

GSEM 530-Doctrine of the Sanctuary

Spring 2021

Felix H. Cortez, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	https://andrews.zoom.us/my/felixcortez
Class meeting times:	February 21–25, 2021 Sunday , 8 am – 10 am PST Monday – Tuesday , 7:00-9:30 a.m.; 11:30 am–3:00 pm PST Wednesday , 7:00-9:30 a.m.; 2:30 Pm–4:00 pm PST Thursday , 7:00-9:30 a.m.; 11:30 am–3:00 pm PST Friday , Final Exam (open schedule)
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(269) 363-9772
Instructor Email:	fcortez@andrews.edu
Office location:	Andrews University; Seminary N127
Office hours:	By Appointment Glenda Patterson (269) 471-3218 mareligion@andrews.edu Seminary Building N124

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 Reports:

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

CRITERIA	Exceptional A	Good B	Not so Good C	Substandard D	Unacceptable F	Weight
Depth of interaction	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%

Coverage of representative portions of book	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%
Clarity of expression	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%

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.

CRITERIA	Exceptional A	Good B	Not so Good C	Substandard D	Unacceptable F	Weight
Biblical Content	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%
Communication	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%
Appropriateness for target audience	Very effectively connects with 21 st century non-SDA audience.	Quite effectively connects with 21 st century non-SDA audience.	Some fairly major deficiencies in connecting with 21 st century non-SDA audience.	Major problems in connecting with 21 st century non-SDA audience.	Doesn't connect with target audience.	approx. 15%
						TOTAL: 100%

PRE-INTENSIVE REQUIREMENTS

Pre-Intensive Requirements (Deadline: February 21, 2021; Don't come to the intensive without doing these!)

1. **Read** the six items listed above as required readings and provide a statement in learning hub explaining how many pages you read, of which books, and how much time it took you to do it. (SLO 1-3, MAPMin PO 2).
2. **View and provide reaction** to 11 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.
3. Write **one book reaction reports** on Roy E. Gane, *Altar Call*. xInclude at the top of the reports a signed statement that all of the required reading (the six items) has been completed. (SLO 1-3, MAPMin PO 2)

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 February 24, 2019.

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 (February 21–25, 2021)

1. Regular attendance and participation in class.
2. Study the PowerPoint presentations provided in class.
3. Write the **examination** on February 28, 2019. 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 18, 2021)

1. 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 21st 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 18, 2021.

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

- Leviticus, Daniel, Hebrews, and Revelation in an English translation of the Bible, not including a paraphrase or The Clear Word.
2. Gane, Roy E. *Altar Call*. Berrien Springs, MI: Diadem, 1999. ISBN: 9780967305103. Print, new: \$15.00.
3. 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.)
4. Davidson, Richard M. “Inauguration or Day of Atonement? A Response to Norman Young’s ‘Old Testament Background to Hebrews 6:19–20 Revisited.’” *Andrews University Seminary Studies* 40/1 (Spring 2002): 69–88. Available at <http://digitalcommons.andrews.edu/auss/vol40/iss1/5/>
5. Davidson, Richard M. “Typology and the Levitical System—Part I.” *Ministry* (February 1984): 16–19, 30. Available at <https://www.ministrymagazine.org/archive/1984/02/typology-and-the-levitical-system%E2%80%94part-i>
6. Davidson, Richard M. “Typology and the Levitical System—Part II.” *Ministry* (April 1984): 10–13. Available at <https://www.ministrymagazine.org/archive/1984/04/typology-and-the-levitical-system%E2%80%94part-ii>

Recommended Course Materials

1. 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.
2. Probstle, Martin. *Where God and I Meet: The Sanctuary*. Hagerstown, MD: Review and Herald, 2013. ISBN: 9780828027045.
3. 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.
4. 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.

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:

Intensive Class Schedule (SLO 1-3, MAPMin PO 2)			
Schedule for class meetings: February 21–25, 2021			
			Reading during intensive
Sunday	8-10 a.m. PST (2 hrs)	<ul style="list-style-type: none"> - Introduction to Course - Sanctuary and the creation of the universe: Sanctuary as a System of Truth 	Reading: Toward a Systematic Theology of the Sanctuary
Monday	7:00-9:30 a.m. PST 11:30 am–3:00 pm (6 hrs)	<ul style="list-style-type: none"> - Sanctuary and the creation of this world: The Original Sanctuary and Earth’s first sanctuaries - Sanctuary and the Fall: The Sanctuary and the Great Controversy 	-Reading: Rodríguez – The Sanctuary (pp. 375–401) De Souza – Sanctuary and Theodicy
Tuesday	7:00-9:30 a.m. 11:30 am–3:00 pm (6 hrs)	<ul style="list-style-type: none"> - Sanctuary as a symbolic reality: Basic Principles of Sanctuary Typology - Sanctuary as a symbolic reality: Two-phase Atonement 	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	7:00-9:30 a.m. 2:30 Pm–4:00 pm (4 hrs)	<ul style="list-style-type: none"> - Sanctuary restored: The prophecies of Dan 7–9 - Sanctuary restored: 	Reading: -Hasel Rodriguez – Daniel 8

		Sanctuary and the nature of the final Judgment	-Moskala – Judgment
Thursday	7:00-9:30 a.m. 11:30 am–3:00 pm (6 hrs)	- Sanctuary restored: The message of Hebrews - Sanctuary restored: The message of Revelation	Reading: -Cortez – The Story of Hebrews and the Sanctuary - Strand – Introductory Scenes -Paulsen – Sanctuary and Judgment
Friday	8:00-10:00 a.m. (4 hrs)	FINAL EXAM	

Professional Masters’ Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time: Presentations, discussions and exam	30 hours
	Study During Intensive	17 hours
Independent Learning Activities	Reading	48 hours
	Book Reaction Reports	6 hours
	Evangelistic Sermon	34 hours
Total Hours:		135 hours

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 Reports	20%
Examination	40%
Evangelistic Sermon	40%
TOTAL:	100%

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

All late assessment will incur a 10% per week penalty.

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)

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 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 Associate Professor of New Testament Literature at the Seventh-day Adventist Theological Seminary, Andrews University, Berrien Springs, Michigan. He completed his masters in Modern Literature (focusing in Literary Theory and Hermeneutics) at Universidad Iberoamericana (México, 2001) and his doctorate in New Testament Studies at Andrews University (2008). Before coming to Andrews University, Cortez taught in the School of Theology at Universidad de Montemorelos (2007–2013). He has also served as a pastor in Mexico City for 4 years and as a conference youth director for 7 years. He was ordained as a minister in 1996 at Montemorelos, Nuevo Leon, Mexico.

Cortez was president of the Adventist Theological Society from 2014 to 2016. He chaired the Catholic and Pastoral Epistles Section of the International Meeting of the Society of Biblical Literature from 2010-2016 and is currently a member of the steering committee both of the Catholic Epistles and of the Hebrews sections for the same meeting. He is also a member of the Adventist Society of Religious Studies, the Chicago Society of Biblical Research, the Honor Society Phi Kappa Phi, and the review boards of several journals. Cortez has read around 50 scholarly papers at professional meetings of scholarly societies and universities and has published more than 20 articles and book chapters for academic publications, including the *Journal of Biblical Literature*. He is the host of the TV programs “Faithful to the Scriptures” and “Faith & Life,” which are produced by Hope Channel. Cortez contributed study notes on 4 biblical books for the *Andrews Study Bible*, the commentary on First Timothy for the forthcoming *Andrews One-volume Bible Commentary*, and is working on a Commentary on Hebrews. He is also the author of *Did you know ...?*—a devotional book for young people published in Spanish, English, and French.

He is married to Alma Gloria Alvarez Yanes and they have two children, Hadid, and Alma. Cortez enjoys running, woodworking, reading, and music.

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

Publications: https://works.bepress.com/felix_cortez/

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 semester) 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

Academic Accommodations

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

Use of Electronics

No recording or streaming is permitted in seminary courses.

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

Communications and Updates

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

LearningHub Access

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

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

Emergency Protocol

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

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

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

A	95-100%	C	71-75%
A-	91-94%	C-	68-70%
B+	87-90%		
B	82-86%	D	57-67%
B-	79-81%		
C+	76-78%	F	56% 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.