



Asbury Theological Seminary Syllabus

**DM(ORG)916B: Seminar Two: Coaching in Complex Systems - Two
2.00 Credit Hours**

**Extended Learning/Online course
2022 Fall Session/Sep 6, 2022 – Dec 16, 2022**

PROFESSOR INFORMATION

Name: Bryan Sims
Title: Affiliate Professor of Leadership
Email: bryan.sims@asburyseminary.edu
Office Hours: By Appointment

COURSE DESCRIPTION

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

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 DM(ORG)916B, students will have an *accomplished to exceptional* ability to:

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

ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

COURSE INTRODUCTION



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

Bryan D. Sims, PhD. *Pioneer, Coach, Writer, Professor*

Bryan has worked since 2001 as a Leadership and Organizational Change Coach with Spiritual Leadership, Inc. (SLI) where he has trained and coached leaders, teams, churches, and organizations over extended periods of time to bring spiritual awakening and missional effectiveness. He has coached in Anglican, Methodist, Free Methodist, Wesleyan, Baptist, Presbyterian, and non-denominational settings.

Bryan has also been a professor of Leadership and Lay Equipping at Asbury Theological Seminary since 2011. His teaching expertise relates to team leadership, equipping, leading change, adaptive spiritual leadership, and the link between leadership and discipleship.

Bryan is a graduate of West Texas A&M University (1998) and Asbury Theological Seminary (M.Div., 2003) and has a PhD. in Organizational Leadership from Regent University (2009). He is author of *Leading Together: The Holy Possibility of Harmony and Synergy in the Face of Change* (100M Publishing, 2022) and has authored a chapter in *Leadership the Wesleyan Way* (Emeth Press, 2016).

He and his wife MyLinda have been happily married since 1997 and have four children: Isaiah, Luke, Silas, and Lydia. They live in Dallas, TX.

REQUIRED TEXTBOOKS

Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. InterVarsity Press, 2015. (225 pages)

\$16.35 Hardcover, ISBN: 9780830841264

\$12.99 Kindle, ASIN: B07CP74N87

Cloud, Henry. *Necessary Endings: The Employers, Business, and Relationships that All of Us Have to Give Up in Order to Move Forward*. HarperCollins, 2010. (238 pages)

\$18.21 Hardcover, ISBN: 9780061777127
\$16.49 Kindle, ASIN: B0049B1VOO

Heifetz, Ronald, Marty Linsky, et al. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Harvard Business Press, 2009. (326 pages)

\$17.49 Hardcover, ISBN: 9781422105764
\$16.62 Kindle, ASIN: B004OC071W

Lencioni, Patrick. *The Advantage: Why Organizational Health Trumps Everything Else in Business*. Jossey-Bass, 2012. (207 pages)

\$14.49 Hardcover, ISBN: 9780470941522
\$13.77 Kindle, ASIN: B006ORWT3Y

Pasmore, Bill. *Advanced Consulting: Earning Trust at the Highest Level*. Berrett-Koehler Publishers, 2020. (240 pages)

\$27.95 Hardcover, ISBN: 9781523088065
\$19.22 Kindle, ASIN: B07Y3YWN4Z

Quinn, Robert E. *Change the World: How Ordinary People Can Accomplish Extraordinary Results*. Jossey-Bass Publishers, 2000. (272 pages)

\$19.63 Hardcover, ISBN: 978-0787951931
\$18.65 Kindle, ASIN: B001C4PLIE

Simpson, Michael K. *Unlocking Potential: 7 Coaching Skills That Transform Individuals, Teams, & Organizations*. Grand Harbor Press, 2014. (149 pages)

\$7.34 Paperback, ISBN: 9781477824009
\$0.00 Kindle, ASIN: B00IO7QAI2

Sims, Bryan D. *Leading Together: The Holy Possibility of Harmony and Synergy in the Face of Change*. 100 Movements Publishing, 2022. (218 pages)

\$14.99 Paperback, ISBN: 978-1955142120
\$9.99 Kindle, ASIN: B09Q3L5KGH

Whitmore, John. *Coaching for Performance: The Principles and Practice of Coaching and Leadership*. Nicholas Brealey, 2017. (240 pages)

\$20.37 Paperback, ISBN: 978-1473658127
\$13.99 Kindle, ASIN: B0047T7MQ0

Total pages: 2,115

REQUIRED RESOURCES

Regarding *The Practice of Adaptive Leadership* by Heifetz et al., familiarize yourself with Chapters 1-3, 5, 9, 11-18 prior to the intensive; read the remainder at your convenience.

A word on the required course readings: As an experienced practitioner, it is quite possible that you have read one or more of the required texts. If so, we are ready to work with you to exchange the text(s) in the syllabus with alternative readings that serve your learning needs well while aligning with the learning outcomes of the course. Please contact the professor early in the course to negotiate the changes.

RECOMMENDED TEXTBOOKS

The Arbinger Institute. *Anatomy of Peace: Resolving the Heart of Conflict*. Berrett-Koehler Publishers, 2006. (257 pages)

\$10.58 Paperback, ISBN: 9781576753347

\$9.86 Kindle, ASIN: B00SGET4BS

Block, Stephen R. *Why Non-Profits Fail: Overcoming Founder's Syndrome, Fundphobia and Other Obstacles to Success*. Jossey-Bass Publishers, 2003. (208 pages)

\$33.00 Paperback, ISBN: 978-1118642078

\$31.35 Kindle, ASIN: B000PY4A5C

Bridges, William. *Managing Transitions: Making the Most of Change*. Perseus Publishing, 2009. (144 pages)

\$9.49 Paperback, ISBN: 9780738213804

\$12.99 Kindle, ASIN: B01L6SLKJO

Cron, Ian Morgan and Suzanne Stabile. *The Road Back to You: An Enneagram Journey to Self-Discovery*. IVP Books, 2016. (240 pages)

\$14.40 Hardback, ISBN: 978-0830846191

\$13.49 Kindle, ASIN: B01CNZG896

Grenny, Joseph et al. *Influencer: The New Science of Leading Change*. McGraw-Hill, 2013. (336 pages)

\$10.19 Paperback, ISBN: 9780071808866

\$10.77 Kindle, ASIN: B00BPO7710

Harkavy, Daniel S. *Becoming a Coaching Leader: The Proven Strategy for Building Your Own Team of Champions*. Thomas Nelson, 2007. (224 pages)

\$12.03 Paperback, ISBN: 978-1595559753

\$6.99 Kindle, ASIN: B007FZOY1E

Harrison, Michael I. *Diagnosing Organizations: Methods, Models and Processes*, 3rd ed. Sage Publications, 2005. (189 pages)

\$53.70 Paperback, ISBN: 978-0761925729

\$36.90 Kindle, ASIN: B07C66K735

Harvard Business Review. *HBR's 10 Must Reads on Change Management*. Harvard Business Review, 2011. (224 pages)

\$37.13 Hardcover, ISBN: 978-1633694514

\$13.25 Kindle, ASIN: B004JF5YQM

Heifetz, Ronald and Marty Linsky. *Leadership on the Line: Staying Alive Through the Dangers of Change*. Harvard Business School Press, 2002. (288 pages)

\$23.39 Hardcover, ISBN: 978-1633692831

\$19.24 Kindle, ASIN: B01N1XCO0S

Herrington, Jim et al. *Leading Congregational Change: A Practical Guide for the Transformational Journey*. Jossey-Bass Publishers, 2000. (240 pages)

\$22.26 Paperback, ISBN: 978-1118446201

\$21.15 Kindle, ASIN: B0027FF1TQ

Hirsch, Alan. *The Forgotten Ways: Reactivating Apostolic Movements*. Brazos Press, 2006. (295 pages)

\$14.17 Paperback, ISBN: 978-1587433863

\$9.99 Kindle, ASIN: B01L9IVGMC

Horibe, Frances. *Creating the Innovation Culture: Leveraging Visionaries, Dissenters, and Other Useful Troublemakers*. John Wiley and Sons, 2001. (253 pages)

\$19.98 Hardcover, ISBN: 978-0471646280

\$9.99 Kindle, ASIN: B01EIINWEA

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

\$21.16 Paperback, ISBN: 978-1591408178

Not available on Kindle.

Kegan, Robert and Lisa Laskow Lahey. *How the Way We Talk Can Change the Way We Work*. Jossey-Bass, 2002. (256 pages)

\$13.39 Paperback, ISBN: 978-0787963781

\$11.99 Kindle, ASIN: B003AU4DX2

Kegan, Robert and Lisa Laskow Lahey. *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization*. Harvard Business Review Press: 2009. (340 pages)

\$18.89 Hardcover, ISBN: 978-1422117361

\$17.95 Kindle, ASIN: B004OEILH2

Kotter, John P. and Dan S. Cohen. *The Heart of Change: Real-Life Stories of How People Change Their Organizations*. Harvard Business School Press, 2002. (224 pages)

\$16.29 Hardcover, ISBN: 978-1422187333

\$15.51 Kindle, ASIN: B00A07FT6I

Lewis, Robert and Wayne Cordeiro. *Culture Shift: Transforming Your Church from the Inside Out*. Jossey-Bass Publishers, 2005. (229 pages)

\$23.34 Hardcover, ISBN: 978-0787975302

Not available on Kindle.

Manz, Charles C., Kim S. Cameron, et al. *The Virtuous Organization: Insights from Some of the World's Leading Management Thinkers*. World Scientific Publishing, 2008. (316 pages)

\$116.80 Hardcover, ISBN: 978-9812818591

\$83.00 Kindle, ASIN: B00LX9RMO4

Noonan, William. *Discussing the Undiscussable: A Guide to Overcoming Defensive Routines in the Workplace*. John Wiley and Sons, 2007. (288 pages)

\$66.12 Paperback, ISBN: 978-0787986322

\$48.79 Kindle, ASIN: B008NC0YNU

Patterson, Kerry et al. *Crucial Conversations: Tools for Talking When the Stakes are High*. McGraw-Hill, 2012. (272 pages)

\$10.39 Paperback, ISBN: 978-0071771320

\$9.87 Kindle, ASIN: B005K0AYH4

Quinn, Robert E. *Building the Bridge as You Walk on It: A Guide for Leading Change*. John Wiley and Sons, 2004. (256 pages).

\$9.90 Hardcover, ISBN: 978-0787971120
\$13.20 Kindle, ASIN: B001C4MYOS

Rendle, Gil and Alice Mann. *Holy Conversations: Strategic Planning as a Spiritual Practice for Congregations*. The Alban Institute, 2003. (316 pages)

\$34.00 Paperback, ISBN: 978-1566992862
\$17.60 Kindle, ASIN: B00JYSHSMM

Schein, Edgar H. *Organizational Culture and Leadership*. Jossey-Bass, 2004).

\$46.49 Paperback, ISBN: 978-1119212041
\$38.49 Kindle, ASIN: B01MSYH6K8

RECOMMENDED RESOURCES

N/A

ASSIGNMENTS AND RUBRICS OR EVALUATION CRITERIA

To successfully complete this class, students must satisfactorily complete and submit all

1. Theological Foundations and Coaching Plan (80 points)

Due Date: April 15, 2024
Points/Percentage: 80
Learning Outcome: 1, 3

Describe a theologically robust coaching model for organizational development, and design a coaching model for complex environments. Use course materials and at least 10 outside sources.

1. In 2 – 3 pages, describe the theological foundations and focus for your coaching model.
2. In the next 7 – 8 pages, use the course content and readings and at least 10 outside sources to describe your coaching model and how it will work in complex environments with seemingly mountainous adaptive challenges. In this section, you will need to describe a particular context or case study and apply your coaching plan to this context. What is the role of the coach? How would you begin? What is the role of the leaders within the organization you are coaching? What does the process look like? How will conflict be handled? How are adaptive challenges identified? How are solutions developed to overcome those challenges?

3. In the final 1 – 2 pages, describe how your own leadership as a coach may or may not be more effective given what you have experienced in the course. What changes have occurred in your own leadership intelligence?

Think in terms of a 10 – 12 page paper, double-spaced, with strong and rich citations. The goal is to allow the paper to heighten your capacity for coaching change in complex settings, even in your own context.

Include at least 10 sources beyond the course readings. A detailed grading rubric is available online.

2. Zoom & Online Dialogue Forums - Interaction in Canvas Discussion (20 points)

Due Date: April 30, 2024

Points/Percentage: 20

Learning Outcome: 1, 2, 3

Throughout the semester, there will be monthly Zoom sessions that are required (maximum 2 hours each). In addition, there will be several Canvas Discussion (Dialogue) Forums that are designed to reflect on particular reading and content from the course and provide the opportunity for interaction. The typical requirement for each Discussion Forum will be making an original post, replying to at least one colleague's original post, and responding to those who reply to your own original post. Specific instructions will be included in Canvas in each Discussion Forum.

Assignments				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Theological Foundations and Coaching Plan	#1, 3	10-12 page paper	80% Due Date: 4/15/2024. Upload to online classroom.	Faculty
Assignment #2: Zoom & Dialogue Forums - Interaction in Canvas Discussion	#1, 2, 3	Canvas discussion forums	20% Due Date: 4/30/2024.	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: Demonstrate a theologically robust coaching model for organizational development.	Theological Foundations and Coaching Plan	<i>Applies, at an exemplary level, current organizational research resources to the problems/processes of ministry organizations to their own current mental models.</i>	<i>Applies, at an accomplished level, current organizational research resources to the problems/processes of ministry organizations to their own current mental models.</i>	<i>Applies, at a developing level, current organizational research resources to the problems/processes of ministry organizations to their own current mental models.</i>	<i>Applies, at a beginning level, current organizational research resources to the problems/processes of ministry organizations to their own current mental models.</i>	Faculty
SLO #3: Design a coaching plan for an organizational context that accommodates adaptive leadership and complexity.	Theological Foundations and Coaching Plan	<i>Translates, at an exemplary level, insights from organizational, situational and cultural analysis and diagnosis into ministry resources.</i>	<i>Translates, at an accomplished level, insights from organizational, situational and cultural analysis and diagnosis into ministry resources.</i>	<i>Translates, at a developing level, insights from organizational, situational and cultural analysis and diagnosis into ministry resources.</i>	<i>Translates, at a beginning level, insights from organizational, situational and cultural analysis and diagnosis into ministry resources.</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
Theological Foundations and Coaching Plan	80
Zoom & Online Dialogue Forums - Interaction in Canvas Discussion	20
	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.

APPENDIX

N/A