spaced pages) for this Synthesis/Reflection. **Due May 1, 2018.**

Intensive Class Schedule

Intensive Class Schedule			
Schedule for class meetings: February 25 – March 1, 2018			
			Running total
Sunday	6-8 p.m.	2 hours	2
Monday	8:00-12:30 p.m.	4.5 hours	11
	1:30-6:00 p.m.	4.5 hours	
		9	
Tuesday	8:00-12:30 p.m.	4.5 hours	20
	1:30-6:00 p.m.	4.5 hours	
		9	
Wednesday	8:00-12:30 p.m.	4.5 hours	29
	1:30-6:00 p.m.	4.5 hours	
		9	
Thursday	8:00-12:30 p.m.	4.5 hours	38
	1:30-6:00 p.m.	4.5 hours	
		9	
Pre/Post-session	Guest lectures to be viewed on-line	7 hours	45
		7	

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class:

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	38	45 hours total
Pre/Post Online	7	
Independent Completion of Assignments		
Reading	50 hours based on Seminary guidelines (15 pages/hour)	
Post-Intensive Assignment: Project	20 hours	
Final Synthesis-reflection paper	20 hours	
Total Hours	135 hours	

GUIDELINES FOR SPECIFIC ASSIGNMENTS:

GUIDELINES FOR SPECIFIC ASSIGNMENTS	
Average reading speed:	15-20 pages/hour for light reading not to be tested on
	10-15 pages/hour for heavy reading for exams or Bible Commentaries
Writing time:	2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment:	0.5 hour per page

TOPICS TO BE COVERED DURING THE INTENSIVE

Day	Time	Lecture Topics	Chapters in Textbook
Sunday	6- 8 PM	Introduction to the Sanctuary Doctrine: Its Centrality and Significance The Heavenly Sanctuary: The Bigger Picture	Preface, 1, 2 (SLO 1)
Monday	8-10 AM	Historical Development of the Sanctuary Doctrine Challengers and Defenders: Basic Issues in the Recent Debate	3, 4, 5 (SLO 2, 3)
Monday	10 AM - 12:30 PM	Earth's First Sanctuaries Aesthetics of the Sanctuary	6, 7 (SLO 1, 4)
Monday	1:30-3 PM	Sanctuary Typology: Biblical Foundations Typology of the Sanctuary Precincts	8, 9 (SLO 2, 3)
Monday	3 – 6 PM	Typology of the Sacrifices and Priesthood Typology of the Special Sanctuary Services	10, 11 (SLO 2, 3, 5)
Tuesday	8-10 AM	Typology of the Daily Sanctuary Services Typology of the Yearly Services of Yom Kippur	12, 13 (SLO 2, 3)
Tuesday	10 AM - 12:30 PM	Typology of the Annual Hebrew Festivals	14, 29 (SLO 5, 6, 7)
Tuesday	1:30- 3 PM	Sanctuary Typology in the Book of Hebrews	15 (SLO 2, 3)
Tuesday	3 – 6 PM	Great Controversy Setting of the Sanctuary Investigative Judgment: God's Regular Procedure Throughout Scripture	16, 17 (SLO 1, 2, 3)
Wednesday	8-10 AM	Theology of Judgment in 7 Cross-Centered Phases (Moskala)	18-19 (SLO 3, 5)
Wednesday	10 AM - 12:30 PM	Basic Principles for Interpreting Apocalyptic Prophecy The Sanctuary in Daniel 7: The Pre-Advent Investigative Judgment	20-21 (SLO 2, 3)
Wednesday	1:30 – 6 PM	The Sanctuary in Daniel 8: Antitypical Day of Atonement The Sanctuary in Daniel 9: Christ our Sacrifice	22-24 (SLO 2, 3)
Thursday	8-10 AM	The Sanctuary in the Book of Revelation: Literary Structure The Sanctuary in the Book of Revelation: Typology and Prophecy	25-26 (SLO 2, 3)

Thursday	10 AM - 12:30 PM	The Sanctuary as the Key to the Biblical System of Truth (Peckham)	27 (SLO 4)
Thursday	1:30- 3:30 PM	Jesus is Our Mediator The Good News of Yom Kippur: Assurance in the Judgment	28-29 (SLO 5, 6, 7)
Thursday	3:30-5 PM	The “So What” of the Sanctuary Message Cathedral of Communion	30, 32 (SLO 5, 6, 7)
Thursday	5-6 PM	FINAL SYNTHESIS-REFLECTION	
Post-session	At student’s discretion	View 7 hours of lectures by the course instructor or another guest lecturer on the sanctuary. See, e.g. http://www.maritimesda.ca/media/campmeeting-2014/ .	

GRADING AND ASSESSMENT

Grading System

Basis for grading:

- | | | |
|----|--|-----|
| 1. | Reading (and report) | 20% |
| 2. | Final Synthesis/Reflection | 40% |
| 3. | Creative Project (Sermon, Bible Studies, or other) | 40% |

	Total	100%
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Grading Scale:

A = 94% +	B = 83–86%	C = 65–74%
A- = 90–93%	B- = 80–82%	C- = 60–64%
B+ = 87–89%	C+ = 75–79%	D = 50–59%

Assessment Submission

Electronic Copies to davidson@andrews.edu.

Rubric for Synthesis/Reflection Paper

The following rubric shows the grading criteria and weighting for the synthesis/reflection paper:

Grading Criteria	Exceptional 5	Proficient 4	Satisfactory 3	Emerging 2	Unsatisfactory 1	Weight	Score
1. Flow of argument and coverage of main issues	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
2. Biblical evidence for major points	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
3. Sources cited in textbook (chapter and page) for further study	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
4. Personal response to the basic question	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
5. Writing Style, creativity, and grammar	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
						100%	Total

CLASS POLICIES

Classroom Seating

Please select a permanent seat in the classroom, starting on Monday morning of the intensive.

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.

Academic Integrity

“In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically 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 (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, 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.

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.” (*Current AU Bulletin.*)

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of

absences exceeds 10% 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.”
Current AU Bulletin.)

Excused Absence

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. . . . 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.*)

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.

Late Submission of Assessment

The following penalties will be applied for late submission of assessment items:

Assignments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

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.”
(Current AU Bulletin.)

INSTRUCTOR PROFILE

Richard M. Davidson is J. N. Andrews Professor of Old Testament Interpretation at the Seventh-day Adventist Theological Seminary at Andrews University, Berrien Springs, Michigan. He has been with the Andrews faculty since 1979.

Born in California, Davidson attended Loma Linda University, Riverside, California, graduating in 1968 with a Bachelor of Arts degree in theology. Two years later he earned his Master of Divinity degree summa cum laude from the Seventh-day Adventist Theological Seminary at Andrews University. He also received his doctorate in Biblical Studies at Andrews in 1981. His doctoral dissertation was titled "Typological Structures in the Old and New Testaments." It is now published under the title *Typology in Scripture*.

Before coming to Andrews Davidson served as an associate pastor of a Seventh-day Adventist church in Phoenix, Arizona, and as pastor of the Flagstaff Seventh-day Adventist Church for more than five years. He was ordained as a minister in Prescott, Arizona, in 1974.

Davidson is a member of the Society of Biblical Literature, the Evangelical Theological Society, and the Adventist Theological Society. He has presented over seventy scholarly papers at professional meetings of these societies and other venues.

Davidson has written numerous articles for refereed journals and Adventist denominational papers, as well as various chapters in scholarly books. These may be viewed at and/or downloaded from his website:

www.andrews.academia.edu/RichardDavidson. Additional publications include the following books: *A Love Song for the Sabbath* (Review and Herald Publishing Association, 1988), *In the Footsteps of Joshua* (Review and Herald Publishing Association, 1995), *Biblical Hermeneutics* (in Romanian; Editura CARD, 2003), *Flame of Yahweh: Sexuality in the Old Testament* (Hendrickson Publishers, 2007), and (co-authored with Leonard Brand) *Choose You This Day: Why It Matters What You Believe about Creation* (Nampa, Idaho: Pacific Press, 2013).

He is married to Jo Ann Mazat Davidson who also teaches at the Theological Seminary. They have a daughter, Rahel, and a son, Jonathan. In addition to sharing the Word and making it come alive, Davidson enjoys outdoor activities such as backpacking, mountaineering, cross-country skiing, and tennis.



Bibliography: Sources are listed in “Recommended Reading” above and throughout the required textbook, *Song for the Sanctuary*.

APPENDIX 1

CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above 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 applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their 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 centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstratable competency has been observed.

EXTRA CURRICULAR ACTIVITIES

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

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 person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.