

PATH517-130 Topics in Ministry: Old Testament Challenges

Southwestern Union Conference

Fall 2026

Jiří Moskala, ThD, PhD

CLASS & CONTACT INFORMATION

Class location:	Oklahoma Conference, 4735 NW 63rd Street, Oklahoma City, OK 73132
Class Dates:	October 4–8, 2026
Class meeting times:	Monday–Thursday; 8:30 AM–12:30 PM and 1:30–5:30 PM
Instructor Telephone:	269.471.3205
Instructor Email:	moskala@andrews.edu
Office location:	SDA Theological Seminary Suite N230
Executive Assistant:	Dorothy Show (Phone: 269.471.3536; Email: showd@andrews.edu)

BULLETIN DESCRIPTION OF COURSE

This course introduces students to selected church ministry areas such as finances, church planting, teaching, Christian education, chaplaincy, urban ministry and health evangelism. Credits: 3

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:

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

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.

Adapted from the AU Bulletin

COURSE MATERIALS REQUIRED

Textbooks

1. *Being the Remnant: Adventist Identity in History and Theology*. Edited by Jiří Moskala, Alberto R. Timm, and D. J. B. Trim. Nampa, ID: Pacific Press Publishing 2026.
2. *God's Character and the Last Generation*. Edited by Jiří Moskala and John C. Peckham. Nampa, ID: Pacific Press Publishing, 2018.
3. *Salvation: Contours of Adventist Soteriology*. Edited by Martin E. Hanna, Darius W. Jankiewicz, and John W. Reeve. Berrien Springs, MI: Andrews University Press, 2018.

Articles

1. "The Validity of the Levitical Food Laws of Clean and Unclean Animals: A Case Study of Biblical Hermeneutics." *Journal of the Adventist Theological Society* 22, no. 1 (2011): 3–31. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/jats/vol22/iss2/2/.](https://digitalcommons.andrews.edu/jats/vol22/iss2/2/))
2. "The Newness of the New Covenant." (Manuscript in print. File attached.)
3. "God's Blazing Grace." (Manuscript in print. File attached.)
4. "Importance and Role of Our Works." (Manuscript in print. File attached.)
5. "Toward Consistent Adventist Hermeneutics: From Creation through De-Creation to Re-Creation." Pages 1-35 in *Women and Ordination: Biblical and Historical Studies*. Edited by John W. Reeve. Nampa, ID: Pacific Press, 2015. (File attached.)
6. "Biblical Hermeneutical Principles Dealing with Race, Racism and Social Justice Issues." *Current* 9 (Fall 2021): 2–6. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/pubs/4176/.](https://digitalcommons.andrews.edu/pubs/4176/))
7. "The Message of God's People in the Old Testament." *Journal of the Adventist Theological Society* 19, nos. 1–2 (2008): 18–39. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/old-testament-pubs/8/.](https://digitalcommons.andrews.edu/old-testament-pubs/8/))
8. "The Seventh-day Adventist Identity—Who Are We as a Community of Faith?" *Current* 8 (Fall 2020): 2–11. (Available on AU Digital Commons: <https://digitalcommons.andrews.edu/cgi/viewcontent.cgi?article=1007&context=current.>)

COURSE OVERVIEW

DURING INTENSIVE ASSIGNMENTS (OCTOBER 4–8, 2026)

- A. Regular attendance and participation in class.
- B. Study the elements provided in class.

- C. Topics to be discussed.
1. Biblical Creation Week
 2. Image of God and Our Sexuality
 3. Universality of the Flood
 4. Curse of Canaan, Race and Racism
 5. Clean and Unclean Food
 6. What is New in the New Covenant? Jeremiah 31 and Hebrews 8
 7. Issues in Biblical Hermeneutics
 8. Issues in Old Testament Chronology
 9. Ezekiel 38–39: Where is Gog and Magog: The Last War?
 10. Ezekiel 40–48: Eschatological Picture of the Last Days?
 11. Isaiah 65:17–25: Description of the New Earth?
 12. Works/Law versus Grace/Faith
 13. Daniel 10–12: The Time of the End Imagery
 14. Two Seals of God
 15. Adventist Identity and the Old Testament Message

POST-INTENSIVE ASSIGNMENTS (DEADLINE: DECEMBER 8, 2026)

- A. Write a reading reaction report (4–6 pages; double spaced; 12-point font size) **on each** of the following required textbook. (see **Appendix 2** for assignment details)
1. *Being the Remnant: Adventist Identity in History and Theology*. Edited by Jiří Moskala, Alberto R. Timm, and D. J. B. Trim. Nampa, ID: Pacific Press Publishing 2026.
 2. *God’s Character and the Last Generation*. Edited by Jiří Moskala and John C. Peckham. Nampa, ID: Pacific Press Publishing, 2018.
 2. *Salvation: Contours of Adventist Soteriology*. Edited by Martin E. Hanna, Darius W. Jankiewicz, and John W. Reeve. Berrien Springs, MI: Andrews University Press, 2018.
- B. Write only **one** reading reaction report (5–7 pages; double spaced; 12-point font size) that **covers all seven (7)** articles listed below (see **Appendix 2** for assignment details).
1. “The Validity of the Levitical Food Laws of Clean and Unclean Animals: A Case Study of Biblical Hermeneutics.” *Journal of the Adventist Theological Society* 22, no. 1 (2011): 3–31. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/jats/vol22/iss2/2/.](https://digitalcommons.andrews.edu/jats/vol22/iss2/2/))
 2. “The Newness of the New Covenant.” (Manuscript in print. File attached.)
 3. “God’s Blazing Grace.” (Manuscript in print. File attached.)
 4. “Importance and Role of Our Works.” (Manuscript in print. File attached.)
 5. “Toward Consistent Adventist Hermeneutics: From Creation through De-Creation to Re-Creation.” Pages 1-35 in *Women and Ordination: Biblical and Historical Studies*. Edited by John W. Reeve. Nampa, ID: Pacific Press, 2015. (File attached.)
 6. “Biblical Hermeneutical Principles Dealing with Race, Racism and Social Justice Issues.” *Current* 9 (Fall 2021): 2–6. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/pubs/4176/.](https://digitalcommons.andrews.edu/pubs/4176/))
 7. “The Message of God’s People in the Old Testament.” *Journal of the Adventist Theological Society* 19, nos. 1–2 (2008): 18–39. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/old-testament-pubs/8/.](https://digitalcommons.andrews.edu/old-testament-pubs/8/))
- C. Write **One** Sermon
 ✓ See **Appendix 3** for rubric.

- ✓ Your sermon must contain at least one contemporary illustrations from real life.
- ✓ The sermon will need to be between 10–15 pages in length (double-spaced; 12-point font size).

GRADING OF 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.

WEIGHTING OF COURSE ASSESSMENT ITEMS

4 Required Reading Reaction Reports	80%
1 Sermon	20%
Total	100%

- See **Appendix 1** for Letter Grades, Percentages, and Interpreting Letter Grades.
- For grading rubrics that specify grading criteria in more detail, see *Appendices 2–3*.

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

(The AU Bulletin states that: “An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for most types of courses.)

SUBMISSION OF ASSIGNMENTS

- Assignments are due **Tuesday, December 8, 2026**.
- **Email your assignments in PDF format to Dorothy Show at showd@andrews.edu.**
- 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 syllabus for this course may be found at www.learninghub.andrews.edu.

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 Learning Hub.

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	

ABOUT YOUR INSTRUCTOR

Jiří Moskala is professor of Old Testament exegesis and theology and dean of the Seventh-day Adventist Theological Seminary on the campus of Andrews University, Berrien Springs, Michigan. He joined the faculty in 1999.

Born in Cesky Tesin, Czech Republic, Moskala received a Master of Theology in 1979 and a Doctor of Theology in 1990, all from the Comenius Faculty of Protestant Theology (now Protestant Theological Faculty of Charles University), Czech Republic. His dissertation was entitled: “The Book of Daniel and the Maccabean Thesis: The Problem of Authorship, Unity, Structure, and Seventy Weeks in the Book of Daniel (A Contribution to the Discussion on Canonical Apocalypitics)” and was published in the Czech language.



In 1998, he completed his Doctor of Philosophy from Andrews University. His dissertation is entitled: “The Laws of Clean and Unclean Animals of Leviticus 11: Their Nature, Theology, and Rationale (An Intertextual Study)” and has been published under the same title.

Prior to coming to Andrews, Moskala served in various capacities (ordained pastor, administrator, and teacher) in the Czech Republic. At the end of 1989, after the Velvet Revolution when the Communist regime fell, he established the Theological Seminary for training pastors and became the first principal of the institution.

Dr. Moskala has served as a speaker in many important Bible conferences and Theological symposia in all thirteen divisions of the Seventh-day Adventist Church and has lectured in many leading SDA universities and colleges around the world.

He is a member of various theological societies (Adventist Society for Religious Studies, Adventist Theological Society, Chicago Society of Biblical Research, Society of Biblical Literature, and Society of Christian Ethics). Dr. Moskala has authored or edited a number of articles and books in the Czech and English languages. In addition, he has participated in several archaeological expeditions in Tell Jalul, Jordan.

Dr. Moskala enjoys listening to classical music, visiting art and archaeological museums, hiking, swimming in the world’s crystal-clear waters, and reading books on a variety of topics.

He is married to Eva Moskalova. They have five adult children and twelve grandchildren.

OTHER COURSE-RELATED POLICIES

Academic Integrity

Note: For utilizing AI, please carefully read the SDA Theological Seminary’s guidelines given in [Appendix 4](#), and the Andrews University’s <https://www.andrews.edu/services/its/ai/index.html> and <https://www.andrews.edu/global/dlit/student/student-ai-policy.html>.

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 regularly.

Emergency Protocol

Andrews University takes the safety of its students 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.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	87-89%	B+	77-79%	C+	60-69%	D
90-94%	A-	83-86%	B	73-76%	C	0-59%	F
		80-82%	B-	70-72%	C-		

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 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 C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: GUIDELINES AND RUBRIC FOR READING REACTION REPORTS

Four (4) written reading/reaction reports, each 4–6 pages in length and typed (double spaced; 12 pt. font).

Questions to Answer in Reading/Reaction Reports

- A. These reports will declare that all the materials related to the report have been read.
- B. Each report will present an evaluation of the reading. In this evaluation, the student will address questions such as:
 1. What is your overall impression of your reading—positive or negative?
 2. What insights did you gain?
 3. What areas did you find most helpful and why?
 4. Which were disappointing and why?
 5. What issues would you have liked to see the author(s) address?
 6. What questions or difficulties arose from your reading?

Reading/Reaction Report Rubric

	Grading Criteria	A Grade	B Grade	C Grade	D Grade	F Grade
Impression: What is your overall impression of your reading—positive or negative?	<i>Overall Impression</i> fully introduced and explored. Clear evidence of in-depth reflection.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
Insights: What insights did you gain?	<i>Insights</i> fully introduced and explored. Clear evidence of in-depth reflection.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
Helpful Areas: What areas did you find most helpful and why?	<i>Helpful Areas</i> fully introduced and explored. Clear evidence of in-depth reflection. Page numbers for areas cited noted.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
Disappointing Areas and Lacking Issues: Which were disappointing areas and why? What issues would you have liked to see the author(s) address?	<i>Disappointing areas and Lacking Issues</i> fully introduced and explored. Clear evidence of in-depth reflection. Page numbers for areas cited noted.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
Questions Raised: What questions or difficulties arose from your reading?	<i>Questions or Difficulties</i> fully introduced and explored. Clear evidence of in-depth reflection.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report

APPENDIX 3: RUBRIC FOR ASSESSING A SERMON

Criteria	A Grade	B Grade	C Grade	D Grade
Method: Were the exegetical method and the information given in the lectures and the textbooks understood and carefully applied?	The exegetical method and the information given in the lectures are well understood, well integrated in the sermon, and carefully applied.	The exegetical method given in the lectures are well understood; they are well integrated in the sermon; yet, they are not carefully applied.	The exegetical method given in the lectures are well understood; yet, they are not well integrated in the sermon, and not carefully applied.	The exegetical method given in the lectures are not understood, not well integrated in the sermon, and not carefully applied.
Title: Is the title of the sermon attractive, relevant, and does it reveal the content of the sermon?	The sermon's title is compact, attractive, relevant to Christian experience, and reveals what the sermon is about.	The title is long, but attractive, relevant to Christian experience, and clear about the contents of the sermon.	The title is long, relevant to Christian experience, but unattractive.	The title is long, unattractive, and unclear about the contents of the sermon.
Introduction: Is the introduction purposeful, creative, and does it prepare the audience? Is it in good proportion (approximately 10%) with the rest of the sermon?	Confined to approximately 10% of the sermon's duration. Is purposeful, friendly, personal, creative, and prepares the audience to receive the message. Clearly proposes what sermon is about.	Confined to approximately 10% of the sermon's duration. Is purposeful, personal, but lacks creativity.	Introduction is purposeful, personal, and takes steps to engage the audience, but it is too long or too short.	Introduction is abrupt, impersonal, and purposeless.
Structure: Is the sermon well structured?	Sermon's main idea is explained using key concepts from the text (e.g., verbs, adjectives, etc.). Ideas are exceptionally defined and transitions between key points are smooth.	Sermon's main ideas are headed using key concepts from the text. Ideas are well defined and transitions between key points are included.	Sermon's main ideas are explained by key concepts from the text. Ideas are fairly defined and transitions between some key points are included.	Sermon's main points are not drawn from the text. Uses ineffective transitions. Sermon ideas lack unity.
Content: Are the ideas of the sermon clear, insightful, original, interesting, and well supported by the selected text and exceptionally illustrated?	Subject well defined, insightful, biblically supported by the selected text, and exceptionally illustrated. Outstanding knowledge on the subject.	Subject is insightful, biblically supported by the selected text, well-illustrated, and shows proficient knowledge on the subject.	Subject is biblically supported by the selected text. Use of illustrations is satisfactory. Evidence of basic knowledge on the subject.	Subject is not supported by concepts from the selected text. Superficial knowledge of the subject.
Conclusion: Does the conclusion provide a good summary? Is it engaging? Does it foster faith and hope? Are the last sentences striking? Is the appeal convincing? Is it in good proportion (approximately 10%) with the rest of the sermon?	<i>Qualities:</i> (1) Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.	Misses 1 of the 7 qualities. Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.	Misses 2-3 of the 7 qualities. Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.	Misses 4 or more of the 7 qualities. Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.

AI Use at The Seventh-day Adventist Theological Seminary: Guidelines, Ethical Considerations, and Risk Awareness

At The Seventh-day Adventist Theological Seminary, we acknowledge the transformative impact of Artificial Intelligence (AI) on education and research. AI tools offer a range of capabilities that can enhance accessibility, streamline learning processes, and support academic excellence. From grammar correction and logical flow analysis to brainstorming and idea lookup, AI tools may help students sharpen their thinking and present their ideas more effectively. For instance, AI can support self-quizzing, assist in the pre-reading of materials, and aid in the development of structured thesis statements.

However, the benefits of AI must be balanced with awareness of its limitations and risks, as well as a commitment to ethical use. While AI can serve as a powerful tool, its application must uphold our seminary's values of originality, integrity, and accountability.

Appropriate Uses of AI in Academic Work:

- AI-powered tools may be used to enhance students' understanding of complex ideas, assist in logical flow analysis, and provide support with grammar, syntax, and thesis development.
- AI tools can help students brainstorm, create structured outlines, and analyze data patterns for research projects, offering vital support for academic rigor.
- Students using AI for academic purposes are required to document its use clearly in a footnote, specifying the tool and purpose to ensure transparency. Students need to clearly also state the source, usage, tools as well as the amount/quantity of AI generated text they included in the paper.

Inappropriate Uses and Accountability:

- AI-generated content must not be presented as original work. Any attempt to pass off AI-generated text as one's own or to use AI to fabricate sources will be considered academic dishonesty, with serious consequences. When a case of academic dishonesty is identified, the faculty member formally reports the incident to the academic dean. The Associate Dean reviews the case and may refer it to the seminary's conduct committee for further investigation. The committee evaluates the evidence, hears from the involved parties, and determines the appropriate consequences based on the severity of the violation. Depending on the findings, disciplinary actions may range from formal warnings to suspension or, in the most severe cases, if it's recurring, expulsion from the program. This process underscores the seminary's commitment to academic integrity and the ethical development of its students.
- AI cannot be used for completing exams, take-home tests, or assignments intended to assess students' independent understanding.
- Students are expected to verify any information generated by AI and are responsible for inaccuracies or unsupported claims that may result from AI's occasional "hallucinations" or fabrication of sources.

Risks and Limitations of AI: AI's potential risks in academic settings must be carefully managed. Overdependence on AI can impair students' ability to think critically and independently. Students must also be vigilant against AI's tendency to create false or fabricated references, a risk that could lead to accidental plagiarism. Additionally, without proper oversight, AI's design can sometimes inadvertently spread misinformation, undermining the reliability of academic work.

Faculty need to review AI-related submissions carefully, with an understanding of AI's strengths and weaknesses. AI can serve as a beneficial supplement to learning but should not replace essential academic skills or undermine the authentic voice and insight students bring to their work.

Commitment to Ethical Standards and Academic Integrity: At the Seventh-day Adventist Theological Seminary, our commitment is to foster an environment where AI enhances, rather than diminishes, the academic experience. Both students and faculty share responsibility in using AI thoughtfully and ethically. We continue to reassess AI's role in academic settings, ensuring it aligns with our mission to support both intellectual and moral development.

In conclusion, AI has the potential to enrich academic work when used responsibly. By combining its advantages with a commitment to integrity, accountability, and critical thought, we can create a balanced approach to AI in education that supports, rather than detracts from, true learning.