

Asbury Theological Seminary Syllabus



Seminar I: New Paradigms for Missional Transformation

DMAMC915, O1

4 Credit Hours

- Concentration(s): Activating Missional Communities
- Date of Course: July 18 – 22, 2016
- Location/Campus: Wilmore, KY

Contact Information

- Scott Nelson, Ph.D., and Michael Frost, Ph.D.
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Course Description

The first seminar of the Forge cohort introduces students to the paradigm shifts that are igniting missional transformation in leaders, churches, and church movements alike. These paradigm shifts include: a new focus upon the *missio dei* in missiology and the resulting development of an explicitly missiological ecclesiology (missional church); a move toward missional-incarnational practices of ministry that are guided by the power of the Spirit and patterned after the life of Jesus; a greater focus upon the movemental—as opposed to institutional—nature of God’s people; a renewed recognition of the apostolic vocations of Christian leadership; and a greater awareness of the increasingly post-Christian or post-Christendom reality in many Western cultural contexts. The seminar will help students begin to consider these paradigm shifts from theological, biblical, ecclesiological, missiological, and cultural perspective.

The seminar's ultimate purpose is to help students integrate these transformational, distinctly missional, paradigm shifts into their own lives and ministries by helping them discover what a contextualized, incarnational-missional approach to life and ministry might look like. To achieve this discovery of life and ministry, students will be required to do on-the-ground action-reflection learning in partial collaboration with other members of the cohort. Additionally, students will also discover incarnational-missional life and ministry by developing and facilitating a missional learning event for their congregation.

Cohort Thematic Focus

The missional church movement, through a renewed focus on the mission of God as revealed by Jesus and empowered by the Spirit, is challenging Christians to rethink concepts and practices related to mission, discipleship, spirituality and leadership. A missional church fashions its practices on the belief that just as the Father has sent the Son and Spirit into the world to accomplish the purposes of the Father, so too has the church been sent into the world. A church configured to express this missional nature will see God differently, read Scripture in a new light, and give birth to new expressions of mission in the neighborhoods and nations next door. Asbury's Doctor of Ministry Program is partnering with Forge America to convene this cohort conversation. Participants will be introduced to the missional network paradigm of Forge's pastors/theologians, authors/activists, and disciples/missionaries, all with the intent to help learners assess and apply the missional readiness.

Welcome

Welcome! This class will be taught by Alan Hirsch, Scott Nelson, and friends. The information below provides an introduction to your teaching team.

Dr. Scott Nelson serves as the Director of Theology for the Forge America Mission Training Network and is also a Ph.D. Candidate in Congregational Mission and Leadership at Luther Seminary, St. Paul, Minn. He is the author of the five Forge Guides for Missional Conversation (InterVarsity Press) and loves the thrill of helping people discover how God is calling them to participate in His mission to the world. Scott and his family live as missionaries in their condominium complex and have recently planted a missional community/house church that is attempting to discover how to be a missional church in the suburbs of Chicago. When he is not participating in the missional church conversation through his writings, studies, or teaching, Scott enjoys a wide variety of athletic activities (particularly running, tennis, and disc golf), board games of all kinds, and sharing meals with neighbors, friends, and anyone else God sends his way.

Dr. Michael Frost is an internationally recognized Australian missiologist and one of the leading voices in the missional church movement. His books are required reading in colleges and seminaries around the world and he is much sought after as an international conference speaker. Frost is the founding Director of the Tinsley Institute, a mission study center located at Morling College in Sydney, Australia, since 1999. He is also an adjunct professor with Northern Seminary in the United States. He is the author or editor of sixteen theological books, the most recent of which are the popular and award-winning, *The Shaping of Things to Come* (2003), *Exiles* (2006), *The Road to Missional* (2011) and *Incarnate* (2014). These

books explore a missional framework for the church in a postmodern era. Frost's work has been translated into German, Korean, Swedish, Portuguese and Spanish. Their popularity has seen him regularly speaking at conferences across the US, the UK and Europe, and as far afield as Nairobi, Rio de Janeiro and Moscow. He was one of the founders of the Forge Mission Training Network and the founder of the missional Christian community, smallboatbigsea, based in Manly in Sydney's north. He was the weekly religion columnist for The Manly Daily for over a decade and helped establish Action Against Poverty, a localized micro-financing agency, linking the cities of Manly and Manado, an impoverished Indonesian community. He was instrumental in launching Street Pastors Manly, a church-based initiative aimed at curbing alcohol-related violence.

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 DMAMC915, 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 DMAMC915, students will be able to:

1. Describe the major paradigm shifts that are most often credited for igniting missional

transformation and movements. (PLO #2)

2. Critically compare different understandings of missiological ecclesiology (missional church) with a particular focus on movemental ecclesiology (apostolic movements). (PLO #2)

3. Develop a personal definition of a missional church and imagine what such a church might look like in their local context. (PLO #2, #3)

4. Identify and assess the biblical-theological assumptions/foundations and ministry models of several contemporary missional churches, organizations, and thought-leaders. (PLO #3)

5. Integrate missional paradigms into their personal engagement with their local context and into their congregation's ministry practices. (PLO #2, #3)

Course Requirements

Required and Suggested Reading

The primary means of textbook delivery is through Kindle 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

Breen, Mike. *Leading Kingdom Movements*. 3DM, Pawleys Island, 2013, 259pp. ASIN: B00BNWKYEQ

Frost, Michael. *The Road to Missional: Journey to the Center of the Church*. Ada, MI: Baker Books, 2011, 160pp. ASIN: B005OYUHR8

Guder, Darrell. *Missional Church: A Vision for the Sending of the Church in North America*. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1998, 288pp. ASIN: B0026UNZFY

Halter, Hugh and Smay, Matt. *The Tangible Kingdom: Creating Incarnational Community*. San Francisco: Jossey-Bass, 2008, 225pp. ASIN: B0015DRP5Y

Hirsch, Alan & Frost, Michael. *The Shaping of Things to Come*. Grand Rapids: Baker Books, 2013, 288pp. ASIN: B00AHY0W2K

Hirsch, Alan. *The Forgotten Ways: Reactivating the Missional Church*. Grand Rapids: Brazos Press, 2009, 305pp. ASIN: B00CFKX78A

Moynagh, Michael. *Church for Every Context: An Introduction to Theology and Practice*. London: SCM Press, 2012, 512pp. ASIN: B008S965B8

Nelson, Scott. *Mission: Living for the Purposes of God*. Downers Grove, IL: InterVarsity Press, 2013, 64pp. ASIN: B00H4FU2IE

Roxburgh, Alan. *Missional: Joining God in the Neighborhood*. Grand Rapids, MI: Baker Books, 2011, 208pp. ASIN: B004JHY6AK

Total pages: 2,309

Suggested Reading (Optional)

Frost, Michael. *Exiles: Living Missionally in a Post-Christian Culture*. Grand Rapids: Baker Books, 2006, 352pp. ISBN: 978-0801046278.

Assignments

Pre-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Reading Integration and Application Paper	#1	Choose one of the required books from the course and write a 9-11 page paper that: <ul style="list-style-type: none"> • Summarizes the main arguments/themes of the book (2-3 pages); • Critically evaluates the book by placing it into conversation with 2-3 other required books from the course (3-4 pages); and • Describes opportunities you see for integrating your critical evaluation of the books into your approach to missional-incarnational living and leadership in your local context. 	25% Due: 6/15/2016.	Faculty
Assignment #2: Action and Reflection Log	#3	At the most basic level, to live missionally is to seek to intentionally alert people to the reign of God through both announcement and demonstration (See <i>The Road to Missional</i> , p. 23-39). Based on Frost's definition and insights you gain from the other required reading, intentionally engage your local	25% Due: 7/6/2016.	Faculty

		<p>context from a missional perspective for at least three months prior to the cohort seminar. Your engagement should include a minimum average of 2-3 hours per week intentionally living on mission in your context.</p> <p>Keep a weekly log/journal in a format of your choice that lists what you did and records your reflections upon the experiences you had. Your reflections should minimally include answers to the following questions found on p. 28 of <i>The Road to Missional</i>:</p> <ul style="list-style-type: none"> • What does the reign of God through Christ look like in my neighborhood (or context)? • If the kingdom of God has come and is overlapping with the broken world in which I live, how can I alert people to it? • What does the kingdom look like? • Where do I see evidence of the kingdom? 		
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In-Residency (5 Days)*

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #3: Key Findings Presentation	#2	<p>Prepare a 12-15 minute presentation that summarizes your most significant learning from all pre-course assignments and describes how you think these findings will influence your future mission and leadership practices.</p> <p>Your presentation should basically summarize your learning from assignments #1 and #2, including:</p> <ul style="list-style-type: none"> • A description of your local context, how you intentionally engaged it from a missional perspective, and a summary of what you learned as you reflected upon your experiences, and • A summary of your critical evaluation of the books you selected from the required list and a 	<p>25%</p> <p>Due: 7/18/2016.</p>	Faculty

		description of how you believe your evaluation will influence your approach to mission and leadership in your local context.		
Post-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment 4A: Conversation and Reflection Plan	#4	<p>Form a group of 6-8 people from your faith community. Using <i>Mission: Living for the Purposes of God</i> (Nelson)* as a template/guide, create and utilize a 3-6 session conversation plan that will help the group:</p> <ul style="list-style-type: none"> • Discuss biblical and theological themes pertaining to the missional paradigms you learned through the course; • Imagine what it might look like for your faith community to fully adopt the missional paradigms discussed; • Evaluate how well your faith community resembles a missional community that is appropriately contextualized for local communities; and • Assess what would need to change for the faith community to more fully be a missional community that is appropriate contextualized for local communities. <p>Submit an outline of the conversation plan that you used, including a bibliography of any books you used to prepare for this experience.</p> <p><i>*Other published conversation guides or a guide you create yourself may be used in place of Mission: Living for the Purpose of God, upon prior approval from course instructors.</i></p>	12% Due: 10/1/2016.	Faculty
Assignment #4B: Conversation and Reflection Report	#5	<p>Write a brief, 4-6 page report of your findings and reflections from the conversations. Include:</p> <ul style="list-style-type: none"> • A general description of the group's experience; 	13% Due: 10/1/2016.	

		<ul style="list-style-type: none"> • Key learning you gleaned; • New imagination you developed; and • Opportunities and challenges you foresee in the future pertaining to how you might help your faith community be a missional community. 		
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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 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. Leadership Studio: 1:30 – 5:00 p.m.

Online Interactions

- 90 days before seminar: Online course furnished with all course design/materials (students begin reading)
- 90 days before seminar: Online interactions may begin. Note: Online Course Opens April 1 for Summer; October 1 for Winter).
- 90 days after seminar: Post-session work due
- Grades Due: Last Day of Term
 - January cohort: Last day of Spring term
 - Summer cohort: Last day of Fall term

Final Projects

- Grades Due: Last Day of Term (Approximately 120 Days, 4 Months After Class)
- Due 90 days after the last day of the seminar at the latest (calculate this date and announce to during class).
- Extensions MAY NOT be granted for poor planning/work overloads.
- Extensions may be granted due to illness, in extremely rare circumstances.
- Request an extension through an Academic Petition form (oneATS; under General Navigation\Departments\Enrollment Management & Student Services\Registrar\Forms and Petitions (downloadable forms)\Academic Petition; https://one.asburyseminary.edu/sites/default/files/1%20Academic%20Petition%202012-2013_0.pdf).

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 changed behavior, adults need to reflect. 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 engages all of these dimensions. The Asbury D.Min. experience requires men and women to bring their whole selves to this three-year process. 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 thirteen 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.

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: Describe the major paradigm shifts that are most often credited for igniting missional transformation and movements.	Reading Integration and Application Paper	<i>Describes, at an exemplary level, the major paradigm shifts that are most often credited for igniting missional transformation and movements.</i>	<i>Describes, at an accomplished level, the major paradigm shifts that are most often credited for igniting missional transformation and movements.</i>	<i>Describes, at a beginning level, the major paradigm shifts that are most often credited for igniting missional transformation and movements.</i>	<i>Describes, at a beginning level, the major paradigm shifts that are most often credited for igniting missional transformation and movements.</i>	Faculty
SLO #2: Critically compare different understandings of missiological ecclesiology (missional church) with a particular focus on movemental ecclesiology (apostolic movements).	Key Findings Presentation	<i>Critically compares, at an exemplary level, different understandings of missiological ecclesiology (missional church) with a particular focus on movemental ecclesiology (apostolic movements).</i>	<i>Critically compares, at an accomplished level, different understandings of missiological ecclesiology (missional church) with a particular focus on movemental ecclesiology (apostolic movements).</i>	<i>Critically compares, at a developing level, different understandings of missiological ecclesiology (missional church) with a particular focus on movemental ecclesiology (apostolic movements).</i>	<i>Critically compares, at a beginning level, different understandings of missiological ecclesiology (missional church) with a particular focus on movemental ecclesiology (apostolic movements).</i>	Faculty
SLO #3: Develop a personal definition of a missional church and imagine what	Action and Reflection Log	<i>Develops, at an exemplary level, a personal definition of a missional church and imagine what such a church</i>	<i>Develops, at an accomplished level, a personal definition of a missional church and imagine what</i>	<i>Develops, at a developing level, a personal definition of a missional</i>	<i>Develops, at a beginning level, a personal definition of a missional</i>	Faculty

such a church might look like in their local context.		<i>might look like in their local context.</i>	<i>such a church might look like in their local context.</i>	<i>church and imagine what such a church might look like in their local context.</i>	<i>church and imagine what such a church might look like in their local context.</i>	
SLO #4: Identify and assess the biblical-theological assumptions / foundations and ministry models of several contemporary missional churches, organizations, and thought-leaders.	Conversation and Reflection Plan	<i>Identifies and assesses, at an exemplary level, the biblical-theological assumptions / foundations and ministry models of several contemporary missional churches, organization, and thought-leaders.</i>	<i>Identifies and assesses, at an accomplished level, the biblical-theological assumptions / foundations and ministry models of several contemporary missional churches, organization, and thought-leaders.</i>	<i>Identifies and assesses, at a developing level, the biblical-theological assumptions / foundations and ministry models of several contemporary missional churches, organization, and thought-leaders.</i>	<i>Identifies and assesses, at a beginning level, the biblical-theological assumptions / foundations and ministry models of several contemporary missional churches, organization, and thought-leaders.</i>	Faculty
SLO #5: Integrate missional paradigms into their personal engagement with their local context and into their congregation's ministry practices.	Conversation and Reflection Report	<i>Integrates, at an exemplary level, missional paradigms into their personal engagement with their local context and into their congregation's ministry practices.</i>	<i>Integrates, at an accomplished level, missional paradigms into their personal engagement with their local context and into their congregation's ministry practices.</i>	<i>Integrates, at a developing level, missional paradigms into their personal engagement with their local context and into their congregation's ministry practices.</i>	<i>Integrates, at a beginning level, missional paradigms into their personal engagement with their local context and into their congregation's ministry practices.</i>	Faculty

Appendix 2: Policies

Accessing Library Resources

1. General Questions:

The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons can be reached at our website: asbury.to/library, via phone at 800.2ASBURY or 859.858.2100, and via email at information.common@asburyseminary.edu. Students are also encouraged to send questions to the Information Commons via SMS/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. Contact the Information Commons for costs and instructions on how to make requests.

3. Research Assistance:

Students should contact the Information Commons 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 perform a search for books, journal articles, eBooks, and more by using Asbury Scholar. Search results of all material types can be aggregated conveniently in a single results list, or narrowed down as specifically as a user requires. A search box and direct links to Asbury Scholar can be found on the library's website at asbury.to/library.

Complete Resource List - Alternatively, direct links to resources have been arranged alphabetically on the Complete Resource List. In some cases this may allow the user to access site-specific features not otherwise available. To access the library's online resources including the library catalog, online journal databases, encyclopedias, and more, go to the Complete Resource List at <http://guides.asburyseminary.edu/resources>.

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 Information Commons. 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

If your course is using Turnitin.com as a form of detecting plagiarism, students would find this information useful for checking their own work.

The following is a sample Turnitin.com statement:

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare 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, as an instructor I receive 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.

Online Media Copyright Information

By using this material, 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 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: 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, will 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 will be 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

Information Commons:

email: information.common@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.