

Asbury Theological Seminary Syllabus



Doctor of Ministry Program

Seminar II: Missiological Perspectives on Faith, Work, and Economics

DM(FWE)916

4 Credit Hours

- Concentration(s): Faith, Work, and Economics
- Date of Course: August 2018
- Location/Campus: Orlando, FL

Contact Information

- Jay Moon, Ph.D. and Stephen Offutt, Ph.D.
- E-mail address: jay.moon@asburyseminary.edu, stephen.offutt@asburyseminary.edu



Course Description

The second seminar in the Faith, Work, and Economics (FWE) cohort explores missiological perspectives on the FWE discussion. In particular, we are seeking to address questions such as: How do culture and socio-economic class affect our understanding of FWE? How can the integration of FWE help the church strategically fulfill the mission of the church in our pluralistic communities? We will view these questions from various cultural and theological perspectives in order to understand and then address our own ethnocentric biases.

It has been said, “The person who knows only one culture really knows none.” I.e., we do not even know the extent that culture has placed a straight jacket upon our view of our world. The

Apollo astronauts explained that by traveling into space to discover the moon, what they really discovered was Earth for the first time.¹ Once we step out of our own cultural/social comfort zones, we can gain insights from others that will then help us to look more objectively at our own contexts. This insight will be invaluable as we attempt to create change.



While we cannot fly to the moon for discovery (yet), this seminar will take a short field trip to Lynch, KY in order to experience first-hand the effects of culture and socio-economic class on the FWE issues through an experienced practitioner. In addition to this immersion experience, we will learn through various classroom exercises, discussions, video clips, and small group activities.

Cohort Thematic Focus

Everyone is affected by the economy, yet Christian leaders are often unable to articulate a biblically informed and culturally appropriate response to issues that arise in the marketplace. The FWE cohort is comprised of high impact Christian leaders who are poised to empower churches to understand and address FWE issues in their churches, communities, and world. To address these issues, the cohort will learn from various perspectives to include: biblical, theological, missiological, business, ethical, vocational, and church planting literature.

In order to provide a robust learning opportunity, Asbury's Doctor of Ministry Program is partnering with Steve Garber from the Washington Institute as well as Asbury University's Howard Dayton School of Business.

Welcome

Welcome to "Missiological Perspectives on Faith, Work, and Economics." Your guides in this journey are Dr. Jay Moon and Dr. Stephen Offutt.

Dr. Jay Moon is the Director of the Office of Faith, Work, and Economics on Asbury's Kentucky campus. He has taught a wide range of courses including social entrepreneurship, intercultural studies, evangelism, church planting, cross-cultural discipleship, community development, and practical intercultural ministry. He and his family (wife, Pam, and four

¹ http://science.nasa.gov/science-news/science-at-nasa/2009/17jul_discoveringearth/

children) were missionaries for 13 years with SIM, focusing specifically on church planting and water development among the Builsa people of Ghana, West Africa for nine years. He has published numerous articles and two books *African Proverbs Reveal Christianity in Culture* (2009) and *Ordinary Missionary: A Narrative Approach to Introducing World Missions* (2012). He has been a keynote speaker for a wide variety of seminars and conferences focusing on missions, church planting, entrepreneurship, oral learning, and other related issues. Besides his African experience, Jay has been involved in numerous innovative missional enterprises, including ministries to Native Americans, urban “at risk” neighborhoods, and a church-plant with Embrace UMC (Lexington, KY).

Dr. Stephen Offutt’s research interests include issues of global Christianity, global poverty, and international development. He has recently published a book, *New Centers of Global Evangelicalism in Latin America and Africa* (Cambridge University Press, 2015) that shows how and why the global evangelical movement is growing and changing. Offutt is currently conducting research in Latin America on the intersection of faith, global poverty, and international development. He is also involved in a book project on Christian approaches to advocacy for the poor. In addition to his scholarly activities, Offutt has worked for more than five years in Christian development and missions organizations in Central America and Southern Africa. He continues to be involved in Christian development initiatives. He and his wife, Amy, have three daughters.

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 DMFWE916, 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 DM916, students will be able to:

1. Recognize how culture and socio-economic class affects students' own perspectives on FWE. (PLO # 2).
2. Articulate the main missiological opportunities and challenges for addressing FWE issues that inform ministry leadership practice (PLO # 3).
3. Recognize how important daily personal habits can be to constructing a vocational call characterized by holiness (PLO #1).
4. Identify the beliefs and values that characterize a faith community and how these beliefs and values influence activities in the work place (PLO #3).

Course Requirements

Required and Suggested Reading

The primary means of textbook delivery is through Kindle e-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

First half of course

Greer, Peter, and Phil Smith. *The Poor Will Be Glad: Joining the Revolution to Lift the World Out of Poverty*. Grand Rapids, MI: Zondervan, 2009. 289 pages. ISBN: 978-0310293590

Lupton, Robert. *Toxic Charity: How Churches and Charities Hurt Those They Help (And How to Reverse It)*. HarperOne, 2011. 213 pp. ASIN: B004X2JGSI. \$11.99.

Maranz, David. *African Friends and Money Matters*. 2nd ed. Dallas, TX: SIL International, 2015. 310 pp. ISBN: 978-1556712777

Moon, W. Jay. "Holistic Discipleship: Integrating Community Development in the Discipleship Process." *Evangelical Missions Quarterly* 48(1):16-22, 2012. (Article provided in online classroom.)

Payne, Ruby. *A Framework for Understanding Poverty, Fourth Edition*. aha! Process, Inc., 2005. 199 pp. ASIN: B008VHSCTA. \$14.99

Second half of course

Berger, Peter. *The Sacred Canopy: Elements of A Sociological Theory of Religion*. Open Road Media, 2011. 203 pp. ASIN: B004X3789G. \$9.99

Bronkema, David. "Business as Ministry." *PRISM*19, no. 1 (January/February 2012): 36. (Available in your online academic classroom.)

Bronkema, David, and Christopher M. Brown. "Business as Mission through the Lens of Development." *Transformation: An International Journal of Holistic Mission Studies* 26, no. 2 (April 2009): 82–88. (Available in your online academic classroom.)

Lindsay, D. Michael. *View from the Top: An Inside View of How People in Power View and Shape the World*. Wiley, 2014. 206 pp. ASIN: B00JT8K39C. \$15.99

Lindsay, D. Michael. *Faith in the Halls of Power*. Oxford University Press, 2007. 337 pp. ASIN: B00VQVPHWI. \$10.99

Offutt, Stephen. *New Centers of Global Evangelicalism in Latin America and Africa*. New York: Cambridge University Press, 2014. 206 pp. ASIN: B00O0RKDL0. \$72.00

Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. Penguin Classics, 2002. 468 pp. ASIN: B002GJGIDQ. \$12.99

Total pages: 2,444

Suggested Reading (Optional)

De Soto, Hernando. 2007. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. NY: Basic Books. ASIN: B00CW0MA1S. 288 pages.

Garber, Steve. 2014. *Visions of Vocation: Common Grace for the Common Good*. Downers Grove, IL: InterVarsity Press. ASIN: B00HUCPSLM. 259 pages.

Riley, Lonnie and Belinda Riley. *Miracle in the Mountains: Experiencing the Transforming Power of Faith in the Heart of Appalachia*. Bloomington, IN: Crossbooks. ISBN-13: 978-1615071623. 128 pages.

Assignments

Pre-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due	Evaluator

			Date	
Assignment #1: Reading Integration Paper	#1, 2	<p>Write an 11-13 page, double-spaced paper (or create a 15-20 minute video) that integrates the reading of Greer, Lupton, Maranz, Moon, and Payne. Instead of simply summarizing the authors' positions, papers must apply the authors' arguments to a specific FWE issue chosen by the student from his/her context. The format of the paper includes:</p> <ul style="list-style-type: none"> • A concise summary of the relationship of key themes developed by the readings that relate to your chosen issue (how the readings fit together to form an argument) (2-3 pages). • An area of particular interest and excitement from the reading that pertains to the student's FWE issue (2-3 pages). • An area of particular concern or doubt from the reading that pertains to the student's FWE issue (2-3 pages). • Opportunities the student sees for further development of the biblical, theological, theoretical, or practical arguments (2-3 pages). • Opportunities the student sees for integrating concepts or ideas into his/her approach to missional-incarnational life and ministry (2-3 pages). • Questions for the cohort to discuss in class (1 page). 	40% Due: Three weeks before class starts	Dr. Moon Graded with feedback by the end of the 5-day intensive.

In-Residency (5 Days)

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #2: Daily Discussion Questions	#2	Each day prior to class, write at least one discussion question based on the reading and your experience.	10 % Due: Before each class	Peer-reviewed

Post-Residency (90 Days)

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #3: Post-Residency Paper	#3, 4	Write a 12-page paper about a person or organization with which you are	50 %	Dr. Offutt

		<p>familiar. This paper will include:</p> <ul style="list-style-type: none"> • Introduction that states the argument of the paper (1 page). • Explanation of the person or organization (2 pages). • Description of the personal or “micro” habits that occur because of faith (2 pages). • Description of the collective beliefs and values that characterize the community in which the person or organization is located (3 pages). • Explanation of how personal habits as well as collective beliefs and values influence activity in the work place, vocational call, and/or economic activities (4 pages). 	Due: Three weeks after class is over.	
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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.

Late Papers: All written assignments that are late will be accepted; graded without written feedback; and assessed a 1/3 letter grade penalty for each day late.

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 be notified to fill out a course evaluation for the course by the end of the semester. To access the evaluation, click on the course evaluation link, <https://asburyseminary.tk20.com>. Then:

- Locate the Pending Tasks area.
- Click on the link that has the course information for your course(s).
- Click on the Course Evaluation Form tab.
- Complete all course evaluation fields.
- Click Submit.

Tentative Course Schedule

Residency Seminars: On-Campus Classes

- Monday, Tuesday, Thursday, Friday: 8:30 a.m. – 5:00 p.m.
 - Lunch: 12:00 – 1:30 p.m.
- Wednesday:
 - Field trip to Lynch, KY to view Meridzo Ministries with Lonnie Riley (www.Meridzo.com). We will leave the Asbury Inn parking lot at 6:30 a.m. and return to the same location by 6:00 p.m.

The course topics/schedule are as follows:

Day/time	Professor	Topic	Reading
Monday AM	Moon	Worldviews and money	Payne
Monday PM	Moon	Alternate economies	Maranz
Tuesday AM	Moon	Approaches to address poverty	Greer
Tuesday PM	Moon	Obstacles/pitfalls to change	Lupton
Wednesday	Moon/Offutt	Community Transformation	www.Meridzo.com , Moon article
Thursday AM	Offutt	Religious & Economic Ethic	Weber
Thursday PM	Offutt	Beliefs, Values, Actions	Weber/Berger
Friday AM	Offutt	Evangelical Ethic in Global South	Offutt/Bronkema
Friday PM	Offutt	Evangelical Elites & the Work Place	Lindsay

Online Interactions

- 90 days before seminar:
 - Online course furnished with all course design/materials (students begin reading).
 - Online interactions may begin. Note: Online course opens in early April for Summer term, and early October for Winter term.
- 90 days after seminar: Post-session assignment due.
- Grades due: Last day of term
 - Summer cohort: Last day of Fall term

- Winter cohort: Last day of Spring term

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 become changed behavior, adults need to reflect.

Practitioners 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 people engages *all* of these dimensions.

The Asbury D.Min. program requires professional, experienced, seasoned men and women to bring their whole selves to each residency. Doctor-Level pedagogy assumes that students are co-teachers with the faculty; they have significant contributions to make in a collaborative learning environment. 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 of thirteen (13) 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: Missiological Perspectives on Faith, Work, and Economics

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: Recognize how culture and socio-economic class affect students' own perspectives on FWE in order to influence their leadership vision, ethic, and practice relevant to their ministry context and world. (PLO #2)	Reading Integration Paper	<i>Clearly describes, at an exemplary level, how various cultures and socio-economic classes affect students' own perspectives on FWE in order to significantly influence their leadership vision, ethic, and practice relevant to their ministry context and world.</i>	<i>Clearly describes, at an accomplished level, how some cultures and socio-economic classes affect students' own perspectives on FWE in order to seriously influence their leadership vision, ethic, and practice relevant to their ministry context and world.</i>	<i>Describes, at a developing level, how a few cultures and socio-economic classes affect students' own perspectives on FWE in order to superficially influence their leadership vision, ethic, and practice relevant to their ministry context and world.</i>	<i>Describes, at a beginning level, how one culture and socio-economic class affects students' own perspectives on FWE in order to slightly influence their leadership vision, ethic, and practice relevant to their ministry context and world.</i>	Dr. Moon
SLO #2: Articulate the main missiological opportunities and challenges for addressing FWE issues that	Reading Integration Paper, Discussion Questions	<i>Articulates, at an exemplary level, various missiological opportunities and challenges for FWE issues, and clearly explains how this</i>	<i>Articulates, at an accomplished level, some missiological opportunities and challenges for FWE issues, and somewhat clearly</i>	<i>Articulates, at a developing level, a few missiological opportunities and challenges for FWE issues,</i>	<i>Articulates, at a beginning level, one missiological opportunity and one challenge for</i>	Dr. Moon

informs ministry leadership practice. (PLO #3)		<i>informs their ministry leadership in a significant manner.</i>	<i>explains how this informs their ministry leadership in a slightly significant manner.</i>	<i>and briefly explains how this informs their ministry leadership in a superficial manner.</i>	<i>FWE issues, and vaguely explains how this slightly informs their ministry leadership.</i>	
SLO #3: Recognize how important daily personal habits can be to constructing a vocational call characterized by holiness. (PLO #1)	Post-Residency Paper	<i>Articulates at an exemplary level theological and theoretical understanding of personal holiness and its implications for economic activity</i>	<i>Articulates at an accomplished level theological and theoretical understanding of personal holiness and its implications for economic activity</i>	<i>Articulates at a developing level an understanding of personal holiness and how economic activity might be impacted</i>	<i>Articulates at a beginning level a recognition that personal holiness should be part of the Christian walk in all spheres of life</i>	Dr. Offutt
SLO #4: Identify the beliefs and values that characterize a faith community and how these beliefs and values influence activities in the work place (PLO #3).	Post-Residency Paper	<i>Demonstrates at an exemplary level the ability to connect theological and theoretical knowledge about community beliefs, values and economic activities with real life examples.</i>	<i>Demonstrates at an accomplished level the ability to connect theological and theoretical knowledge about community beliefs, values and economic activities with real life examples.</i>	<i>Demonstrates at a developing level the ability to connect theological and theoretical knowledge about community beliefs, values and economic activities with real life examples.</i>	<i>Shows at a beginning level the ability to grasp basic concepts like beliefs and values. Indicates an understanding that these can relate to economic life.</i>	Dr. Offutt

Appendix 2: Policies

Accessing Library Resources

1. General Questions:

The Library is a "one-stop shop" for all student research, circulation and technical needs. The Library can be reached via website at asbury.to/library, via phone at 859.858.2100 or 800.2ASBURY, via email at helpdesk@asburyseminary.edu, and via 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. See Library Loan on the Library home page for instructions on how to submit requests.

3. Research Assistance:

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

Complete Resource List – Users can access multiple databases including the Library's online resources including the library catalog, online journal databases, encyclopedias, and more. These can be directly accessed at guides.asburyseminary.edu/az.php.

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 Library. 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

In this course we may utilize turnitin.com, an automated system which quickly and easily compares each student's assignment with billions of web sites, as well as a 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, the instructor receives 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.

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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 (also for the Tennessee site) 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, 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 are clearly labeled so you can follow along during the semester.

Online Support Contact Information

For technical support, library research support, library loan, and online media, contact the Library:

Email: [helpdesk @asburyseminary.edu](mailto:helpdesk@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.