SPRING 2026

Meeting days: Monday / Wednesday Friday (Group)	**Instructor:** Dr. Randal P. Schober
Meeting times: 8.30 – 9.35am	**Phone:** Office: (619) 849-2697 Mobile: (858) 336-2728
Meeting location: FSB 102	**E-mail:** RandalSchober@pointloma.edu
Final Exam: Monday, May 4th : 7.30 – 10am	**Office location:** Fermanian School of Business. Rm. 126 **Office hours:** By appointment

PLNU Mission
To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission
Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION⊛

Artificial intelligence is transforming every field, from education and healthcare to finance and the arts. This course equips students to lead in the AI era through hands-on tools, case studies, and ethical reflection. Students explore how automation drives efficiency and how augmentation enhances creativity and decision-making. By the end, they will create a career-ready AI Integrative Plan to apply AI practically, ethically, and faithfully within their discipline.

COURSE LEARNING OUTCOMES

The Student Learning Outcomes for the course involve the three areas of knowledge, skills and values. Therefore, at the conclusion of the course the learning outcomes that will be achieved include:

1. Understand how AI functions and its overall impact. (PLO 1, 2)
2. Develop critical thinking, problem-solving, creativity, and value-based decision-making. (PLO 2, 4)
3. Apply Human Edge Neuro-Architecture™ to strengthen learning and knowledge-building. (PLO 2, 3)
4. **Gain hands-on experience with AI tools for automation, augmentation, and innovation.** *(PLO 1, 2)*
5. Analyze AI disruption across industries, careers, and enduring skills. (PLO 1, 2)
6. Reflect on ethics, faith, and human identity in the AI age. (PLO 4)
7. Create a career-ready plan with an AI code of ethics and discipline-specific applications. (PLO 3,4,5)

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

TEXT: Co-Intelligence: Living and Working with AI by Mollick, Ethan
(Hardcover) (9780593716717)
(eBook)   (9780593716724) SKU:9780593716724)

NEWSLETTERS: SuperhumanAI: https://www.superhuman.ai/Links to an external site.
RundownAI: https://www.therundown.ai/Links to an external site.

Lomabooks Instructions for Students:

This course is part of our course material delivery program, **LomaBooks**. *The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

*For more information about **LomaBooks,** please go: [HERE](#)*

ASSESSMENT AND GRADING

Point Distribution		Grade scale:	
• Class Exercises (8 x 25)	200		
• Co-Intelligence Reflection (10 x 15)	150	A = 930-1000	C = 730-760
• AI Capstone Project		A- = 920-900	C- = 700-720
- Step #1 & 2 (2 x 50)	100	B+ = 870-890	D+ = 670-690
- Step #3 (Artifact)	100	B = 830-860	D = 630-660
- Step #4 (Online Presentation)	100	B- = 800-820	D- = 600-620
- Step #5 (Demo Day).	100	C+ = 770-790	F = 0-599
• Group Research Project			
- Step #1 & 2 (2 x 50).	100		
- Step #3 (Live Presentation)	100		
• Participation.	50		
Total Points Available	1000		

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Assignments will be considered late if posted after the specific time stated on the day, they are due (Pacific Standard Time). *Late assignments* will be graded on the following basis:

up to 1 day late - 10% reduction
up to 2 days late - 20% reduction
up to 3 days late - 30% reduction
up to 4 days late - 40% reduction
up to 5 days late - 50% reduction
over 5 days late - not accepted*

*Only in exceptional circumstances will late work more than 5 days late be accepted. Please communicate with the me if you experience exceptional circumstances during the semester as this will be assessed on an individual basis.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for <u>one</u> of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

ARTIFICIAL INTELLIGENCE (AI) POLICY

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini, GrammarlyGo, Perplexity, NotebookLM) is permitted and encouraged when used appropriately in this course.

AI may be used to automate or augment tasks such as research, summarization, drafting, or data organization. AI may **not** replace human judgment, strategic thinking, ethical reasoning, or decision-making.

When required, students must complete an **AI Delegation Matrix** to document how AI was used and which tasks remained human-only. In all cases, **accountability for the work remains with the student or team**.

All AI use must be clearly disclosed, including the tool(s) used and the purpose of use. Single-use AI support must be cited but does not require an AI Delegation Matrix unless specified.

Failure to disclose AI use or delegating accountability to AI will be treated as an academic integrity violation.

[APA Style: How to Cite ChatGPT](#)

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: https://plnu.mywconline.com/

- Website: https://www.pointloma.edu/centers-institutes/loma-writing-center

- Email: writingcenter@pointloma.edu

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.
If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATION

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

PLNU Course Modality Definitions*

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
   a. Synchronous Courses: At least one class meeting takes place at a designated time.
   b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog.

USE OF TECHNOLOGY

In order to be successful in your course, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

COURSE SCHEDULE AND ASSIGNMENTS

DATE	Class Content / Topics	Assignments / Discussions	Co-intelligence	AI Capstone	Friday Group
WEEK 1 Jan 12	Monday • Welcome/Overview/Syllabus Review Wednesday: • Understanding AI • Opening Assignment	Tristan Harris (DOAC / TED)			
WEEK 2 Jan 19	Monday: **MARTIN LUTHER KING DAY: No class** Wednesday: • AI Platforms (BoodleBox / Gemini / NotebookLM) • AI Delegation Matrix	BoodleBox Gemini NotebookLM	Chapt #1		
WEEK 3 Jan 26	Monday: • The nature of disruption • History of AI Wednesday: • In Class Exercise #1 • AI Capstone	Stanford Study Warning	Chapt #2		
WEEK 4 Feb 2	Monday: • Cognitive neuroscience & learning friction (How learning occurs) Wednesday: • In Class Exercise #2 • Capstone Step #1		Chapt #3	Step #1	

WEEK 5 Feb 9	Monday: • AI impact on Society Wednesday: • In Class Exercise #3		Chapt #4		Step #1
WEEK 6 Feb 16	Monday: • AI impact on Marketplace Wednesday: • In Class Exercise #4	Use AI or Your Fired	Chapt #5		
WEEK 7 Feb 23	Monday: • Digital Civics • Decision making Wednesday: • In Class Exercise #5 • Capstone #2		Chapt #6	Step #2	
WEEK 8 Mar 2	Monday: • Industry Spotlights (part #1) Wednesday: • ACSBP Preparation		Chapt #7		
	ACSBP (March 5-7)				
	SPRING BREAK (March 9 – 13)				
WEEK 9 March 16	Monday: • Industry Spotlights (part #2) Wednesday: • In Class Exercise #6				
WEEK 10 March 23 **(FAU)**	Monday: • Capstone Work Wednesday: • In Class Exercise #7		Chapt #8		Step #2
WEEK 11 March 30	Monday: • Career-Ready AI Integrative Plan Wednesday: • In Class Exercise #8 • Capstone #3	Power Users Article	Chapt #9	Step #3	

	EASTER BREAK (April 2 – 6)				
WEEK 12 April 6	Wednesday: The AI-Driven Leader				
WEEK 13 April 13	Monday: • Faith & Human Identity in the AI Era Wednesday: • Research Project Practice	Testing Anthropic's AI	Review of book		
WEEK 14 April 20	Monday: • Research Project Presentation Wednesday: • Research Project Presentation				Step #3
WEEK 15 April 27	Monday: • The Future of Ai Wednesday: • Demo Preparation • Capstone #4			Step #4	
WEEK 16	**DEMO DAY** Monday, May 4th 7.30 – 10am			Step #5	

FAITH INTEGRATION IN THE CLASSROOM / ONLINE

I am a Christian who believes that faith and effective business leadership are inseparable. Integrity, compassion, and ethical decision-making are not barriers to success; they are essential to it. I teach from the conviction that business can be practiced in alignment with God's Word and that leadership is ultimately demonstrated through character and conduct.

While this approach is often more demanding than the path of convenience or compromise, it is also the more meaningful and enduring one. In a time marked by ethical failure and short-term thinking, there is a clear need for Christian leaders who are willing to lead with humility, responsibility, and faith in action.

ABOUT PROFESSOR SCHOBER

Dr. Randal Schober began at PLNU in 2009 as an adjunct faculty member before becoming a full-time associate professor of management in 2014. He came to PLNU with over 20 years of executive leadership and entrepreneurial experience across for-profit and nonprofit sectors. As the former executive director of SurfAid, he helped deliver humanitarian programs to remote Indonesian islands. He also served as founder and executive director of HeadNorth, director of education for EFI Sports Medicine (Total Gym), and an exercise physiologist at Sharp Memorial Hospital.

At PLNU, Schober teaches in both the undergraduate and graduate programs, with courses that include creativity and innovation, entrepreneurship, and international business. His recent work focuses on the integration of artificial intelligence into business and education, including the development of the Bloom-AI Framework, which explores how AI can enhance and reshape teaching and learning. He is a sought-after speaker and AI keynote presenter for universities and professional audiences.

Beyond the classroom, Schober is the founder of Alentejo Alliance, an NGO supporting economic development and entrepreneurial mindsets in Portugal's Alentejo region, and serves as COO of Reacher Technologies, a venture developing wearable safety and monitoring solutions. He also sits on several San Diego nonprofit boards and has an active research and presentation portfolio in innovation, entrepreneurship, and AI, including numerous presentations at USASBE and other international conferences.