

# Asbury Theological Seminary Syllabus



## **DM(SDL)915B, X1: Seminar I – Biblical and Theological Foundations of Community Spiritual Direction**

**2 Credit Hours**

**Wilmore, Kentucky/Hybrid**

**Online: February 3 – May 15, 2020**

**On-site Residency: January 20-24, 2020**

### PROFESSOR INFORMATION

**Professors:** Michael Voigts and Stephen Martyn

**Email:** [mike.voigts@asburyseminary.edu](mailto:mike.voigts@asburyseminary.edu) and [steve.martyn@asburyseminary.edu](mailto:steve.martyn@asburyseminary.edu)



Welcome to Biblical and Theological Foundations of Community Spiritual Direction!  
The information below provides an introduction to your teaching team.

**Rev. Michael C. Voigts, Ph. D.** Dr. Voigts serves as an Associate Professor of Spiritual Formation at Asbury Seminary. Before coming to Asbury, he spent more than 25 years in pastoral ministry in Texas and Kentucky. His academic areas of expertise include Medieval Christian spirituality, Christian spiritual direction, and pastoral leadership. Mike is the author of *Letters of Ascent: Spiritual Direction in the Letters of Bernard of Clairvaux* (Wipf & Stock, 2013), as well as several academic and pastoral articles.

Mike received a B.A. from Baylor University, an M.Div. and D.Min. from Asbury Theological Seminary, and a Ph.D. from Brunel University in London, England. Mike is a member of the Lay Cistercians of Gethsemani Abbey, where he is involved in the formation of new members and in the leadership of monthly meetings.

Mike and his wife Sheryl have two grown children and a rambunctious Yorkshire Terrier named Gracie. He is an avid sports fan and reads the Lord of the Rings each January.

**Rev. Stephen L. Martyn, Ph.D.** Stephen Martyn is Associate Professor of Spiritual Formation at Asbury Theological Seminary in Wilmore, Kentucky in the United States and an Elder in the Kentucky Annual Conference of the United Methodist Church. Prior to coming to Asbury Seminary in 2004, Steve served pastorates in Northwest Texas, Pennsylvania, New Mexico and Kentucky. He also served for two years as the first Director of Spiritual Formation for the Kentucky Annual Conference of the United Methodist Church.

Steve was born in Midland, Texas and raised in Quanah, Texas. He is a graduate of McMurry University, Asbury Theological Seminary, and received his Ph.D. in Spiritual Formation from Duquesne University in Pittsburgh, Pennsylvania.

In addition to his extensive leadership within four different Annual Conferences of the United Methodist Church, Steve has served in a multiplicity of settings in the United States and abroad through conferencing, teaching, writing and preaching in the areas of lay and clergy spiritual formation.\

Steve is committed to reclaiming classic ecclesiology along with Wesleyan theology and spiritual formation processes for the worldwide church today. He is married to Diane Moore, and together they are blessed with three wonderful children and their spouses along with nine grandchildren. Steve is an avid outdoorsman.

## COURSE DESCRIPTION

This first course in the *Community Spiritual Direction* cohort, DM(SDL)915A and DM(SDL)915B, “Biblical and Theological Foundations of Community Spiritual Direction,” will ground students in the biblical and theological purposes of God’s church. They provide a “deep dive” for ministry leaders into the specific directives of our Lord for his body and will further assist them in integrating the Gospel of Jesus Christ into their own lives as well as the everyday lives of the people they are called to serve. In addition, the course will introduce students to the art and discipline of spiritual direction in community, to the Christian anthropology of Adrian van Kaam, and to the collaborative effort of building Ministry Action Plans (MAPs).

## 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(SDL)915B, students will have an *accomplished to exceptional* ability to:

1. Understand the biblical and theological foundations of ecclesiology and the role of spiritual direction therein. (PLO #1)
2. Integrate biblical and theological foundations of ecclesiology in their personal discipleship. (PLO #2)
3. Apply biblical and theological foundations of ecclesiology in their ministry of spiritual direction. (PLO #3)

## TEXTBOOKS & RESOURCES

### **Required Reading**

Barton, Ruth Haley. *Pursuing God's Will Together: A Discernment Practice for Leadership Groups*. Downers Grover: InterVarsity Press, 2012. 253 pp. ISBN: 978-0-8308-3566-9, \$18.38.

Collins, Kenneth J. *The Theology of John Wesley: Holy Love and the Shape of Grace*.

Nashville: Abingdon Press, 2007. 33 pp. ISBN: 978-0-687-64633-3, \$29.62. [Read Chapter 7, “The Church and the Means of Grace” 237-270.]

Davis, Henry, S.J. (Translator). *St. Gregory the Great Pastoral Care*. Ancient Christian Writers No. 11. New York: Newman Press, 1950. 281 pp. ISBN: 0-8091-0251-X, \$30.68.

Jones, Beth Felker. *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically*. Baker Academic: 2014. 246 pp. ISBN: 978-0-8010-4933-0, \$16.66.

Letterman, Rebecca and Susan Muto. *Understanding Our Story: The Life’s Work and Legacy of Adrian van Kaam in the Field of Formative Spirituality*. Eugene, Oregon: WIPF & Stock, 2017. 254 pp. ISBN: 978-1-5326-0179-8, \$30.00.

McNeill, John T. (Ed.). *Calvin: Institutes of the Christian Religion. The Library of Christian Classics Volume XXI*. Philadelphia: The Westminster Press, 1960. 514 pp. ISBN: 978-0664220280, \$36.00. [Read “Book Four: The External Means or Aims by Which God Invites Us Into the Society of Christ and Holds Us Therein” 1011-1525.]

Oden, Thomas C. *Classic Christianity: A Systematic Theology*. New York: HarperOne, 2009. 73 pp. ISBN: 978-0-06-144971-0, \$23.73. [Read “Book Three, Life in the Spirit” Chapter 7: “The Community of Celebration” and Chapter 8: “Marks Of the Church” 691-764.]

Outler, Albert C. (Ed.) *The Works Of John Wesley: Volume 2 SERMONS II 34-70*. Nashville: Abingdon Press, 1985. 15 pp. ISBN: 0-687-46211-8, \$32.78. [Read “Sermon 68: “The Wisdom of God’s Counsels” 551-566.]

Outler, Albert C. (Ed.) *The Works Of John Wesley: Volume 3 SERMONS III 71-114*. Nashville: Abingdon Press, 1986. 24 pp. ISBN: 0-687-46212-6, \$34.59. [Read “Sermon 74 Of the Church” 45-57 and “Sermon 75 On Schism” 58-69.]

Roth, William. “A Review of Rebecca Letterman and Susan Muto’s *Understanding Our Story: The Life’s Work and Legacy of Adrian van Kaam in the Field of Formative Spirituality*.” *Journal of Spiritual Formation & Soul Care* 2018. 7 pp. Vol. 11 (1) 93-99.

**Located in your online cohort classroom.**

Roxburgh, Alan J. *Missional Map-Making: Skills for Leading in Times of Transition*. San Francisco: Josey-Bass, 2010. 224 pp. ISBN: 978-0-470-48672-6, \$22.46.

Stott, John. *The Living Church: Convictions of a Lifelong Pastor*. Downers Grove: IVP Books, 2007. 180 pp. ISBN: 978-0-8308-3805-9, \$11.48.

Webber, Robert E. *Worship Is A Verb: Celebrating God’s Mighty Deeds Of Salvation*. Peabody, Massachusetts: Hendrickson Publishers Marketing, 2004. 225 pp. ISBN: 978-1-56563-242-4, \$14.95.

**PLUS:** Select one text on ecclesiology (ancient, modern, or contemporary) that you would like to study. You will complete a 3-page book review on this text and share it with the cohort. This should be a text that will be of help to you in your particular situation. For instance, a female author or an author from your particular country if you are not a U.S. resident would be acceptable. *Your text must be approved by the professors.*

Total pages: 2,329 pages PLUS one student-selected text

### **Suggested Reading (Optional)**

(none)

## 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. Online Ministry Bands and MAP Discussion Groups (35 points)**

Due Date: February 3 – May 15, 2020

Points/Percentage: 35

Learning Outcome: 2, 3

During your on-campus residency in January 2020, we want you to self-select into Bands of three or four persons all of whom have ministry settings in common. For instance, pastors of rural congregations might want to band together; associate pastors could band together; pastors of larger congregations could band together; special ministry persons could band together, etc.

In these bands we want you to begin to experience the very processes that you will take others through in your own ministry. The concept here is that “we have to eat what we sell!” The very foundation of fulfilling God’s purposes for his church are formed around providing environments for genuine Christians to worship, to follow Jesus in intentional discipleship, and to embrace the ministry God has given them. These bands can be wonderful opportunities for you as shepherds of God’s sheep to encourage one another to be actual disciples of our Lord. We will spend a significant amount of time in class discussing bands.

Then secondly, we want you to encourage and assist one another in working through the MAPs the Holy Spirit is inviting you to put together for the ministry you lead. In this Spring Semester we want each of you to begin asking the Holy Spirit for guidance in outlining your MAP (which will also be a significant part of your dissertation). Working a MAP is a long process that cannot and should not be rushed. In this semester you can begin making notes and discerning the direction you are to go.

## 2. **Spiritual Direction Reflection Paper (15 points)**

Due Date: March 20, 2020

Points/Percentage: 15

Learning Outcome: 1

The purpose of this 7-page paper is to help you begin to frame the work before you in Chapter Two of the dissertation where you will not only articulate the biblical and theological foundations of the project you decide upon for your dissertation but the spiritual direction necessary from your leadership to see that project fulfilled.

Whereas Chapter Two will be a substantial document, this much smaller assignment is designed to help you prepare for the work that is to come. In seven pages we want you to articulate two things:

1. What is your understanding of the biblical and theological foundation for your spiritual direction of God's people? (SLO #1)
2. What does the best of our Christian tradition say regarding your leadership of the people of God? (SLO #2 & 3)

In this paper, we want you to interact with the assigned texts, especially the texts covering spiritual direction. As you write your paper, we want you to be aware of further areas you are going to need to research for Chapter Two. Note that you must have a minimum of 75 sources for Chapter Two. While you only need to reference your assigned readings in this paper, this assignment will help you prepare for the task ahead of writing Chapter Two.

It will help you to glance over the directions for Chapter Two in the D. Min Ministry Transformation Project Workbook "Module 3" so that you can have an idea of where your work is headed and how this second paper can fit well in your research project.

**We expect this paper to have *flawless* grammatical work.** Please run Microsoft Word Spell Check! And if you need help with your writing, please contact the Writing Center at ATS. Sloppy papers with syntax and grammatical errors, as well as papers that do not follow proper MLA formatting, will not be accepted by the professors. For writing help, visit The Writing Center's website: <https://guides.asburyseminary.edu/writingcenter>

All papers must be typed, double-spaced, 1" margin all around, using a 12-point font (such as New Times Roman or Calibri). Papers should adhere to MLA format which calls for a separate "Works Cited" page at the end of your paper. Internal citations within the body of your paper should have the following format (Martyn 47). MLA format is required for your dissertation.

Internal quotes within your paper should be single-spaced and should not have quotation marks around them.

One of the best ways to learn MLA format is to check out a recent Doctor of Ministry dissertation from Asbury Theological Seminary.

A grading rubric for this paper will be provided during the intensive on-campus course in January 2020.

**3. Dissertation Chapter 1, Full Draft (50 points)**

Due Date: April 24, 2020

Points/Percentage: 50

Learning Outcome: 1, 2, 3

For constructing Chapter 1 of your dissertation, please see the directions at:

<https://online.asburyseminary.edu/mod/page/view.php?id=262627>

See the “Additional Assignment Guidelines” section of this syllabus for a grading rubric.

Post-Residency				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<b>Assignment #1:</b> Online Ministry Bands and MAP Discussion Groups	#2, 3		35%  Due Date: 2/3- 5/15/2020.	Faculty
<b>Assignment #2:</b> Spiritual Direction Reflection Paper	#1	7 pages, double-spaced, 1-inch margins all around, 12 pt. Times New Roman or Calibri font	15%  Due Date: 3/20/2020.	Faculty
<b>Assignment #3:</b> Dissertation Chapter 1, Full Draft	#1, 2, 3	See instructions <a href="#">here</a> .	50%  Due Date: 4/24/2020.	Faculty

**ADDITIONAL ASSIGNMENT GUIDELINES**

**Assignment #3: Dissertation Chapter 1, Full Draft – Grading Rubric**

**CHAPTER 1**

Section	Developing	Progressing	Approved
	• Includes the topic of the	• Includes the topic of the	• Has everything

<b>Overview</b>	<p>research project</p> <ul style="list-style-type: none"> <li>• Attempts a ¶ with several sections of Ch. 1 addressed</li> <li>• Typing in the template provided</li> </ul>	<p>research project</p> <ul style="list-style-type: none"> <li>• Provides a ¶ overview of Ch. 1 sections to address the topic</li> <li>• Typing in the template provided</li> </ul>	<p>needed; written well and in the present tense when referring to the chapter; past tense about project; all typed in the template provided</p>
<b>Personal Introduction</b>	<ul style="list-style-type: none"> <li>• Includes an outline of the Personal Introduction</li> <li>• Several attempts at ¶s are observed to begin the story</li> <li>• Personal story is coherent and expressed as relating to the research topic</li> </ul>	<ul style="list-style-type: none"> <li>• Includes drafts of ¶s that form a story</li> <li>• Story is compelling</li> <li>• Personal story is coherent and is compelling in supporting the research topic</li> </ul>	<ul style="list-style-type: none"> <li>• Focused personal story that clearly answers the personal “Why?” for the project. Written in first person.</li> </ul>
<b>Statement of the Problem</b>	<ul style="list-style-type: none"> <li>• Developing the problem</li> <li>• Impact on context identified</li> <li>• Impact on ministry attempted</li> </ul>	<ul style="list-style-type: none"> <li>• Established the problem</li> <li>• Impact on context supports project</li> <li>• Impact on ministry highlighted</li> <li>• Beginning research support</li> </ul>	<ul style="list-style-type: none"> <li>• Well-supported, objective description of the current problem/issue. Reported in 3<sup>rd</sup> person</li> </ul>
<b>Purpose Statement</b>	<ul style="list-style-type: none"> <li>• Includes a goal</li> <li>• Includes participants</li> <li>• Includes context</li> <li>• Includes description of project</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a clear goal (verb)</li> <li>• Includes specific participants</li> <li>• Includes appropriate context</li> <li>• Is one clear sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence answers what, who, where (when and how are connected with intervention project); written in past tense</li> </ul>
<b>Research Questions</b>	<ul style="list-style-type: none"> <li>• Addresses a portion of the study</li> <li>• Addresses what is to be impacted or studied</li> <li>• RQs cover a portion of the range of the study</li> <li>• RQs show some alignment to the Purpose Statement</li> </ul>	<ul style="list-style-type: none"> <li>• Each addresses a portion of the study</li> <li>• Addresses population characteristics</li> <li>• Addresses clearly what is to be impacted or studied</li> <li>• RQs covers all portions of the range of the study</li> <li>• RQs show strong alignment to the Purpose Statement</li> </ul>	<ul style="list-style-type: none"> <li>• Questions (usually 3), if answered thoroughly, will lead to the student’s accomplishing the purpose the project.</li> </ul>
<b>Rationale for the Project</b>	<ul style="list-style-type: none"> <li>• Somewhat related to purpose statement</li> <li>• Addresses “why” of the project</li> <li>• Critical needs are addressed</li> <li>• Biblical Foundations started</li> <li>• Theological Foundations</li> </ul>	<ul style="list-style-type: none"> <li>• Aligns to purpose statement</li> <li>• Provides a compelling “why” of the project</li> <li>• Critical needs are clearly addressed</li> <li>• Biblical Foundations included</li> <li>• Theological Foundations</li> </ul>	<ul style="list-style-type: none"> <li>• Focused content addressing “the reasons the project matters” from more than 1 or 2 perspectives (sociological, educational, economic,</li> </ul>

	started	included <ul style="list-style-type: none"> <li>• Included varied perspectives from other disciplines</li> <li>• Describes significance of the project</li> </ul>	psychological, anthropological, ethics; outside support provided if necessary. Paragraphs transition well from one to the other.
<b>Definition of Key Terms</b>	<ul style="list-style-type: none"> <li>• Identified key terms</li> <li>• Terms are related to project</li> <li>• Attempted some definitions</li> <li>• Some terms were included</li> </ul>	<ul style="list-style-type: none"> <li>• Identified necessary key terms</li> <li>• Most Terms used in the project</li> <li>• Definitions defined for project</li> <li>• Range of definitions appropriate to project</li> </ul>	<ul style="list-style-type: none"> <li>• Defined all necessary terms that appear in purpose statement and/or research questions. Does not include unnecessary definitions that can be addressed in lit. review</li> </ul>
<b>Delimitations (limits the researcher chooses)</b>	<ul style="list-style-type: none"> <li>• Attempted project boundaries</li> <li>• Identified what is included</li> <li>• Identified what is not included</li> </ul>	<ul style="list-style-type: none"> <li>• Identified project boundaries Identified what is included</li> <li>• Identified what is not included</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly, succinctly identifies limits chosen by the researcher with thorough explanation for each limit.</li> </ul>
<b>Review of the Relevant Literature</b>	<ul style="list-style-type: none"> <li>• Has beginning outline from class</li> <li>• Identified several sources</li> <li>• Has listed relevant disciplines beyond Biblical and Theological</li> </ul>	<ul style="list-style-type: none"> <li>• Provided a draft of the literature review for Ch. 2</li> <li>• Identified “key” sources for Biblical and Theological foundations</li> <li>• Identified key disciplines beyond Biblical and Theological foundations</li> </ul>	<ul style="list-style-type: none"> <li>• Provided an overview of focused literature themes including carefully selected biblical and theological support and identified key “voices” and relevant disciplines that speak into this project.</li> </ul>
<b>Writing Style</b>	N/A	<ul style="list-style-type: none"> <li>• Writes in past tense about project; present tense about chapter</li> </ul>	<ul style="list-style-type: none"> <li>• All references are cited properly according to MLA 7.</li> </ul>

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
<b>SLO #1:</b> Understand the biblical and theological foundations of ecclesiology and the role of spiritual direction therein.	Spiritual Direction Reflection Paper	<i>Understands, at an exemplary level, the biblical and theological foundations of ecclesiology and the role of spiritual direction therein.</i>	<i>Understands, at an accomplished level, the biblical and theological foundations of ecclesiology and the role of spiritual direction therein.</i>	<i>Understands, at a developing level, the biblical and theological foundations of ecclesiology and the role of spiritual direction therein.</i>	<i>Understands, at a beginning level, the biblical and theological foundations of ecclesiology and the role of spiritual direction therein.</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
Online Ministry Bands and MAP Discussion Groups	35
Spiritual Direction Reflection Paper	15
Dissertation Chapter 1, Full Draft	50
	<b>Total: 100</b>

## 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.

## CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas is the new learning management system that Asbury is in the process of transitioning to for seminary classes. To access Canvas for the fall semester, log into <http://connect.asburyseminary.edu> and click on the **Online Courses** tab (upper right corner) 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. You will see a link that will direct you to the Canvas website. Once you have logged in, it is recommended that you bookmark this page for easy access. The courses that you are enrolled in should appear as “course cards” on this page. You may navigate to your desired course here.

Information is arranged on the Canvas homepage as follows:

1. A banner introducing your course and instructor
2. **Course Related:**
  - a. **Announcements** – class news and information
  - b. **Course Questions** – students can post questions about the course and even answer each other
  - c. **Student help link** for navigating Canvas
  - d. **Prayer forum**– a forum where students can post prayer concerns and a great way to build community
  - e. **Office Hours** – your instructor’s scheduled office hours availability (please note that this may vary based on your instructor)
  - f. **Request a Conference** – additional information about your instructor’s conferencing availability
3. **Course Syllabus**
4. A reminder to access your course materials through the Modules section
5. Any further information and/or resources about the course from your instructor

In the Modules section, you will see the course materials labeled either by topics or weeks, depending upon the course organization. Assignment information, group discussion forums, and links to documents and class resources are located within 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](mailto: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](mailto: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](http://asbury.to/library)
- Email: [helpdesk@asburyseminary.edu](mailto: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](http://guides.asburyseminary.edu/libraryloan).

### Online Resources

- *Asbury Scholar* – Find library books, ebooks, journal articles, and other media at [asbury.to/library](http://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](http://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](http://asbury.to/library)
- Email: [helpdesk@asburyseminary.edu](mailto: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](http://asbury.to/library)
  - Email: [helpdesk@asburyseminary.edu](mailto: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](http://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/](http://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. D.Min. 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](http://plagiarism.org)

In this course we may utilize Unicheck, 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 [unicheck.com](http://unicheck.com) that states if and how another person's work was used in the assignment. For more information, see [www.unicheck.com](http://www.unicheck.com). If you have questions about academic honesty, please contact the library at [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu).

### **Copyright Information**

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