Seminar I: Spiritual Formation I

DMFCT915, W1

4 Credit Hours

- Concentration(s): Faithwalking Congregational Transformation
- Date of Course: 2015
- Location/Campus: Wilmore, KY

Contact Information

- Jim Herrington and Trisha Taylor
- E-mail address: jimherrington@faithwalking.us, trishataylorcounseling@gmail.com

Course Description

In this D.Min. cohort you will be equipped to be a highly effective agent of personal and congregational transformation in your leadership context. Studies abound that demonstrate that the church in Western culture is in a long and increasingly rapid decline. In the face of that decline, every existing congregation faces two choices – deep change or slow death.

In this course students will develop an understanding of the nature of the work of spiritual formation and will establish a contextualized plan for offering spiritual formation that actually produces leaders with the capacity to embrace change.
Cohort Thematic Focus

Healthy things grow. It’s fundamental in the natural world; it’s fundamental in the spiritual life. When vitality is lagging, whether it be in the lives of leaders or congregations, the spiritual work needed is revitalization – starting inward, then working outward. In this cohort, Asbury’s Doctor of Ministry Program partners with FaithWalking to offer their widely-tested “Congregational Transformation” process that helps leaders master a retreat-based formation process. The process begins with leaders and their core team and is replicated eventually throughout a congregation to as many who are willing to engage in this discipleship renewal process. The experienced faculty mentors for this cohort are convinced that if leaders can find safe places to surrender masks, reinvest in spiritual intimacy and avail themselves freshly to the Spirit’s leading, everything changes. Everything basic to a disciple’s life--from communion, ministry workplace patterns, staff relations, marriages, preaching, budgets, membership expectations, missional outreach and witness--undergoes transformation.

Welcome

Your professors for this course are Jim Herrington and Trisha Taylor. Jim is a life-long pastor, denominational executive, and author. Trisha is a Fellow with the American Association of Pastoral Counselors and a licensed professional therapist. She is also an author and conference speaker. In addition to their writing, they have taught extensively in the field of personal and congregational transformation. They are the co-authors of the five-year pilot project through the Reformed Church in America on which this course is based.

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 DMFCT915, 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 DMFCT915, students will be able to:

1. Critically reflect upon theory and practices implied by a variety of formational propositions, models and schools of thought. (PLO #2)

2. Reflect on autobiographical influences shaping current personal and congregational formational practices. (PLO #2)

3. Reflect upon theoretical, theological and formational foundations that contribute to the vitality of a leaders or congregations spiritual formation. (PLO #1, #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

Pre-Seminar Reading


*Post-Seminar Reading*


**Total Pages: 2,329**

**Assignments**

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
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</thead>
<tbody>
<tr>
<td>Assignment #1: Mulholland Review</td>
<td>#1</td>
<td><strong>Write a seven-page critical review</strong> (three pages of summary and four pages of critique) of <em>Invitation to a Journey: A Road Map for Spiritual Formation</em> by Robert Mulholland.</td>
<td>12%</td>
<td>Faculty</td>
</tr>
<tr>
<td>Assignment #2: Rohr Review</td>
<td>#1</td>
<td><strong>Write a seven-page critical review</strong> (three pages of summary and four pages of critique) of <em>Immortal</em></td>
<td>12%</td>
<td>Faculty</td>
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# In-Residency (5 Days)*

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value / Due Date</th>
<th>Evaluator</th>
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<tr>
<td><strong>Assignment #3: Autobiographical Narrative</strong></td>
<td>#2</td>
<td><strong>Write a 10-page autobiographical narrative.</strong> Include a description of your family of origin and describe the five events (or series of experiences) that have most shaped your view of yourself, of the world, and of God. Using the language of true self/false self, reflect on how these events have shaped how you &quot;show up&quot; relationally in life when you get stressed or when things don't go the way you want them to go. This paper may be written in first person.</td>
<td>12%</td>
<td>Faculty</td>
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# Post-Residency (90 Days)

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<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value / Due Date</th>
<th>Evaluator</th>
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</thead>
<tbody>
<tr>
<td><strong>Assignment #4: Carlson Review</strong></td>
<td>#1</td>
<td><strong>Write a seven-page critical review</strong> (three pages of summary and four pages of critique) of <em>Renovation of the Church: What Happens When A Seeker Church Discovers Spiritual Formation</em> by Carlson and Lueken.</td>
<td>12%</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>Assignment #5: Galindo Review</strong></td>
<td>#3</td>
<td><strong>Write a seven-page critical review</strong> (three pages of summary and four pages of critique) of <em>The Hidden Lives of Congregations: Discerning Church Dynamics</em> by Israel Galindo.</td>
<td>12%</td>
<td>Faculty</td>
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</tbody>
</table>
| **Assignment #6: Spiritual Formation Essay** | #3 | **Write a 15-page essay on spiritual formation for the life of the congregational leader.**  
- Define spiritual formation. What is it and how does it occur? What practices do those who are growing spiritually embrace? Reflect your reading, your theological training, your experience in the first seminar classroom, and | 12% | Faculty |
your personal experience in life as you create your own definition.

- Describe your current practices that contribute most significantly to your own ongoing formation. Be authentic. Remember that spiritual formation is not a religious process. It is a human process. You don't get to decide if you will be formed. You do have some say over what forms you. What forces - constructive and destructive - shape you most powerfully in an ongoing manner? Use the language of "vows" to which you were introduced in the first classroom experience to enrich this description.

- Based on your reading, assess the current process being utilized by you and your congregational leaders in the work of spiritual formation. What are you doing that is working? What did you learn from the reading and the classroom experience that helps you see something that is missing? What will you change as a result of the reading and reflecting that you have done?

- How does one lead in a manner that fosters the ongoing spiritual formation of congregational leaders? In other words, what must change in you in order for you to be effectively in action as one who facilitates the work of spiritual formation in the congregational leaders with whom you work?

| Assignment #7: Spiritual Formation Process | Participate in and complete a spiritual formation process designed by the professors that | 28% | Faculty |
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:

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

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

Grade Letters

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<tr>
<th>Highest</th>
<th>Lowest</th>
<th>Letter</th>
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<tbody>
<tr>
<td>100.00 %</td>
<td>95.00 %</td>
<td>A</td>
</tr>
<tr>
<td>94.99 %</td>
<td>90.00 %</td>
<td>A-</td>
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<tr>
<td>89.99 %</td>
<td>87.00 %</td>
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<td>86.99 %</td>
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<td>83.99 %</td>
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<tr>
<td>73.99 %</td>
<td>70.00 %</td>
<td>C-</td>
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### 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.

Information does not transform. Experience does. It's not that information is not important - it's just not enough. Consequently, this D.Min. cohort will include reading and writing assignments and participants will be given experiential homework to complete in their congregational setting and report on in the on-campus experience.

Participants are expected to complete and submit all written assignments two weeks prior to the on-campus experience.

### 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](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.

In each unit the class agenda will include:

1. A guided experience that fosters deeper application of the key mental models addressed in the reading.

2. A time of dialogue in which participants will be expected to define themselves in relationship to the reading.

3. Informal conversations and times of reflection in order to more deeply integrate the work into one's life and context.

During Seminar One, students will complete Faithwalking 101, an intensive spiritual formation process developed by the professors.

**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
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.
### Seminar I -- Spiritual Formation I

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Exemplary=4</th>
<th>Accomplished=3</th>
<th>Developing=2</th>
<th>Beginning=1</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLO #1:</strong> Generate a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor.</td>
<td>Dissertation purpose statement and research questions</td>
<td>Thoroughly grounds well-defined Problem and Purpose statement in biblical, theological, and theoretical foundations; integrates research problem with the aforementioned disciplines in exemplary manner.</td>
<td>Adequately grounds well-defined Problem and Purpose statement in biblical, theological, and theoretical foundations; integrates research problem in the aforementioned disciplines well.</td>
<td>Grounds Problem or Purpose statement needing more focus, in 1 or 2 of foundations required: biblical, theological, theoretical.</td>
<td>Loosely connects a beginning level problem or the purpose statement to 1 of the foundations required: biblical, theological, theoretical.</td>
<td>D.Min. Team Faculty</td>
</tr>
<tr>
<td><strong>SLO #1:</strong> Critically reflect upon theory and practices implied by a variety of formational propositions, models and schools of thought.</td>
<td>Mulholland Review, Rohr Review, Carlson Review</td>
<td>Critically reflects, at an exemplary level, upon theory and practices implied by a variety of formational propositions, models and schools of thought.</td>
<td>Critically reflects, at an accomplished level, upon theory and practices implied by a variety of formational propositions, models and schools of thought.</td>
<td>Critically reflects, at a developing level, upon theory and practices implied by a variety of formational propositions, models and schools of thought.</td>
<td>Critically reflects, at a beginning level, upon theory and practices implied by a variety of formational propositions, models and schools of thought.</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>SLO #2:</strong> Reflect on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Autobiographical Narrative</td>
<td>Reflect, at an exemplary level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Reflect, at an accomplished level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Reflect, at a developing level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Reflect, at a beginning level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>SLO #3:</strong> Reflect upon theoretical, theological and formational foundations that contribute to the vitality of a leaders or</td>
<td>Galindo Review, Spiritual Formation Essay</td>
<td>Reflect, at an exemplary level, upon theoretical, theological and formational foundations that contribute to the vitality of a leaders or congregations</td>
<td>Reflect, at an accomplished level, upon theoretical, theological and formational foundations that contribute to the vitality of a leaders or congregations</td>
<td>Reflect, at a developing level, upon theoretical, theological and formational foundations that contribute to the vitality of a leaders or congregations</td>
<td>Reflect, at a beginning level, upon theoretical, theological and formational foundations that contribute to the vitality of a leaders or congregations</td>
<td>Faculty</td>
</tr>
<tr>
<td>congregations spiritual formation.</td>
<td>spiritual formation.</td>
<td>leaders or congregations spiritual formation.</td>
<td>to the vitality of a leaders or congregations spiritual formation.</td>
<td>contribute to the vitality of a leaders or congregation's spiritual formation.</td>
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</tr>
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</table>
Appendix 2: Supplemental Resources/Bibliography


Appendix 3: 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.commons@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.commons@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.