



Asbury Theological Seminary Syllabus

**DM (EXP)915B: Seminar One: Disciple-Making that Leads to Multiplication - Two
2.00 Credit Hours**

**Extended Learning/Online course
2022 Spring Session/Feb 7, 2022 – May 20, 2022**

PROFESSOR INFORMATION

Name: Dr. Ed Love
Title: Adjunct Professor, Asbury Theological Seminary
Email: ed.love@asburyseminary.edu
Cell Phone: 317.766.0599

Name: Dr. Larry Walkemeyer
Title: Adjunct Professor, Asbury Theological Seminary
Email: Larry@exponential.org
Cell Phone: 562.331.8557

COURSE DESCRIPTION

This course within the Church Planting cohort critically, constructively, and creatively reflects on a range of disciple-making frameworks that lead to the rapid multiplication of believers, leaders and churches. The class interaction will focus on the process of disciple-making in the local church, which includes the work of contextual evangelism and the theological method of moving people toward missionary practice. By analyzing past and current disciple-making movements throughout the world, students will gain a fuller understanding of the necessary modes and components for creating a

contextualized disciple-making culture. The goal of this analysis is to lead churches toward not only having a disciple-making theology, but also the structure for making and mobilizing disciples to the fourth generation and beyond.

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 this course, students will have an *accomplished to exceptional* ability to:

1. Discuss key multi-generational disciple-making philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential. (PLO #1)
2. Analyze course readings, lectures, discussions, and case studies vis-à-vis contemporary disciple-making methods and strategies. (PLO #2)
3. Demonstrate up-to-date knowledge of the field, analytic competency, and proficiency in developing appropriate recommendations and strategies for improvements in disciple-making effectiveness. (PLO #3)

COURSE INTRODUCTION



Welcome to Disciple-Making that Leads to Multiplication! The information below provides an introduction to your teaching team.

Ed Love, D.Min. is currently the Director of Church Multiplication for The Wesleyan Church, where he oversees the Church Multiplication Collective. Dr. Love has planted two multiplying churches, daughtered multiple church plants, and has provided coaching, training, and resources for church planters. Love also designed and teaches the church planting courses at Wesley Seminary. He received his M.Div. from Asbury Theological Seminary and obtained his D.Min. from George Fox Evangelical Seminary. Love is the author of *Fear Not, Reclaiming Hope, Turn, Pioneers, Revive*, and many other church multiplication resources. Ed and his wife Emily reside in Muncie, IN with their three kids, Jennah, Josiah, and Micah.

Larry Walkemeyer, D.Min. currently serves as the Lead Pastor of Light and Life Christian Fellowship in Long Beach, CA. Starting with a handful of committed "white folks," the church has grown into a large multi-ethnic church transforming its tough urban neighborhood. A priority on local and global church planting has led to the start of 23 churches nationally and dozens in Ethiopia, Philippines and Indonesia. Holding a doctorate in church leadership and as the author of nine books, Larry speaks and consults frequently. Larry serves as the Director of Equipping and Spiritual Engagement for Exponential and is on the Board of Trustees for Azusa Pacific University. Larry and his wife, Dr. Deb Walkemeyer, have been married since 1978. They have two adult daughters. Larry enjoys snow skiing, waterskiing, biking, traveling, and mission trips.

REQUIRED TEXTBOOKS

Arn, Win, and Charles Arn. *The Master's Plan for Making Disciples*. Second edition. Baker Books: 1998. (180 pages)

\$9.75 Paperback, ISBN: 0801090512
\$7.68 Kindle, ASIN: B009LNH2SK

Bevins, Winfield. *Marks of a Movement: What the Church Today Can Learn from the Wesleyan Revival*. Zondervan: 2019. (224 pages)

\$11.59 Paperback, ISBN: 0310098351

\$9.99 Kindle, ASIN: B07KDYXMJR

Grey Matter Research. *National Study on Disciple Making in USA Churches*. Exponential: 2019. (18 pages)

Free eBook: <https://exponential.org/resource-ebooks/disciple-making-study/>

Harrington, Bobby, and Josh Patrick. *The Disciple Makers Handbook: Seven Elements of a Discipleship Lifestyle*. Zondervan: 2017. (192 pages)

\$11.57 Paperback, ISBN: 0310525276

\$10.99 Kindle, ASIN: B01863JR7Y

Lewis, Dhati. *Among Wolves: Disciple Making in the City*. B & H Books: 2017. (192 pages)

\$6.21 Paperback, ISBN: 1433644029

\$7.99 Kindle, ASIN: B076MNV4H

McKnight, Scot. *The King Jesus Gospel: The Original Good News Revisited*. Zondervan: 2016. (208 pages)

\$12.69 Paperback, ISBN: 0310531454

\$10.99 Kindle, ASIN: B005IOZUDA

Moore, Ralph. *Making Disciples: Developing Lifelong Followers of Jesus*. Baker Books: 2012. (240 pages)

\$15.00 Paperback, ISBN: 0801018072

\$9.99 Kindle, ASIN: B00LA9FH6C

Putman, Jim, Bobby Harrington, and Robert Coleman. *DiscipleShift: Five Shifts to Help Your Church Make Disciples Who Make Disciples*. Zondervan: 2013. (240 pages)

\$13.75 Paperback, ISBN: 0310492629

\$12.99 Kindle, ASIN: B00A9USC9M

Robinson, Natasha Sistrunk. *Mentor for Life: Finding Purpose Through Intentional Discipleship*. Zondervan: 2016. (259 pages)

\$11.99 Paperback, ISBN: 0310522358

\$8.99 Kindle, ASIN: B010R755VO

Total Pages: 1,753, plus more than 50 pages of Bible reading

ASSIGNMENTS

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively participate and contribute to the learning community.

1. **Participation (10 points)**

Due Date: February 7 – May 20, 2022

Points/Percentage: 10%

Learning Outcome: 1

The classroom experience provides an essential laboratory for the deepening of knowledge, probing alternative theories, and adjustment of strategy. This learning process takes place through synchronous and asynchronous interactive lecture, discussion, questioning, inquiry, research, brainstorming, and inspiration. Therefore, participation is crucial for applying the principles outlined in the required texts, as well as adapting them to your ministry context. Participation points will be awarded for students who display insight, constructive feedback, critical thinking in the classroom environment, and demonstrate movement from theory to practice outside the classroom. A minimum 80% response rate is required to earn full credit.

2. **Disciple-Making Reflection Paper (40 points)**

Due Date: March 18, 2022

Points/Percentage: 40

Learning Outcome: 2

The purpose of this 8-page paper is to help you begin to frame the work before you in Chapter Two of the dissertation where you will not only articulate the biblical and theological foundations of the project you decide upon for your dissertation, but also the spiritual direction necessary from your leadership to see that project fulfilled.

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

1. What is your understanding of the biblical and theological foundation for the role of disciple making in God's people? (SLO #1)
2. What does the best of our Christian tradition say regarding your leadership, within the discipleship realm, of the people of God? (SLO #2 & 3)

In this paper, we want you to interact with the assigned texts, especially the texts covering the discipleship process within a church culture. As you write your paper, we want you to be aware of further areas you are going to need to research for Chapter Two. Note that you must have a minimum of 75 sources for Chapter Two.

While you only need to reference your assigned readings in this paper, this assignment will help you prepare for the task ahead of writing Chapter Two

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

Due Date: May 2, 2022
 Points/Percentage: 50
 Learning Outcome: 3

For constructing Chapter 1 of your dissertation, please see the instructions at:
<https://online.asburyseminary.edu/mod/page/view.php?id=262627>

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

Assignments				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Participation	#1	See above	10% Due Date: 2/7- 5/20/2022.	Faculty
Assignment #2: Disciple Making Reflection Paper	#2	8-page paper (12-pt Times New Roman font, 1-inch margins, double spaced)	40% Due Date: 3/18/2022. Upload to online classroom.	Faculty
Assignment #3: Dissertation Chapter 1, Full Draft	#3	See instructions at https://online.asburyseminary.edu/mod/page/view.php?id=262627	50% Due Date: 5/2/2022. Upload to online classroom.	Faculty

COURSE INTRODUCTION

N/A

ADDITIONAL ASSIGNMENT GUIDELINES

See next pages.

DRAFT

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #1: Discuss key multi-generational disciple-making philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential.	Participation	<i>Discuss, at an exemplary level, key multi-generational disciple-making philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential.</i>	<i>Discuss, at an accomplished level, key multi-generational disciple-making philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential.</i>	<i>Discuss, at a developing level, key multi-generational disciple-making philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential.</i>	<i>Discuss, at a beginning level, key multi-generational disciple-making philosophies, methods, genres, and global expressions, as well as a range of informed perspectives on their strengths, weaknesses, and potential.</i>	Faculty
SLO #2: Analyze course readings, lectures, discussions, and case studies vis-à-vis contemporary disciple-making methods and strategies.	Disciple Making Reflection Paper	<i>Analyze, at an exemplary level, course readings, lectures, discussions, and case studies vis-à-vis contemporary disciple-making methods and strategies.</i>	<i>Analyze, at an accomplished level, course readings, lectures, discussions, and case studies vis-à-vis contemporary disciple-making methods and strategies.</i>	<i>Analyze, at a developing level, course readings, lectures, discussions, and case studies vis-à-vis contemporary disciple-making methods and strategies.</i>	<i>Analyze, at a beginning level, course readings, lectures, discussions, and case studies vis-à-vis contemporary disciple-making methods and strategies.</i>	Faculty
SLO #3: Demonstrate up-to-date knowledge of the	Dissertation Chapter 1, Full Draft	<i>Demonstrate, at an exemplary level, up-to-date knowledge of the</i>	<i>Demonstrate, at an accomplished level, up-to-date knowledge of the</i>	<i>Demonstrate, at a developing level, up-to-</i>	<i>Demonstrate, at a beginning level, up-to-</i>	Faculty

field, analytic competency, and proficiency in developing appropriate recommendations and strategies for improvements in disciple-making effectiveness.		<i>field, analytic competency, and proficiency in developing appropriate recommendations and strategies for improvements in disciple-making effectiveness.</i>	<i>field, analytic competency, and proficiency in developing appropriate recommendations and strategies for improvements in disciple-making effectiveness.</i>	<i>date knowledge of the field, analytic competency, and proficiency in developing appropriate recommendations and strategies for improvements in disciple-making effectiveness.</i>	<i>date knowledge of the field, analytic competency, and proficiency in developing appropriate recommendations and strategies for improvements in disciple-making effectiveness.</i>	
---	--	--	--	--	--	--

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

CHAPTER 1

Section	Developing	Progressing	Approved
Overview	<ul style="list-style-type: none"> Includes the topic of the research project Attempts an overview with several sections of Ch. 1 addressed Typing in the template provided 	<ul style="list-style-type: none"> Includes the topic of the research project Provides a clear overview of Ch. 1 sections to address the topic Typing in the template provided 	<ul style="list-style-type: none"> Has everything needed; written well and in the present tense when referring to the chapter; past tense about project; all typed in the template provided
Personal Introduction	<ul style="list-style-type: none"> Includes an outline of the Personal Introduction Several attempts of paragraphs are observed to begin the story Personal story is coherent and expressed as relating to the research topic 	<ul style="list-style-type: none"> Includes drafts of section that form a story Story is compelling Personal story is coherent and is compelling in supporting the research topic 	<ul style="list-style-type: none"> Focused personal story that clearly answers the personal “Why?” for the project. Written in first person.
Statement of the Problem	<ul style="list-style-type: none"> Developing the problem Impact on context identified Impact on ministry attempted 	<ul style="list-style-type: none"> Established the problem Impact on context supports project Impact on ministry highlighted Beginning research support 	<ul style="list-style-type: none"> Well-supported, objective description of the current problem/issue. Reported in 3rd person

Purpose Statement	<ul style="list-style-type: none"> • Includes a goal • Includes participants • Includes context • Includes description of project 	<ul style="list-style-type: none"> • Includes a clear goal (verb) • Includes specific participants • Includes appropriate context • Is one clear sentence 	<ul style="list-style-type: none"> • Sentence answers what, who, where (when and how are connected with intervention project); written in past tense
Research Questions	<ul style="list-style-type: none"> • Addresses a portion of the study • Addresses what is to be impacted or studied • RQs cover a portion of the range of the study • RQs show some alignment to the Purpose Statement 	<ul style="list-style-type: none"> • Each addresses a portion of the study • Addresses population characteristics • Addresses clearly what is to be impacted or studied • RQs covers all portions of the range of the study • RQs show strong alignment to the Purpose Statement 	<ul style="list-style-type: none"> • Questions (usually 3), if answered thoroughly, will lead to the student's accomplishing the purpose the project.
Rationale for the Project	<ul style="list-style-type: none"> • Somewhat related to purpose statement • Addresses "why" of the project • Critical needs are addressed • Biblical Foundations started • Theological Foundations started 	<ul style="list-style-type: none"> • Aligns to purpose statement • Provides a compelling "why" of the project • Critical needs are clearly addressed • Biblical Foundations included • Theological Foundations included • Included varied perspectives from other disciplines • Describes significance of the project 	<ul style="list-style-type: none"> • Focused content addressing "the reasons the project matters" from more than 1 or 2 perspectives (sociological, educational, economic, psychological, anthropological, ethics; outside support provided if necessary. Paragraphs transition well from one to the other.
Definition of Key Terms	<ul style="list-style-type: none"> • Identified key terms • Terms are related to project • Attempted some definitions • Some terms were included 	<ul style="list-style-type: none"> • Identified necessary key terms • Most Terms used in the project • Definitions defined for project • Range of definitions appropriate to project 	<ul style="list-style-type: none"> • Defined all necessary terms that appear in purpose statement and/or research questions. Does not include unnecessary definitions that can be addressed in lit. review
Delimitations (limits the researcher chooses)	<ul style="list-style-type: none"> • Attempted project boundaries • Identified what is included • Identified what is not included 	<ul style="list-style-type: none"> • Identified project boundaries Identified what is included • Identified what is not included 	<ul style="list-style-type: none"> • Clearly, succinctly identifies limits chosen by the researcher with thorough explanation for each limit.

Review of the Relevant Literature	<ul style="list-style-type: none"> • Has beginning outline from class • Identified several sources • Has listed relevant disciplines beyond Biblical and Theological 	<ul style="list-style-type: none"> • Provided a draft of the literature review for Ch. 2 • Identified “key” sources for Biblical and Theological foundations • Identified key disciplines beyond Biblical and Theological foundations 	<ul style="list-style-type: none"> • Provided an overview of focused literature themes including carefully selected biblical and theological support and identified key “voices” and relevant disciplines that speak into this project.
Writing Style	N/A	<ul style="list-style-type: none"> • Writes in past tense about project; present tense about chapter 	<ul style="list-style-type: none"> • All references are cited properly according to MLA 7.

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
Participation	10
Disciple-Making Reflection Paper	40
Dissertation Chapter 1, Full Draft	50
	Total: 100

CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas is the learning management system used for Asbury seminary classes. Log into <http://connect.asburyseminary.edu> and click on the **flashing cube** (upper right corner) to access a link to the Canvas website. Once you have logged in, it is recommended that you bookmark this page for easy access. The courses that you are enrolled in should appear as “course cards” on your Dashboard. You may navigate to your desired course here. If you do not see your course, or there is nothing in your course, please contact your professor.

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 Windows 7 or MAC OS 10.6 or above
- An account with or regular access to an internet service provider (ISP)
- Reliable, high-speed internet (recommended)
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

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

- Email: helpdesk@asburyseminary.edu
- 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/library
 - 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