

Asbury Theological Seminary Syllabus



DM(ORG)916A, W1: Seminar II - Coaching in Complex Systems

2 Credit Hours

Wilmore, Kentucky/Hybrid

Online: 2020, TBD

On-site Residency: 2020, TBD

PROFESSOR INFORMATION

Professors: Bryan D. Sims, Ph.D.

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Welcome to Coaching in Complex Systems! The information below provides an introduction to your faculty.

Dr. Bryan D. Sims has worked since 2001 as a Leadership and Organizational Change Coach with Spiritual Leadership, Inc. (SLI) where he has trained and coached leaders, teams, churches, and organizations over extended periods of time to bring spiritual awakening and missional effectiveness. In his work with SLI, he has worked in several United Methodist Conferences including Northwest Texas, West Virginia, Tennessee, Kentucky, Nebraska, and Alabama-West Florida. In each of these places, significant transformation is occurring in leaders, churches, and communities, as well as in the conferences at large. He has also led groups of business leaders through WorkLife Incubators in which leaders grow in Christ and learn new ways to integrate their faith and work. Dr. Sims' most rewarding work has come through coaching three dying congregations in West Virginia to become a united, new community of faith (SLI ReStart). This new church has discovered the power of team leadership in covenant, lay mobilization, and intentionally effective disciple making and mission.

Dr. Sims is a graduate of West Texas A&M University (1998) and Asbury Theological Seminary (M.Div., 2003) and has a Ph.D. in Organizational Leadership from Regent University (2009). In addition, he is a co-author on version 2 & 3 of the *L3 Leadership Incubator* Materials developed in partnership with *Discipleship Resources* and SLI (2008, 2010), along with two audio CD's: *Demonstrate Your Power* (1999) and *Black and White* (1997). He and his wife MyLinda have been happily married since 1997 and have four children: Isaiah, Luke, Silas, and Lydia.

COURSE DESCRIPTION

This course examines biblically-informed principles that shape coaching leaders and organizations in complex contexts. The course is designed to describe and analyze the principles and processes of organizational development with a focus on use of various resources to come alongside leaders and teams to effectively reach their mission in Christ-centered, Spirit-led ways. In light of the adaptive challenges that churches, organizations, and movements are facing, the course will equip students to develop coaching processes that meet these challenges with real solutions that address those complexities. Special emphasis is given to understanding the coach's role as a change agent of sustainable organizational change.

PROGRAM LEARNING OUTCOMES (PLOs)

By the time students complete the D.Min. Program, they will have an accomplished or exceptional ability 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.

STUDENT LEARNING OUTCOMES (SLOs)

By the end of DM(ORG)916A, students will have a *developing* ability to:

1. Demonstrate a theologically robust coaching model for organizational development. (PLO #1)
2. Create a set of disciplines that nurture sustainable coaching objectivity that includes assessment tools like the Enneagram, Emotional Intelligence, etc. (PLO #2)
3. Design a coaching plan for an organizational context that accommodates adaptive leadership and complexity. (PLO #3)

TEXTBOOKS & RESOURCES

Required Reading

Adizes, Ichak. "The Corporate Lifecycle."
(http://www.adizes.com/corporate_lifecycle_overview.html)

The Arbinger Institute. *Anatomy of Peace: Resolving the Heart of Conflict*. San Francisco: Berrett-Koehler Publishers, 2006. 257 pp. ISBN: 9781576753347. \$21.76.

Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Downers, IL: InterVarsity Press, 2015. 225 pp. ISBN: 9780830841264. \$12.99.

Bridges, William. *Managing Transitions: Making the Most of Change*. New York: Perseus Publishing, 2009. 144 pp. ISBN: 9780738213804. \$16.95.

Cloud, Henry. *Necessary Endings*. New York: HarperCollins, 2010. 238 pp. ISBN: 9780061777127. \$19.57.

Cron, Ian Morgan. *The Road Back to You: An Enneagram Journey to Self-Discovery*. Downers Grove, IL: InterVarsity Press, 2016. 230 pp. ISBN: 9780830846191. \$15.61.

Friedman, Edwin H. *A Failure of Nerve*. New York: Church Publishing, 2017. 252 pp. ISBN: 9781596272798. \$22.85.

Harvard Business Review. *HBR's 10 Must Reads on Change Management*. Boston: Harvard Business Review, 2011. 224 pp. ISBN: 9781422158005. \$24.95.

Heifetz, Ronald and Alexander Grashow and Marty Linsky. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston: Harvard Business Press, 2009. 326 pp. ISBN: 978-1-4221-0576-4. \$16.11. **Familiarize yourself with Chapters 1-3, 5, 9, 11-18 prior to class; read the remainder at your convenience.**

Hurst, David K. and Brenda J. Zimmerman. "From Lifecycle to Ecocycle." (<http://www.davidkhurst.com/academic-articles/>)

Lencioni, Patrick. *The Advantage*. San Francisco: Jossey-Bass, 2012. 207 pp. ISBN: 9780470941522. \$15.63.

Quinn, Robert E. *Change the World: How Ordinary People Can Accomplish Extraordinary Results*. San Francisco, CA: Jossey-Bass Publishers, 2000. 272 pp. ISBN: 978-0-7879-5193-1. \$20.36.

Simpson, Michael K. *Unlocking Potential: 7 Coaching Skills That Transform Individuals, Teams, & Organizations*. Grand Haven, MI: Grand Harbor Press, 2014. 149 pp. ISBN: 9781477824009. \$6.99.

Selected articles on Social Movements:

<http://sed-efca.org/wp-content/uploads/2013/05/Leading-Kingdom-Movements-by-Mike-Breen.pdf>

<https://www.ebscohost.com/uploads/imported/thisTopic-dbTopic-1248.pdf>

<http://www.movements.net/wp-content/uploads/2009/08/Spontaneous-Multiplication-of-Churches-George-Patterson.pdf>

<http://www.movements.net/wp-content/uploads/2013/08/Generational-mapping-ed-Shank.pdf>

Total pages: 2,524.

Suggested Reading (Optional)

Becoming a Coaching Leader by Daniel Harkavy (Nashville, TN: Thomas Nelson, 2007), 224 pages (ISBN: 9780785219828), \$19.99.

Building the Bridge as You Walk on It by Robert E. Quinn (Hoboken, NJ: John Wiley and Sons, 2004), 256 pages, ISBN: 978-0-7879-7112-0.

Creating the Innovation Culture by Frances Horibe (NY: John Wiley and Sons, 2001),

253 pages.

Crisis and Renewal by David K. Hurst (Boston: Harvard Business School Press, 2002), 250 pages.

Crucial Conversations by Patterson, Grenny, McMillan, Switzler. ((NY: McGraw-Hill, 2012). ISBN: 9780071771320

Culture Shift: Transforming Your Church From the Inside Out by Robert Lewis and Wayne Cordeiro with Warren Bird (San Francisco: Jossey-Bass Publishers, 2005), 229 pages.

Diagnosing Organizations: Methods, Models and Processes, 3rd ed. by Michael I. Harrison (Thousand Oaks, CA, Sage Publications, 2005).

Discussing the Undiscussable by William Noonan (Hoboken, NY: John Wiley and Sons, 2007), 288 pages, ISBN: 978-0-7879-8632-2.

Exploring Ecclesiology by Brad Harper and Paul Louis Metzger (Grand Rapids, MI: Brazos Press, 2009), 352 pages (ISBN: 9781587431739), \$26.99.

Followership: How Followers are Creating Change and Changing Leaders by Barbara Kellerman (Boston, MA: Harvard Business Press, 2008), 305 pages (ISBN: 9781422103685), \$29.95.

Hit the Bullseye: How Denominations Can Aim the Congregation at the Mission Field by Paul D. Borden (Nashville: Abingdon, 2003), 144 pages.

Holy Conversations: Strategic Planning as a Spiritual Practice for Congregations by Gil Rendle and Alice Mann (Herndon, VA: The Alban Institute, 2003), 290 pages, ISBN: 9781566992862.

How the Way We Talk Can Change the Way We Act by Robert Kegan and Lisa L. Lahey (San Francisco, CA: Jossey-Bass, 2002), 256 pages, ISBN: 978-0-7879-6379-6378-1.

How to Change Your Church (Without Killing It) by Jim Mellado, et al. (Waco, TX: Word Publishing, 2000) 200 pages.

How Your Church Family Works by Peter L. Steinke (Chicago: Alban Institute, 1993), 128 pages. [Adaptation of Bowen & Friedman]

Images of the Church in Mission by John Driver (Scottsdale, PA: Herald Press, 1997), 240 pages, ISBN: 0836190580.

Influencer: The New Science of Leading Change by Grenny, Patterson, Maxfield, McMillan, Switzler. (NY: McGraw-Hill, 2013). ISBN: 9780071808866

Leadership on the Line: Staying Alive Through the Dangers of Leading by Ronald A. Heifetz and Martin Linsky (Boston: Harvard Business School Press, 2002).

Leading Congregational Change by Jim Herrington, et al. (San Francisco: Jossey-Bass Publishers, 2000), 240 pages. (ISBN: 0787947652)

Leading for Innovation and Organizing for Results ed. by Frances Hesselbein et al. (San Francisco: Jossey-Bass Publishers, 2002), 300 pages.

Made to Stick: Why Some Ideas Survive and Others Die by Chip Heath and Dan Heath (NY: Random House Publishing, 2007), 300 pages.

Making Sense of the Organization by Karl E. Weick (Malden, MA: Blackwell Publishers, 2001), 496 pages, ISBN: 978-0-6312-2319-1.

Making Spiritual Sense: Christian Leaders as Spiritual Interpreters by Scott Cormode (Nashville: Abingdon Press, 2007), xxx pages.

Managing Corporate Lifecycles, Rev'd. Ed. by Ichak Adizes (NY: Prentice Hall Press,

1999), 460 pages.

Mastering Self Leadership, 5th ed. by Charles Manz and Christopher Neck (New York: Prentice Hall, 2009), 176 pages. (ISBN: 978-0136066453)

Masterplanning by Bob Biehl (Nashville: Broadman and Holman Publishers, 2005), 280 pages, ISBN: 0805460969.

Memories, Hopes and Conversations: Appreciative Inquiry and Congregational Change by Mark Lau Branson (Chicago: Alban Institute, 2004), 141 pages.

Missional Map-Making: Skills for Leading in Times of Transition by Alan Roxburgh (San Francisco: Jossey-Bass, 2010), 205 pages, ISBN: 9780470486726.

Organization Theory by Ann L. Cunliffe (Thousand Oaks, CA, Sage Publications, 2008). 184 pages, ISBN: 978-1-4129-3549-4.

Organizational Change Theories: A Synthesis by Christiane Demers (Los Angeles, CA: Sage Publications, 2008).

Organizational Culture and Leadership, 3rd ed. By Edgar H. Schein (San Francisco: Jossey-Bass, 2004).

Planting Churches Cross-Culturally: North America and Beyond, 2nd ed. by David F. Hesselgrave (Grand Rapids, MI: Baker Academic, 2000), 348 pages, ISBN: 978-0-8010-2222-7, \$32.00

Reframing Organizations (4th ed.) by Lee G. Bolman and Terrence E. Deal (Hoboken, NJ: John Wiley and Sons, 2008), 544 pages, ISBN: 978-0-7879-8799-2.

Relational Leadership: A Biblical Model for Leadership Service by Walter C. Wright (Waynesboro, NC: Paternoster Press, 2000), 225 pages, ISBN: 978-0-8536-4996-0.

Resonant Leadership by Richard Boyatzis and Annie McKee (Boston: Harvard Business School Press, 2005), 286 pages. (ISBN: 1-59139-563-1)

Strategies for Change by Lyle Schaller (Nashville: Abingdon, 1993), 128 pages.

Switch: How to Change Things When Change is Hard by Chip Heath and Dan Heath (NY: Broadway Books, 2010), 306 pages, ISBN: 9780385528757.

Tempered Radicals: How Everyday Leaders Inspire Change at Work by Debra E. Meyerson (Boston: Harvard Business School Press, 2003), 256 pages.

The Forgotten Ways by Alan Hirsch (Grand Rapids, MI: Brazos Press, 2006), 295 pages.

The Great Giveaway: Reclaiming the Mission of the Church... by David E. Fitch (Grand Rapids, MI: Baker Publishing, 2005), 272 pages.

The Heart of Change by John P. Kotter and Dan S. Cohen (Boston: Harvard Business School Press, 2002), 190 pages.

The Leader's Journey by Jim Herrington, et al. (San Francisco: Jossey-Bass Publishers, 2003), 193 pages.

The Missional Church and Leadership Formation: Helping Congregations Develop Leadership Capacity by Craig Van Gelder, ed. (Grand Rapids, MI: Eerdmans Publishing, 2009), 238 pages, ISBN: 9780802864932.

The Missional Leader: Equipping Your Church to Reach a Changing World by Alan Roxburgh and Fred Romanuk (San Francisco: Jossey-Bass Publishers, 2006), 220 pages. (ISBN: 078798325X)

The Permanent Revolution by Alan Hirsch & Tim Catchim (San Francisco: Jossey-Bass, 2012), 316 pages (ISBN: 978-0-470-90774-0).

The Virtuous Organization by Charles C. Manz, et al. (eds) (Hackensack, NJ: World

Scientific Publishing, 2008), 316 pages, ISBN: 978-981-281-859-1
The Web of Women's Leadership by Susan Wilhauck, et al. (Nashville: Abingdon Publishing, 2001), 174 pages.
The World is Flat: A Brief History of the Twenty-first Century (Updated and Expanded) by Thomas L. Friedman and Oliver Wyman (NY: Farrar, Straus and Giroux, 2006), 496 pages.
Tribes: We Need You to Lead Us by Seth Godin (NY: Portfolio, 2008), 160 pages, ISBN 9781591842330
Why Non-Profits Fail by Stephen R. Block (San Francisco, CA: Jossey-Bass Publishers, 2003), 208 pages, ISBN: 978-0-7879-6409-2.

ASSIGNMENTS

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively participate and contribute to the learning community.

1. Disciplines of Sustainable Coaching Paper (80 points)

Due Date:

Points/Percentage: 80

Learning Outcome: 2

Write a 10 – 12 page integrative paper. Part One of the paper will summarize disciplines of sustainable coaching that promote objectivity. Part Two will outline results and reflections from personal assessments that you have taken (Enneagram, StrengthsFinder, Myers-Briggs, Emotional Intelligence). Part Three will identify and describe two to three core strengths that you bring to coaching in a complex context and name two or three critical areas of needed growth for you personally in order to be an effective coach. Demonstrate use of as many of the course texts as are applicable. Citations are important. Integrating 10 or more outside sources (e.g., from prior courses or conferences) makes the paper much stronger.

Part Four, the last two to three pages of the paper, will reflect peer review. Share your first three sections with two members of the cohort asking them to raise two questions or critiques related to your self-assessment. Then, use the remaining pages to list Colleague A's comments and your response, and the same for Colleague B. Be sure to allow enough time to collect your colleagues' feedback and to respond so the completed paper is submitted by the deadline.

2. Course Participation (20 points)

Due Date:

Points/Percentage: 20

Learning Outcome: 1

Demonstrate consistent engagement with your peers during the residency as well as throughout the course.

Pre-Residency				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Disciplines of Sustainable Coaching Paper	#2	10 – 12 page integrative paper, including both assessments and disciplines. Detailed instructions and grading rubric available online. Use all texts.	80% Due Date: Upload to online classroom.	Faculty
In-Residency				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #2: Course Participation	#1	Peer engagement Description available online.	20% Due Date:	Faculty

ADDITIONAL ASSIGNMENT GUIDELINES

See below.

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #2: Create a set of disciplines that nurture sustainable coaching objectivity that includes assessment tools like the Enneagram, Emotional Intelligence, etc.	Disciplines of Sustainable Coaching Paper	<i>Evaluates, at an exemplary level, ministry organizations based on sustainability in the mission to which they are called.</i>	<i>Evaluates, at an accomplished level, ministry organizations based on sustainability in the mission to which they are called.</i>	<i>Evaluates, at a developing level, ministry organizations based on sustainability in the mission to which they are called.</i>	<i>Evaluates, at a beginning level, ministry organizations based on sustainability in the mission to which they are called.</i>	Faculty

Late Assignments: Any assignment submitted after the due date and time will be reduced one numerical point for every day late. For example, two days late would reduce the grade from a 90 to an 88, unless the student talks to the professor ahead of time and receives permission to turn in the assignment late, based upon a legitimate excuse (such as illness).

Incomplete Work: “A grade of ‘I’ denotes that course work has not been completed *due to an unavoidable emergency*. Delinquency or attending to church work or other employment (i.e. being too busy) 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” (ATS 2015-16 Student Handbook, page 67).

Format of Papers: Students must use MLA academic style for completing papers; this is also the required style for your dissertation.

GRADING

Assignment	Weight/Point Value
Disciplines of Sustainable Coaching Paper	80
Course Participation	20
	Total: 100

Grading Scale

Letter	Lowest	Highest
A	95.00%	100.00%
A-	90.00%	94.99%
B+	87.00%	89.99%
B	84.00%	86.99%
B-	80.00%	83.99%
C+	77.00%	79.99%
C	74.00%	76.99%
C-	70.00%	73.99%
D+	67.00%	69.99%
D	64.00%	66.99%
D-	60.00%	63.99%
F	0.00%	59.99%

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:

GRADE	EVALUATION CRITERIA
A	Exceptional work: surpassing outstanding achievement of course objectives
B	Good, accomplished work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives, developing potential
D	Marginal work: inadequate, minimal, beginning achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

Note: For the Doctor of Ministry Program, 80% or above is required to meet the program standard.

MOODLE (LEARNING MANAGEMENT SYSTEM)

Moodle is the current learning management system used for Asbury seminary classes. Log into <https://connect.asburyseminary.edu/>. Click on the **grid matrix** (e.g., large square comprised of nine smaller squares). Click on the **Online Classroom** graphic to access each course you are enrolled in. In the gray Navigation block on the left, click on **My courses** and then the desired course. Information is arranged as follows:

The **Course Information Center** contains two main sections with features noted below:

1. Course Related:

- **Announcements** – class news and information
- **Syllabus** – the course syllabus
- **Meet Your Professor** – a short profile about your professor with photo
- **Course Schedule** – the course schedule with assignments and due dates
- **Expectations** – requisites for the instructor and students
- **Netiquette** – tips for communicating effectively online
- **Course Questions** – students can post questions about the course and even answer each other
- **Library Links** – help finding and accessing library resources

2. Community Related:

- **Prayer and Praise** – a forum where students can post praises and prayer concerns and a great way to build community
- **Let's Talk** – a forum where students can post information such as an upcoming birthday or event and discuss topics that are not course related
- **Community Formation** – links to ATS Community Formation & Christian Formation Process
- **Course Evaluation** – links to a course evaluation form at the end of the term

The modules located below the Course Information Center are labeled by topics or weeks, depending upon the course organization. Assignment information, group discussion forums, and links to documents and class resources are located in the modules.

COURSE EVALUATIONS

Course evaluations are a vital part of Asbury Seminary's efforts to achieve excellence in the classroom. At the end of the semester, you will receive an email with information and directions for completing course evaluations. Your responses are completely anonymous, and your participation is greatly appreciated. If you have questions or encounter problems accessing the evaluations, contact the Help Desk at helpdesk@asburyseminary.edu or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

TECHNOLOGY REQUIREMENTS & SUPPORT

To take an online or hybrid class, you should be comfortable using e-mail, web browsers, word-processing software and be able to download files and create attachments. You will need the following in order to participate online:

- A computer with Windows 7 or MAC OS 10.6 or above
- An account with or regular access to an internet service provider (ISP)
- Reliable, high-speed internet (recommended)
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

Contact the Help Desk for technical assistance accessing the online class, using electronic resources, or with other technical issues related to Asbury Seminary coursework.

- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

LIBRARY RESOURCES

Library resources, research support, and library loan are available via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

Materials Requests

Use the links on the library website to search the library catalog for available materials. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be returned or mailed to the library at either the Kentucky or Florida campus.

Students may request books, photocopies, or emailed attachments of journal articles or portions of reference books from the library. Allow 3-10 business days for requests to be filled. Contact the library for costs and instructions on how to make requests, or view the online tutorial at guides.asburyseminary.edu/libraryloan.

Online Resources

- *Asbury Scholar* – Find library books, ebooks, journal articles, and other media at asbury.to/library.
- *Databases* – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at guides.asburyseminary.edu/az.php.

Research Assistance

Students should contact Research Services in the library for research assistance. Help is available for general research questions, including how to find course materials online or navigate library resources. Training for supported Bible software or bibliographic management software is also available. Appointments can be made via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu

- Phone: 859.858.2100 or 800.2ASBURY (toll free)

The Writing Center

- The goal of the Writing Center is to help students improve their graduate-level writing. Assistance is available both online and on the Kentucky campus to help with various aspects of the writing process, including structure and organization, grammar, punctuation, and citation formatting. Appointments can be made by contacting the library via:
 - Website: asbury.to/library
 - Email: helpdesk@asburyseminary.edu
 - Phone: 859.858.2100 or 800.2ASBURY (toll free)
- Students can sign up for 30-minute sessions on the library website at asbury.to/library.

POLICIES

Each student is responsible for being familiar with seminary policies. Asbury Seminary reserves the right to change policies when necessary. Below are brief descriptions of a few seminary policies. For more detailed information regarding school policies, please refer to the ATS Student Handbook at asburyseminary.edu/students/student-services/student-handbook/

Attendance/Participation

To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. DMin students are required to attend all classes during each residency.

Disability Accommodations

Asbury Theological Seminary provides reasonable accommodation on an individualized basis for qualified students with disabilities. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning before or at the start of the term and are generally not provided retroactively, students need to contact an Accommodations Officer as soon as possible. If you are a student with a disability and believe you require reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students attending the Tennessee site should contact the Kentucky Registrar.

Academic Integrity

Academic integrity is expected of every student. Plagiarism, that is, “presenting ... another’s ideas or writings as one’s own,” is considered a serious violation of integrity and is unacceptable. Detailed information, including the penalty for plagiarizing, is in the Student Handbook. For additional information about plagiarism, go to plagiarism.org

In this course we may utilize Turnitin, an automated system that compares students' assignments with websites as well as a database of previously submitted student work. After the assignment is processed, instructors receive a report from turnitin.com that states if and how another person's work was used in the assignment. For more information, see www.turnitin.com. If you have questions about academic honesty, please contact the library at helpdesk@asburyseminary.edu.

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.

Copyright Information

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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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