Seminar I: Spiritual Formation

DM915

4 Credit Hours

- Concentration(s): Leading Congregational Vitality
- Date of Course: 2015
- Location/Campus: Wilmore
- Enrollment Limit: 30

Contact Information

- Jim Herrington and Trisha Taylor
- Office Phone: 281-451-0335 (Jim) 512-922-4000 (Trisha)
- Office Location and Hours: Monday - Friday. 8 am - 5 pm

Thematic Focus

Healthy things grow. It’s fundamental in the natural world; it’s fundamental in the spiritual life. When vitality is lagging, whether it be in the lives of leaders or congregations, the spiritual work needed is revitalization – starting inward, then working outward. In this cohort, Asbury’s Doctor of Ministry Program partners with FaithWalking to offer their widely-tested “Congregational Transformation” process that helps leaders master a retreat-based formation process. The process begins with leaders and their core team and is replicated eventually throughout a congregation to as many who are willing to engage in this discipleship renewal process. The experienced faculty
mentors for this cohort are convinced that if leaders can find safe places to surrender masks, reinvest in spiritual intimacy and avail themselves freshly to the Spirit’s leading, everything changes. Everything basic to a disciple’s life—from communion, ministry workplace patterns, staff relations, marriages, preaching, budgets, membership expectations, missional outreach and witness—undergoes transformation.

Participants in the cohort will:
• Reflect theologically and socially on the transferrable implication of formation principles experienced during pre- and post-residency coursework.
• Diagnose revitalization opportunities and obstacles in the systems and practices of congregational communities represented.
• Replicate this renewal process in the communities they lead, conducting evidence-based ministry transformation research projects as they do.

Course Description

In this D.Min. cohort you will be equipped to be a highly effective agent of personal and congregational transformation in your leadership context. Studies abound that demonstrate that the church in Western culture is in a long and increasingly rapid decline. In the face of that decline, every existing congregation faces two choices—deep change or slow death.

In this course students will develop an understanding of the nature of the work of spiritual formation and will establish a contextualized plan for offering spiritual formation that actually produces leaders with the capacity to embrace change.

Welcome

Your professors for this course are Jim Herrington and Trisha Taylor. Jim is a life-long pastor, denominational executive, and author. Trisha is a Fellow with the American Association of Pastoral Counselors and a licensed professional therapist. She is also an author and conference speaker. In addition to their writing, they have taught extensively in the field of personal and congregational transformation. They are the co-authors of the five-year pilot project through the Reformed Church in America on which this course is based.

Program Level Outcomes

As these standards are designed into key processes throughout the experience, upon graduation, DMIN students will be able to:

1. Revisit foundations for sustainable ministry.
   • By immersing leaders in explicit Wesleyan practices of community-based
formation around the priorities of scripture, reason, tradition and experience, participants will be exercised to incorporate transformational habits for sustainable ministry lifestyles.

2. Foster ministry leadership vision, ethic and practice relevant to their ministry context and world.
   • By deeply engaging ministerial analysis in one significant theme that can inform their ministries, participants can 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.

4. Demonstrate a self-directed capacity to incorporate a variety of ministry sustaining practices – expressed in the completion of Leadership Formation Portfolio exercises -- into their ministry lifestyle habits.
   • The "Action-Reflection" emphasis invites participants to consistently match their formational priorities with a vigorous prophetic and missiological relevance equal to the times in which we live. To this end, participants will develop scholarly transformation projects within their own contexts or as consultants to others that convey the organizational possibilities of a missional spirituality. Along with field trips and one-on-one coaching, students will engage in five hours of research-based instruction-practice.

**Marks of Transformative Leaders**

Asbury's Doctor of Ministry program level outcomes are achieved by exercising participants – in and beyond the conventional classroom -- in a transformative competence model of leadership. Three overarching goals, expressed in programming priorities called "Priorities, Postures and Practices," are used to assess their realization in program design and teaching/learning outcomes. These marks, derived from our program standards allow us to collect and offer evidence of learner progress to learners, faculty mentors and accreditors. These Marks are described here:
Student Learning Outcomes

1. Critically reflect upon theory and practices implied by a variety of formational propositions, models and schools of thought.  (PLO #2)

2. Reflect on autobiographical influences shaping current personal and congregational formational practices.  (PLO #2)

3. Reflect upon theoretical, theological and formational foundations that contribute to the vitality of a leaders or congregations spiritual formation.  (PLO #1, #3)

Course Requirements

Required Reading

The primary means of textbook delivery is through Kindle 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:

Pre-Seminar Reading


Post-Seminar Reading


### Assignments

#### Pre-Residency (90-120 Days)

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
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</thead>
<tbody>
<tr>
<td><strong>Assignment #1:</strong> Mulholland Review</td>
<td>#1</td>
<td>Write a seven-page critical review (three pages of summary and four pages of critique) of <em>Invitation to a Journey: A Road Map for Spiritual Formation</em> by Robert Mulholland.</td>
<td>12%</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>Assignment #2:</strong> Rohr Review</td>
<td>#1</td>
<td>Write a seven-page critical review (three pages of summary and four pages of critique) of <em>Immortal Diamond: The Search for Our True Selves</em> by Richard Rohr.</td>
<td>12%</td>
<td>Faculty</td>
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</tbody>
</table>
| **Assignment #3:** Action-Reflection Leadership Formation Portfolio Items. | PLO #4 | Journey Partners 6  
720° Degree Review 8  
*Examen* Prayer Retreat 19  
Auto-Ethnography 25  
Legacy Group Formation 30  
Ministry Transformation Project 33 | Staff            |           |

The following Leadership Formation Portfolio items have been selected for this course. See the appendix entitled “Leadership Formation Portfolio” for process and procedures pertaining to these assignments.

#### In-Residency (5 Days)*

| Assignment #4: Autobiographical Narrative | #2  | Write a 10-page autobiographical narrative. Include a description of your family of origin and describe the five events (or series of experiences) that have most shaped your view of yourself, of the world, and of God. Using the language of true self/false self, reflect on how these events have shaped how you "show up" relationally in life when | 12%             | Faculty   |
you get stressed or when things don't go the way you want them to go. This paper may be written in first person.

**Assignment #5:** Action-Reflection Leadership Formation Portfolio Items.

The following Leadership Formation Portfolio items have been selected for this course. See the appendix entitled “Leadership Formation Portfolio” for process and procedures pertaining to these assignments.

<table>
<thead>
<tr>
<th>Assignment #5: Action-Reflection Leadership Formation Portfolio Items.</th>
<th>PLO #4</th>
<th>Staff</th>
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<tbody>
<tr>
<td></td>
<td>Journey Partners 6</td>
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<td></td>
<td>Wellness Lifestyle Declaration 23</td>
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<td>Auto-Ethnography 25</td>
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<td>Legacy Group Formation 30</td>
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<td>LEAD Initiatives 32</td>
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<td></td>
<td>Ministry Transformation Project 33</td>
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</tbody>
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### Post-Residency (90 Days)

#### Assignment #6: Carlson Review

- **#1 Write a seven-page critical review** (three pages of summary and four pages of critique) of *Renovation of the Church: What Happens When A Seeker Church Discovers Spiritual Formation* by Carlson and Lueken. 12% Faculty

#### Assignment #7: Galindo Review

- **#3 Write a seven-page critical review** (three pages of summary and four pages of critique) of *The Hidden Lives of Congregations: Discerning Church Dynamics* by Israel Galindo. 12% Faculty

#### Assignment #8: Spiritual Formation Essay

- **#3 Write a 15-page essay on spiritual formation for the life of the congregational leader.** 12% Faculty
  - Define spiritual formation. What is it and how does it occur? What practices do those who are growing spiritually embrace? Reflect your reading, your theological training, your experience in the first seminar classroom, and
your personal experience in life as you create your own definition.

• Describe your current practices that contribute most significantly to your own ongoing formation. Be authentic. Remember that spiritual formation is not a religious process. It is a human process. You don't get to decide if you will be formed. You do have some say over what forms you. What forces - constructive and destructive - shape you most powerfully in an ongoing manner? Use the language of "vows" to which you were introduced in the first classroom experience to enrich this description.

• Based on your reading, assess the current process being utilized by you and your congregational leaders in the work of spiritual formation. What are you doing that is working? What did you learn from the reading and the classroom experience that helps you see something that is missing? What will you change as a result of the reading and reflecting that you have done?

• How does one lead in a manner that fosters the ongoing spiritual formation of congregational leaders? In other words, what must change in you in order for you to be effectively in action as one who facilitates the work of spiritual formation in the congregational leaders with whom you work?
Assignment #9: Spiritual Formation Process  
#4  
Participate in and complete a spiritual formation process designed by the professors that involves a weekly coaching call with an assigned coach for accountability and encouragement.  
28%  
Faculty

Assignment #10:  
Action-Reflection Leadership Formation Portfolio Items.  

The following Leadership Formation Portfolio items have been selected for this course. See the appendix entitled “Leadership Formation Portfolio” for process and procedures pertaining to these assignments.  
PLO #4  
- Journey Partners 6  
- Auto-Ethnography 25  
- Legacy Group Formation 30  
- Ministry Transformation Project 33  
Staff

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>*4.00</td>
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<tr>
<td>A-</td>
<td>*3.70</td>
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<tr>
<td>A+</td>
<td>*3.30</td>
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<td>B</td>
<td>3.00</td>
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<td>B-</td>
<td>2.70</td>
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<tr>
<td>C</td>
<td>2.30</td>
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<tr>
<td>C-</td>
<td>2.00</td>
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<tr>
<td>D</td>
<td>1.70</td>
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<tr>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
</tbody>
</table>

- Exceptional work: surpassing outstanding achievement of course objectives.  
- Good work: strong, significant achievement of course objectives  
- Acceptable work: basic, essential achievement of course objectives  
- Marginal work: inadequate, minimal achievement of course objectives
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-</td>
<td>.70 Unacceptable work: failure to achieve course objectives</td>
</tr>
<tr>
<td>F</td>
<td>.0 Unacceptable work: failure to achieve course objectives</td>
</tr>
<tr>
<td>CR</td>
<td>Credit: assumes work of a “C” or better</td>
</tr>
<tr>
<td>NC</td>
<td>No credit: marginal work; will not receive credit</td>
</tr>
<tr>
<td>PC</td>
<td>Provisional credit</td>
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<tr>
<td>AUD</td>
<td>Audit</td>
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<td>WD</td>
<td>Withdraw</td>
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<td>IP</td>
<td>In Progress</td>
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<tr>
<td>I</td>
<td>Incomplete work</td>
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* Meets Advanced Research Programs standard. (See specific degree graduation requirements.)

**Course Evaluations**

After this course has been completed, you may 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](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.

**Class Agenda**

In each unit the class agenda will include:

1. A guided experience that fosters deeper application of the key mental models addressed in the reading.

2. A time of dialogue in which participants will be expected to define themselves in relationship to the reading.

3. Informal conversations and times of reflection in order to more deeply integrate the work into one's life and context.

During Seminar One, students will complete Faithwalking 101, an intensive spiritual formation process developed by the professors.
Expectations/Education Philosophy

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 thirteen 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 most courses is 400-500 pages of assigned reading per credit hour or the equivalent of out of course work (Faculty Handbook, p. 78).

Attendance Policy

Attendance Guidelines

It is expected that each student will attend class each week. To progress satisfactorily, students must meet the requirements of the course. Successful work depends to a large extent on regular class attendance. Since attendance is considered crucial for the achievement of course outcomes, this course will only permit ___ excused and ___ unexcused absences. Only ___ makeup quizzes or exams will be permitted. Students must inform their instructor(s) of absences from classes prior to or as soon as possible after the absence. Instructors have the right to request verification for all excused absences.

In Extended Learning (ExL) classes, a student is expected to login and participate in each module of the term for the duration of the term. A student is in attendance for a module if the student logs into the system at least ___ time(s) and submits at least ___ postings in the online classroom.

In certain cases, absences from class will be excused. These includes absences for imposed legal responsibilities (e.g., jury duty, court appearance), absences resulting from participation in extracurricular activities in which students are official representatives of the Seminary, absences for serious illness, death or serious illness within the student’s immediate family, military obligations, or other sound reasons offered by the student may be accepted as excused absences at the discretion of the professor and consistent with applicable law.

Excused absences or tardiness do not excuse the student from class responsibilities. Faculty will make reasonable efforts to warn a student whose absences either place the student in danger of exceeding the maximum absences allowed for a course or seem to otherwise adversely affect the student’s standing in the course. Students are accountable for all assignments in each course,
whether or not the assignments were announced during an absence.

Additional Assignment Guidelines

Information does not transform. Experience does. It's not that information is not important - it's just not enough. Consequently, this D.Min. cohort will include reading and writing assignments and participants will be given experiential homework to complete in their congregational setting and report on in the on-campus experience.

Participants are expected to complete and submit all written assignments two weeks prior to the on-campus experience.

How to Submit Your Work

All work is to be submitted electronically to the following individuals.

Trisha Taylor - trishataylorcounseling@gmail.com

Jim Herrington - jthhou@gmail.com

Appendices
Appendix 1: Rubrics

See next pages.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Exemplary = 4</th>
<th>Accomplished = 3</th>
<th>Developing = 2</th>
<th>Beginning = 1</th>
<th>Evaluator</th>
</tr>
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<tbody>
<tr>
<td>SLO #1: Critically reflect upon theory and practices implied by a variety of formational propositions, models and schools of thought.</td>
<td>ASSIGNMENT #1: MULHOLLAND REVIEW</td>
<td>Critically reflects, at an exemplary level, upon theory and practices implied by a variety of formational propositions, models and schools of thought.</td>
<td>Critically reflects, at an accomplished level, upon theory and practices implied by a variety of formational propositions, models and schools of thought.</td>
<td>Critically reflects, at a developing level, upon theory and practices implied by a variety of formational propositions, models and schools of thought.</td>
<td>Critically reflects, at a beginning level, upon theory and practices implied by a variety of formational propositions, models and schools of thought.</td>
<td>Faculty</td>
</tr>
<tr>
<td>ASSIGNMENT #2: ROHR REVIEW</td>
<td>ASSIGNMENT #6: CARLSON REVIEW</td>
<td>Reflect, at an exemplary level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Reflect, at an accomplished level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Reflect, at a developing level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Reflect, at a beginning level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Faculty</td>
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<tr>
<td>SLO #2: Reflect on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>ASSIGNMENT #4: AUTOBIOGRAPHICAL NARRATIVE</td>
<td>Reflect, at an exemplary level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Reflect, at an accomplished level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Reflect, at a developing level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Reflect, at a beginning level, on autobiographical influences shaping current personal and congregational formational practices.</td>
<td>Faculty</td>
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<tr>
<td>SLO #3: Reflect upon theoretical, theological and formational foundations that contribute to the vitality of a leader or congregation's spiritual formation.</td>
<td>ASSIGNMENT #7: GALINDO REVIEW</td>
<td>Reflect, at an exemplary level, upon theoretical, theological and formational foundations that contribute to the vitality of a leader or congregation's spiritual formation.</td>
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<td>ASSIGNMENT #8: SPIRITUAL FORMATION ESSAY</td>
<td>Reflect, at an accomplished level, upon theoretical, theological and formational foundations that contribute to the vitality of a leader or congregation's spiritual formation.</td>
<td>Reflect, at a developing level, upon theoretical, theological and formational foundations that contribute to the vitality of a leader or congregation's spiritual formation.</td>
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<td>Reflect, at a beginning level, upon theoretical, theological and formational foundations that contribute to the vitality of a leader or congregation's spiritual formation.</td>
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Appendix 2: Leadership Formation Portfolio

The Asbury Seminary D.Min. program blends a rigorous academic preparation with historic practices of formation and development. These elements combine in a formative process called the “Leadership Formation Portfolio.” Program participants develop a formative community – journey partners, faculty fellows, cohort peers and formation coaches – that contributes to the achievement of formational standards, dispositions and practices. While elements of the Leadership Formation Portfolio will be developed in the first stage of the program, most of the elements are revisited for more intensive interaction at later stages of the program. Each of the Leadership Formation Portfolio items, and the procedures for completing these formatively, are described in the D.Min. handbook. As a means of offering an evidence-based description of the program's impact for leadership formation, each of these items constitute means of assessment for the D.Min. Program. Formation coaches join faculty mentors in assessing a participant’s appropriation of these competencies. Each Portfolio Item is represented by a corresponding assessment that will serve as documentation or evidence of completion.

<table>
<thead>
<tr>
<th>Formative Exercises</th>
<th>Handbook</th>
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<tbody>
<tr>
<td>Journey Partners</td>
<td>Page 6</td>
</tr>
<tr>
<td>720 Degree Review</td>
<td>Page 8</td>
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<tr>
<td>Examen: Prayer Retreat</td>
<td>Page 19</td>
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<tr>
<td>Rule of Life</td>
<td>Page 21</td>
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<td>Wellness Lifestyle Declaration</td>
<td>Page 23</td>
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<td>Auto-Ethnography</td>
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<td>Lectio Continua</td>
<td>Page 29</td>
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<tr>
<td>Legacy Group Formation</td>
<td>Page 30</td>
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<tr>
<td>Ministry Philosophy</td>
<td>Page 31</td>
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<tr>
<td>LEAD Initiatives</td>
<td>Page 32</td>
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</tbody>
</table>
which provide opportunity for peers to debrief leadership-intensive learning moments.

The Ministry Transformation Project is a self-directed learning process emphasizing leadership postures and practices such as focus, humility, situational awareness, learning, intelligence and contribution. As an extended diagnostic effort, the project is designed to allow participants to experiment, explore, collaborate and practice new learning in their own ministry communities and with cohort peers. The project is completed in five distinct stages. Each stage corresponds to both cohort course (see below) and a chapter in a research dissertation. Completion of a Chapter Worksheet precedes each residency visit. Completion of a chapter draft occurs after each residency visit. Self-paced online video instructional modules facilitate orientation to each chapter. The five stages are:

- Prospectus (Overview, Cohort Seminar I)
- Literature Review (Context, Cohort Seminar II)
- Data Collection Plan (Evidence, Cohort Seminar II)
- Data Analysis Plan (Theory, Cohort Seminar III)
- Findings Report (Results, Colloquium Presentation)

Ministry Transformation Project Assignment

1. **Pre-Residency.** Complete dissertation worksheet by answering the questions in provided. (You will use the outline again after the residency to write your dissertation chapter draft). See [https://vimeo.com/90132870](https://vimeo.com/90132870) to view the online instructional video for research orientation that accompanies the worksheet for the course. Follow instruction in the online course space for uploading and submission.

2. **In-Residency.** Faculty mentors will arrange discussion sessions to review content of your worksheets, either as an entire cohort or in small group settings. Formation coaches will offer small group conversation gathering to help participants refine their ministry project designs. Participants are encouraged to offer peer review to at least one peer during the residency experience.

3. **Post-Residency.** Using the detailed outline you created before the intensive, write the complete dissertation chapter draft. Submit that draft by due date. Follow the instructions for submitting assignments supplied in the doctor of ministry handbook. Both the faculty mentors who lead your cohort will review the draft with the assistance of program staff tasked with research clearance. The prospectus chapter draft will be returned within the 90 days following the class. At that time you will be instructed on your next steps pertaining to the draft, and the research process. Chapter draft will be reviewed using the rubric supplied with the worksheet, with one of the following evaluation assigned:

   - Draft Reviewed:  No Revisions.  Apply for Stage Clearance.
   - Draft Reviewed:  Revise Based on Rubric.  Resubmit by date:___________.
   - Draft Not Ready:  See Faculty-mentor and/or (2) Formation Coach.

**Message**

Message Evaluation is a practice of inviting members of your communities to...
participate in providing formative feedback to you as a communicator. At select times, the leader will distribute, collect and respond in their practices to feedback from program-provided message evaluation form. This will be processed with formational coaches, faculty and legacy group peers.

Appendix 3: Supplemental Resources/Bibliography


Appendix 4: Policies

Accessing Library Resources

1. General Questions:

The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons can be reached at our website: asbury.to/library, via phone at 800.2ASBURY or 859.858.2100, and via email at information.commons@asburyseminary.edu. Students are also encouraged to send questions to the Information Commons via SMS/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. Contact the Information Commons for costs and instructions on how to make requests.

3. Research Assistance:

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

Complete Resource List - Alternatively, direct links to resources have been arranged alphabetically on the Complete Resource List. In some cases this may allow the user to access site-specific features not otherwise available. To access the library’s online
resources including the library catalog, online journal databases, encyclopedias, and more, go to the Complete Resource List at http://guides.asburyseminary.edu/resources.

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 Information Commons. 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**

If your course is using Turnitin.com as a form of detecting plagiarism, students would find this information useful for checking their own work.

The following is a sample Turnitin.com statement:

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare 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, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

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**Online Media Copyright Information**
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**Americans With Disabilities Act Information** This section must be included in courses after Summer 2012.

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 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** This section should be included for ExL/Online courses.

The Online Classroom is built upon the open-source Moodle platform. By logging into http://one.asburyseminary.edu and clicking on the Online Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course.

The following are functions with which you should familiarize yourself:

1. The Course Information Center contains many features to be used throughout the semester: a) Course News and Announcements, where I will post items important for the entire class; b) Syllabus, where a copy of the syllabus is provided; c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately; d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum; e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community; f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. Modules, which are located below the Course Information Center, will 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
will be clearly labeled so you can follow along during the semester.

**Online Support Contact Information**

For technical support, library research support, library loans and Online media contact Information Commons:

email: information.commons@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 Classes**

Students may drop and/or add classes without penalty during the add/drop period. Students dropping any class after the add/drop period will receive a grade of “WD” (withdraw) on their transcripts, until the following deadlines each term:

- Fall, spring and summer full semester courses: through the end of the sixth week of the term.
- All intensive courses: through the equivalent of the sixth week of classes (one day equals three weeks in a semester).

After these posted deadlines, a grade of “F” will be assigned to the course from which the student has withdrawn. See the academic calendar for specific deadline dates throughout the year and the financial information section for the tuition refund schedule. Note particularly that the refund schedule applies only to full withdrawal. There is no refund for individual courses dropped beyond the change of registration period.

**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.

**The Tk20 Portfolio Account**

The Tk20 Portfolio allows Asbury D.Min. participants to collect, submit, review and update program/course assignments throughout the entire three-year program.
To access Tk20:

- Open an Internet browser.
- Enter https://asburyseminary.tk20.com into the URL field.
- Login to the Asbury Seminary oneATS Network, using your username and password.
- In the upper left corner of the screen, click on the Portfolios tab.
- Click on the D.Min. E-Portfolio link.
- Click on the appropriate tab (Journey Partners, Auto-ethnography, etc.)
- Select “Click to Attach” and follow the instructions on screen to upload files.

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**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.