

**Asbury Theological Seminary Syllabus**

**DM(SDL) 916B: Seminar Two: Formational Tradition of Community Spiritual Direction**  
**2.00 Credit Hours**  
**Extended Learning/Online course  
2021 Spring Session/Feb 8** – **May 21, 2021**

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| PROFESSOR INFORMATION |

**Name:** Dr. Michael Voigts

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

**Name:** Dr. Stephen (Steve) Martyn

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

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| COURSE DESCRIPTION |

Because we serve Christ on the foundation laid by trusted, faithful, and Spirit-led disciples of the past, this course introduces students to the rich tradition of Christian spiritual direction. The readings, discussions, and assignments offer students the opportunity to integrate this rich material into their personal and collective lives. This course continues practical instruction in the dynamics of community spiritual direction and the Ministry Action Processes.

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| PROGRAM LEARNING OUTCOMES |

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.

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| REQUIRED STUDENT LEARNING OUTCOMES |

By the end of DM(SDL)916B, students will have an *accomplished to exceptional* ability to:

1. Appreciate the rich historical Christian tradition of community spiritual direction. (PLO #1)
2. Integrate the wisdom of the Christian tradition into their daily formation. (PLO #2)
3. Apply the wisdom of the Christian tradition and their own consonant formation in Christ to those they are called to direct into the life of Christian maturity. (PLO #3)

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| ADDITIONAL STUDENT LEARNING OUTCOMES |

N/A

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| COURSE INTRODUCTION |

 

Welcome to Formational Tradition 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.** Dr. 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.

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| REQUIRED TEXTBOOKS |

Aelred of Rievaulx, *For Your Own People (Pastoral Prayer).* Trans. Mark DelCogliano, Cistercian Publications, 2008. (88 pages)

$24.95 Paperback, ISBN: 978-0879072735

Not available on Kindle.

Bernard of Clairvaux, *Five Books on Consideration: Advice to a Pope.* Cistercian Publications, 1976. (231 pages)

$25.24 Paperback, ISBN: 978-0879077372

Not available on Kindle.

Dorotheos of Gaza. *Discourses and Sayings.* Trans. Eric Wheeler. Cistercian Publications, 1977. (259 pages)

$23.12 Paperback, ISBN: 978-0879079338

Not available on Kindle.

Hippolytus of Rome. *On the Apostolic Tradition*, Trans. Alistair Stewart-Sykes. St. Vladimirs Seminary Press, 2015. (278 pages)

$24.00 Paperback, ISBN: 978-0881415209

Not available on Kindle.

Kreider, Alan, *The Patient Ferment of the Early Church: The Improbable Rise of Christianity in the Roman Empire*. Baker Academic, 2016. (336 pages)

$17.39 Paperback, ISBN: 978-0801048494

$15.39 Kindle, ASIN: B012H1045K

Fry, Timothy, ed. *RB 1980: The Rule of St. Benedict in English*. Liturgical Press, 1981. (96 pages)

$2.95 Paperback, ISBN: 978-0814612729

$1.99 Kindle, ASIN: B072FPS3TQ

Reed, Angela, Richard R. Osmer, and Marcus G. Smucker. *Spiritual Companioning: A Guide to Protestant Theology and Practice.* Baker Academic, 2015. (208 pages)

$15.38 Paperback, ISBN: 978-0801049897

$12.49 Kindle, ASIN: B00XNJGOQY

Spener, Phillip Jacob. *Pia Desideria*, Trans. Theodore G. Tappert, Fortress Press, 1964. (136 pages)

$16.30 Paperback, ISBN: 978-0800619534

$9.99 Kindle, ASIN: B00APJRU04

Vest, Norvene, *Gathered in the Word: Praying the Scripture in Small Groups.* Upper Room, 1998. (128 pages)

$8.99 Paperback, ISBN: 978-0835808064

$6.99 Kindle, ASIN: B07MSH8GJX

Total pages: 1,887 (plus selected text on spiritual direction)

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| REQUIRED RESOURCES |

**Required Reading Order:**

1. Kreider

2. Hippolytus

3. Benedict

4. Dorotheus

5. *Exordium Parvum*and *Carta Caritatis*

6. Bernard

7. Spener

8. Vest

9. Muto

10. Reed

11. Aelred

* *Exordium Parvum* and *Carta Caritatis*(English Versions).  Located in your Canvas cohort classroom.
* Muto, Susan and Adrian Van Kaam, *Epiphany Manual on The Art and Discipline of Formation-in-Common*. Pittsburgh: The Epiphany Association, 1998. 114 pp.ISBN-13:978-1880982099. $37.51.  
  (NOTE: Before purchasing, check online; you may be able to download this book for no charge.)
* **PLUS:** Select one text on spiritual direction that you would like to study. NOTE: You will complete a 3-page book review on this text and share it with the cohort. ***Your text must be approved by the professors.***

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| RECOMMENDED TEXTBOOKS |

*N/A*

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| RECOMMENDED RESOURCES |

*N/A*

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| ASSIGNMENTS AND RUBRICS OR EVALUATION CRITERIA |

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. Dissertation Chapter 2, Full Draft (65 points)**

Due Date: April 17, 2021  
Points/Percentage: 65  
Learning Outcomes: 1, 2, 3

For constructing Chapter 2 of your dissertation, please see the directions at: <https://online.asburyseminary.edu/mod/page/view.php?id=262628>

**2. Online Ministry Band and MAP Discussion Groups (35 points)**

Due Date: May 14, 2021  
Points/Percentage: 35  
Learning Outcomes: 2, 3

During your on-campus residency in January 2021, we want you to continue in the Bands you self-selected during your January 2020 residency.

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.

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| Assignments | | | | |
| Assignment Description | SLO | Method of Assessment | Value /Due Date | Evaluator |
| **Assignment #1:** Dissertation Chapter 2, Full Draft | #1, 2, 3 | See instructions [here](https://online.asburyseminary.edu/mod/page/view.php?id=262628). | 65%  Due Date: 4/17/2021. | Faculty |
| **Assignment #2:** Online Ministry Band and MAP Discussion Groups | #2, 3 | See instructions in online classroom. | 35%  Due Date: 5/14/2021. | Faculty |

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| COURSE SCHEDULE |

*N/A*

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| ADDITIONAL ASSIGNMENT GUIDELINES |

**Assignment #3: Dissertation Chapter 2, Full Draft – Grading Rubric**

**CHAPTER 2**

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| **Section** | **Developing** | **Progressing** | **Approved** |
| **Overall Literature Review Structure and Flow (Note: This references the entire literature review.)** | * The overall literature review partially aligns the purpose and problem and is a collection of research presented mostly as short summaries with little connection between ideas. | * The overall literature review aligns to the purpose, problem, and project and identifies research themes to support the project. * Cited research has some breadth and depth supporting the themes and building on the research of experts in the field specialization of the project. | * The overall literature review aligned to the purpose and problem, supported the research methodology, and included a strong and intentional thematic structure (noted by headings and subheadings) that flows from a macro- to micro-perspective focus to support the project. * Cited research has well-aligned breadth and depth supporting the thematic structure using primary as well as secondary sources with known experts in the field specialization of the project. |
| **Overall Literature Review Analysis (Note: This references the entire literature review.)** | * The literature review is a collection of research information aligned to the project. | * The literature review provides a beginning analysis of the research, citing single viewpoints to support the project’s purpose, and using limited research sources to support the emerging themes for the project. | * The literature review provided an extensive analysis of the research, citing varied viewpoints and using multiple sources of research to support the specific thematic structure of the project. |
| **Overview of the Chapter** | * Attempts 1-2 paragraphs previewing several sections of Ch. 2 supporting the research topic * Continues to type in the template | * Includes 1-2 paragraphs that are clear and logical aligning the purpose of the project to the preview of Ch. 2 research topics. | * Provided 1-2 logical paragraphs including the consistent alignment of the problem, purpose, and research methodology with a preview of Ch. 2 thematic topics. |
| **Biblical Foundations** | * Provides beginning biblical support with some themes that relate to the project. * Little evidence of outside sources for support. | * Provides biblical support touching on themes, but needs development of ideas and themes. | * Provided a strong foundation of biblical support with appropriate breadth and depth organized by themes (use of subheadings) and well aligned to the project. |
| **Theological Foundations** | * Provides beginning theological support with limited structure related to the project. * Little evidence of outside sources for support. | * Provides a foundation of theological concept(s) that relate to the project. * Need development of ideas and themes. | * Provided a strong foundation of theological concept(s) with appropriate breadth and depth (use of subheadings) and well aligned to the project. |
| **Research Analysis**  **Use of Thematic Structure** | * Provides research support citing different authors related to the project. * Lists viewpoints to support the project. * Includes authors in the field of specialization. * Refer to the Literature Review Flow and Structure and Analysis Sections of the rubric. * Quotes are not often integrated well into paragraphs or connected clearly to them and project. | * Provides research support through a series of documentation supporting some themes related to the project. * Provides viewpoints in the analysis with some depth, breadth, and “expert knowledge.” * Includes some “known” experts in the field of specialization. * Refer to the Literature Review Flow and Structure and Analysis Sections of the rubric. | * Identified the necessary research framework to support the project. * Provided an extensive analysis of the literature supporting each major concept as noted by the thematic structure (noted with headings and subheadings) of the review. * Provided balanced viewpoints in the analysis with appropriate breadth, depth and representation of “expert knowledge.” * Included “known” experts in the field of specialization. * Refer to the Literature Review Flow and Structure and Analysis Sections of the rubric. |
| **Literature Support for the Research Design** | * Presents information on some of the selected research design citing 1-2 references. (Note: Sensing may be one of the references.) | * Provides rationale of one page citing a minimum of 3 references to support the selected research design for the project. (Note: Sensing may be one of the three references.) * All the project’s research methods are addressed. | * Provided a well-supported rationale of one page citing a minimum of 3 references related to the appropriateness of the selected research design for the project. (Note: Sensing may be one of the three references.) |
| **Summary of the Literature Review** | * Selects information to support this specific research project. | * Selects the themes and concepts to support this specific research project. | * Selected the most relevant themes and concepts to support this specific research project. * Provided a context for the methodology, anticipated results, and analysis of findings. * The summary transitions to Ch. 3. |
| **Writing Style**  **(Note: The literature review usually ranges from 50-75 pages.)** | * Cites some references * Types in the template. | * Writes in past tense about project; present tense about chapter; uses headings with references cited. | * Writes in past tense about project; present tense about chapter; uses headings to support a thematic structure and analysis with all references cited properly according to MLA. |

See next pages.

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| **Student Learning Outcomes** | **Method of Assessment** | **Exemplary=4** | **Accomplished=3** | **Developing=2** | **Beginning=1** | **Evaluator** |
| **SLO #1:** Appreciate the rich historical Christian tradition of community spiritual direction. | Dissertation Chapter 2, Full Draft | *Appreciates, at an exemplary level, the rich historical Christian tradition of community spiritual direction.* | *Appreciates, at accomplished level, the rich historical Christian tradition of community spiritual direction.* | *Appreciates, at a developing level, the rich historical Christian tradition of community spiritual direction.* | *Appreciates, at a beginning level, the rich historical Christian tradition of community spiritual direction.* | Faculty |

**Attendance/Participation**: To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. Students are responsible for notifying instructors of the reason for any absences as soon as possible and are accountable for all assignments. Makeup quizzes or exams are generally not permitted unless previously arranged with the instructor. Each faculty member will provide a written attendance policy for each class and also go over that policy on the first day of class for the course. Refer to the ATS Student Handbook for additional information regarding attendance policies and excused absences.

**Late Assignments:** Any assignment submitted after the due date and time will be reduced two numerical points for every day late. For example, two days late would reduce the grade from a 90 to an 86, 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).

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

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| INCOMPLETE WORK POLICY |

**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 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).

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| **Letter** | **Lowest** | **Highest** |
| A | 94.00% | 100.00% |
| A- | 90.00% | 93.99% |
| 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:

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

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| GRADING |

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| **Assignment** | **Weight/Point Value** |
| Dissertation Chapter 2, Full Draft | 65 |
| Online Ministry Band and MAP Discussion Groups | 35 |
|  | **Total:** 100 |

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| CANVAS (LEARNING MANAGEMENT SYSTEM) |

Canvas is the learning management system used for Asbury seminary classes. Log into <http://connect.asburyseminary.edu> and click on the **flashing cube** (upper right corner) to access a link 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 your Dashboard. You may navigate to your desired course here. If you do not see your course, or there is nothing in your course, please contact your professor.

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| 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.

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| 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)

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| LIBRARY RESOURCES |

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

* Website: [asbury.to/library](https://guides.asburyseminary.edu/home)
* 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](https://guides.asburyseminary.edu/libraryloan).

**Online Resources**

* Asbury Scholar – Find library books, ebooks, journal articles, and other media at [asbury.to/library](https://guides.asburyseminary.edu/home).
* Databases – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at [guides.asburyseminary.edu/az.php](https://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](https://guides.asburyseminary.edu/home)
* 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/writingcenter](https://guides.asburyseminary.edu/writingcenter)
  + 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](https://guides.asburyseminary.edu/home).

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| 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](https://asburyseminary.edu/students/student-services/student-handbook/)/

**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.](https://www.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](https://unicheck.com) (through SpeedGrader™) that states if and how another person’s work was used in the assignment. For more information, see www.unicheck.com. If you have questions about academic honesty, please contact the library at [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu).

**Copyright Information**

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 resources, students 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 strictly prohibited.

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| ZOOM |

Courses may use Zoom for synchronous online instruction. These sessions may be recorded by the professor and posted into the Canvas classroom. The recorded sessions will not be downloadable, and will not be used by the professor in future classes unless there is documented permission from all of the students in the recording. Chat rooms in a Zoom call are recorded and discretion should be exercised when using the chat feature, including in private rooms.

Video recordings may be considered educational records under the Family Education Rights & Privacy Act (FERPA) and will be protected as such by the Seminary. Zoom collects only minimal client information and ensures that information is kept secure (<https://zoom.us/docs/doc/FERPA%20Guide.pdf>).

Requests for accessibility accommodations related to Zoom will be dealt with on a case-by-case basis as described above under Disability Accommodations.

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| APPENDIX |

*N/A*