

Asbury Theological Seminary Syllabus
Doctor of Ministry Program



Seminar I: Biblical and Theological Perspectives on Faith, Work, and Economics

DM(FWE)915

4 Credit Hours

- Concentration(s): Faith, Work, and Economics
- Date of Course: July 17 – 21, 2017
- Location/Campus: Orlando, FL

Contact Information

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Course Description

The first seminar in the FWE cohort explores biblical and theological foundations for the relationship between faith, work, and economics. Special attention is given to issues of wealth and poverty, work and marketplace, and ethics. Often our biblical attention on these issues has been atomized and fails to consider the whole witness of Scripture and the church. This seminar explores biblical texts from both the Old and New Testaments and works to create an approach to faith, work, and economics that takes into account the diversity of the biblical message. The work of synthesizing and appropriating the biblical message takes place in the context of the theological wisdom gathered in the church over the centuries. And this seminar gives attention to the work of the early church fathers, John Wesley, and other theological

traditions that enhance our understanding of faith in relationship to the economy. The goal of this seminar is to help students lay a biblical and theological foundation for their work on the relationship between faith, work, and economics. Students will construct a biblical and theological base for their research project and will be enabled to give considered biblical and theological responses to issues that arise in the marketplace.

Cohort Thematic Focus

Everyone is affected by the economy, yet Christian leaders are often unable to articulate a biblically informed and culturally appropriate response to issues that arise in the marketplace. The FWE cohort is composed of high impact Christian leaders who are poised to empower churches to understand and address FWE issues in their churches, communities, and world. To address these issues, the cohort will learn from various perspectives to include: biblical, theological, missiological, business, ethical, vocational, and church planting literature.

In order to provide a robust learning opportunity, Asbury's Doctor of Ministry Program is partnering with Steve Garber from the Washington Institute as well as Asbury University's Howard Dayton School of Business.

Welcome

Welcome to the first seminar in the FWE DMin cohort. Dr. Reese and Dr. Gutenson will be your guides during this first seminar.

Dr. Ruth Anne Reese is a New Testament professor at Asbury Theological Seminary and has worked with the office of Faith, Work, and Economics at the Seminary since its inception. She is particularly interested in biblical teaching about wealth and poverty, and she regularly teaches classes related to this topic. She is also involved in teaching at her local church where she has recently taught a series entitled "God's Heart for Justice." She and her husband and elementary-aged son live in Lexington, Kentucky.

Dr. Charles (Chuck) Gutenson has been involved with the Asbury Seminary community as a student, professor, Associate Dean for Distributed Learning and now serves as an affiliate professor. In addition, he has served as an executive in both for-profit and non-profit settings. His first degree was in electrical engineering, and after 15 years in private industry, he entered Asbury Seminary where he earned an M.Div. He spent a term in Munich, Germany studying with Wolfhart Pannenberg, and then earned his Ph.D. from Southern Methodist University in Philosophical Theology. He has authored several books, including *Reconsidering the Doctrine of God, Christians and the Common Good and Church Worth Getting Up For*. Dr. Gutenson currently has his own business which focuses on consulting, writing, and teaching. He and his wife, Bobbie, have an adult daughter, Sara, who is pediatric nurse.

Program Level Outcomes

As these standards are designed into key processes throughout the D.Min. experience, upon

graduation students will be able to:

1. Revisit foundations for sustainable ministry.
 - Being immersed in explicit Wesleyan practices of community-based formation around the priorities of Scripture, reason, tradition and experience, participants will discover transformational habits for sustainable ministry lifestyles.
2. Foster ministry leadership vision, ethic and practice relevant to their ministry context and world.
 - By deeply engaging in analysis of one significant theme from their unique ministry context, participants establish a trajectory for life-long contribution.
3. Appreciate transformational demands within contemporary ministry organizational contexts such as congregations, non-profits and marketplace engagements through various analytic means of biblical, theological, social and cultural exegesis.
 - Participants must add to their biblical and theological exegesis, cultural-situational exegesis that informs ministry leadership practice on a daily basis.

Cohort Learning Outcomes

By the end of DMFWE915, students will be able to:

1. Generate a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor. (PLO #2)
2. Evaluate the consistency between their leadership principles and practices by participating in Residency 1 leadership formation. (PLO #3)

Student Learning Outcomes

By the end of DM915, students will be able to:

1. Identify a wide variety of biblical teaching about wealth, poverty, work, and economics. (PLO #1)
2. Discuss the impact of their own approach to biblical theology on their reading and appropriation of Scripture in areas related to faith, work, and economics. (PLO #2)
3. Begin developing their own theology of work by integrating and appropriating different aspects of the materials covered in this course. (PLO #3)

Course Requirements

Required and Suggested Reading

The primary means of textbook delivery is through Kindle e-Readers. See D.Min. Handbook for acquisition procedures for both your Kindle and Program-sponsored textbook content. The Beeson Center sends users instructions to set up an Amazon account, including directions to sync the Kindle account to a computer or mobile device with the Kindle app. All users need two ways to receive Kindle info and access their account. Link for Kindle apps:

http://www.amazon.com/gp/feature.html?ref=amb_link_365823462_2&docId=1000493771&

Required Reading

Bible. A translation of your choice. Please avoid paraphrases for this course.

Blomberg, Craig L. *Neither Poverty nor Riches: A Biblical Theology of Material Possessions*. Grand Rapids: Eerdmans, 1999. 300 pp. ISBN-13: 978-0802844019. \$14.99.

Cosden, Darrell. *A Theology of Work: Work and New Creation*. Nottingham: Paternoster Press, 2004. 242 pp. ISBN-13: 978-1597527576. \$26.00.

Gonzalez, Justo L. *Faith and Wealth: A History of Early Christian Ideas on the Origin, Significance, and Use of Money*. Eugene, OR: Wipf & Stock, 2002. 240 pp. ISBN-13: 978-1579109356. \$15.95.

Klink, Edward W. and Darian Lockett. *Understanding Biblical Theology: A Comparison of Theory and Practice*. Zondervan, 2012. 192 pp. ASIN: B007JJSJE4. \$12.49.

Long, Stephen D. and Nancy Ruth Fox. *Calculated Futures: Theology, Ethics, and Economics*. Baylor University Press, 2007. 245 pp. ASIN: B00194CXX8. \$33.20.

Scholes, Jeffrey. *Vocation and the Politics of Work: Popular Theology in a Consumer Culture*. Lexington Books, 2013. 190 pp. ASIN: B00BT9TX9U. \$61.75.

Volf, Miroslav. *Work in the Spirit: Toward a Theology of Work*. Eugene, OR: Wipf & Stock, 2001. 268 pp. ISBN-13: 978-1579106416. \$21.10.

Wright, Christopher. *Old Testament Ethics for the People of God*. IVP Academic, 2013. 200 pp (selected chapters). ASIN: B00BCHDZ5M. \$15.33.

Total pages: 1,877

Suggested Reading (Optional)

Anderson, Gary. *Charity: The Place of the Poor in the Biblical Tradition*. New Haven: Yale University Press, 2014. ISBN: 978-0300198836. \$20 (232 pp)

Clement of Alexandria. "Who is the Rich Man That Shall Be Saved?" Online: <http://www.earlychristianwritings.com/text/clement-richman.html>. (25 pp)

Corbett, Steve and Brian Fikkert. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor—and Yourself*. Expanded ed. Chicago: Moody Publishers, 2012. ISBN: 978-0-8024-5706-6. \$13 (288 pp)

Cyprian. "On Works and Alms." Online: http://en.wikisource.org/wiki/Ante-Nicene_Fathers/Volume_V/Cyprian/The_Treatises_of_Cyprian/On_Works_and_Alms. (15 pages)

Hays, Richard. *Moral Vision of the New Testament: Community, Cross, New Creation. A Contemporary Introduction to New Testament Ethics*. San Francisco: Harper Collins, 1996. (selected chapters) ISBN: 0-06-063796-X. \$20 (150 pp)

Hoppe, Leslie J. *There Shall be No Poor Among You: Poverty in the Bible*. Nashville: Abingdon, 2004. ISBN: 978-0-6870-0059-3. \$23 (200 pp)

St. John Chrysostom. *On Wealth and Poverty*. Translated by Catharine P. Roth. Crestwood, NY: St. Vladimir's Seminary Press, 1999. 978-0881410396 \$10 (60 pages)

Sider, Ron. *Rich Christians in an Age of Hunger*. Nashville: Thomas Nelson, 2005. ISBN: 0-8499-4530-5. \$11 (368 pp)

Wesley, John. "The Use of Money." Online <http://www.umcmission.org/Find-Resources/John-Wesley-Sermons/Sermon-50-The-Use-of-Money>. (11 pages)

Wesley, John. "The Good Steward." Online: <http://www.umcmission.org/Find-Resources/John-Wesley-Sermons/Sermon-51-The-Good-Steward>. (12 pages)

Wheeler, Sondra Ely. *Wealth as Peril and Obligation: The New Testament on Possessions*. Grand Rapids: Eerdmans, 1995. pp. 150 ISBN: 978-0-8028-0733-5. \$20 (150 pp)

Assignments

Pre-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Integrative Reading Analysis	#1,2	Write a 13-15 page (4,000-5,000 word), double-spaced paper that uses the spectrum of biblical theology introduced by Klink and Lockett to	45% Due: Three weeks before	Reese Graded with feedback by

		<p>reflect on the biblical and theological approaches to wealth and poverty suggested by Blomberg, Gonzalez, and Wright. Papers will identify where Blomberg, Gonzalez, and Wright fall on the spectrum of biblical theology and assess the similarities and differences between these three authors in relationship to their understanding of wealth and poverty.</p> <ul style="list-style-type: none"> • A concise summary of the spectrum of biblical theology as laid out in Klink and Lockett (2-3 pages) • Analysis of positions on wealth and poverty held by Blomberg, Gonzalez, and Wright in light of the theological spectrum provided by Klink and Lockett (5-6 pages). • A statement of the student's own position on the biblical theology spectrum provided in Klink and Lockett (2-3 pages) • Areas of particular interest to the student in light of their potential FWE project (1 page) • Questions for the cohort to discuss in class (1 page) 	class starts	the end of the 5-day intensive. Faculty-designed rubric attached.
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In-Residency (5 Days)

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
(none)				

Post-Residency (90 Days)

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #2: Integrative Theology of Work Paper	#3	Write a paper (25-35 pages) that establishes the biblical, theological, and theoretical foundations that help to give warrant for your theology of work.	55% Due: 2/28/2017.	Gutenson

Summary of Assignments:

Assignment	Due Date	% of Grade	SLO
Integrative Reading Analysis	3 weeks prior to the start of class	45	1, 2
Integrative Theology of Work Paper	2/28/2017	55	3
TOTAL		100	

Grading

Asbury Theological Seminary uses the 4.00-point system for grading and evaluation. See the course catalog for further information.

Grading and Evaluation

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00-point system is used to compute grade point standing. The grading system is:

A	*4.00 Exceptional work: surpassing outstanding achievement of course objectives
A-	*3.70
B+	*3.30
B	3.00 Good work: strong, significant achievement of course objectives
B-	2.70
C+	2.30
C	2.00 Acceptable work: basic, essential achievement of course objectives
C-	1.70
D+	1.30
D	1.00 Marginal work: inadequate, minimal achievement of course objectives
D-	.70
F	.0 Unacceptable work: failure to achieve course objectives
CR	Credit: assumes work of a "C" or better
NC	No credit: marginal work; will not receive credit
PC	Provisional credit
AUD	Audit
WD	Withdraw
IP	In Progress
I	Incomplete work

* Meets Advanced Research Programs standard. (See specific degree graduation requirements.)

Grade Letters

Highest	Lowest	Letter
100.00 %	95.00 %	A
94.99 %	90.00 %	A-

89.99 %	87.00 %	B+
86.99 %	84.00 %	B
83.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	74.00 %	C
73.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	64.00 %	D
63.99 %	60.00 %	D-
59.99 %	0.00 %	F

Additional Assignment Guidelines

Only students who submit assignments on time can expect faculty feedback on their assignments. At the faculty's discretion, late assignments can receive a grade, but additional feedback is not required from the faculty.

If students fail to submit any of the course assignments, they will receive a failing grade for the course. If the professor agrees to evaluate an assignment after final grades have been submitted, the student must complete a Grade Conversion Request form from the Registrar's office to remove the failing grade ("F") from their record. This form is found on oneATS.

To locate the form:

- Go to **one ATS** (<https://one.asburyseminary.edu>)
- Sign into oneATS.
- On the left sidebar, in the Student Navigation section, click on the **Registrar's Office** link.
- Click on the **Forms and Petitions** link.
- Click on the **Grade Conversion Request** link to download the form.
- Complete the form and submit it to the Registrar's office per the instructions at the top of the form.

Course Evaluations

After this course has been completed, you will be notified to fill out a course evaluation for the course by the end of the semester. To access the evaluation, click on the course evaluation link, <https://asburyseminary.tk20.com>. Then:

- Locate the Pending Tasks area.
- Click on the link that has the course information for your course(s).
- Click on the Course Evaluation Form tab.
- Complete all course evaluation fields.
- Click Submit.

Tentative Course Schedule

Residency Seminars: On-Campus Classes

- Monday, Tuesday, Thursday, Friday: 8:30 a.m. – 5:00 p.m.
 - Lunch: 12:00 – 1:30 p.m.
- Wednesday:
 - Course: 8:30 a.m. – 11:30 a.m.
 - Chapel: 11:30 a.m. – 12:00 p.m.
 - Lunch: 12:00 – 1:30 p.m.
 - D.Min. Studio: 1:30 – 5:00 p.m.

Topical Outline:

DAY	TOPIC	READING	PROFESSOR
Monday	Foundations	Klink & Lockett	Reese
Tuesday	FWE in the OT	Wright, Blomberg	Reese
Wednesday	FWE in the NT	Blomberg, Gonzalez	Reese
Thursday	FWE focus on Economics	Long & Fox, Scholes	Gutenson
Friday	FWE focus on Work	Cosden, Volf	Gutenson

Online Interactions

- 90 days before seminar:
 - Online course furnished with all course design/materials (students begin reading).
 - Online interactions may begin. Note: Online course opens in early April for Summer term, and early October for Winter term.
- 90 days after seminar: Post-session assignment due.
- Grades due: Last day of term
 - Summer cohort: Last day of Fall term
 - Winter cohort: Last day of Spring term

Expectations/Education Philosophy

The D.Min. learning experience is just that – an experience. Personal and community exercises challenge students to lean into new concepts and capacities. For knowledge to grow into understanding and activity to become changed behavior, adults need to reflect.

Practitioners reflecting critically *in and on* experience alters attitudes and perspectives, feelings and thoughts. John Wesley understood that humans are more than a brain; they are physical beings with emotions, relationships, spirits, and imaginations. Learning that transforms people engages *all* of these dimensions.

The Asbury D.Min. program requires professional, experienced, seasoned men and women to bring their whole selves to each residency. Doctor-Level pedagogy assumes that students are

co-teachers with the faculty; they have significant contributions to make in a collaborative learning environment. We approach the possibilities together, with expectations that only God can fulfill.

Course Work/Hours

A “credit hour” at Asbury Theological Seminary is an amount of work represented in student learning outcomes (SLOs) and verified by evidence of student achievement that reasonably approximates not less than fifty-five (55) minutes of direct faculty instruction and a minimum of two and a half (2.5) hours out-of-class student work each week for the equivalent of thirteen (13) weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time. Furthermore, at least an equivalent amount of work shall be required for other academic activities including internships, practicums, studio work and other academic work leading to the award of credit hours. A faculty member desiring substantial changes must clear it through the dean of the school.

The expectation for D.Min. courses is 1,800 – 2,400 pages of assigned reading per 4-hour course or the equivalent of out-of-course work (Faculty Handbook).

Attendance Policy

Students are expected to attend all class sessions during residency.

How to Submit Your Work

All papers must include a formal title page and be formatted with MLA style formatting, unless otherwise indicated by faculty.

Students will upload all assignments to their online course classroom.

To upload an assignment:

1. Log into **oneATS** (<http://one.asburyseminary.edu>).
2. Enter your username and password.
3. In the upper right corner of the screen, click on **Online Courses**.
4. In the Navigation section, click on **My courses**.
5. Click on the **course number** for your course (see Page 1 of this syllabus).
 - a. Note: Make sure that the correct term and year appear in parentheses after the course number (e.g., SU = Summer, JA = January, etc.)
6. Upload your document in the assignment section as indicated by the faculty for your course.
7. NOTE: To send an email to faculty for your course, email them directly using the email addresses on Page 1 of this syllabus. Do not use the “To the Professor” email feature in your online classrooms, as this system is not integrated with faculty’s daily email handling systems.

Incomplete Work

(Please note: You can only request an incomplete if your pre-residency assignments were completed on time, and if the “unavoidable emergency” caveat below occurs immediately before final assignments are due. A busy schedule or non-stop demands of family and ministry do not qualify as reasons for an incomplete; these are realities that all D.Min. students face.)

The official end of each term is 5 p.m. on the last day of the final exam week. The 5 p.m. deadline applies to handing in all course work. Each instructor may set an earlier deadline, but not a later deadline, for submission of any or all course work. Students must petition the Registrar for permission to receive an incomplete “I” grade and have the relevant faculty member’s support. The petition must be received before 5 p.m. on the last day of regularly scheduled classes (prior to the beginning of final exam week).

A grade of “I” denotes that course work has not been completed due to an unavoidable emergency (documentation may be requested). Delinquency or attending to church work or other employment does not constitute an unavoidable emergency. Without an approved “I,” a letter grade will be recorded based on grades received for completed work and an “F” grade assigned to incomplete work.

Incomplete grades shall be removed one calendar month prior to the close of the following semester unless an earlier date is designated by the Office of the Registrar on the individual petition. If the work is not completed by the time designated, the “I” shall be changed to an “F” unless a passing grade can be given based on work already completed or unless special permission is granted by the Registrar. Professors are required to give either a grade or an “I,” if approved, to each student registered for credit in a course.

Students with incompletes in two or more classes will not be allowed to enroll in a new semester or term without permission from the Registrar.

Appendices

Appendix 1: Rubrics

See next pages.

Seminar I: Biblical and Theological Perspectives on Faith, work, and Economics

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
CLO #1: Generate a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor.	Dissertation purpose statement and research questions	<i>Thoroughly grounds well-defined Problem and Purpose statement in biblical, theological, and theoretical foundations; integrates research problem with the aforementioned disciplines in exemplary manner.</i>	<i>Adequately grounds well-defined Problem and Purpose statement in biblical, theological, and theoretical foundations; integrates research problem in the aforementioned disciplines well.</i>	<i>Grounds Problem or Purpose statement needing more focus, in 1 or 2 of foundations required: biblical, theological, theoretical.</i>	<i>Loosely connects a beginning level problem or the purpose statement to 1 of the foundations required: biblical, theological, theoretical.</i>	D.Min. Team Faculty
SLO #1: Identify a wide variety of biblical teaching about wealth, poverty, work, and economics	Integrative Reading Analysis	<i>Identifies, at an exemplary level, the variety of biblical attention to FWE issues with reference to all the major segments of the canon (e.g., Pentateuch, historical books, prophets, gospels, epistles, and Apocalypse)</i>	<i>Identifies, at an accomplished level, the variety of biblical attention to FWE issues in most of the major segments of the canon (e.g., Pentateuch, historical books, prophets, gospels, epistles, and Apocalypse)</i>	<i>Identifies, at a developing level, the variety of biblical attention to FWE issues with reference to many of the major segments of the canon ((e.g., Pentateuch, historical books, prophets, gospels, epistles, and Apocalypse)</i>	<i>Identifies, at a beginning level, the variety of biblical attention to FWE issues with reference to only one or two segments of the canon (e.g., Pentateuch, historical books, prophets, gospels, epistles, and Apocalypse)</i>	Faculty
SLO #2: Locate their own approach to biblical theology on a spectrum of approaches and discuss the impact of that approach on their reading and appropriation of Scripture in areas related to faith, work, and economics	Integrative Reading Analysis	<i>Articulates, at an exemplary level, the spectrum of biblical theology outlined by Klink and Lockett, locates their position on the spectrum with excellent support for their position, and applies the spectrum, at an exemplary level, to a variety of</i>	<i>Articulates, at an accomplished level, the spectrum of biblical theology outlined by Klink and Lockett, locates their position on the spectrum with adequate support for their position, and applies the spectrum, at an accomplished</i>	<i>Articulates, at a developing level, the spectrum of biblical theology outlined by Klink and Lockett, locates themselves on the spectrum without support for their position,</i>	<i>Articulates, at a beginning level, the spectrum of biblical theology outlined by Klink and Lockett without locating themselves on the spectrum,</i>	Faculty

		<i>scholarly approaches to FWE.</i>	<i>level, to a variety of scholarly approaches to FWE. .</i>	<i>and applies the spectrum, at a developing level, to a variety of scholarly approaches to FWE.</i>	<i>and applies the spectrum, at a beginning level, to a variety of scholarly approaches to FWE.</i>	
SLO #3: Develop a starting point for their own theology of work by integrating and appropriating different aspects of the materials covered in this course.	Integrative Theology of Work Paper	<i>Articulates, at an exemplary level, a theology of work that takes into account a wide variety of course materials.</i>	<i>Articulates, at an accomplished level, a theology of work that takes into account a variety of course materials.</i>	<i>Articulates, at a developing level, a theology of work that takes into account some course materials.</i>	<i>Articulates, at a beginning level, a theology of work that takes into account few or none of the course materials.</i>	Faculty

Appendix 2: Policies

Accessing Library Resources

1. General Questions:

The Library is a "one-stop shop" for all student research, circulation, and technical needs and can be accessed via website at asbury.to/library, via phone at 859.858.2100 or 800.2ASBURY, via email at helpdesk@asburyseminary.edu, and via text at 859.903.0464.

2. Materials Requests:

To search the library catalog for available materials, use the links on the library website or the search box in your online course. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be mailed back or returned to the library at either campus.

Online students may request books, photocopies, or emailed attachments of journal articles/portions of reference books from the library. Please allow 3-10 business days for all requests to be filled. See Library Loan on the Library home page for instructions on how to submit requests.

3. Research Assistance:

Students should contact the Library for research assistance. Help is available for general research questions including how to find course materials online or navigate online library resources. Advanced research appointments are available for students needing assistance in the research process.

4. Online Databases and Resources:

- Asbury Scholar – Users can search for books, journal articles, eBooks, and more using Asbury Scholar. A search box and links to Asbury Scholar are on the library's website at asbury.to/library. Search results of all material types can be aggregated conveniently in a single results list or narrowed down as specifically as a user requires.
- Complete Resource List - Users can access multiple databases including the library catalog, online journal databases, encyclopedias, and more. These can be directly accessed at guides.asburyseminary.edu/az.php.

5. Technology Questions:

Students can receive support for accessing their online classroom, using electronic resources, or other technological problems related to Asbury Seminary coursework by contacting the Library. Longer appointments for training in supported Bible software or supported bibliographic management software are also available.

Plagiarism

Academic integrity is expected from every student. Plagiarism, that is, "presenting...another's ideas or writings as one's own," is considered a serious violation of trust and not acceptable. Detailed information including penalty for plagiarizing is to be found in the Student Handbook.

Turnitin

In this course we may utilize turnitin.com, an automated system which quickly and easily compares each student's assignment with billions of web sites, as well as a large database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, the instructor receives a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

Copyright Policies

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

By using online media and resource materials, you are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is prohibited.

Americans With Disabilities Act Information

Asbury Theological Seminary provides reasonable accommodation for qualified students with disabilities on an individualized basis. If you are a student with a disability, and believe you are in need of reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer, which is in the Office of the Registrar on the Kentucky campus (also for the Tennessee site) or in the Enrollment Management Office on the Florida campus. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning at or before the start of the term and generally are not provided retroactively, please contact an Accommodations Officer as soon as possible.

Online Section Descriptions and Communication Guidelines

The online classroom is built upon the open-source Moodle platform. By logging into <http://one.asburyseminary.edu> and clicking on the Online Campus tab (upper right corner) you will have access to this course and be able to collaborate with classmates and the instructor throughout the course.

The following are functions with which you should familiarize yourself:

1. The **Course Information Center** contains many features to be used throughout the semester:
 - a. **Course News and Announcements**, where I will post items important for the entire class;
 - b. **Syllabus**, where a copy of the syllabus is provided;
 - c. **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately;
 - d. **Course Questions**, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
 - e. **Prayer Forum**, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
 - f. **Open Forum**, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.
2. Modules, which are located below the Course Information Center, contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules are clearly labeled so you can follow along during the semester.

Online Support Contact Information

For technical support, library research support, library loan, and online media, contact the Library:

Email: helpdesk@asburyseminary.edu
Phone: (859) 858-2100;
Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Online program, contact Dale Hale:

Email: ExL.Office@asburyseminary.edu
Phone: (859) 858-2393

Withdrawal from Seminary

A student who, for any reason, finds it necessary to withdraw from school at any time other than at the close of a term is required to obtain official approval. Permission to withdraw shall be secured from the Office of the Registrar. A grade of "F" shall be recorded for all courses from which a student withdraws without permission or after the deadline stated in this catalog. A student who withdraws from Asbury Theological Seminary and later decides to return as a student will be required to reapply for admission. Lack of attendance does not constitute a withdrawal.

Statement on Inclusive Language

It is the policy of Asbury Theological Seminary to use inclusive or non-sexist language in all Seminary publications, literature and communications. The faculty of Asbury Theological Seminary has adopted the following statement recommending the use of nondiscriminatory language by all members of the Seminary community.

Rooted deeply within the history and heritage of Methodism is the active participation in the lifting of oppression in any form so as to extend and implement the freedom of the gospel to all whom God has created and seeks to redeem. The record of Wesleyans on behalf of women is impressive and honorable and should be furthered by the modern offspring of Wesley.

Language does make a difference. When terms create certain feelings, we respond to these feelings for the sake of fostering relationships. We do not bind ourselves to etymology or even historical usage, for history is always thrusting us into new situations and struggles. We are constantly adapting our language in order to be responsible and effective communicators.

Language does not create a problem nor does language solve a problem, but language may contribute to both sometimes in obvious ways, more often in subtle ways. It is the intent of the “Suggestions for Inclusive Language” to help sensitize the Asbury Theological Seminary community to some of the cultural problems related to using previously accepted gender specific references as generic terms and to provide help in moving beyond our present habits to more just expressions.