



Seventh-day Adventist  
Theological Seminary  
Andrews University

# PATH 543 Christian Leadership in a Changing World

Spring 2026

*David Penno, PhD*

## CLASS & CONTACT INFORMATION

<b>Class Location:</b>	North Pacific Union Conference 5709 N. 20th Street, Ridgefield, WA 98642
<b>Class Meeting Dates:</b>	February 1-5, 2026
<b>Class Meeting Times:</b>	Sun—6:00-9:00 pm, Mon-Thur—8:00 am to 5:30 pm (lunch-12:00-1:30 pm)
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor WhatsApp:</b>	(770) 401-5252
<b>Instructor Email:</b>	<a href="mailto:penno@andrews.edu">penno@andrews.edu</a>
<b>Office Location:</b>	Seminary S221
<b>Office Hours:</b>	By appointment

## BULLETIN DESCRIPTION OF COURSE

“Explores biblical and theological principles of Christian leadership, organizational theory, and systems thinking applicable to the church. Seeks to instill in students, servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, Christian education, and conflict management.”

## PROGRAM & COURSE LEARNING OUTCOMES

This degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. The Learning Outcome primarily addressed in MAPM Program are:

1. Deliver effective biblically-based sermons.
2. Demonstrate proper biblical interpretation skills.
3. Understand the historical-theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrate an understanding of how to empower church members for leadership.
6. Capable of 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**:

5— Empowers church members for leadership.

## COURSE OVERVIEW

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
01/30/26	Reading report	<b>30 hours</b> from the required sources below—Prior to the intensive ( <b>30 points</b> of the final grade). <b>Six-point deduction</b> for each late reading assignment.	CLO 5
2/1/26	Introduction & Orientation Definition of Leadership Theology of Leadership	Peer discussion and collaborative learning on the course's topics. Time for collaborative learning assignment.	CLO 5
02/2/26	Ellen White on Leadership Leadership Theory Shared Leadership Leading Committees	Peer discussion and collaborative learning on the course's topics. Time for collaborative learning assignment.	CLO 5
02/3/26	Ministry Teams Integrity & Ethics The Use of Power in the Church Org Structure & Authority in the Church	Peer discussion and collaborative learning on the course's topics. Time for collaborative learning assignment.	CLO 5
02/4/26	Systems Theory Empowering Others Strategic Planning Evaluating Training Programs	Peer discussion and collaborative learning on the course's topics. Time for collaborative learning assignment.	CLO 5
02/5/26	Leading in an Intercultural Context Resolving Conflict Time Management	Peer discussion and collaborative learning on the course's topics. Time for collaborative learning assignment. <b>Small group presentations &amp; outline of final paper due.</b>	CLO 5
4/9/26	Final Paper/Project	<b>Final project is due today (April 9, 2026).</b> By midnight, this day (EDT), students should post in the <i>LearningHub</i> a <b>20-page</b> electronic <b>MSW</b> document with the final project. The project must follow <i>AU Standards of Writing Work</i> and will be graded according to the rubric included in this syllabus ( <b>60 points</b> of the final grade).	

Date	Topic	Assignment Due	CLOs
		No assignments accepted after this date ( <b>April 9, 2026</b> ). Students who have not completed all intensive requirements by <b>April 9, 2026</b> , will receive an <b>F</b> . This grade will negatively affect the overall GPA of the student, will stain the student's academic record, and may impede the pursue of post-graduate education.	

## 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.

## COURSE MATERIALS

### Required Reading – *Read all of the following sources:*

1. Bell, S., Gyeongchun, C., Patterson, S., & Penno, D. (2020). A call to relational leadership arising from a shared eschatological vision. *Journal of Applied Christian Leadership*, 14(1), 26-41. **(Hay una copia de este artículo en Learning Hub).**
2. Blackaby, H. T., & Blackaby, R. (2017). *Spiritual leadership: Moving people on to God's agenda* (Rev. & exp. ed.). Lifeway Christian Resources.
3. Heifetz, R. A., & Linsky, M. (2017). *Leadership on the line: Staying alive through the dangers of change*. Harvard Business Review Press.
4. Sanou, B., Penno, D., & Cincala, P. (2025). *Godly leadership: Empowered for ministry excellence*. Department of World Mission, Seventh-day Adventist Theological Seminary, Andrews University. **Lee capítulos 4, 9, and 14, por lo menos. (Disponible en el Departamento de Misión Mundial en el seminario)**

### Required Reading – *Complete the 30 hours of reading from at least two of the following sources:*

1. Bell, S. (Ed.). (2014). *Servants & friends: A biblical theology of leadership*. Andrews University Press.
2. Friedman, E. H., Treadwell, M. M., & Beal, E. W. (2007). *A Failure of nerve: Leadership in the age of the quick fix*. Seabury Books.

3. Fryling, R. (2010). *The leadership ellipse: Shaping how we lead by who we are*. IVP Books.
4. Goleman, D., Boyatzus, R. & McKee, A. (2004). *Primal leadership: Realizing the power of emotional intelligence*. Harvard Business School Publishing.
5. Greenleaf, R. (1991). *Servant leadership: A journey into the nature of legitimate power and greatness*. The Greenleaf Center.
6. White, E. G. (1985) *Christian leadership*. EGW Board of Trustees. **(También en español)**.

### **Recommended Reading**

1. Bolsinger, T. (2015). *Canoeing the mountains: Christian leadership in uncharted territory*. IVP Books.
2. Branson, M. L., & Martínez, J. F. (2011). *Churches, cultures, and leadership: A practical theology of congregations and ethnicities*. IVP Academic.
3. Clinton, J. R. (1988). *The Making of a leader: Recognizing the lessons and stages of leadership development*. NavPress.
4. Elmer, D. (2006). *Cross-cultural servanthood: Serving the world in Christlike humility*. IVP Books.
5. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. Guilford Press.
6. Hagberg, J. O. (2003). *Real power: Stages of personal power in organizations* (3<sup>rd</sup> ed.). Sheffield.
7. Heifetz, R. A., Linsky, M., & Grashow, A. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.
8. Knight, G. R. (2017). *Adventist authority wars, ordination, and the Roman Catholic temptation*. Oak and Acorn.
9. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4<sup>th</sup> ed.). Jossey-Bass.
10. Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. Jossey-Bass.
11. Lencioni, P. (2016). *The ideal team player: How to recognize and cultivate the three essential virtues*. Jossey-Bass.
12. Rodin, R. S. (2010). *The steward leader: Transforming people, organizations and communities*. IVP Academic.
13. Rost, J. C. (1993). *Leadership for the twenty-first century*. Praeger.

14. Smith, F. (1998). *The book of learning and forgetting*. Teachers College Press.
15. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. NavPress.
20. Valentine, G. M. (2011). *The prophet and the presidents: Ellen G. White and the processes of change, 1887-1913: A study of Ellen White's influence on the administrative leadership of the Seventh-day Adventist Church*. Pacific Press.

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for academic masters' (e.g. MAPM) degree** include 15 instructor contact hours, and 45 hours of independent learning activities per credit.

**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>	
		2 Credits	3 Credits
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>		<b>45 hrs</b>
<b>Independent Learning Activities</b>	<b>Pre-Intensive Reading (30 points)</b>		<b>30 hrs</b>
	<b>Small group presentation (10 points)</b>		<b>10 hrs</b>
	<b>20-page project/paper (60 Points)</b>		<b>50 hrs</b>
<b>Total Hours:</b>			<b>135 hrs</b>

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## 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
<b><i>Pre-Intensive Reading Report.</i></b> 30 hours from the required books above—Report due <b>January 30, 2026</b> , before sundown. The report consists of one page with the following information: (1) name of the student, (2) number of hours read, and (3) author and title of sources in which the student invested her/his 30 reading hours—four sources minimum. <b><i>Six points deduction</i></b> from each reading-report submitted late.	30 points
<b><i>Small-Group Presentation</i></b> —Each of the small groups formed during the first day of class will have a 30-minute presentation on an assigned topic during the last day of class. The professor will grade the presentation based on (1) content, (2) research, (3) organization, and (4) quality of the PPT slides. <b>(See rubric on page 13 for grading criteria).</b> Due <b>February 5, 2026</b> .	10 points
<b><i>Final Paper/Project—20 pages.</i></b> The topic for the project must deal with issues associated with the content of the course and must be approved by the professor. <b>Students must select and submit to the professor an outline of the project during the intensive.</b> <ul style="list-style-type: none"> <li>The paper/project will need the following sections: (1) Title page, (2) Table of Contents, (3) Introduction, (4) <b><i>Chapter 1—Biblical and theological foundations on the topic</i></b>—include EGW writings, (5) <b><i>Chapter 2—Literature review on the topic</i></b>—minimum of 20 academic sources, (6) <b><i>Chapter 3—Practical insights for ministry</i></b>, (7) Conclusion, and (8) Bibliography—Only sources cited in the paper.</li> <li>This report should follow <i>AU Standards for Written work</i>: (<a href="http://www.andrews.edu/GRAD/style.html">http://www.andrews.edu/GRAD/style.html</a>).</li> <li>This project must be submitted by <b>April 9, 2026</b>, and will be graded according to the rubric that appears at the end of this syllabus.</li> <li><b>Note:</b> The final report must be submitted in Learning Hub in <b>ONE MSW file</b>. Paper should be in Times New Roman font, 12 point, double-spaced, and use APA style.</li> </ul>	60 points
<b>Total points</b>	<b>100 points</b>

**Note.** 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 adjustments or extra credit.

### Submission of Assignments

Assignments are to be turned in on Learning Hub by the dates indicated in the Course Overview--Above.

### **Late Submissions**

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50% of possible points. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

## **ABOUT YOUR INSTRUCTOR**

I am a Professor of Leadership (Emeritus) at the Seminary. I served for 13 years as the Project Coach for the DMin program and professor of leadership before retiring in August of 2023.

My pastoral experience includes 13 years with the Iowa-Missouri Conference and 12 years with the Georgia-Cumberland Conference. I also served as the evangelism coordinator in Georgia-Cumberland for 5 years.

In 2009 I graduated from Andrews University with a PhD in Leadership. My research has centered on leadership in multi-ethnic and multi-cultural settings. With the continued globalization of the world, leaders both within and without the church must learn to serve competently groups and organizations that are more and more composed of people from a variety of backgrounds.

Family is very important to me. My wife Nancy and I have two sons, Matthew and Eric, two daughters-in-law, Heather and Melody, and two granddaughters, Chrissy and Judith, and one grandson, Bentley. My hobbies include backpacking and wilderness exploration, traveling, learning languages, and the study of history, particularly the Second World War.

I enjoy teaching and feel called by God to equip leaders in the church to serve God's people out of a secure saving relationship with Jesus, a clear understanding of God's Word, and in the context of the fruit and gifts of the Holy Spirit and a servant's heart.

## **OTHER COURSE-RELATED POLICIES**

### **Academic Integrity**

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

Academic Dishonesty includes:

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

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

### **Academic Accommodations**

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

### **Use of Electronics**

No recording or streaming is permitted in seminary courses.

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

### **Communications and Updates**

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

### **LearningHub Access**

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

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
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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 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.

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

## **APPENDIX 1: INTERPRETING LETTER GRADES**

### **Letter Grades and Percentages**

95-100%	<b>A</b>	80-84%	<b>B</b>	65-69%	<b>C</b>
90-94%	<b>A-</b>	75-79%	<b>B-</b>	60-64%	<b>C-</b>
85-89%	<b>B+</b>	70-74%	<b>C+</b>	55-59%	<b>D</b>
				58-Below	<b>F</b>

### ***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 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 or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

## ASSIGNMENT RUBRIC

### Rubric for Assessing Project

Student \_\_\_\_\_

Date \_\_\_\_\_

Criteria	Exceptional (10)	Proficient (9)	Satisfactory (8)	Emerging (6)	Unsatisfactory (0)	Score
<b>Title Page</b>	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Has no errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
<b>Introduction</b>	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper, but does not adequately preview its structure	The introduction states the main topic but lacks a purpose and a preview of its structure	There is no clear introduction or main topic, and the structure of the paper is missing	
<b>Project Description</b>	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly described and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	

<b>Organization</b>	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject, but wording can be improved.	Paper provides a table of contents and is organized using different subheading level. However, does not follow AU standards of written work	Paper provides first level headings, but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not provide a table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated in the syllabus and AUSWW	
<b>Format/Style</b>	All texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Uses academic language and APA style. No errors in punctuation, spelling, and sentence formation	Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows some AUSWW. Syntax and semantics are poor	Does not follow AUSWW. Syntax and semantics are deficient	
<b>Conclusion</b>	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the thrust of the project but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

**Total** \_\_\_\_\_

### Rubric for Small Group Presentation

Student Name: \_\_\_\_\_

Date of Presentation: \_\_\_\_\_

	<b>Excellent (2)</b>	<b>Acceptable (1)</b>	<b>Unacceptable (0)</b>	<b>Points</b>
<b>Content</b>	The ministry issue is clearly defined, at least 3 key learning outcomes are shared, & at least 3 practical ways to apply the material to ministry are given	The ministry issue is clearly defined, at least 2 key learning outcomes are shared, & at least 2 practical ways to apply the material to ministry are given	The ministry issue is not clearly defined, or there are not at least 2 key learning outcomes share, or there are not at least 2 practical ways to apply the material to ministry given	
<b>Research</b>	At least 10 academic sources & 10 biblical/EGW sources were part of the study	At least 7 academic sources & 7 biblical/EGW sources were part of the study	Less than 7 academic sources and/or 7 biblical/EGW sources were part of the study	
<b>Organization</b>	Presentation is clear, concise, logical, & flows well & comes to clear conclusion that are readily understood	Presentation is clear, not overly wordy, easy to follow, & provides clear conclusions	Presentation is disorganized, confusing, & not conducive to learning	
<b>Quality of PPT Slides</b>	PPT slides are of excellent quality & appealing to the eye, & greatly enhance the learning experience	PPT slides are of average quality & contribute to the learning experience	PPT slides are of poor quality, do not contribute to the learning experience, or were not part of the presentation	

<b>Overall</b>	Presentation is very understandable and shares several practical ways to apply to ministry what was learned	Presentation is clear and shares at one way to apply to ministry what was learned	Presentation is very confusing and does not indicate how to apply to ministry what was learned	
			<b>Total (10 possible):</b>	

## AI POLICY

### 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.