

# GSEM 530-038 Doctrine of the Sanctuary

## Spring 2026

**Roy E. Gane, Ph.D.**

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Warren Auditorium, Northern New England Conference office, Westbrook, Maine
<b>Class meeting times:</b>	March 1 – 5, 2026  Sunday: 5 p.m. – 8 p.m. Monday – Thursday: 8 a.m. – 12:30 p.m.; 2 p.m. – 6 p.m.
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor website:</b>	<a href="https://www.andrews.edu/sem/contact/faculty/roy-gane.html">https://www.andrews.edu/sem/contact/faculty/roy-gane.html</a> (click on SelectedWorks profile for publications of Roy E. Gane)
<b>Instructor Telephone:</b>	(269) 206-0265 (mobile and home)
<b>Instructor Email:</b>	<a href="mailto:gane@andrews.edu">gane@andrews.edu</a>
<b>Office location:</b>	Seminary N115
<b>Office hours:</b>	Tuesdays 12:30-1:20; Wednesdays 11:30-1:20 pm, or by appointment (Fall Semester only)

#### BULLETIN DESCRIPTION OF COURSE

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

#### PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

##### 1. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Exhibit capability for training church members for evangelism

## 2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.

(The full set of program learning outcomes for your degree program is listed in **Appendix 4**.)

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:

### **The student should be able to:**

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 loving (= just + merciful) character of God as revealed in the biblical sanctuary services.
3. Help people 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 MATERIALS***

### ***Required Course Materials***

1. An English translation of the entire Bible (not paraphrase or *Clear Word*), which must be brought to every class meeting (can be on a computer Bible study program).
2. Gane, Roy. *Altar Call*. Berrien Springs, Michigan: Diadem, 1999. ISBN: 9780967305103. Print, new: \$15.00. NOTE: THIS BOOK IS SOLD AT THE NORTH AMERICAN DIVISION EVANGELISM INSTITUTE BOOKSTORE (SEMINARY BUILDING S303; ONLINE <https://www.nadei.org/store/product/186>), RATHER THAN THE AU BOOKSTORE.
3. Gane, Roy. *Who's Afraid of the Judgment?* Nampa, ID: Pacific Press, 2006. ISBN: 9780816321285.
4. Davidson, Richard M. *A Song for the Sanctuary: Experiencing God's Presence in Shadow and Reality*. Silver Spring, MD: Biblical Research Institute, 2022. ISBN: 9780925675361.

### ***Recommended Course Materials***

1. Gane, Roy. *Leviticus, Numbers*. NIV Application Commentary. Grand Rapids: Zondervan, 2004. ISBN: 9780310210887. eBook ISBN: 9780310873013.
2. Hebrew Old Testament (can be on a computer Bible study program).
3. Greek New Testament (can be on a computer Bible study program).
4. A computer Bible study program, with search engine and grammatically tagged Hebrew (+ Aramaic) and Greek texts and one or more English translations. Dr. Gane uses Accordance. Another option is Logos.

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

### ***PRE-INTENSIVE COURSE REQUIREMENTS***

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#### **1. Reading**

##### Required:

1. The biblical books of Leviticus, Daniel, Hebrews, and Revelation in a modern language translation of the Bible, not including a paraphrase or The Clear Word.
2. Gane, Roy E. *Altar Call*. Berrien Springs, MI: Diadem, 1999.
3. Gane, Roy E. *Who's Afraid of the Judgment?* Nampa, Idaho: Pacific Press, 2006.
4. Portions of Davidson, Richard M. *A Song for the Sanctuary: Experiencing God's Presence in Shadow and Reality*. Silver Spring, MD: Biblical Research Institute, 2022. Required portions are chapters 1–5, 8–9, 14–15, 17, 22, 24–27.

##### Recommended:

1. Gane, Roy E. *Leviticus, Numbers*. NIV Application Commentary. Grand Rapids, MI: Zondervan, 2004. Relevant to this course is the commentary on Leviticus 1–17, 21:1–24:9; Numbers 4–9, 19, 28–29.

#### **2. Three Reading Reaction Papers**

Write three reaction papers, one each on the required readings in the three textbooks listed above (2., 3., 4.): Gane, *Altar Call*; Gane, *Who's Afraid of the Judgment?*; and Davidson, *A Song for the Sanctuary*. Each report must engage with (rather than simply summarizing) some specific content of each major portion of the book (8 parts of *Altar Call*; chapters of *Who's Afraid of the Judgment?* and *A Song for the Sanctuary*), concentrating on ideas that are particularly helpful or problematic.

Reaction Paper Formatting: Typewritten, minimum 5 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.

Reaction Paper Submission: by February 22, 2026 to LearningHub.

## ***REQUIREMENTS DURING THE INTENSIVE (MARCH 1-5, 2026)***

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- 1. Regular attendance and participation in class.**
- 2. Study the PowerPoint presentations provided in class.**
- 3. Write the examination on March 5, 2026. The examination covers the class presentations and discussions.**

## ***POST-INTENSIVE COURSE REQUIREMENTS***

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### **1. Evangelistic Sermon**

Write a high quality evangelistic style sermon in which you apply what you learn 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. 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.

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 and sermon title at the top of the first page or title page.

Here are some guidelines to help you make a great sermon that will be a blessing to many people (and to your instructor, which will earn you a good grade!):

- Give your sermon a title.
- Include page numbers.
- Just staple your sermon, without putting it in a cover or folder.
- It must be a sanctuary sermon, not just a sermon that mentions the sanctuary in passing.
- It must contain a Bible-study framework to give biblical depth, but it should be clear and easy to understand, without being too theologically dense.
- It must not try to cover too many concepts.
- It must be biblically accurate: Read the biblical text, especially when you are summarizing and/or explaining biblical rituals! Do not rely on your memory or other sources.
- Give biblical verse references (in parentheses) to support the points you are making so that your audience will know that what you are saying is from the Bible.
- It must be targeted to non-SDAs.
- It must have some illustrations, which are especially appropriate near the beginning and end, but also in the sermon body, but illustrations should not be too long or they will take space/time needed for Bible study content.
- Do not have long quotations.
- If you do quote, be sure to put quoted material in quotation marks or block indented, single-spaced to show that it is quoted, and give your source. Otherwise, footnotes and bibliography are unnecessary.
- Do not refer to or cite Ellen G. White.
- Do not refer to movies, etc., in illustrations.
- Use headings for sections to make your logical flow of thought clear.
- Use fairly short paragraphs.
- For examples of great sermons, see H. M. S. Richards, *Revival Sermons*.

- Advice: To simultaneously avoid pain, get a good grade, and have a powerful sermon that you will use in the future, put together a tentative outline fairly early and keep revising it as you learn more. A bit later you will be ready to make your outline into a rough draft of the full sermon. Then you can progressively polish it, preach it and receive feedback, revise it, and submit your finished sermon.

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. Include your name, the date, and the sermon title at the top of the first page or title page.

Sermon Submission: by May 24, 2026 to LearningHub.

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

Date	Topic	Assignment Due	CLOs Addressed
2/22		Reading Reaction Papers	1–4
3/1	Course Introduction Why Study the Sanctuary?		1–4

Date	Topic	Assignment Due	CLOs Addressed
	Sanctuary Structure (slides of Constance Gane)		
3/2	Jesus and Holy Spirit in the Sanctuary Five Kinds of Sacrifices in Lev 1:3-6:7 (biblical text) Basic Principles of Sanctuary Typology Sacrifices Revealing God's Character Purification Offerings (biblical text)		1-4
3/3	Transfer of Sins and Physical Impurities to and from the Sanctuary Day of Atonement, Judgment, and Cost of Mercy Relevance of Judgment for our Lives Sanctuary and Gospel Assurance		1-4
3/4	Sanctuary in Daniel 1844 Made Simpler Objections to 1844 Sanctuary in Hebrews Sanctuary in Revelation		1-4
3/5	Sanctuary and the Final Generation Issues in Sanctuary Studies Q & A		1-4
3/5		Examination	1-4
5/24		Evangelistic Sermon	1-4

## MORE ABOUT THE COURSE

GSEM530 investigates the dramatic story of the ages: the Lord at work in His sanctuary, revealing His character and His presence with faulty human beings, and progressively restoring them to life and full intimacy with Him. Thus the course is about salvation by grace through faith within the context of the Great Controversy between Christ and Satan. This study will emphasize aspects that are especially relevant for practical living in the 21<sup>st</sup> century A.D.

Pentateuchal rituals (primarily recorded in Leviticus), as well as the books of Daniel, Hebrews, and Revelation testify to the following:

- God's continuing presence with His people, who have access to Him (and therefore to His grace) where He dwells in His sanctuary.
- God's ongoing, comprehensive remedies for the problem of sin through Christ's sacrifice, by which He restores His relationship with His people.

## 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>Professional Masters' Programs</b>		
<b>3 Credits</b>		
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	30 hrs.
	<b>Examination</b>	2 hrs.
<b>Independent Learning Activities</b>	<b>Reading</b>	50 hrs.
	<b>Writing Book Reaction Papers</b>	10 hrs.
	<b>Study for Examination</b>	6 hrs.
	<b>Evangelistic Sermon</b>	37 hrs.
<b>Total Hours:</b>		<b>135 hrs</b>

### **SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS**

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: [www.cte.rice.edu/workload/](http://www.cte.rice.edu/workload/)

### **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.

<b>Assignment Description</b>	<b>Weighting</b>
<b>1. Reading Reaction Papers</b> See above under Pre-Intensive Course Requirements.	30%
<b>2. Examination</b> The examination will cover class discussions and assigned readings. A review sheet will be provided before the exam.	35%

<b>3. Evangelistic Sermon Project</b> See above under Post-Intensive Course Requirements.	35%
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For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

### **Submission of Assignments**

See in Assignment Description, above, for each written assignment.

### **Late Submission**

Assignments are due on the specified dates. Any request for extra time on an assignment without a grade penalty must be made in advance with the professor. Such requests should be a rarity and should be accompanied by valid reasons why the work could not be done by the date due. Otherwise, an assignment turned in after the class on the due date ends is late and loses 10% of its value per day, except Sabbath.

## ABOUT YOUR INSTRUCTOR

**Roy E. Gane**, originally from Australia, is Professor of Hebrew Bible and Ancient Near Eastern Languages at the Seventh-day Adventist Theological Seminary of Andrews University. He completed his Ph.D. in biblical Hebrew language and literature at the University of California, Berkeley in 1992, specializing in the biblical sanctuary services. Before moving to Andrews University, he taught in the Religion Department of Pacific Union College 1992-1994. He served as President of the Adventist Theological Society 2009-2010. His speaking has taken him to five continents for events such as camp meetings, pastors' meetings, and Bible conferences.

Gane has authored numerous articles and book chapters for scholarly and lay readers, Adult Bible Study Guides (Sabbath School quarterlies) on Judges and Isaiah, and a number of books: *God's Faulty Heroes; Altar Call; Ritual Dynamic Structure; Leviticus, Numbers* (NIV Application Commentary); *Cult and Character: Purification Offerings, Day of Atonement, and Theodicy; Who's Afraid of the Judgment?; In the Shadow of the Shekinah: God's Journey With Us; Old Testament Law for Christians: Original Context and Enduring Application; The Sanctuary and Salvation: The Practical Significance of Christ's Sacrifice and Priesthood; and The Book of Isaiah: Thoughts as High as Heaven*. In addition, he has contributed the Leviticus portion of the *Zondervan Illustrated Bible Backgrounds Commentary* (2009), the Leviticus and Numbers portions of *The Baker Illustrated Bible Commentary* (2012), study notes on five biblical books for *The Andrews Study Bible* (2010), and was the primary translator for the Leviticus portion of the *Common English Bible* (2011).

Roy is married to Constance (Connie) Gane, Ph.D., a Mesopotamian archaeologist. They are owned by two dogs: Maya and Lily. Their daughter, Sarah Burton, is married to Kevin Burton, Director of the Center for Adventist Research at Andrews University. The Burtons have two young children: Adelia and John.



## OTHER COURSE-RELATED POLICIES

### 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.

### Incomplete Grade

“An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.

An I may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The I is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time.” (*AU Bulletin*).

### 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.

“Submitting Artificial Intelligence (AI) generated text for your different assignments is not permitted. AI-generated content constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students. Student assignments will be submitted to AI and/or plagiarism detection tools to ensure that the student work product is human-created, not AI-generated.

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, LearningHub, 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: ASSIGNMENT RUBRIC(S)

### Reading Reaction Paper:

A reaction paper will be graded according to its depth of interaction with coverage of representative portions of the book and its 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 the 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 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
<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-SDA audience.	Major problems in connecting with 21 <sup>st</sup> century non-SDA audience.	Doesn't connect with target audience.	approx. 15%
						<b>TOTAL: 100%</b>

## APPENDIX 2: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%		
B	83-86%	D	60-69%
B-	80-82%		
C+	77-79%	F	59% 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.

## APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

### Books (see further publications of Roy E. Gane below)

Davidson, Richard M. *A Song for the Sanctuary: Experiencing God's Presence in Shadow and Reality*. Silver Spring, MD: Biblical Research Institute, 2022.

De Souza, Elias Brasil. *The Heavenly Sanctuary/Temple Motif in the Hebrew Bible: Function and Relationship to the Earthly Counterparts*. Berrien Springs, MI: Adventist Theological Society Publications, 2005.

Enns, Peter. *Exodus*. NIV Application Commentary. Grand Rapids: Zondervan, 2000.

Holbrook, Frank, editor. Daniel and Revelation Committee (DARCOM) series (7 volumes). Silver Spring, MD: Biblical Research Institute, General Conference of Seventh-day Adventists, 1992.

Milgrom, Jacob. *Leviticus 1-16: A New Translation With Introduction and Commentary*. Anchor Bible 3. New York: Doubleday, 1991.

\_\_\_\_\_. *Leviticus 17-22: A New Translation With Introduction and Commentary*. Anchor Bible 3A. New York: Doubleday, 2000.

\_\_\_\_\_. *Leviticus 23-27: A New Translation With Introduction and Commentary*. Anchor Bible 3B. New York: Doubleday, 2001.

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## APPENDIX 4: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### MA in Pastoral Ministry (MAPM)

1. Deliver effective biblically based sermons
2. Demonstrate proper biblical interpretation skills
3. Understand the historical-theological development of the Seventh-day Adventist Church
4. Exhibit capability for training church members for evangelism
5. Demonstrate an understanding of how to empower church members for leadership
6. Exhibit capability for reaching specific social groups

#### Master of Divinity (MDiv)

1. (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
2. (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
3. (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
4. (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
5. (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
6. (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
7. (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.