

Asbury Theological Seminary Syllabus



Seminar III: Church Planting Math – From Adding to Multiplying (Immersion Course)

DMCPC917, W1

4 Credit Hours

- Concentration(s): Church Planting
- Date of Course: 2017
- Location/Campus: TBA

Contact Information

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Course Description

The last two cohort seminars (III and IV) focus upon your field application pertaining to the topic at hand. Seminar III concentrates on the leadership capacity to gain situational awareness, to conduct insightful observation and to describe faithfully—evidence-based—what is observed. For this reason, field immersion is critical. The skills of observation, participation, action-reflection are necessary leadership competencies for participants. In coordination with faculty mentors and programming staff, cohort participants select a location that is ideally suited to provide insight into the cohort’s themes and to practice skill-guided interpretation and analysis in social contexts. Faculty mentors will require the completion of course learning exercises and projects, which are both relevant to the topic, but which also advance the participant’s ministry research project. Key Developmental Tasks: Learn how to exegete ministry, social and cultural contexts in a manner that results in objective data

collection for analysis and ministry decision-making.

Cohort Thematic Focus

This course centers on the essential and dynamic synthesis of multiplying disciples and gathering them into reproducing churches. Starting with a study of important historical examples of rapid church growth, it goes on to consider and conceptualize fresh ways of applying the insights of Donald McGavran, Ralph Winter, George Hunter, David Garrison, and others for developing church planting movements and proliferating outposts of the kingdom. The course will feature ways and means of church planting in international settings.

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 to this third church planting seminar. Because this course takes place on the road in an international setting, we will be having numerous opportunities for observing church plants up-close and conversing in-person with leaders on the scene. The focus this time is on disciple-making, indigenous church planting, applications of church growth theory to modern church planting, and multiplication movements. We think you will find the reading, our online conversations, and our time together in a new place both exciting and transforming. See you soon!

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 DMCP917, students will be able to:

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

Student Learning Outcomes

By the end of DMCP917, students will be able to:

1. Demonstrate a mastery of biblical, historical, theoretical, and applied facts and details relative to church growth theory and its implications for rapid church extension and development. (PLO #3)
2. Critically engage with practitioners, scholars, and studies of church growth as it applies to church planting and new church development, as well as offer relevant observations, balanced opinion, critical assessments, and constructive recommendations. (PLO #2, #3)
3. Demonstrate skills in research and case study analysis vis-à-vis church growth and church planting for deducing principles and ideas for effective and efficient evangelism, discipling, and church development. (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

Addison, Steve. *Movements That Change the World: Five Keys to Spreading the Gospel*. Downers Grove, Ill: IVP Books, 2011. Kindle. ASIN: B004X4IHOU; ISBN: 978-0830836192. 191 pp.

Allen, Roland, and Michael Turnbull. *The Spontaneous Expansion of the Church and the Causes Which Hinder It*. Cambridge, U.K: Lutterworth Press, 2006. Internet resource. Or Jawbone Digital, 2011. Kindle. ASIN: B006Q21PHS. 170 pp.

Book of Acts, *New Revised Standard Version*. (use an edition of your choice)

Ferguson, Dave, and Jon Ferguson. *Exponential: How You and Your Friends Can Start a Missional Church Movement*. Grand Rapids, Mich: Zondervan, 2010. Kindle. ASIN: B003E2UPS8. 240 pp..

Hunter, George G. *The Apostolic Congregation: Church Growth Reconceived for a New Generation*. Nashville, TN: Abingdon Press, 2009. Kindle. ASIN: B0053YNUMI. 141 pp.

Ott, Craig, and Gene Wilson. *Global Church Planting: Biblical Principles and Best Practices for Multiplication*. Grand Rapids, Mich: Baker Academic, 2011. Kindle. ASIN: B00BQYK1A8. 464 pp.

Payne, William P. *American Methodism: Past and Future Growth..* Emeth Press, 2013. Print. ISBN: 9781609470470. 361 pp.

Putman, Jim, Bobby Harrington, and Robert E. Coleman. *Discipleship: Five Steps That Help Your Church to Make Disciples Who Make Disciples*. Grand Rapids, MI; Zondervan, 2013. Kindle. ASIN: B00A9USC9M. 242 pp.

Total Pages: 1,809

Assignments

Pre-Residency (90-120 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Reading Notes	#2	Using the form in Appendix 3 as your guide, please make a page of notes for each required book or article you read for the course. You will need to refer to these in class discussions of the readings, so keep that in mind as you prepare them. Record what you find in the reading that is new, challenging, applies to your present or future work, or makes you wonder. In writing the two questions at the end, keep in mind their potential benefit for the whole class; make them well-considered and	25%	Faculty

		open-ended. On the final day of the class, staple all the notes and turn them in together.		
Assignment #2: Online Discussions	#1	A series of five online discussions will be set up in our Moodle classroom for the weeks leading up to the class. These will focus on discussing insights from the assigned readings, responding to posted articles, links; etc., and sharing ideas, dissertation questions and progress, and the like. You will find more details in our online (Moodle) classroom.	25%	Faculty

In-Residency (5 Days)*

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #3: Course Journal	#2	By now, you know the routine well. Type notes from your reading, class lectures and discussions, field visits, etc. into a new course journal, one begun for this seminar. As in the course journal for the previous seminar, if you key in your notes as short single-spaced paragraphs (with citation information within the paragraphs), you can add a two-letter prefix code for each note and automatically organize the notes with your word processor's sort feature. When the course is over, you can also combine the notes from this seminar with notes from the previous ones, cumulatively enlarging still more your repository of church planting notes. As before, please begin your course journal for this seminar when you read your first assigned book. At the end of the course, along with your final paper, please turn in an electronic copy of your journal as before.	25%	Faculty

Post-Residency (90 Days)

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #4: Research Paper	#3	Research and write a 4,000 word essay that makes the case for multiplication	25%	Faculty

		<p>movements. Show as applicable how Church Growth ideas may apply. Demonstrate you understand the complexities of new church development and the dynamics of rapid church growth and extension.</p> <ul style="list-style-type: none"> • Double-space and use Times Roman, font size 11. • Submit the article to Turn-It-In through our Moodle classroom. Put the label CP Math in the subject line. • Use the writing rubric in the appendix of this syllabus. 		
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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

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 III – Church Planting Math – From Adding to Multiplying

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
CLO #1: Identify effective steps for data analysis by choosing methods relevant to their Ministry Transformation Project.	Dissertation Chapter 3	<i>Outlines the most effective research methods for the project: providing thoughtful rationale for each method, addressing all research questions, and meeting the Institutional Review Board's requirements.</i>	<i>Outlines the most effective research methods for the project: providing some rationale for most methods, addressing all research questions, and meeting the Institutional Review Board's requirements.</i>	<i>Outlines research methods for the project: providing little rationale methods chosen, addressing 1-2 research questions, and meeting some of the Institutional Review Board's requirements.</i>	<i>Outlines inadequate research methods for the project: providing little to no rationale for each method, addressing 0-1 research questions, and meeting few, if any of the Institutional Review Board's requirements.</i>	Dissertation Coach
SLO #1: Demonstrate a mastery of biblical, historical, theoretical, and applied facts and details relative to church growth theory and its implications for rapid church extension and development.	Reading Notes & 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: Critically engage with practitioners, scholars, and studies of church growth as it applies to church planting and new church	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</i>	<i>Infers salient ideas, issues, and relationships from lectures, case studies, documents, etc. Offers theologically and theoretically appropriate</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</i>	<i>Expresses opinions, but usually they to reflect preconceptions and biases more than careful thinking on new</i>	Faculty

development, as well as offer relevant observations, balanced opinion, critical assessments, and constructive recommendations .		<i>alternatives for achieving goals.</i>	<i>responses.</i>	<i>of a specific thesis.</i>	<i>information and ideas.</i>	
SLO #3: Demonstrate skills in research and case study analysis vis-à-vis church growth and church planting for deducing principles and ideas for effective and efficient evangelism, discipling, and church development.	Research Paper	<i>Examines the validity of, and applies SWOT-type analyses of the findings and conclusions of researchers in the field. Offers fresh, value-added proposals based on comparative studies and/or additional research.</i>	<i>Assesses, tests, and builds on the research and conclusions of authorities in the field, illuminating weaknesses, strengthening strategies, commending fresh applications, and the like.</i>	<i>Reflects on and critically assesses the studies, findings, and applications of authorities in the field. Weighs the validity of their work for a range of contexts and situations.</i>	<i>Leans heavily on the research and views of others. Summarizes and commends the tried and true but with sparse evidence of critical reflection.</i>	Faculty

	5 POINTS	4 POINTS	3 POINTS	2 POINTS	NO POINTS
CENTRAL IDEA OR THESIS AND DEVELOPMENT	<p>Excels in responding to all the elements of the assignment.</p> <p>Has a clear central idea or thesis.</p> <p>Develops solid, convincing evidence and arguments</p> <p>Has a purpose and point of view</p>	<p>Responds competently to the assignment</p> <p>Evidence and arguments clearly presented</p> <p>Has clear purpose and point of view but may have minor lapses in development</p>	<p>Responds less well to assignment</p> <p>Presents central idea in general terms; may depend on platitudes or clichés</p> <p>Uses second-rate sources, tends to generalize and use dictionary definitions</p>	<p>Responds poorly to the assignment</p> <p>Weak or vague central idea or thesis</p> <p>Central idea or thesis stated but not adequately developed</p>	<p>Does not respond to the assignment or does not pay attention to the assignment guidelines</p> <p>Lacks a thesis or central idea</p>

<p>PLAN & STRUCTURE</p>	<p>Has a plan/structure in mind that corresponds with the purpose or thesis</p> <p>Successfully implements the plan throughout</p> <p>Clearly defines terms</p> <p>Appropriate and helpful subtitles (and sub-sub titles) are included</p>	<p>Logical progression of ideas</p> <p>Each paragraph relates to the overall thesis</p> <p>Attempts to define terms</p> <p>Appropriate headings and subheadings indicating the structure</p>	<p>May list ideas or arrange them randomly rather than using any evident logical structure</p> <p>May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based</p>	<p>May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions</p> <p>Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective</p>	<p>No appreciable organization; lacks transitions and coherence</p>
<p>SELECTION, CRITICAL ENGAGEMENT WITH, AND USE OF SOURCES</p>	<p>Uses well-chosen primary and secondary sources</p> <p>Skillfully analyzes and synthesizes the information and/or views in a variety of sources.</p> <p>Interacts critically with sources</p> <p>Offers value-added observations, insights, and ideas</p>	<p>Appropriately uses primary and secondary sources</p> <p>Offers evidence to support positions</p> <p>Shows understanding of sources and attempts to evaluate them</p> <p>Analyses and ideas are reasonably solid and useful</p>	<p>May misunderstand sources</p> <p>May use generalizations to support points</p> <p>Examples used may be obvious or irrelevant</p> <p>May depend on unsupported opinion or personal experience</p> <p>May not acknowledge other views</p>	<p>Depends on clichés or over-generalizations for support, or offers little evidence of any kind</p> <p>May be personal narrative rather than essay, or summary instead of analysis</p>	<p>Uses irrelevant details or lacks supporting evidence entirely</p> <p>May be unduly brief</p> <p>May neglect to use sources where necessary</p>
<p>MECHANICS</p>	<p>Sentences are well constructed, appropriate to academic writing and the purpose of the paper, and adequate in specificity/detail</p> <p>Sentences are clear, not fuzzy, convoluted, or rambling</p> <p>Paragraphs flow smoothly</p>	<p>Generally uses words accurately and effectively, but may sometimes be too general</p> <p>Sentences generally clear, well structured, and focused, though some may be awkward or ineffective</p>	<p>Uses relatively vague and general words, may use some inappropriate language</p> <p>Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing</p>	<p>May be too vague and abstract, or very personal and specific</p> <p>Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous</p>	<p>Usually contains many awkward sentences, misuses words, employs inappropriate</p>
<p>FORM & STYLE</p>	<p>Has been thoroughly proofread and is free of spelling, punctuation, and grammatical errors</p> <p>Follows Turabian form and style</p>	<p>May contain a few errors, which may annoy the reader but not impede understanding</p> <p>Mostly follows style requirements</p>	<p>Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding</p> <p>Partly follows style requirements</p>	<p>Contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts</p>	<p>Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence</p>

Appendix 2: Supplemental Resources/Bibliography

Reading Notes (sample)

Your Name and Email Address

Doe, Jane. *Why I Gave up My Wimbledon Hopes for Church Planting in Madagascar*. Plant City, Iowa: Sliproot Press, 2019. Kindle.

Most Important Ideas and Insights of the Book/article

1.

2.

3.

4.

New Thoughts I Am Thinking or Questions I Am Asking

1.

2.

3.

4.

Questions We Need to Discuss in Class

1.

2.

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.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.