

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

PATH637
SEMINAR IN
PREACHING
Fall 2026

Kenley D. Hall, DMin



Andrews
University
Seek. Affirm. Change.

Andrews University

PATH637
SEMINAR IN PREACHING
FALL 2026

GENERAL CLASS INFORMATION

Class location: Burman University, Alberta, Canada

Class time/day:

Sept 27 to Oct 1, 2026: Sunday: 6:00-8:00 pm; Monday – Wednesday: 8-12 & 1:00 – 5 pm, and Thursday: 8-1 pm

Credits offered: 3

INSTRUCTOR CONTACT

Instructor: Kenley D. Hall, DMin
Telephone: 269-471-6358
Email: kenley@andrews.edu
Office location: Seminary S 227
Office hours: Posted outside of Office

COURSE DESCRIPTION

An advanced preaching course emphasizing such topics as homiletical theory, history of preaching, persuasion, current preaching trends and models, and experimental preaching techniques

COURSE MATERIALS

Required:

Matthewson, S. D. (2002). *The art of preaching old testament narrative*. Grand Rapids: Baker.

Quicke, M. (2011). *Preaching as worship*. Grand Rapids: Baker.

Robinson, H. (2014) *Biblical Preaching*. 3rd ed. Grand Rapids, Baker.

Tisdale, L. T. (2010). *Prophetic preaching: A pastoral approach*. Louisville, KY.: Westminster/ John Knox.

For ISBN and price information, please see the listing at the Bookstore
www.andrews.edu/bookstore

Recommended:

BOOKS

Arthurs, J. D. (2012). *Devote yourself to the public reading of scripture: The transforming power of the well-spoken word*. Grand Rapids; Kregel.

Best, H. M. (2003). *Unceasing worship: Biblical perspectives on worship and the arts*. Downers Grove, IL: InterVarsity.

Brueggemann, W. (2001). *The prophetic imagination*. Minneapolis, MN: Fortress.

Carter, T., Duvall, S. & Hays, J. D. (2005). *Preaching god's word*. Grand Rapids: Zondervan.

Childers, J. (2001). *Birthing the sermon: Women preachers on the creative process*. St. Louis, MO., Chalice.

Collins, J. (2001). *Good to great: Why some companies make the leap . . . and others don't*. New York: Harper Collins.

Gail, M. & Larson, C. B. (1994). *Preaching that connects: Using journalistic techniques that add impact*. Grand Rapids: Zondervan.

Greidanus, S. (1999) *Preaching christ from the old testament*. Grand Rapids: Eerdmans.

Long, T. G. (1989). *Preaching and the Literary Forms of the Bible*. Philadelphia, PA: Augsburg Fortress.

Long, T. G. (2005). *The witness of preaching, 2nd ed*. Louisville, KY: Westminster/John Knox.

Lowry, E. (2000). *The homiletical plot: The sermon as a narrative art form*. Louisville, KY: Westminster/John Knox Press.

Mawhinney, B. (1997). *Preaching with freshness*. Grand Rapids: Kregel.

McDill, W. V. (1999). *The moment of truth: A guide to effective sermon delivery*. Nashville, TN: Broadman & Holman.

Miller, C. (2002). *The sermon maker: Tales of a transformed preacher*. Grand Rapids: Zondervan.

Morris, D. (2012). *Powerful biblical preaching: Practical pointers from master preachers*. Hagerstown, MD: General Conference of Seventh-day Adventist.

Quicke, M. J. (2003). *360 degree preaching: Speaking and living the word*. Grand Rapids: Baker.

Schultze, Q. J. (2004). *High-tech worship? Using presentational technologies wisely*. Grand Rapids: Baker.

Taylor, B. B. (1993). *The preaching life*. Lanham, MD.: Cowley Publications.

Walsh, J. (2003). *The art of storytelling: Easy steps to presenting and unforgettable story*. Chicago: Moody.

Walsh, J. (2009). *Old testament narrative: A guide to interpretation*. Louisville, KY: Westminster/John Knox.

Wilson, P. S. (1999). *The four pages of the sermon: A guide to biblical preaching*. Nashville, TN: Abingdon.

ATLASES/DICTIONARIES/COMMENTARIES

Arnold, C. E. & Baugh, S. M. (Eds.). *Zondervan illustrated bible backgrounds commentary set*. Grand Rapids: Zondervan.

Baly, D. (1974). *The geography of the bible*. New York: Harper & Row.

Brisco, T. V. (1999). *Holman bible atlas: A complete guide to the expansive geography of biblical history*. Broadman & Holman

Buttrick, G. A. (Ed.). (1962). *The interpreter's dictionary of the bible: An illustrated encyclopedia (5 vols)*. Nashville, TN.: Abingdon.

Freedman, D. N. (Ed.). (1992). *The Anchor Bible Dictionary (6 Volume Set)*. New York: Bantam Doubleday Dell.

Harris, Laird R., Archer, Jr., G. Z., & Waltke, B. K. (1980). *Theological wordbook of the old testament*. Chicago, IL.: Moody Press.

Kaiser Jr., W. C. & Garrett, D. (2006). *NIV, archaeological study bible: An illustrated walk through biblical history and culture*. Grand Rapids: Zondervan.

NIV application commentary. Grand Rapids: Zondervan. (Each volume has a different author and publication date)

Robertson, A. T. (1960). *Word picture of the new testament*. Nashville, TN. Broadman & Holman.

Vine, W. E. (1978). *Vine's expository dictionary of old & new testament words*. Iowa Falls, IA: The Bible Publishers.

Walton, J. H. (Ed.). (2009). *Zondervan illustrated bible backgrounds commentary set: Old testament*. Grand Rapids: Zondervan.

Willimon, W. H. & Lischer, R. (Eds.). (1995). *Concise encyclopedia of preaching*. Louisville, KY: Westminster/John Knox.

OUTCOMES

Program Learning Outcomes (PO):

MA in Pastoral Ministry (MAPM) Outcomes

1. Demonstrate proper biblical interpretation skills and application of biblical teachings.
2. Prepare and deliver effective expository and prophetic sermons.

Student Learning Outcomes (SLO) The student should be able to:

1. Develop solid biblical sermons that are both authentically biblical and relevant to the target audience.
2. Deliver sermons in a way that connects with and impacts the audience.
3. Demonstrate an understanding of the pastor's vital role in shaping worship and the role of preaching in big picture worship.

TOPICS AND ASSIGNMENTS

Week	Assignments Due
Pre-intensive	
	Read: Quicke, M. (2011). <i>Preaching as worship</i>. Grand Rapids: Baker. Robinson, H. (2014) <i>Biblical Preaching</i>. 3rd ed. Grand Rapids, Baker. (PO 1 & 2) SLO (1, 2, 3) View on-line Videos: <i>Sermon Prep Paper</i> and <i>Worship Worksheet</i> Sermon Prep Paper 1 (PO1, SLO 1); Worship Design Worksheet 1 (PO2, SLO 3) <u>Come prepared to preach a 20-minute expository sermon in class</u>
During the Intensive	
	Sermon 1 (PO1, 2, SLO 1, 2)
Post-Intensive	
	Read: Matthewson, S. D. (2002). <i>The art of preaching old testament narrative</i>. Grand Rapids: Baker. Tisdale, L. T. (2010). <i>Prophetic preaching: A pastoral approach</i>. Louisville, KY.: Westminster/John Knox. Sermon Prep Papers 2 & 3 (PO1, SLO 1); Worship Design Worksheets 2 & 3 (PO2, SLO 3); Video Archive of Sermons 2 & 3 (PO1, 2, SLO 1, 2) Self-Assessment of Sermons 2 & 3 (PO 1, SLO 1, 2).

	Due no later than Nov 16, 2026

MAPM Intensive Class Schedule			
Schedule for class meetings:			
			Running total
Sunday	4:00-6:00 pm	2 Hours	2
Monday	8:00-12 noon	4 hours	10
	1:00-5:00 p.m.	4 hours 8	
Tuesday	8:00-12 noon	4 hours	18
	1:00-5:00 p.m.	4 hours 8	
Wednesday	8:00-12 noon	4 hours	26
	1:00-5:00 p.m.	4 hours 8	
Thursday	8:00-1:00 p.m.	5 hours	31
		5	
Pre/Post-session	On-Line activities	14 hours	45

GRADING AND ASSESSMENT

Credit Hour Definitions:

An MaPMin 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours. For this course, the instructor estimates that this total will be distributed in the following activities:

- Class Lectures and Online Activities 45 hours
- Reading 40 hours
- Sermons (including prep papers and worship worksheets) 47 hours
- Self-assessment 03 hours

Criteria for Grades

Written assignments will be graded by considering the degree to which each of the written instructions for the assignment is followed.

Passing Grades

Students must **be present** for the entire intensive in order to pass the class.

Assignment Submission

All assignments should be submitted to the appropriate Learning Hub drop box.

Late Submission

Late submissions will incur a 5% per-day deduction.

Other Guidelines

The following is the weight given to assignments:

1.	Sermon Prep papers 1, 2 & 3 (330 points: 110 points each)	37%
2.	Worship Planning worksheets 1, 2 & 3 (270 points: 90 points each)	30%
3.	Sermon Preached in Class (100 points)	11%
4.	Preaching Self-Assessment (200 points: 100 points each)	22%

Total	100%
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- 1. Read the Four Assigned Books and the Preaching Definitions Document (Downloadable on the course's Learning Hub Site): Before the intensive, read the Quicke and the Robinson book and the preaching definitions document. Post-intensive: read the Matthewson and Tisdale books.**
- 2. Sermon Prep Papers:** Students will be required to submit a sermon preparation paper for each assigned sermon. See the sermon preparation guides. For Sermon 1, complete the **Expository Sermon Preparation Paper Format Guide**. For Sermon 2, complete the **Narrative Sermon Preparation Paper Format Guide**. For Sermon 3, complete the **Prophetic Sermon Preparation Paper Format Guide**. The Sermon 1 Expository Sermon Preparation Paper Format Guide must be completed before the intensive. The other two sermon prep papers will be part of the participant's post-intensive work.
- 3. Worship Planning Worksheets:** Students will be asked to submit a worksheet for each sermon. See the Worship Planning Worksheet.
- 4. Sermons:** Students will prepare and deliver three sermons. The first will be a twenty-minute **Expository Sermon**, preached during the intensive (so come prepared to preach). The second sermon, a **Narrative Sermon**, and the third sermon, a **Prophetic Sermon**, will be preached in a participant's ministry context post-intensive. Both sermons must be video recorded.

5. **Self-Assessment:** Students **will watch sermons** two and three and use the preaching assessment document to self-assess their sermons. Students should rate themselves honestly and transparently in each category. In the comments section, they should list what they believe they did well and where they need to improve. If no video links are submitted, students **will not receive credit** for their self-assessments.

Letter Grades and Percentages

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

ASSESSMENT GUIDELINES

Sermon Delivery Rubric

Student Name:

	Exceptional 90-100 points	Proficient 70-89 points	Emerging 60-69 points	Unsatisfactory 0-59 points	Pts %
Introduction	Audience is grabbed, main theme clear, Bible text very apparent.	Audience is caught, main theme somewhat clear, Bible text is apparent.	Audience is here, main theme almost clear, Bible text somewhat apparent.	Audience is wandering, main theme unclear, Bible text unclear.	
	(9-10)	(7-8.9)	(6-6.9)	(0-5.9)	
Scripture	Text(s) at the very center of the message. Main points are obviously derived from the text(s).	Text(s) at the center of the message. Main points are derived from the text(s).	Text(s) present in the message. Main points are somewhat derived from the text(s).	Text(s) not the center of the message. Main points not derived from the text(s).	
	(9-10)	(7-8.9)	(6-6.9)	(0-5.9)	
Sermon Content, and Application	Demonstrates excellent exegesis; contains creative illustrations; clear alliterations; outstanding research; analysis of pericope, structure & organization of sermon. Applications are inspiring, relevant and meaningful. Conclusion & Appeal are very clear and persuasive	Demonstrates very good exegesis, illustrations, alliterations, research and analysis of pericope. Presents a very good structure & Organization of the sermon. Applications are relevant and meaningful; Conclusion and appeal persuasive	Demonstrates good exegesis, but lacks interesting illustrations, insightful research and analysis of periscope, has acceptable structure and organization. Applications, conclusion and appeal are good.	Demonstrates poor exegesis, has little or no illustrations; lacks good exercise of research and analysis; structure and organization lacking; conclusion and appeal poor	
	27-30	21-26.7	18-20.7	0-17.7	

Method/Form / Type (Mechanics) Expository; Narrative; Biographical; Prophetic;	Demonstrates excellent understanding and adherence to sermon definitions. Effective use of Inductive and/or Deductive methods and is devoid of eisegesis or Proof-texting.	Demonstrates very good understanding/ adherence to sermon definitions. Clear use of Inductive and/or Deductive method with little or no eisegesis or Proof-texting.	Demonstrates good understanding and adherence to sermon definitions. Uses Inductive and/or Deductive method and has little or no eisegesis or Proof-texting.	Shows mediocre understanding and adherence to sermon definitions; does not demonstrate creativity and good use of the forms, methods or types of preaching as discussed in class.	
	18-20	14-17.8	12-13.8	0-11.8	
Delivery Style: Extemporaneous; Manuscript; Memorization ; Noteless	Passion and flow is smooth, vocal variety was very helpful. Excellent employment of any of the styles of preaching. No grammatical errors. No umms, ahs, or other awkward hesitations.	Passion and flow is fairly smooth, vocal variety was helpful. Very good employment of any of the styles of preaching Few grammatical errors, umms, ahs, or other awkward hesitations.	Passion and flow is rough, vocal variety was lacking. Good employment of any of the styles of preaching Many grammatical errors or umms, ahs, or other awkward hesitations.	Passion and flow is lacking, vocal variety missing. Mediocre use of styles of preaching, voice and oral communications skills Grammatical errors or umms, ahs, other awkward hesitations, distractions	
	18-20	14-17.8	12-13.8	0-11.8	
Conclusion/Appeal	The point is summed up clearly concisely and the appeal gave a clear tangible and doable step to take to respond to the message was calling people to do.	The point is summed up concisely and there was a challenge appeal gave a tangible and doable step to take to respond to the message was calling people to do.	The conclusion is unclear or there was an appeal, but it was not clear, tangible or doable.	The point is left hanging or no appeal	
	(9-10)	(7-8.9)	(6-6.9)	(0-5.9)	

Total					
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WHAT ARE SOME OF THE THINGS YOU DID WELL?

WHAT ARE SOME AREAS WHERE YOU NEED TO IMPROVE?

Sermon 1—Expository Sermon Preparation Paper Format Guide (110 Points)

1. Determine and describe the **parameters of the text** that you are preaching from and briefly **explain** how the text relates to its broader scriptural context (especially the rest of the chapter).
2. Read and re-read the text using various translations and point out **KEY WORDS** or **PHRASES**.
3. Identify the possible **points of view** from which the text can be viewed (author's, audience's, a particular character, etc.), then indicate the primary viewpoint that you intend to use.
4. Engage with the text through **probing conversation** and **reflection**, allowing the Holy Spirit to guide your thinking. **List** any **ideas, meanings, or questions** that come to mind in your reflection.
5. Describe what you think the **text is doing** (i.e., rebuking, encouraging, or instructing).
6. Summarize the **original message** of the text to its original hearers, as you understand it, into one clear, concise sentence.
7. Interpret the **contemporary meaning** of the text and then express it in a clear, concise sentence.
8. Shape the contemporary message of the text into a clear **sermon theme** and write it out as a single complete sentence.
9. Brainstorm about possible **sermon illustrations**. Select the one(s) that best connect with the sermon theme.
10. Write a brief **description of your audience**.

(The first 10 questions are worth 4 points each)

11. **Book application:** List and apply **three** principles from ***Biblical Preaching*** that you utilized in the preparation of the sermon or will use in the delivery of the sermon. Be specific about both the principles (list the page numbers you extracted them from) and your application of the principles (30 points)
12. Write a complete Sermon Manuscript (40 points—see the sermon manuscript rubric)

Sermon2—Narrative Sermon Preparation Paper Format Guide (110 Points)

1. Analyze the **plot** of the biblical narrative. Outline and explain the following elements of the plot: exposition, crisis, resolution, and conclusion
2. Identify and **classify the characters** in the narrative. Which ones are major and which ones are minor? Identify the protagonist and the antagonist. Is there a foil?
3. **Examine the means of characterization.** What is revealed about a character by: (a) direct description, (b) actions, (c) names, (d) designations
4. **Probe the dialogue.** What insight does it provide into the traits of a character? What clues are given that show the author's intent? Does the dialogue have a summarizing or ceremonial function?
5. **Evaluate the narrative setting or environment.** What is its inner-textual setting? What is its inter-textual setting?
6. **Explore the narrative's point of view.** What are the external and internal points of view? Identify indicators in shifts of focalization. Are there any examples of omniscience?
7. What **Point of View** will you tell the story through?
8. Analyze the **unity** of the story: Outline its chronological framework. Determine what advances the story and eliminate anything unnecessary for the climax to occur.
9. **Identify the components of the big idea:** (a) subject and (b) complement. What was God saying and why to the original hearers? Apply that big idea to your audience.
10. **Christo-centric Bridge:** How will you bridge between the Old Testament Narrative and Jesus Christ?

[Each of the first 10 questions is worth 4 points each]

11. **Book application:** List and apply three principles from *The Art of Preaching Old Testament Narrative* that you utilized in the preparation of the sermon or will use in the delivery of the sermon. Be specific about both the principles (list the page numbers you extracted them from) and your application of the principles (30 points)
12. Write a complete Sermon Manuscript (40 points—see the sermon manuscript rubric)

Sermon 3—Prophetic Sermon Preparation Paper Format Guide (110 Points)

1. Determine and describe the **parameters of the text** that you are preaching from and briefly **explain** how the text relates to its broader scriptural context (especially the rest of the chapter).
2. Read and re-read the text using various translations and point out **KEY WORDS** or **PHRASES**.
3. Identify the possible **points of view** from which the text can be viewed (author's, audience's, a particular character, etc.), then indicate the primary viewpoint that you intend to use.
4. Encounter the text through **probing conversation** and **reflection**, and by letting the Holy Spirit guide your thinking. **List** any **ideas, meanings, or questions** that come to mind in your reflection.
5. Describe what you think the **text is doing** (i.e., rebuking, encouraging, or instructing).
6. Summarize the **original message** of the text to its original hearers, as you understand it, into one clear, concise sentence.
7. Interpret the **contemporary meaning** of the text and then express it in a clear concise sentence.
8. Shape the contemporary message of the text into a clear **sermon theme** and write it out as a single complete sentence.
9. Brainstorm about possible **sermon illustrations**. Select the one(s) that best connect with the sermon theme.
10. Write a brief **description of your audience**.

(The first 10 questions are worth 4 points each)

11. **Book application:** *Prophetic Preaching: A Pastoral Approach* (30 points)

(A) Which Strategy(s) for Prophetic Preaching are you utilizing in the development and delivery of this sermon? Be very specific about both the strategy(s) and your application of the strategy(s).

(B) What form(s) of prophetic preaching are you using in the development and delivery of this sermon? Be very specific about both the strategy(s) and your application of the strategy(s).

(C) How will you call the congregation to become involved with social justice?

12. Write a complete Sermon Manuscript (40 points—see the sermon manuscript rubric)

Worship Planning Worksheet

1. Preaching Passage:

2. Sermon Title:

3. By God's Grace, what this gathered worship will say is _____ and what this gathered worship will do is _____.

In the sections that follow, do not just list the element but give a justification for its inclusion or exclusion (How does it contribute to making worship say and do what you intend it to?)

4. Graphic/Visual Focus:

5. Opening Song (s):

6. Prayer Song and Prayer:

7. Other Environmental Plans (such as setting or décor, etc.):

8. Children's Story:

9. Appeal:

10. Closing Song:

Each of the first ten questions are worth four points each

11. List three principles from *Preaching as Worship* (list the page numbers you extracted them from) that have impacted the way you think about worship and clearly explain the impact of each principle: [30 points]

12. Develop a flow chart/order of service for your worship service [20 points]

Sermon Manuscript Rubric
40 Points

Category	Target 40	Acceptable 30	Needs Improvement 20	Unacceptable 10
Introduction 20%	Uses creativity and originality to effectively introduce and draw the reader/listener into the content .20X40= 8	Uses creativity to effectively introduce and draw the reader/listener into the content .20X30= 6	Lacks creativity and/or there is only a tangential relationship to the content .20X20= 4	There is no introduction and/or there is no relationship between the introduction and the content .20X10= 2
Biblical Exegesis 20%	Applies accurately the principles of biblical exegesis regarding all issues of content and genre .20X40= 8	Applies accurately the principles of biblical exegesis to most issues of content and genre .20X30= 6	Applies inaccurately the principles of biblical exegesis or ignores some issues of content and genre .20X20= 4	Does not apply the principles of biblical exegesis .20X10= 2
Logical Organization 10%	The content is organized in a logical sequence .10X40= 4	Most of the content is organized in a logical sequence .10X30= 3	The content is organized illogically .10X20= 2	There is no organization of content .10X10= 1
The “Big Idea” 20%	Presents one exegetically sound, clear and applicable “Big Idea” from the preaching passage .20X40= 8	Presents one exegetically sound and clear “Big Idea” from the preaching passage .20X30= 6	The “Big Idea” presented is not clear and/or applicable .20X20= 4	Never presents a “Big Idea” from the preaching passage or presents one that is not exegetically sound .20X10= 2
Conclusion 20%	Summarizes the content and	Summarizes the content and	Summarizes the content but calls	Does not summarize the

	calls for response appropriate to the content .20X40= 8	calls for a response largely appropriate to the content .20X30= 6	for a response unrelated to the content .20X20= 4	content and/or call for a response .20X10= 2
Use of Illustrations 10%	All illustrations are clearly connected to supported points .10X40= 4	Most illustrations are connected to supported points .10X30= 3	Illustrations are only tangentially related to supported points .10X20= 2	Uses no illustrations .10X10= 1

CLASS POLICIES

Classroom Seating

Provide a statement about your policy on classroom seating (e.g., In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise).

Computer Use and "Engagement Policy"

Computers may be used during each regular class, **but not during sermons.** However, computers may only be used **to take class or discussion notes.** Any breach of this computer use policy will make the student *ineligible to use* the computer at all during the rest of the semester!

Disability Accommodations

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

COVID-19 guidelines and accommodations for syllabi

1. Students in this course commit to creating a safe classroom environment which precludes posting class materials (including links to unlisted videos or clips of videos removed from context) to social media or other forums. Likewise, Christian ethics rule out disparaging faculty and classmates on social media or in virtual spaces.
2. Note that your instructor or a family member may be affected by the ongoing COVID-19 challenges. We are asking for your understanding and flexibility if classes need to be disrupted, adapted, or modified.

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.

AU Bulletin

Class Attendance

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

AU Bulletin

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”.

AU Bulletin

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

AU Bulletin

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

AU Bulletin

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

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

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

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses".

AU Bulletin

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.

Children in the Classroom

The classroom is dedicated for students and the pursuit of academic learning, it is not a childcare facility. *Therefore no children are allowed in the classroom.*

Food in the Classroom

The seminary commons is the dedicated place in the seminary where food can be consumed. *There is no eating allowed in the classroom.*

Andrews University Educational Recording Policy

This policy establishes guidelines for the recording of classroom lectures (including without limitation all instructional activities, discussions, presentations, or other educational content taking place within a classroom or other educational setting in which course-related content is delivered), meetings between students and instructors during office hours, co-curricular events, and all other activities occurring in the teaching and/or learning environment (collectively “Educational Activities”). A “recording” includes, but is not limited to: an audio recording, video recording, taking still or live photographs, and any other form of capturing or streaming audio, visual, or any other forms of media through the use of electronic devices.

As a Seventh-day Adventist higher education community valuing honesty, trustworthiness, fairness, ethics, and respect for truth in all interactions, Andrews University seeks to cultivate an atmosphere of trust in the free exchange of ideas between students and employees. The purpose of this policy is to balance the needs of students to access and review educational materials with the importance of maintaining a respectful and effective learning environment.

DISCRETION: Instructors leading out in Educational Activities have discretion to determine whether recording of such Educational Activities is allowed. Recording policies may vary from course to course and from event to event. Students should refer to each syllabus or other available written information to ascertain the recording policy for particular Educational Activities. If the recording policy is not clearly outlined, students must obtain prior written permission before making any recording (see Permission to Record below). Instructors may record their own lectures and class sessions for pedagogical or other purposes, as long as such recordings comply with university policies and are used in accordance with copyright laws.

PERMISSION TO RECORD: With the fair use of course materials and privacy of students and educators in mind, recording of Educational Activities is not permitted without the prior, explicit (written or spoken) permission from the instructor and other presenters captured in the recording. If permission is given to students to record Educational Activities (or if an instructor chooses to record the instructor’s own lectures), the instructor must inform all students and other attendees that recording of the Educational Activities will occur. **An instructor or speaker who finds anyone making an unauthorized recording has the right to require the person to stop and delete the recording permanently.**

USE OF RECORDINGS: Authorized recordings, including any made as disability accommodations, and all other course materials, including those posted in Learninghub or other university learning management system, may only be used exclusively for personal study and academic purposes. Such recordings may not be shared with any other audience without the explicit permission of the instructor.

MISUSE OF RECORDINGS: Even when allowed, recordings may not be used in any way that denigrates, decontextualizes, or misrepresents the instructor or any other speaker whose remarks are recorded. Further, information from authorized recordings may not be separately posted, published, or quoted without the written consent of the instructor or speaker, who must be properly cited.

UNIVERSITY ENFORCEMENT: Recording in violation of this policy will be considered dishonest and may result in disciplinary action in accordance with academic and student conduct policies and procedures. The instructor will first meet with the student to determine what occurred. The instructor may choose to impose no sanction, to lower a student's grade on an assignment, and/or to refer the matter to Student Life for further evaluation. In the event of a repeated violation of this policy or a documented showing of harm to a classmate or the instructor, the instructor may assign a failing grade. All violations of this policy must be documented by the instructor and shared with the department chair/dean/provost. The student has the right to appeal the instructor's sanction to the department chair/dean/provost, whose decision shall be final.

Seventh-day Adventist Theological Seminary

Incomplete Policy - April 25, 2023

Students who experience extenuating circumstances such as a death in the family, a major car accident, or hospitalization may apply for an Incomplete.

General stipulations

An Incomplete can be assigned only if the following stipulations are met:

- When the major portion of the work for the course has been completed
- The request comes due to illness or unavoidable circumstances
- Incompletes cannot be assigned because of negligence or inferior performance
- If a student does not finish an Incomplete and fails the class, they must attend and repeat the course and submit all the required course work.
- Students will be billed \$35 for each incomplete.

Faculty must meet with the student and submit an incomplete contract which clearly states

- A list of work to be completed
- The date by which each assignment will be submitted
- The requested completion date, which must be prior to the end of the next semester.
- The grade the student will receive if the work is not completed by the agreed-upon time.

Duration of an Incomplete

- Ordinarily, an Incomplete shall be concluded during the following semester.
- An Incomplete may be extended to the following semester in cases where circumstances dictate. An additional semester may be granted with approval from the Dean's office.
- Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the Dean's office.
- The number of I's on a student's record affects the student's class and workload.

For the MDiv

When an incomplete or Deferred Grade has not been cleared by the end of the following semester, the student's course load must be reduced as follows:

- One Incomplete/DGs—no reduction
- Two Incompletes/DGs—may register for no more than 10 credits
- Three Incompletes/DGs—may register for no more than 9 credits
- With more than three I/DGs, the student must cease taking classes until the Incompletes/DGs are cleared.

Important

- Faculty is asked to post alerts in the system as issues arise. This will flag the program office/advisor and keeps record of the issue in the system.
- It is requested that faculty and contract teachers hold the line and not grant Incompletes unless “unavoidable circumstances” or illness are proven.
- Students who are failing and have no way of passing the class, should be advised by the instructor to withdraw before the withdrawal deadlines, which is 9 calendar days before the term is over or when 80% of the term is completed.
- The responsibility of informing failing students to drop the class is on the faculty member or contract teacher.
- Contract teachers must be informed of this policy.

AI USAGE POLICY:

Submitting Artificial Intelligence (AI) generated text for your different assignments is not permitted. AI-generated content constitutes plagiarism and violates Andrews University's academic integrity standards for students. Student assignments will be submitted to AI

and/or plagiarism-detection tools to ensure that student work product is human-created, not AI-generated.

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.

INSTRUCTOR PROFILE

Kenley Hall spent 15 years in pastoral ministry, primarily within the rich ethnic and cultural diversity of the Oakland and San Francisco Bay areas in Northern California. He received his DMin in Homiletics in 2008 from the Seventh-day Adventist Theological Seminary at Andrews University. His dissertation project was titled "A Model for Preaching in a Multiethnic/Multicultural Context." He currently serves as Professor of Homiletics and Youth and Young Adult Ministry at the Seventh-day Adventist Theological Seminary. Kenley is married to Roshelle. They have two children (Maya and Josh). Kenley also serves as Lead Pastor at One Place, a worshipping community for Young Adults (and the not-so-young) on the campus of Andrews University. One Place also serves as a training center for select TFE students.



Bibliography:

See the required reading and the recommended reading list.