

Asbury Theological Seminary Syllabus



Doctor of Ministry Program

Seminar III: Perspectives on Faith, Ethics, and Enterprise (Immersion Course)

DM(FWE)917

4 Credit Hours

- Concentration(s): Faith, Work, and Economics
- Date of Course: 2019
- Location/Campus: TBD

Contact Information

- Kevin J. Brown, Ph.D. (Asbury University) and Victor V. Claar, Ph.D. (Henderson State University)
- E-mail address: kevin.brown@asbury.edu, vclaar@gmail.com



Course Description

The third seminar in the Faith, Work, and Economics (FWE) cohort explores various business, ethical, and vocational perspectives related to faith, work, and economics. The course will seek to answer such questions as:

- What do pastors need to know about work and economics in order to integrate this in their personal faith and church ministry?

- With respect to some of the dominant ethical traditions in years past, where does the business realm typically fall? Where does this correspond with the faith tradition? Where does it part company?
- Where can the idea, language, and practice of ethics and virtue assist pastors to engage 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

This is the "Perspectives on Faith, Ethics, and Enterprise" course for the Faith, Work, and Economics cohort. Welcome!

Dr. Kevin J. Brown is an Associate Professor at Asbury University's Howard Dayton School of Business. Before arriving at Asbury University in the fall of 2013, Dr. Brown spent four years teaching Business at Anderson University in Central Indiana. Prior to that, he worked for nearly a decade at Wells Fargo Bank, serving as a Community Bank President in northern Indiana his final four years.

Brown's formal education includes an undergraduate degree and an MBA from the University of Indianapolis along with two degrees from institutions in Scotland—an MA of Letters in Theology from St. Andrews University and a Ph.D. in Urban Economics and Political Philosophy from the University of Glasgow.

His research interests relate to economics, ethics, and faith. He has published several peer-reviewed articles on topics that relate to normative judgments and economic reasoning. He has also published in Christianity Today, and has a book on virtue being released with Hendrickson Publishing in the Fall of 2016.

Victor V. Claar, Ph.D., is professor of economics at Henderson State University in Arkadelphia, Arkansas, where he teaches courses in economics to undergraduates and graduates. He recently was a Fulbright Scholar at the American University of Armenia—a landlocked country at the intersection of Turkey, Georgia, Azerbaijan, and Iran—where he conducted research and gave lectures to graduate students.

Dr. Claar has a long record of publications, including his book, *Economics in Christian Perspective: Theory, Policy and Life Choices*, now in its fifth printing and recently translated into Chinese. One reviewer said of the book's authors, "they demonstrate an impressive breadth of vision [and] deftly move from the big picture and macroeconomics to the care for the individual and restoring hope for the least of these."

Dr. Claar is also the author of *Fair Trade? Its Prospects as a Poverty Solution*, a work that challenges us all to rethink how we buy what we need and want.

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 DMFWE 917, students will be able to:

1. Identify effective steps for data analysis by choosing methods relevant to their Ministry Transformation Project. (PLO #2)
2. Assess the value of group spiritual formation through their Legacy Group experience. (PLO #4)

Student Learning Outcomes

By the end of DM917, students will be able to:

1. Understand fundamental economic principles related to growth, value, and decision-making by both individuals and firms (PLO #3).

2. Apply various ethical traditions and forms of moral and ethical reasoning to the business context (PLO #2).
3. Defend decisions made and positions taken using a specific model of ethical reasoning (PLO #2).
4. Articulate an effective ministry model for engaging today's complex and dynamic marketplace in a faithful, orthodox manner (PLO #1).

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

Brown, Kevin J. *Designed for Good: Recapturing the Idea, Language, and Practice of Virtue*. Peabody, Massachusetts: Hendrickson, 2016. (FORTHCOMING; estimated 200 pages)

Claar, Victor. *Economics in Christian Perspective: Theory, Policy, and Life Choices*. IVP Academic, 2015. 255 pp. ASIN: B015TBK2TS. \$17.59.

Colander, David. *Microeconomics, 9th edition*. Business and Economics, 2013. 608 pp. ASIN: B00DES36PG. \$167.52.

Hay, Donald. *Economics Today: A Christian Critique*. Vancouver: Regent College Publishing, 2004. 340 pp. ISBN: 1573832847. \$22.10.

Meeks, M. Douglas. *God the Economist. The Doctrine of God and Political Economy*. Minneapolis: Fortress Publishers, 2000. 272 pp. ISBN: 0800623290. \$29.00.

Miller, David W. *God at Work: The History and Promise of the Faith at Work Movement*. Oxford University Press, 2006. 232 pp. ASIN: B000R9AWF2. \$14.94.

Sung, Jung Mo. *Desire Market and Religion*. SCM Press, 2012. 174 pp. ASIN: B0078XG3G2. \$33.25.

Tanner, Kathryn. *Economy of Grace*. Fortress Press, 2005. 172 pp. ASIN: B000SBJM50.

\$9.99

Total pages: 2,253

Suggested Reading (Optional)

Brown, Kevin. *A Christian Conception of Markets* (ebook). Franklin: Seedbed publishing, 2016.

Novak, Michael. *The Spirit of Democratic Capitalism*. New York: Madison Books, 1990.

Sandel, Michael. *What Money Can't Buy: The Moral Limits of Markets*. New York: FSG, 2013.

Satz, Debra. *Why Some Things Should Not be For Sale*. Oxford: Oxford UP, 2010.

Skidelsky, Robert and Edward Skidelsky. *How Much is Enough? Money and the Good Life*. New York: Other Press, 2012.

Assignments

Pre-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Ethical Reflection Paper	#2, 3	<p>After reading the book <i>Designed for Good</i> and watching the video lecture “The Architecture of Justice: Locating Your Ethical Position,” write an ethical reflection paper that “locates” your ethical persuasion / reasoning.</p> <p>While there is no “right” or “wrong” answer to this assignment, a rubric will be provided to guide what is expected in this paper from a content standpoint.</p> <p>This ethical reflection should include answers to the following questions:</p> <ul style="list-style-type: none">• Within the “architecture of justice,” where do you find yourself?• If you disagree with the architecture itself, please provide rationale as to why and continue to	30% Due: 3 weeks before residency	Claar Graded with feedback by the end of the 5-day intensive. Faculty-designed rubric attached.

		<p>answer the questions below.</p> <ul style="list-style-type: none"> • What has led you, in your opinion, to this particular position? • Provide a contextual situation (current event, article, personal situation, etc.) and defend your position within this context. • What do you find compelling about this particular ethical position? • What are the implications of this ethical position for business institutions? Society in general? • After taking a position in your paper, articulate an alternative perspective (that is, what would someone who disagrees with you say?). • How would you respond to this critical perspective? <p>Important items for consideration when writing:</p> <ul style="list-style-type: none"> • Papers should be at least 2,000 words in length. • Include at least two to five external citations, using MLA format. • Papers should be clear and articulate; “say it once; say it well.” This includes being as specific as possible. 		
--	--	--	--	--

In-Residency (5 Days)

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #2: Daily Discussion Questions	#1	<p>Each day prior to class, write at least one discussion question based on the class lecture, reading and / or your experience.</p> <p>To help provide some direction on your grade for this aspect of the course, a rubric will be provided.</p>	<p>20%</p> <p>Due: Before each class</p>	Brown and Claar

Post-Residency (90 Days)

Assignment Description	SLO	Method of Assessment	Value /Due	Evaluator
------------------------	-----	----------------------	------------	-----------

			Date	
Assignment #3: Report and Presentation	#4	Assimilate the various components of the course into an 8-10 page report followed by a recorded presentation that you will share with the rest of the cohort. Detailed instructions including a grading rubric will be provided during the "In-Residency" week.	50% Due: 4 weeks after class is over	Brown Faculty-designed rubric attached.

Summary of Assignments:

<u>Assignment</u>	<u>Due Date</u>	<u>% of Grade</u>	<u>SLO</u>
Ethical Reflection Paper	3 Weeks Prior to Residency	30%	2,3
Daily Discussion Questions	Before Class Each Day of Residence	20%	1
Report and Presentation	4 Weeks After Class is Over	50%	4
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	FACULTY
Monday	Economic Theory	Colander, Claar	Claar
Tuesday	Economic Theory	Colander, Claar	Claar
Wednesday	Theological Perspectives of Economy	Meeks, Tanner, Sung, Hay	Brown, Claar
Thursday	Market Ethics	Sandel, Satz, Skidelsky, Novak	Brown
Friday	Economics, Vocation, and Work	Miller	Brown

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 III: Perspectives on Faith, Ethics, and Enterprise

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
CLO #1: Identify effective steps for data analysis by choosing methods relevant to their Ministry Transformation Project.	Dissertation Chapter 3	<i>Outlines the most effective research methods for the project: providing thoughtful rationale for each method, addressing all research questions, and meeting the Institutional Review Board's requirements.</i>	<i>Outlines the most effective research methods for the project: providing some rationale for most methods, addressing all research questions, and meeting the Institutional Review Board's requirements.</i>	<i>Outlines research methods for the project: providing little rationale methods chosen, addressing 1-2 research questions, and meeting some of the Institutional Review Board's requirements.</i>	<i>Outlines inadequate research methods for the project: providing little to no rationale for each method, addressing 0-1 research questions, and meeting few, if any of the Institutional Review Board's requirements.</i>	D.Min. Coach
SLO #1: Understand fundamental economic principles related to growth, value, and decision-making by both individuals and firms.	Daily Discussion Questions	<i>Understands, at an exemplary level, fundamental economic principles related to growth, value, and decision-making by both individuals and firms.</i>	<i>Understands, at an accomplished level, fundamental economic principles related to growth, value, and decision-making by both individuals and firms.</i>	<i>Understands, at a developing level, fundamental economic principles related to growth, value, and decision-making by both individuals and firms.</i>	<i>Understands, at a beginning level, fundamental economic principles related to growth, value, and decision-making by both individuals and firms.</i>	Faculty
SLO #2: Identify various ethical traditions and apply various forms of ethical and moral reasoning to the business context.	Ethical Reflection Paper	<i>Identify, at an exemplary level, various ethical traditions and apply various forms of ethical and moral reasoning to the business context.</i>	<i>Identify, at an accomplished level, various ethical traditions and apply various forms of ethical and moral reasoning to the business context.</i>	<i>Identify, at a developing level, various ethical traditions and apply various forms of ethical and moral reasoning to the business context.</i>	<i>Identify, at a beginning level, various ethical traditions and apply various forms of ethical and moral reasoning to the business context.</i>	Faculty
SLO #3: Utilize a specific model of ethical reasoning	Report and Presentation	<i>Utilize, at an exemplary level, a specific model of ethical reasoning</i>	<i>Utilize, at an accomplished level, a specific model of ethical</i>	<i>Utilize, at a developing level, a specific model</i>	<i>Utilize, at a beginning level, a specific</i>	Faculty

<p>enabling them to apply ethical analysis in the decisions they make and provide thoughtful and reasonable defense of the position they take.</p>		<p><i>enabling them to apply ethical analysis in the decisions they make and provide thoughtful and reasonable defense of the position they take.</i></p>	<p><i>reasoning enabling them to apply ethical analysis in the decisions they make and provide thoughtful and reasonable defense of the position they take.</i></p>	<p><i>of ethical reasoning enabling them to apply ethical analysis in the decisions they make and provide thoughtful and reasonable defense of the position they take.</i></p>	<p><i>model of ethical reasoning enabling them to apply ethical analysis in the decisions they make and provide thoughtful and reasonable defense of the position they take.</i></p>	
<p>SLO #4: Articulate an effective ministry model for engaging today's complex and dynamic marketplace in a faithful, orthodox manner.</p>	<p>Report and Presentation</p>	<p><i>Articulate, in an exemplary manner, an effective ministry model for engaging today's complex and dynamic marketplace in a faithful, orthodox manner.</i></p>	<p><i>Articulate, in an accomplished manner, an effective ministry model for engaging today's complex and dynamic marketplace in a faithful, orthodox manner.</i></p>	<p><i>Articulate, in a developing manner, an effective ministry model for engaging today's complex and dynamic marketplace in a faithful, orthodox manner.</i></p>	<p><i>Articulate, in a beginning manner, an effective ministry model for engaging today's complex and dynamic marketplace in a faithful, orthodox manner.</i></p>	<p>Faculty</p>

Appendix 2: Policies

Accessing Library Resources

1. General Questions:

The Library is a "one-stop shop" for all student research, circulation and technical needs. The Library can be reached 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 located in your online course center. 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 direct 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](http://www.turnitin.com), an automated system which quickly and easily compares each student's assignment with billions of web sites, as well as an 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](http://www.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 resources 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, located 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 participant-colleagues and me 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:
 1. **Course News and Announcements**, where I will post items important for the entire class;
 2. **Syllabus**, where a copy of the syllabus is provided;
 3. **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately;
 4. **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;
 5. **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;
 6. **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 loans 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.