

Asbury Theological Seminary Syllabus



DM(PLE)917B, X1: Seminar III - Community Shaping Leadership 2 Credit Hours Wilmore, Kentucky/Hybrid Online: September 4 – December 14, 2018

PROFESSOR INFORMATION

Professors: Wes Griffin, Norival Trindade, and Joy Griffin

Guest Instructors: Rurel Ausley, Lisa Ausley

Email: wes@iliteam.org, norival@iliteam.org, and joy@iliteam.org
rausley@yourcrosspoint.org, lausley@yourcrosspoint.org



The course instructors include the current senior leaders at the International Leadership Institute (ILI). From a God-given vision in 1998 to over 250,000 alumni in more than 130 nations, they have walked together in God's service for almost 20 years. Through global research, they discovered the core values for the most faithful Christian leaders who shape communities. Today, they lead a global movement of leaders equipping leaders.

Special guest instructors for this course are Rev. Rurel and Lisa Ausley who lead Crosspoint Church (yourcrosspoint.org), a multi-site campus, that was recently ranked as the sixth fastest growing large United Methodist Church in the USA.

Wes Griffin, D.Min. Wes is the President and CEO at the International Leadership Institute (ILI). His passion is equipping leaders and reaching people with the Gospel of Jesus Christ. He is a visionary and entrepreneur with expertise in organizational development for churches and non-profit organizations. He constantly encourages people to believe that God wants to do more than he or she

can ask or think (Ephesians 3:20). He has served as a senior pastor, founding dean of the Baltic Theological Seminary (after the collapse of the Soviet Union), and global evangelist. Wes graduated with his M.Div from Asbury Theological Seminary in 1984 and his D.Min in 1995. He is an extreme fisherman and rides his age on his bicycle each year for his birthday.

Norival Trindade, M.D., D.Min. Dr. Norival Trindade is the Vice-President for Training at ILI. He is both a medical doctor and a graduate of Asbury Theological Seminary's D.Min Program. He is Brazilian and served for 10 years in Paraguay as a medical missionary, church planter, and seminary professor. Norival, along with his wife Cristina, oversee all of ILI's global training ministries, which have grown from three training events in 2001 to more than 700 training events annually in more than 80 nations. Norival is a strategic thinker, is academically proficient in three languages, and is responsible for the development of ILI's globally recognized curriculum (available in more than 20 languages). He enjoys playing riffs on his electric guitar and savoring the rich flavors of international cuisine, then trying to reproduce them in his kitchen.

Joy Griffin, M.Div. Joy is co-founder and International Director at ILI. Her passion is teaching God's Word and leading people into a deeper experience with God. Joy graduated from Asbury Seminary with her M.Div., and loves using what she has learned in the difficult places. She travels to jungle villages, restricted-access nations, and remote locations with ease. Her infectious enthusiasm and boundless energy encourage everyone she meets. She is mother to Hannah and Caleb, who are her precious blessings. Ask her about the time she was paddling alone in a dugout canoe in the Amazon jungle when an anaconda tried to attack! Joy is still alive – and God used that snake to bring many villagers to the Lord!

Rurel Ausley, M.Div. Rurel is the lead pastor of Crosspoint, a UM church, currently with four campuses and a vision to connect communities across Northwest Florida to Christ by starting multiplying campuses. Crosspoint has been recognized as the 6th fastest growing, large UMC and the 10th largest UMC by attendance, currently 3800+. Rurel's passion is to impact the Kingdom of God by equipping churches and campuses to connect people to Christ around the world. At least half of his heart is in the Congo (DRC) where he has helped trained 250+ pastors/priests using ILI materials and has led Crosspoint to invest in the building of over 50 churches. He earned his degrees from Asbury University and ATS (where he serves on the Board of Trustees) but the wife he found there turned out to be much more valuable than the degrees!

Lisa Ausley, MAR in Biblical Literature. Lisa is a pastor on one of Crosspoint's campuses in Crestview, FL. With her spiritual gifts of teaching and encouragement, her passion is to love on people and love them to Jesus. She has the heart of a missionary and has done mission work in Mexico, Spain, Costa Rica and Colombia. For 20 years, she has served on the One Mission Society Board of Trustees and this year, joins the Asbury University Board of Trustees. As a pastor, her greatest joy is mentoring young women in ministry and also people called to mission fields around the world. She spent 25 years homeschooling her three sons and is enjoying the pay-back of watching and helping them homeschool her grandkids (up to 5 now and just beginning)!

Professor of Record: Ellen L. Marmon, Ph.D.

About ILI: ILI changes history by accelerating the spread of the Gospel around the world through training and mobilizing leaders of leaders to reach their nations. Launched in 1998, ILI seeks to train leaders in the globally-recognized [Eight Core Values](#) of the most faithful Christian leaders. Since 2001, ILI's Global Team has equipped more than 200,000 men and women in more than 120 nations to serve on the cutting edge of spreading the Gospel. Discovered through global research, the Eight Core Values discussed in this course are intimacy with God, passion for the harvest, visionary leadership, culturally relevant evangelism, multiplication of leaders, stewardship, family priority and integrity. For more information, visit ILITeam.org.

COURSE DESCRIPTION

This course provides a theoretical and practical orientation to leadership development studies through the lens of missional leadership theory, research, and application. It is designed to assist the acceleration of the leader's own leadership development vision and ethic. The course also helps ministry leaders develop culturally appropriate strategies, perspectives, and principles that will help them develop leaders in the current/anticipated ministry settings. By the end of the course, participants will have both theoretical foundations and practical skills to allow them to design and facilitate missional leadership development, informally, non-formally, and formally.

Lectures, workshops, class projects and reading assignments will seek to transform the intellect, faith, and skills of each student in order to provide a rock-solid foundation for life and leadership.

PROGRAM LEARNING OUTCOMES (PLOs)

By the time students complete the D.Min Program, they will have an accomplished or exceptional ability 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.

STUDENT LEARNING OUTCOMES (SLOs)

By the end of DM(PLE)917B, students will have an *accomplished to exceptional* ability to:

1. Articulate ways in which they are being formed by biblical, theological, historical, socio-cultural, and theoretical influencers in their context. (PLO # 1)
2. Compare the vision, ethic, and practice of leadership development in their own ministry context to those experienced in a different setting. (PLO #2)
3. Translate exposure to readings, presentations, case studies, and peer interaction into culturally appropriate strategies, perspectives, and principles which help them develop leaders in their current or anticipated ministry settings. (PLO # 3)
4. Understand the biblical, theological, and cultural foundations for authentic Christian leadership from a Wesleyan perspective within a holistic understanding of the Gospel of Jesus Christ. (PLO #1)

TEXTBOOKS & RESOURCES

Required Reading

Allen, Roland. *Missionary Methods: St. Paul's or Ours?* 3rd ed. Aneko Press, 2017. 228 pp. ISBN-13: 978-1985290747, \$6.97. / ASIN (Kindle): B006DJYL7U, \$0.99.

Brafman, Ori and Rod A. Beckstrom. *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations*. Portfolio, 2008. 225 pp. ISBN-13: 978-1591841838, \$10.98. / ASIN (Kindle): B000S1LU3M, \$13.99.

Dawn, Marva J. *Keeping the Sabbath Wholly: Ceasing, Resting, Embracing, Feasting*. Eerdmans, 1989. 217 pp. ISBN-13: 978-0802804570, \$14.50. / ASIN (Kindle): B001QPHNSA, \$9.99.

Greenleaf, Robert K. and Larry C. Spears. *Servant Leadership: A Journey into the Nature of Legitimate Power & Greatness*. 25th anniversary ed. Paulist Press, 2002. 370 pp. ISBN-13: 978-0809105540, \$13.61. / ASIN (Kindle): B00935US64, \$9.39.

Hammond, Kim and Darren Cronshaw. *Sentness: Six Postures of Missional Christians*. IVP Books, 2014. 208 pp. ISBN-13: 978-0830844180, \$10.59. / ASIN (Kindle): B00HUCPQBE, \$9.99.

Kingsolver, Barbara. *The Poisonwood Bible: A Novel*. Harper Perennial Modern Classics, 2005. 576 pp. ISBN-13: 978-0060786502, \$9.06. / ASIN (Kindle): B000QTE9WU, \$10.99.

Perry, Aaron Jenkins. *Leadership the Wesleyan Way*. Emeth Press, 2016. 400 pp. ISBN-13: 978-1609471026. \$28.93. / Not available on Kindle. Required reading includes only Chapters 1-3, 8, 9, 11-12, 16, 19-20, 22, 24-28 (200 pp total).

Snyder, James. *In Pursuit of God: The Life of A.W. Tozer*. Bethany House Publishers, 2014. 225 pp. ISBN-13: 9780764215919, \$11.66. / ASIN (Kindle): B00LA9GD0Q, \$9.99.

Articles posted in online classroom – 100 pages

Total pages: 2,061 pages

ASSIGNMENTS

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively contribute to the learning community, both online and during residency.

1. Leadership Conference OR a Church-Wide Discipleship Experience (Christian to the Core) OR a Research Paper

Due Date: November 12, 2018

Points/Percentage: 80

Learning Outcome: #3

Students will choose between three options for the final project.

Option #1: Leadership Conference. Organize and lead a three-day Leadership Conference followed by a reflection paper (6-7 pages). You will EITHER use the ILI Region Conference model and curriculum OR design your own leadership conference.

You can work alone or with a team of up to three other people. You will EITHER organize and lead a three-day leadership conference (or the equivalent of three days – 14 sessions) according to the ILI model and based on the ILI Regional Conference Training manual OR organize and lead a leadership conference of your own design. We recommend a minimum number of twenty participants. There is no maximum number.

Specific instructions include:

- **Organize and recruit:** Organize the conference and recruit participants in whom you EITHER will invest the Eight Core Values OR values, biblical principles, and strategies that align with your ministry setting. It is recommended that you also mobilize participants to train others within their sphere of influence.
- **Prepare teaching sessions:** EITHER use the ILI Regional Conference curriculum and you personally teach at least four of the 14 sessions. Faculty are to follow the ILI teaching outlines and contextualize each session for the unique local, regional, and/or national dynamics in your setting;

OR, you will design a comparable leadership conference (14 sessions) and include the basic themes, sequence of lessons/experiences, and any resources you use; you will lead at least 50% of the program/experience.

- **Execute:** Lead the event with a focus on spiritual formation, skill development, and multiplication of leaders. IF you use the ILI format, each participant must receive the training manual, which can be purchased at ILITeam.org/Resources. The manual plus all the PowerPoints are available as a free download. Equipping and mobilizing participants to equip other leaders is essential is a priority, which includes making training resources readily available.

Information and resources for planning and executing an ILI conference are found in the ILI Resources file, including the Regional Conference notebook. For additional information or personal coaching, contact Drs. Trindade or Griffin (email addresses on Page 1 of this syllabus). We are readily available to help you via email or Skype.

IF you design your own leadership training, you will need to include whatever materials you give participants in your submitted assignment.

- **Reflection paper:** Following your leadership conference, write a 6-7 page reflection paper that includes the following:
 - Overview: An overview of your conference including when, where, who, and how the training event was held. Also, include your observation of the impact of the conference to the participants. Include participant testimony statements describing the impact on their life. (1 page)
 - Reflection: EITHER select two of the Eight Core Values OR two of your own and integrate the course lectures, readings, and your experience from the training event to reflect on the importance and impact of the core values. Draw generously from the required readings with proper MLA citation. (3-4 pages)
 - Vision for multiplication of leaders: Describe how this entire experience impacted your life. Describe your vision for multiplication of leaders in your sphere of influence. (1-2 pages)
 - Conference report: Attach the official conference report form for ILI training only.

Option #2: Christian to the Core Church-wide Discipleship Experience followed by a reflection paper (6-7 pages). Utilizing ILI's Christian to the Core church-wide discipleship experience, disciple your congregation with the eight core values of Christian faithfulness. Key elements include a sermon series and a small group curriculum and experience for adults, youth and children that can be used over an 8 to 12-week period. For more information go to ChristiantotheCore.org.

- **Reflection paper:** Following your Christian to the Core discipleship experience, write a 6-7 page reflection paper that includes the following:
 - Overview: An overview of your experience. Also, include your

observation of the impact on the participants. Include participant testimony statements describing the impact on their life. (1 page)

- **Reflection:** Select two of the Eight Core Values and integrate the course lectures, readings, and your experience from the training event to reflect on the importance and impact of the core values. Draw generously from the required readings with proper MLA citation. (3-4 pages)
- **Vision for discipleship:** Describe how this entire experience impacted your life. Describe your vision for discipleship in your sphere of influence. (1-2 pages)
-

Option #3: Write a 23-25 page analysis and reflection paper based on the Eight Core Values for faithful Christian leadership presented during the course, OR your adaptation of them to fit your context.

Your paper must integrate relevant insights from course lectures and reading assignments. It must also demonstrate integrative thinking regarding leadership knowledge, attitudes, and actions that will enhance your creativity and effectiveness in leadership for the ministry context.

Additional requirements include:

- Address all Eight Core Values for effective leadership OR your adaptation.
- Draw generously from the required reading assignments including the proper MLA citation of quoted material.
- Describe how you will personally apply the most important leadership insights that you received in the course to your life and ministry.
- Give specific examples from your context.

2. Final Project Online Discussion in Legacy Groups

Due Date: November 12, 2018

Percentage/Points: 20

Learning Outcome: 2

In your DM(PL)917BX1 (FA18) online classroom, you will engage in a discussion with your Legacy Group while you prepare either your training session or your reflection paper. Questions and discussion parameters provided online.

Post-Residency

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Leadership Conference <u>OR</u> a Church-Wide Discipleship Experience (Christian to the Core) <u>OR</u> a Research Paper	#3	3-day conference, plus 6 – 7 page reflection paper OR 8 to 12-week discipleship experience, plus 6 – 7 page reflection paper OR 23 – 25 page research paper	80% Due: 11/12/2018. Upload to online classroom.	Faculty Faculty-designed rubric attached.
Assignment #2: Final Project Online Discussion in Legacy Groups	#2	Online discussion in Legacy Groups	20% Due: 11/12/2018.	D.Min. Director

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #2: Compare the vision, ethic, and practice of leadership development in their own ministry context to those experienced in a different setting.	Assignment #2: Final Project Online Discussion in Legacy Groups	<i>Discusses with Legacy group members, on an exemplary level, the process of implementing project or writing paper.</i>	<i>Discusses with Legacy group members, on an accomplished level, the process of implementing project or writing paper.</i>	<i>Discusses with Legacy group members, on a developing level, the process of implementing project or writing paper.</i>	<i>Discusses with Legacy group members, on a beginning level, the process of implementing project or writing paper.</i>	D.Min. Director
SLO #3: Translate exposure to readings, presentations, case studies, and peer interaction into culturally appropriate strategies, perspectives, and principles which help them develop leaders in their current or anticipated ministry settings.	Assignment #1: Leadership Conference <u>OR</u> a Church-Wide Discipleship Experience (Christian to the Core) <u>OR</u> a Research Paper	<i>Translates, at an exemplary level, exposure to readings, presentations, cultural immersion case studies and peer interaction into culturally appropriate strategies, perspectives, principles which help them develop leaders in their current or anticipated ministry settings.</i>	<i>Translates, at an accomplished level, exposure to readings, presentations, cultural immersion case studies and peer interaction into culturally appropriate strategies, perspectives, principles which help them develop leaders in their current or anticipated ministry settings.</i>	<i>Translates, at a developing level, exposure to readings, presentations, cultural immersion case studies and peer interaction into culturally appropriate strategies, perspectives, principles which help them develop leaders in their current or anticipated ministry settings.</i>	<i>Translates, at a beginning level, exposure to readings, presentations, cultural immersion case studies and peer interaction into culturally appropriate strategies, perspectives, principles which help them develop leaders in their current or anticipated ministry settings.</i>	Faculty

ADDITIONAL ASSIGNMENT GUIDELINES

Late Assignments: Any assignment submitted after the due date and time will be reduced two numerical points for every day late. For example, two days late would reduce the grade from a 90 to an 86, unless the student talks to the professor ahead of time and receives permission to turn in the assignment late, based upon a legitimate excuse (such as illness).

Incomplete Work: “A grade of ‘I’ denotes that course work has not been completed *due to an unavoidable emergency*. Delinquency or attending to church work or other employment (i.e. being too busy) 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” (ATS 2015-16 Student Handbook, page 67).

Format of Papers: Students must use MLA, 8th edition, as this is what is also required for writing the dissertation.

GRADING

Assignment	Weight/Point Value
Leadership Conference <u>OR</u> a Church-Wide Discipleship Experience (Christian to the Core) <u>OR</u> a Research Paper	80
Final Project Online Discussion in Legacy Groups	20
	Total: 100

Grading Scale

Letter	Lowest	Highest
A	95.00%	100.00%
A-	90.00%	94.99%
B+	87.00%	89.99%
B	84.00%	86.99%
B-	80.00%	83.99%
C+	77.00%	79.99%

C	74.00%	76.99%
C-	70.00%	73.99%
D+	67.00%	69.99%
D	64.00%	66.99%
D-	60.00%	63.99%
F	0.00%	59.99%

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:

GRADE	EVALUATION CRITERIA
A	Exceptional work: surpassing outstanding achievement of course objectives
B	Good, accomplished work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives, developing potential
D	Marginal work: inadequate, minimal, beginning achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

Note: For the Doctor of Ministry Program, 80% or above is required to meet the program standard.

MOODLE (LEARNING MANAGEMENT SYSTEM)

Moodle is the current learning management system used for Asbury seminary classes. Log into <https://connect.asburyseminary.edu/>. Click on the **grid matrix** (e.g., large square comprised of nine smaller squares). Click on the **Online Classroom** graphic to access each course you are enrolled in. In the gray Navigation block on the left, click on **My courses** and then the desired course. Information is arranged as follows:

The **Course Information Center** contains two main sections with features noted below:

1. Course Related:

- **Announcements** – class news and information
- **Syllabus** – the course syllabus
- **Meet Your Professor** – a short profile about your professor with photo
- **Course Schedule** – the course schedule with assignments and due dates

- **Expectations** – prerequisites for the instructor and students
- **Netiquette** – tips for communicating effectively online
- **Course Questions** – students can post questions about the course and even answer each other
- **Library Links** – help finding and accessing library resources

2. Community Related:

- **Prayer and Praise** – a forum where students can post praises and prayer concerns and a great way to build community
- **Let's Talk** – a forum where students can post information such as an upcoming birthday or event and discuss topics that are not course related
- **Community Formation** – links to ATS Community Formation & Christian Formation Process
- **Course Evaluation** – links to a course evaluation form at the end of the term

The modules located below the Course Information Center are labeled by topics or weeks, depending upon the course organization. Assignment information, group discussion forums, and links to documents and class resources are located in the modules.

COURSE EVALUATIONS

Course evaluations are a vital part of Asbury Seminary's efforts to achieve excellence in the classroom. At the end of the semester, you will receive an email with information and directions for completing course evaluations. Your responses are completely anonymous, and your participation is greatly appreciated. If you have questions or encounter problems accessing the evaluations, contact the Help Desk at helpdesk@asburyseminary.edu or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

TECHNOLOGY REQUIREMENTS & SUPPORT

To take an online or hybrid class, you should be comfortable using e-mail, web browsers, word-processing software and be able to download files and create attachments. You will need the following in order to participate online:

- A computer with Windows 7 or MAC OS 10.6 or above
- An account with or regular access to an internet service provider (ISP)
- Reliable, high-speed internet (recommended)
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

Contact the Help Desk for technical assistance accessing the online class, using electronic resources, or with other technical issues related to Asbury Seminary coursework.

- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

LIBRARY RESOURCES

Library resources, research support, and library loan are available via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

Materials Requests

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

Students may request books, photocopies, or emailed attachments of journal articles or portions of reference books from the library. Allow 3-10 business days for requests to be filled. Contact the library for costs and instructions on how to make requests, or view the online tutorial at guides.asburyseminary.edu/libraryloan.

Online Resources

- *Asbury Scholar* – Find library books, ebooks, journal articles, and other media at asbury.to/library.
- *Databases* – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at guides.asburyseminary.edu/az.php.

Research Assistance

Students should contact Research Services in the library for research assistance. Help is available for general research questions, including how to find course materials online or navigate library resources. Training for supported Bible software or bibliographic management software is also available. Appointments can be made via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

The Writing Center

- The goal of the Writing Center is to help students improve their graduate-level writing. Assistance is available both online and on the Kentucky campus to help with various aspects of the writing process, including structure and organization, grammar, punctuation, and citation formatting. Appointments can be made by contacting the library via:
 - Website: asbury.to/library
 - Email: helpdesk@asburyseminary.edu
 - Phone: 859.858.2100 or 800.2ASBURY (toll free)
- Students can sign up for 30-minute sessions on the library website at asbury.to/library.

Each student is responsible for being familiar with seminary policies. Asbury Seminary reserves the right to change policies when necessary. Below are brief descriptions of a few seminary policies. For more detailed information regarding school policies, please refer to the ATS Student Handbook at asburyseminary.edu/students/student-services/student-handbook/

Attendance/Participation

To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. DMin students are required to attend all classes during each residency.

Disability Accommodations

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

Academic Integrity

Academic integrity is expected of every student. Plagiarism, that is, “presenting ... another’s ideas or writings as one’s own,” is considered a serious violation of integrity and is unacceptable. Detailed information, including the penalty for plagiarizing, is in the Student Handbook. For additional information about plagiarism, go to plagiarism.org

In this course we may utilize Unicheck, an automated system that compares students’ assignments with websites as well as a database of previously submitted student work. After the assignment is processed, instructors receive a report from unicheck.com that states if and how another person’s work was used in the assignment. For more information, see www.unicheck.com. If you have questions about academic honesty, please contact the library at helpdesk@asburyseminary.edu.

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.

Copyright Information

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 resources, students 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 strictly prohibited.