

Asbury Theological Seminary Syllabus



Seminar II: New Church Types and Networks: Case Studies

DMCPC916, W1

4 Credit Hours

- Concentration(s): Church Planting
- Date of Course: August 15 – 19, 2016
- Location/Campus: Wilmore, KY

Contact Information

- Art McPhee, Ph.D. and Bryan Collier, D.Min.
- E-mail address: art.mcphee@asburyseminary.edu, bryan.collier@asburyseminary.edu



Course Description

This second seminar in the Church Planting cohort critically, constructively, and creatively reflects on a range of church planting models and movements. Included are traditional models (e.g., single-cell patterns, multiple-site [satellite] extensions, cell churches, “fresh expressions of the church,” and organic and Internet church planting). Other matters considered are the rediscovery of missional ecclesiology, missional and new monastic communities, and church planting administration and networks. The course makes extensive use of case studies and features a number of guest presenters and interviewees.

The seminar will employ a multi-voiced, collaborative classroom model, interviews and interaction with administrators, church planters, planting teams, and new-church members, and situated learning. Some travel may be involved.

Cohort Thematic Focus

This course examines and critically evaluates a range of paradigms and practices employed in contemporary church planting and development. Included are traditional models (e.g., mother-daughter), cell church and single-cell patterns, multiple site (satellite) extensions, mission team approaches, “fresh expressions of the church,” and organic and Internet church planting. Featured also are the rediscovery of missional ecclesiology, missional and monastic communities, and church planting networks. The course makes extensive use of case studies and features a number of guest presenters.

Whether you have already planted a church, find yourself contemplating a new launch or are experimenting with multi-site congregations, this cohort trains church planters in essential skills and strategies to start healthy, disciple-making congregations. Recognizing that few “church planter boot camps” offer extended reflection and support on the theological, historical, cultural and organizational aspects of this kind of spiritual work, our faculty mentors and coaches help you develop critical perspectives and practices that result in vibrant, reproducing communities. They do so with a commitment to equipping you with missiological, social science and leadership skill sets needed for culturally relevant communities.

Welcome

Welcome back to this second part of our three-year journey. As we proceed, you will notice a modification in our approach. Our on-campus intensive will shift from a traditional lecture-discussion format to what we are calling a multi-voice classroom. The aim is to foster a community of practitioners in which all participants (students, faculty, and guests) will interact as co-teachers and discoverers – as learning partners – in tasks set by the faculty as facilitators, not supervisors, of learning. We expect this shift to stretch us all as a more than cosmetic alteration but, instead, transformative one. Programmatically, we mean to more effectively fulfill our Doctor of Ministry program and learning objectives, but as co-learners and creators, we aspire to cultivate ever-better equipped learners, thinkers, collaborators, and practitioners. When the course winds up, therefore we will be most anxious for your feedback on how its working can be improved.

A reinstatement of the purpose of the church as God’s instrument for God’s mission is changing the way we look at church planting. Church planting is not something the church does for God; instead, it is something God does through the obedience of the church. Like the vessels in a fleet, every local expression of the church has its own orders to heed, waters to ply, and chances to serve in God’s mission to the world – not, however, as a church in a particular place but as the church in that place and time under the superintendence of and in the power of the Spirit of the Lord.

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 DMCP916, students will be able to:

1. Develop a strategy for testing a research theory by becoming familiar with the significant writings around the Ministry Transformation Project. (PLO #2)
2. Summarize personal insights gained from practicing the ancient prayer process, *Examen*. (PLO #1)

Student Learning Outcomes

By the end of DMCP916, students will be able to:

1. Be conversant with key church planting philosophies, methods, genres, and networks, as well as a range of informed perspectives on their strengths, weaknesses, and potential. (PLO #1, #2)
2. Reflect critically and interact analytically with course readings, lectures, discussions, and case studies vis-à-vis contemporary church planting methods and genres by offering opinions, careful assessments, and constructive recommendations. (PLO #2, #3)
3. Conduct case study research of contemporary church plants and networks and through it demonstrate up-to-date knowledge of the field, analytic competency, and proficiency in developing appropriate recommendations and strategies for improvements in church planting effectiveness. (PLO #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

Collier, Bryan. *The Go-To Church: Post MegaChurch Growth*. Abingdon Press, 2013, 154 pages. ASIN: B00BND7FXI

Goodhew, David, Andrew Roberts, and Michael Volland. *Fresh! An Introduction to Fresh Expressions of Church and Pioneer Ministry*. SCM Press, 2012, 200 pages. ASIN: B007R4QHZA

Kreider, Alan, and Eleanor Kreider. *Worship and Mission After Christendom*. Herald Press, 2012, 322 pages. ASIN: B00AAX13B2

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

Moynagh, Michael. *Being Church, Doing Life: Creating Gospel Communities Where Life Happens*. Monarch Books, 2014, 354 pages. ASIN: B00KR9MXWM

Murray, Stuart. *Planting Churches in the 21st Century*. Herald Press, 2010, 280 pages. ASIN: B003LPUEGQ

Surratt, Geoff, Greg Ligon, and Warren Bird. *The Multi-Site Church Revolution: Being One Church in Many Locations* (Leadership Network Innovation Series). Zondervan, 2009, 224 pages. ASIN: B000SEQ6KQ

Watson, Kevin. *The Class Meeting: Reclaiming a Forgotten (and Essential) Small Group Experience*. Seedbed Publishing, 2013, 129 pages. ASIN: B00GXBBM7U

Total Pages: 2,175

Assignments

Pre-Residency (90-120 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1:	#1, 2	Assemble a Reading Journal	30%	Faculty

Reading Journal		<p>consisting of a two-page report of each assigned book. The report should include the following parts:</p> <ol style="list-style-type: none"> 1. a clear, description of the purpose of the book; 2. the book's most important insights for church planters; 3. what difference those insights make for you in your ministry; 4. what the book gets right and/or wrong; 5. two matters the cohort needs to discuss emerging from the book. <p>The quality of reflection and interaction is the key to a strong grade.</p>	Due: 8/15/2016.	
-----------------	--	--	--------------------	--

In-Residency (5 Days)

Assignment #2: Multi-voiced Conversations	#1, 2	<p>Our multi-voiced classroom will take the form of a series of café conversations, mostly in small groups around tables but also in connection with interviews, focus groups, etc. The aim of each conversation will be to work at a task set by the professors—a task, not a topic. The focus will be on the future, not the past; on actions, not opinions; on evaluation, not description; on service, not success; on collaboration, not promotion; on multi-voiced exchanges, not serial monologues.</p> <p>The tasks may include, among others, 1) mining and applying insights from the course readings; 2) digging into church planting challenges, concerns, and opportunities; 3) reflecting on ministry experiences and their implications for ministry; 4) debating controversial aspects of church planting with a view to forward movement on the discussion; 5) making things better instead of dwelling on the past and present; 6) sharing know-how, not head knowledge; 7) raising concerns and questions with a view to finding</p>	30% Due: 8/21/2016.	Peer-reviewed
--	-------	---	-------------------------------	---------------

		<p>solutions, etc.</p> <p>Tasks, while set by the professors, may be suggested or inspired by student members of the class. Tasks may be introduced with short lectures, video clips, questions submitted by students, case studies, and the like. But these should be brief, with the emphasis on the café conversation to come.</p>		
Post-Residency (90 Days)				
Assignment #3: Case Study Paper	#3	<p>This 12 to 15-page case study paper is to be a comparison of two or three case studies of same-genre of church planting or church plants. The first half of the paper will describe and compare the cases, highlighting similarities and differences, and offering brief SWOT-style analyses of them. Then, in the second half of the paper, you will analyze the genre itself: e.g., where and why it works and doesn't, how strategic it is or isn't in 2016 and/or in particular settings or situations. Choose a church planting genre that reflects your own experience, ministry expectations, or special interest. Let it serve as a tool for your dissertation research.</p> <p>This paper should reflect new insights from the course readings and experiences.</p>	<p>40%</p> <p>Due: 9/30/2016.</p> <p>(Completed papers accepted as early as 8/19/2016.)</p>	<p>Faculty</p> <p>Faculty-designed rubric attached.</p>

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, August 15 through Sunday, August 21: Learning on the road and in key cities, ending up in Tupelo, MS.

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.

Seminar II: New Church Types and Networks: Case Studies

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
CLO #2: Summarize personal insights gained from practicing the ancient prayer process, Examen.	Reflection paper written during orientation	<i>Reveals practice of Examen done in earnest over a specified time; insightful reflections address current ministry, relationships with God, family, & neighbor, as well as most postures of a maturing Christian leader.</i>	<i>Reveals practice of Examen done in earnest over a specified time; insightful reflections address most of the following: current ministry, relationships with God, family, & neighbor, as well as some postures of a maturing Christian leader.</i>	<i>Reveals practice of Examen done sporadically with no specific time frame; reflections address some of the following: current ministry, relationships with God, family, & neighbor, as well as few postures of a maturing Christian leader.</i>	<i>Reveals practice of Examen not observed; reflections do not address the following: current ministry, relationships with God, family, & neighbor, as well as postures of a maturing Christian leader.</i>	D.Min. Team Faculty
SLO #1: Demonstrate they are conversant with key church planting philosophies, methods, genres, and networks, as well as a range of informed perspectives on their strengths, weaknesses, and potential.	Book reviews, class discussions	<i>Demonstrates an extensive and proficient grasp of facts, sources, insights, and contentions related to the course subject matter, and a keen understanding of the complexities of applying them in contemporary missions.</i>	<i>Interacts critically, creatively, and constructively with course readings and presentations. Participates in class discussions by raising important questions, challenging assumptions, and making theological and theoretical connections.</i>	<i>Contributes apt questions, personal anecdotes, and relevant opinions, but they do not rise to the level of critical engagement.</i>	<i>Summarizes key facts and ideas but may miss authors' theses and arguments, important implications, and possible applications.</i>	Faculty
SLO #2: Reflect critically and interact analytically with course readings, lectures, discussions, and case studies vis-à-vis contemporary church planting methods and	Class Discussions & Course Journal	<i>Critically evaluates plans and strategies in light of key biblical-theological issues, socio-cultural factors, and real and potential complications. Proposes feasible alternatives for achieving goals.</i>	<i>Infers salient ideas, issues, and relationships from lectures, case studies, documents, etc. Offers theologically and theoretically appropriate responses.</i>	<i>Offers relevant impressions and views but that do not relate to each other as part of an overall evaluation—i.e., in support of a specific thesis.</i>	<i>Expresses opinions, but usually they to reflect preconceptions and biases more than careful thinking on new information and ideas.</i>	Faculty

genres by offering opinions, careful assessments, and constructive recommendations .						
SLO #3: Conduct case study research of contemporary church plants and networks and, through that research, demonstrate up-to-date knowledge of the field, analytic competency, and proficiency in developing prescriptive recommendations and strategies for improvements in church planting effectiveness.	Case Study	<i>Presents a well-researched case study based on a full, systemic analysis of the case, including internal and external factors; synthesizes information, compares the case with similar cases, applies the conclusions of expert studies, and makes strategic recommendations.</i>	<i>Demonstrates a grasp of how to conduct case study research and produce and teach a case study reflecting careful, competent analysis based on information from studies and experts in the field.</i>	<i>Demonstrates a grasp of how to conduct case study research and produce and teach a case study with coherent analysis though little synthesis.</i>	<i>Demonstrates a grasp of how to conduct case study research and produce and teach a case study that is technically competent though mainly summative.</i>	Faculty

Grading Rubric Used by Faculty

	5 POINTS	4 POINTS	3 POINTS	2 POINTS	NO POINTS
CONFORMS TO ASSIGNMENT	Excels in responding to all the elements of the assignment. Develops solid, convincing evidence and arguments	Responds competently to the assignment. Evidence and arguments clearly presented	Responds less well to assignment. Presents central idea in general terms;	Responds poorly to the assignment	Does not respond to the assignment or does not pay attention to assignment guidelines
PLAN & STRUCTURE	Has a plan/structure in mind that corresponds with the purpose of the paper. Successfully implements the plan	Logical progression of ideas. Each paragraph relates to the overall theme. Attempts to define terms	May list ideas or arrange them randomly rather than using any evident logical structure. Transitions may be	May have random organization, lacking internal paragraph coherence and using few or inappropriate	No appreciable organization; lacks transitions and coherence

	throughout Clearly defines terms Uses appropriate, helpful subtitles	Appropriate headings and subheadings indicating the structure	sequential (first, second, third) rather than logic-based	e transitions	
SELECTION, CRITICAL ENGAGEMENT WITH, AND USE OF SOURCES	Uses well-chosen primary and secondary sources Skillfully analyzes and synthesizes the information and/or views in a variety of sources. Interacts critically with sources Offers value-added observations	Appropriately uses primary and secondary sources Offers evidence to support positions Shows understanding of sources Analyses and ideas are solid and useful	May misread sources May use generalizations to support points Examples used may be obvious or irrelevant May depend on unsupported opinion or personal experience	Depends on clichés or over-generalizations for support, or offers little evidence of any kind May be personal narrative rather than essay, or summary instead of analysis	Uses irrelevant details or lacks supporting evidence entirely May be unduly brief May neglect to use sources where necessary
MECHANICS	Sentences are well constructed, appropriate to academic writing and the purpose of the paper, and adequate in specificity/detail Paragraphs flow smoothly	Uses words accurately and effectively, but may sometimes be too general Sentences generally clear, well structured, and focused, though some may be awkward or ineffective	Uses relatively vague and general words, may use some inappropriate language Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing	May be too vague and abstract, or very personal and specific Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous	Usually contains many awkward sentences, misuses words, employs inappropriate
FORM & STYLE	Has been thoroughly proofread and is free of spelling, punctuation, and grammatical errors Follows MLA style	May contain a few errors, which may annoy the reader but not impede understanding Mostly follows style requirements	Contains several mechanical errors, which may temporarily confuse the reader Partly follows style requirements	Contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts	Contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence

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.