



Asbury Theological Seminary Syllabus

DM 911: Discovering God's Missional Heart

4.00 Credit Hours

Extended Learning/Online course

2023 Fall Session/Sep 5, 2023 - Dec 15, 2023

PROFESSOR INFORMATION

Name: TBD

Email: firstname.lastname@asburyseminary.edu

Name: TBD

Email: firstname.lastname@asburyseminary.edu

COURSE DESCRIPTION

This course is foundational to the Asbury Seminary D.Min. experience. The course's design is built on this claim: lasting ministry is an effect of a life that is deeply derived from God's nature and image. The course examines the practice of ministry by fostering a critical theological understanding of the purpose of Christian ministry within the broader context of the nature and mission of the Church. It also seeks to provide biblical, theological and missiological insights which can inform specific functions of ministry. The course is intended to assist participants in formulating and clarifying theological bases from which their vocations in ministry flow. It assists them in reflection upon core elements of how their theological lineages impact their ministry philosophies, and their expressions of mission, witness and ministry. [Formerly: Transformative Mission: Theology and Practice" (GR14)].

PROGRAM LEARNING OUTCOMES

By the time students complete Asbury's D.Min. program, they will be able to:

PLO 1:

Practice Christian dispositions and habits in community for faithful living.

- D.Min. cohorts are immersed in community-based formation around the priorities of scripture, tradition, reason, and experience.

PLO 2:

Integrate leadership vision, ethic, and practice contextualized to their ministry setting.

- By methodically analyzing a specific ministry issue, D.Min. students contribute to the understanding of the practice of ministry.

PLO 3:

Reflect biblically, theologically, and culturally as a lifelong learner and leader in ministry.

- Students deepen their capacities for biblical, theological, and cultural exegesis as foundations for 21st century ministry around the world.

REQUIRED STUDENT LEARNING OUTCOMES

By the end of DM911, students will have an ability to:

1. Understand and articulate essential biblical and theological concepts, along with key social science insights, with a view to formulating a transformative theology of mission for their understanding and practice of ministry that is resonant, faithful and sustainable in various contexts. (PLO # 1)
2. Relate their understanding of transformative theology of mission to both their public world (global, social, ecclesial) and private world (personal, devotional, interpersonal) so as to establish ministry understandings and practices for various contexts that are resonant, faithful and sustainable. (PLO # 2)
3. Demonstrate scholarly skills in biblical and theological reading and reflection by applying their understanding of transformative theology of mission, along with key social sciences insights, to particular ministry situations and contexts. (PLO #2)
4. Appreciate the diversity of Christian witness around the world through peer formation groups. (PLO #3)

ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

COURSE INTRODUCTION

Photo 1 Photo 2

Welcome to Habits that Sustain Ministry! The information below provides an introduction to your faculty.

Name, Title. BIO

Name, Title. BIO

REQUIRED TEXTBOOKS

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. IVP Books: 2018. (240 pages)

\$16.10 Hardback, ISBN: 978-0830846450

\$9.99 Kindle, ASIN: B00DVQSEA8

Fernando, Ajith. *Jesus Driven Ministry*. Crossway: 2007. (258 pages)

\$15.57 Paperback, ISBN: 978-1581348514

\$9.99 Kindle, ASIN: B0029RJ7DS

Newbigin, Lesslie. *The Open Secret: An Introduction to the Theology of Mission*. Eerdmans, Revised ed.: 1995. (200 pages)

\$14.59 Paperback, ISBN: 978-0802808295

\$13.86 Kindle, ASIN: B001E95TCA

Okesson, Gregg. *A Public Missiology: How Local Churches Witness to a Complex World*. Baker Academic: 2020. (272 pages)

\$24.99 Paperback, ISBN: 978-0801098079

\$13.99 Kindle, ASIN: B07VQMH6R9

Scazzero, Peter. *The Emotionally Healthy Leader*. Zondervan: 2015. (336 pages)

\$14.99 Paperback, ISBN: 978-0310525363

\$9.99 Kindle, ASIN: B00PFC9MR0

Seamands, Stephen. *Ministry in the Image of God: the Trinitarian Shape of Christian Service*. IVP Books: 2005. (189 pages)

\$13.99 Paperback, ISBN: 978-0830833382

\$9.99 Kindle, ASIN: B001HN6KQM

Volf, Miroslav. *A Public Faith: How Followers of Christ Should Serve the Common Good*. Brazos Press: 2011. (193 pages)

\$12.98 Paperback, ISBN: 978-1587432989

\$9.99 Kindle, ASIN: B0053XXDOY

Wright, Chris. *The Mission of God's People: A Biblical Theology of the Church's Mission*. Zondervan: 2010. (304 pages)

\$20.49 Paperback, ISBN: 978-0310291121

\$17.49 Kindle, ASIN: B003TFE8L0

Total pages: 1,992 (plus articles in online classroom)

REQUIRED RESOURCES

N/A

RECOMMENDED TEXTBOOKS

N/A

RECOMMENDED RESOURCES

N/A

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. Ethnographic Paper (40 points)

Due Date: October 15, 2023

Points/Percentage: 40

Learning Outcome: 3, 4

NOTE: Please carefully follow these instructions. Most low paper grades are due to the student not paying attention to the directions. Furthermore, you will also be submitting your paper into plagiarism detection software so make sure that you have properly quoted and cited any source you use. Do not borrow any material from any other sources without proper citation (including the sample papers uploaded to Canvas)!

Each participant will undertake three weeks of ethnographic research in a congregation or ministry context (preferably the one they are studying as part of D.Min Ministry Transformation Project dissertation research – but there is flexibility). Before you undertake the ethnographic research, please read Howell/Paris, “The Concept of Culture” posted as a PDF in the online classroom. I have also recorded a short video and posted it on the on-line classroom. The password is: **Okesson**

NOTE: Before you write the paper, complete the three visits as outlined below. Once you are done with the ethnographic visits, use the final part of this assignment to write the paper. The student should submit ethnographic notes for each of the three observations, along with written transcription of interview questions and answers from 2-3 key informants the first day of class (if you want, you can include these at the end of your paper, but I am completely fine with you turning in your handwritten notes).

Visit One: Go to the context and write down everything as per the directions in Scott Thumma’s article, “Methods for Congregational Study.” Write down only what you observe or hear; do not interpret or summarize! Your structured observations need to be objective and empirical (not your interpretations!). For example, if you attend a church service, sit where you can write down (or record) everything that happens: songs, prayers, announcements, sermon, etc., including the colors, furniture arrangement, seating, demographics, how the people interact with each other, etc. Collect any written materials or ephemera distributed by the ministry or context.

Social scientists call this participatory observation, which involves “the relatively prolonged immersion of the observer in a social setting in which he or she seeks to observe the behavior of members of that setting (group, organization, community, etc.) and to elicit the meanings they attribute to their environment and behavior” (Bryman 2004: 167).

What you record in your notebook becomes your data. Don’t summarize. Only write down word-for-word what you see or hear. Review it before the second visit to see if any themes emerge (a theme is something that repeats itself.) It can be as simple as a word or phrase, such as “God’s goodness,” or a theme can be as multifaceted as Kingship, displayed by colors, language, and even body postures.

Visit Two: Go a second time and do the same. If you continue to see and hear the same things, continue to write them down. After the second visit, analyze your data. What words, phrases, ideas, or topics repeat? Look for patterns (which is what we call a theme). A theme might be an attribute of God that keeps arising in a service, or a descriptor about the people in the ministry. It could be something such as “hospitality” but only if the data directly relates to hospitality. Don’t interpret your ideas *into* the context; let the themes arise *from* the data. Begin by looking for an assortment of themes. Sometimes it is possible to “code” each of these with a different colored highlighter.

Choose one of the themes you would like to explore deeper in your last visit. Perhaps choose the one that arises from a variety of sources or angles (lending a “thickness” to it).

For the sake of the paper, please keep your themes simple. If you choose a complex theme such as “God’s goodness displayed in the interworkings of communal relations” this could be very hard to develop, and then even harder to theologially engage. It would be better to use the theme “God’s goodness” and then unpack how it appears, as well as meanings given to it by the respondents. Remember, this is a relatively short paper, so be easy on yourself.

Visit Three: On the third visit, do your ethnographic participatory observations a third time, but, in addition, undertake informal interviews with 2-3 people asking them open-ended questions (questions that require more than a yes-no answer) about the theme. This is your opportunity to allow them (we call them informants or respondents) to bring their meaning to the themes. **Don’t do interviews until you have a theme.** Don’t ask respondents for the theme. **Identify a theme that arises from the data, then ask people open-ended questions about the theme.** Let their voice predominate, allowing them to bring their meanings (don’t interject your presuppositions). Record your questions and their answers as part of your ethnographic notes which you will turn in the first day of class.

NOTE: If the ministry context is one where you may put the informant at any risk through the interviews (i.e. children, or people who have been traumatized or victimized, or persons from other faiths), please contact Dr. Okesson before undertaking any interviews with them. This may need approval by the Internal Review Board (IRB).

Now you are ready to write the paper!

The student should submit a typed, double spaced, 15 page paper that includes the following:

1. In the first 3 pages describe what church or ministry site you attended, why you chose that context, and how you went about the research. Give general notes about what you did: dates attended, services attended, how you went about your observations, who you interviewed (how you chose them) and any other relevant information, including how others perceived your presence. Don’t spent too much time setting the stage or explaining other themes that arose. Keep this limited to the first three pages.

2. In the next 6 pages (pages 4-9 of the paper) describe the 1 general theme you observed (don’t describe multiple themes). How did you come to this theme? Based upon what “data?” Please make sure that it is very clear that the theme emerged directly from the data. And what interpretations were given from the respondents (those you interviewed) related to the meanings? Unpack the theme by looking at it from various angles (songs, furnishings, prayers, sermons, or various documents) using the interviews to give it meanings. Don’t just have the respondents reinforce the theme, such as “Yes, that is the theme,” but have them give their own meanings to the theme: let them describe it, analyze it, show any incongruities, etc. At the end of this section you can give your own analysis of what the respondents are telling you.

3. In the last 5 pages (pages 10-15 of the paper, reflect upon the theme in light of biblical themes and theological resources found within the mission of God (missio Dei). Locate the theme from within God's story and then engage the theme in a way that shows how theology can help transform that context, either by building upon the strengths already in place, or critiquing any gaps or perceived weaknesses. Kevin Vanhoozer's article "Everyday Theology" may be helpful. Feel free to draw upon secondary literature (theological writings) to reflect upon the theme. Please give your own analysis of the theme in the church at the end of this section, showing strengths and weaknesses. This is where your voice can be prominent.

NOTE: Please see the grading rubric posted to Canvas. It will show you how I am assessing the papers.

Attach your handwritten notes and any written ephemera (bulletins, handouts, magazines, etc.) to the paper to show supporting documentation. Alternatively, you may bring your handwritten notes to the first day of class.

2. Reflection Paper (40 points)

Due Date: November 15, 2023
Points/Percentage: 40
Learning Outcome: 2

Write a 13-15 page reflection paper, based on your reading of course texts and processing of class sessions, on "The Impact of a Theology of Transformative Mission on the Public (global, social and ecclesial) and Private (personal, devotional, interpersonal) Dimensions of My Life and Ministry." You may choose to focus your paper on your life and ministry in general. OR you may focus your paper specifically on a particular problem/issue you have been currently wrestling with in your life and ministry. Make sure that in your paper you (a) interact with specific ideas in the course texts; (b) discuss key concepts presented in class; and (c) relate ideas and concepts to specific aspects of your life and ministry.

3. Global Christian Witness Impact Report (10 points)

Due Date: November 30, 2023
Points/Percentage: 10
Learning Outcome: 4

Complete the "Global Christian Witness Impact Report" that is provided in your online classroom. You will identify specific examples of how peer-to-peer learning during the August residency with leaders from around the world is impacting your transformative theology of mission for the understanding and practice of ministry.

4. Course Participation (10 points)

Due Date: December 15, 2023
 Points/Percentage: 10
 Learning Outcome: 1

Course participation.

Assignments				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Ethnographic Paper	#3,4	15 page paper	40% Due Date: 10/15/2023. Upload to online classroom.	Faculty
Assignment #2: Reflection Paper	#2	13-15 page paper	40% Due Date: 11/15/2023. Upload to online classroom.	Faculty
Assignment #3: Global Christian Witness Impact Report	#4	Completed report	10% Due Date: 11/30/2023. Upload to online classroom.	Faculty
Assignment #4: Course Participation	#1	Professor observation.	10% Due Date: 12/15/2023.	Faculty

COURSE SCHEDULE

N/A

ADDITIONAL ASSIGNMENT GUIDELINES

See next pages.

SAMPLE

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #1: Understand and articulate essential biblical and theological concepts, along with key social science insights, with a view to formulating a transformative theology of mission for their understanding and practice of ministry that is resonant, faithful and sustainable in various contexts.	Course Participation	<i>Understand and articulate, at an exemplary level, essential biblical and theological concepts, along with key social science insights, with a view to formulating a transformative theology of mission for their understanding and practice of ministry that is resonant, faithful and sustainable in various contexts.</i>	<i>Understand and articulate, at an accomplished level, essential biblical and theological concepts, along with key social science insights, with a view to formulating a transformative theology of mission for their understanding and practice of ministry that is resonant, faithful and sustainable in various contexts.</i>	<i>Understand and articulate, at a developing level, essential biblical and theological concepts, along with key social science insights, with a view to formulating a transformative theology of mission for their understanding and practice of ministry that is resonant, faithful and sustainable in various contexts.</i>	<i>Understand and articulate, at a beginning level, essential biblical and theological concepts, along with key social science insights, with a view to formulating a transformative theology of mission for their understanding and practice of ministry that is resonant, faithful and sustainable in various contexts.</i>	Faculty
SLO #2: Relate their understanding of transformative theology of mission to both their public world (global, social, ecclesial) and private world (personal,	Reflection Paper	<i>Relate, at an exemplary level, their understanding of transformative theology of mission to both their public world (global, social, ecclesial) and private world (personal, devotional,</i>	<i>Relate, at an accomplished level, their understanding of transformative theology of mission to both their public world (global, social, ecclesial) and private world</i>	<i>Relate, at a developing level, their understanding of transformative theology of mission to both their public world (global,</i>	<i>Relate, at a beginning level, their understanding of transformative theology of mission to both their public world (global,</i>	Faculty

<p>devotional, interpersonal) so as to establish ministry understandings and practices for various contexts that are resonant, faithful and sustainable.</p>		<p><i>interpersonal) so as to establish ministry understandings and practices for various contexts that are resonant, faithful and sustainable.</i></p>	<p><i>(personal, devotional, interpersonal) so as to establish ministry understandings and practices for various contexts that are resonant, faithful and sustainable.</i></p>	<p><i>social, ecclesial) and private world (personal, devotional, interpersonal) so as to establish ministry understanding s and practices for various contexts that are resonant, faithful and sustainable.</i></p>	<p><i>social, ecclesial) and private world (personal, devotional, interpersonal) so as to establish ministry understandin gs and practices for various contexts that are resonant, faithful and sustainable.</i></p>	
<p>SLO #3: Demonstrate scholarly skills in biblical and theological reading and reflection by applying their understanding of transformative theology of mission, along with key social sciences insights, to particular ministry situations and contexts.</p>	<p>Ethnographic Paper</p>	<p><i>Demonstrate, at an exemplary level, scholarly skills in biblical and theological reading and reflection by applying their understanding of transformative theology of mission, along with key social sciences insights, to particular ministry situations and contexts.</i></p>	<p><i>Demonstrate, at an accomplished level, scholarly skills in biblical and theological reading and reflection by applying their understanding of transformative theology of mission, along with key social sciences insights, to particular ministry situations and contexts.</i></p>	<p><i>Demonstrate, at a developing level, scholarly skills in biblical and theological reading and reflection by applying their understanding of transformative theology of mission, along with key social sciences insights, to particular ministry situations and contexts.</i></p>	<p><i>Demonstrate, at a beginning level, scholarly skills in biblical and theological reading and reflection by applying their understandin g of transformativ e theology of mission, along with key social sciences insights, to particular ministry situations</i></p>	<p>Faculty</p>

					<i>and contexts.</i>	
SLO #4: Appreciate the diversity of Christian witness around the world through peer formation groups.	Global Christian Witness Impact Report	<i>Appreciate, at an exemplary level, the diversity of Christian witness around the world through peer formation groups.</i>	<i>Appreciate, at an accomplished level, the diversity of Christian witness around the world through peer formation groups.</i>	<i>Appreciate, at a developing level, the diversity of Christian witness around the world through peer formation groups.</i>	<i>Appreciate, at a beginning level, the diversity of Christian witness around the world through peer formation groups.</i>	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.

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).

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:

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

GRADING

Assignment	Weight/Point Value
Ethnographic Paper	40

Reflection Paper	40
Global Christian Witness Impact Report	10
Course Participation	10
	Total: 100

CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas Access

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.

Online Course Expectations

Online courses offer students an opportunity for substantive interactions with instructors on a predictable and consistent basis. Examples of instructor interaction include:

- Instructor engagement during threaded discussions
- Instructor feedback via a rubric associated with an assignment
- General course announcements posted by the instructor
- Other direct communication with an individual student about course material or student performance within the course

Many instructors are not online on Sundays in order to honor a Sabbath day of rest.

Online course success is based upon a student’s substantive and frequent engagement in online assignments such as threaded discussions, online presentations, or group assignments. The assignment descriptions will outline the frequency and type of interactions that are required of students. Assignment descriptions will be located either in the syllabus or within the Canvas Course. Instructors will provide feedback to students' about students' level of engagement as denoted in the syllabus.

COURSE EVALUATIONS

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

TECHNOLOGY REQUIREMENTS & SUPPORT

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

- A computer with a current and up-to-date operating system
- Reliable, high-speed internet
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

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

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

LIBRARY RESOURCES

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

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

Materials Requests

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

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

Online Resources

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

Research Assistance

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

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

The Writing Center

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

POLICIES

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

Disability Accommodations

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

Academic Integrity

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

In this course we may utilize 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 (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.

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.

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.

N/A

SAMPLE