

# Asbury Theological Seminary Syllabus



## Doctor of Ministry Program

### **Seminar IV: Missional Applications of Faith, Work, and Economics (Immersion Course)**

DM(FWE)918

4 Credit Hours

- Concentration(s): Faith, Work, and Economics
- Date of Course: 2019
- Location/Campus: TBD

#### **Contact Information**

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#### **Course Description**

The fourth seminar in the Faith, Work, and Economics (FWE) cohort explores missional opportunities that arise from the FWE discussion. In particular, we are seeking to address questions such as:

- What missional principles and practices from various historical and denominational applications to FWE can we learn?
- What is Social Entrepreneurship and how can this be applied in the local church and beyond?
- What are some of the various options for church planting and re-missioning that arise from the FWE discussion?

While all of the FWE cohort courses integrate experience with theory, this last seminar is weighted heavily toward experiential learning. The cohort will travel to various locations in order to experience and observe missional applications that arise from practitioners that are engaging their faith with economics in the marketplace.

## **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 composed 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 "Missional Applications of Faith, Work, and Economics." Your guides in this journey are Dr. Jay Moon and Dr. Tapiwa Mucherera.

**Dr. Jay Moon** is the Director of the Office of Faith, Work, and Economics on Asbury's Wilmore 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 children) were missionaries for 13 years with SIM, focusing 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.

**The Rev. Dr. Tapiwa N. Mucherera** is Director of the Office of Faith, Work, and Economics on Asbury's Orlando campus. He also oversees the MA in Counseling program in the Florida campus. Hailing from Zimbabwe with his wife (Bertha) and three children, he is an ordained United Methodist minister in full connection with the Zimbabwe West Annual Conference and an affiliate member of the Florida United Methodist Annual conference. He has served churches in Zimbabwe, Illinois, Iowa, Colorado, and Kentucky. He has authored numerous articles and three books: *Glimmers of Hope* (2013); *Pastoral Care from a Third World Perspective*, (2001, 2005); and *Meet Me at the Palaver* (2009). He is passionate about

doing workshops with pastors on self-care, and seminars on marriage and family issues. He also has a heart for ministering and supporting those orphaned by the HIV/AIDS pandemics especially in Africa, and Zimbabwe in particular.

## **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 DMFWE918, students will be able to:

1. Integrate biblical, theological, and theoretical insights with the discoveries that surfaced in their Ministry Transformation Project. (PLO #2)
2. Identify key factors in their spiritual formation by reviewing the Rule of Life written in the first year of the program. (PLO #1)

## **Student Learning Outcomes**

By the end of DM918, students will be able to:

1. Recognize missional opportunities and challenges to address FWE concerns in the local community through the local church (PLO # 2).
2. Understand the process of cultural-situational exegesis that to inform ministry leadership practice on a daily basis to address FWE issues (PLO # 3).
3. Recognize transformative community based ministry practices, habits and styles that incorporates the Wesleyan quadrilateral (PLO # 1).

# 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&](http://www.amazon.com/gp/feature.html?ref=amb_link_365823462_2&docId=1000493771&)

### Required Reading

*First half of week:*

Cheong, John and Eloise Meneses, eds. *Christian Mission and Economic Systems: A Critical Survey of the Cultural and Religious Dimensions of Economies*. William Carey Library, 2015. 298 pp. ASIN: B00VR4NLKO. \$9.99

Danielson, Robert, ed. *The Social Entrepreneur: The Business of Changing the World*. Seedbed Publishing, 2015. 98 pp. ASIN: B01827LTJI. \$18.95.

Greer, Jeff, and Chuck Proudfit. *Biznistry: Transforming Lives through Enterprise*. P5 Publications, 2014. 128 pp. ASIN: B00JXYX64Q. \$4.99.

Moynagh, Michael, and Philip Harrold. *Church for Every Context: An Introduction to Theology and Practice*. SCM Press, 2012. 512 pp. ASIN: B008S965B8. \$41.74.

Yunus, Muhammad. *Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs*. PublicAffairs, 2010. 256 pp. ASIN: B003KK55DO. \$10.07.

*Second half of week:*

Campolo, Tony, and Albert Darling. *The God of Intimacy and Action: Reconnecting Ancient Spiritual Practices, Evangelism, and Justice*. Jossey-Bass, 2010. 273 pp. ASIN: B004HD69LU. \$9.99.

Garber, Steve. *The Fabric of Faithfulness: Weaving Together Belief and Behavior*, Revised Ed. Downers Grove, IL: InterVarsity Press. 222 pp. ISBN: 978-0830833191. \$11.70.

Headley, Anthony. *Reframing Your Ministry: Balancing Professional Responsibilities & Personal Needs*. Evangel Publishing House, 2012. 165 pp. ASIN: B00A4EVY6G. \$4.99.

Jones, Kirk B. *Rest in the Storm: Self-Care Strategies for Clergy and Other Caregivers*. Judson Press, 2001. 129 pp. ASIN: B0029XFECK. \$8.49.

Peluso, Gary E., "To live or die in Battle: Clergy Self-Care"; *Quarterly Review*. Fall 1998, 18:3 (p 227-247) United Methodist Publishing House, Nashville TN. Available in your academic classroom.

**Total pages: 2,101**

### Assignments

Pre-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<b>Assignment #1:</b> Pre-Residency Paper/Project	#1, 2	<p>Write an 11-13 page, double-spaced paper (or create a 15-20 minute video) that integrates the reading. Instead of simply summarizing the authors' positions, papers should demonstrate that they read and understood the reading by applying the authors' arguments to a specific FWE issue in your context and then synthesizing the various readings to provide a thoughtful response.</p> <p>The format of the paper should include:</p> <ul style="list-style-type: none"> <li>• A concise summary of the relationship of key themes developed by the readings (how the readings fit together to form an argument) (2-3 pages)</li> <li>• An area of particular interest and excitement to the student (2-3 pages)</li> <li>• An area of particular concern or doubt to the student (2-3 pages)</li> <li>• Opportunities the student sees for further development of the biblical, theological, theoretical, or practical arguments (2-3 pages)</li> <li>• Opportunities the student sees for integrating concepts or ideas into their approach to missional-incarnational life and ministry (2-3 pages).</li> <li>• Questions for the cohort to discuss in class (1 page)</li> </ul>	<p>40%</p> <p>Due: Three weeks before residency starts.</p>	<p>Faculty</p> <p>Graded with feedback by the end of the 5-day intensive.</p> <p>Faculty-designed rubric attached.</p>

In-Residency (5 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<b>Assignment #2:</b> Daily Discussion Questions	#2	Each day prior to class, prepare 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
<b>Assignment #3:</b> Post-Residency Paper/Project	#3	Write a paper (maximum 25 pages) that establishes the biblical, theological, and theoretical foundations that help to give warrant for your exegesis of the neighborhood and the new rhythms and practices of missional spirituality that you are choosing to explore.  OR  Develop a project (maximum 25 pages) that is praxis-related, utilizing the readings and the exegesis of the neighborhood and the new rhythms and practices of missional spirituality that you are choosing to explore.	50%  Due: Three weeks after residency is over.	Faculty  Faculty-designed rubric attached.

### Summary of Assignments:

Assignment	Due Date	% of Grade	SLO
Pre-Residency Paper/Project	3 weeks before residency starts	40	1, 2
Daily Discussion Questions	Before class each day of residency	10	2
Post-Residency Paper/Project	3 weeks after residency is over	50	3
TOTAL		100	

### 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. 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

This course will entail traveling to various ministry locations to dialogue with practitioners who are engaging their faith with their work in various contexts and sectors of society. We will start the course in Cincinnati, OH and then eventually make our way to Memphis, TN. Students can then depart from the Memphis airport or travel back with the cohort to Wilmore, KY. The course travel schedule is as follows:

Day/time	Location	Site visit	Travel	Reading
Monday	Cincinnati, OH	Biznistry	99 mi. to Louisville	Greer
Tuesday	Louisville, KY	The Open Table	304 mi. to Chattanooga	Moynagh
Wednesday	Chattanooga, TN	Campus House	232 mi. to Selma	Danielson
Thursday	Selma, AL	Blue Jean Church	-----	Cheong

Friday	Memphis, TN	Greg Spillyards	317 mi. to Memphis	Yunus
Saturday	Fly home or drive to Wilmore, KY	Home/Wilmore	425 mi to Wilmore	-----

### 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 IV: Missional Applications of Faith, Work, and Economics

<b>Student Learning Outcomes</b>	<b>Method of Assessment</b>	<b>Exemplary=4</b>	<b>Accomplished=3</b>	<b>Developing=2</b>	<b>Beginning=1</b>	<b>Evaluator</b>
<b>CLO #2:</b> Identify key factors in their spiritual formation by reviewing the Rule of Life written in the first year of the program.	Reflection paper written during orientation	<i>Reflection on leadership formation discoveries reveals 3 – 5 personal insights; concrete, 2 – 3 measurable applications; and practical ministry integration.</i>	<i>Reflection on leadership formation discoveries reveals at least 2 personal insights; 1 – 2 concrete measurable applications; and practical ministry integration.</i>	<i>Reflection on leadership formation discoveries only mention 1 – 2 personal insights; 1 application which lacks concrete steps; and some integration of discoveries to actual ministry</i>	<i>Reflection on leadership formation discoveries fails to express insights that are personal; applications that are concrete and measurable; and ministry integration that is practical.</i>	D.Min. Team Faculty
<b>SLO #1:</b> Recognize missional opportunities and challenges to address FWE concerns in the local community through the local church.	Pre-Residency Paper/Project	<i>Recognizes, at an exemplary level, missional opportunities and challenges to address FWE concerns in the local community through several local church.</i>	<i>Recognizes, at an accomplished level, several missional opportunities and challenges to address FWE concerns in the local community through some local church.</i>	<i>Recognizes, at a developing level, a few missional opportunities and challenges to address FWE concerns in the local community through one local church.</i>	<i>Recognizes, at a beginning level, one missional opportunity and one challenge to address FWE concerns in the local community through one local church.</i>	Drs. Moon and Mucherera
<b>SLO #2:</b> Understand the process of cultural-situational exegesis that informs ministry leadership practice on a daily basis to address FWE issues.	Pre-Residency Paper/Project  Daily Discussion Questions	<i>Articulates, at an exemplary level, the process of cultural-situational exegesis that informs several ministry leadership practices on a daily basis to address various FWE issues.</i>	<i>Articulates, at an accomplished level, the process of cultural-situational exegesis that informs some ministry leadership practice on a daily basis to address some FWE issues.</i>	<i>Articulates, at a developing level, the process of cultural-situational exegesis that informs a few ministry leadership practices on a regular basis to address a few FWE issues.</i>	<i>Articulates, at a beginning level, the process of cultural-situational exegesis that informs one ministry leadership practice on an infrequent basis to address one FWE issue.</i>	Dr. Moon
<b>SLO #3:</b> Recognize transformative, community-based ministry practices, habits and styles that	Post-Residency Paper/Project	<i>Recognizes, at an exemplary level, transformative, community-based ministry practices, habits and styles that incorporate the</i>	<i>Recognizes, at an accomplished level, transformative, community-based ministry practices, habits</i>	<i>Recognizes, at a developing level, transformative, community-based ministry practices,</i>	<i>Recognizes, at a beginning level, transformative, community-based ministry practices,</i>	Dr. Mucherera

incorporate the Wesleyan quadrilateral.		<i>Wesleyan quadrilateral.</i>	<i>and styles that incorporate the Wesleyan quadrilateral.</i>	<i>habits and styles that incorporate the Wesleyan quadrilateral.</i>	<i>habits and styles that incorporate the Wesleyan quadrilateral.</i>	
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## **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](http://asbury.to/library), via phone at 859.858.2100 or 800.2ASBURY, via email at [helpdesk@asburyseminary.edu](mailto: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 can be found on the library's website at [asbury.to/library](http://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 catalog, online journal databases, encyclopedias, and more. These can be directly accessed at [guides.asburyseminary.edu/az.php](http://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](http://www.turnitin.com), an automated system which quickly and easily compares 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, the instructor receives a report from [turnitin.com](http://www.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.

By using online media and resource materials, 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 (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:
  1. **Course News and Announcements**, where I will post items important for the entire class;
  2. **Syllabus**, where a copy of the syllabus is provided;
  3. **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately;
  4. **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;
  5. **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;
  6. **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 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.