Asbury Theological Seminary Syllabus

Seminar I: Early Church Lessons for 21st Century Church Planters

DMCPC915, W1

4 Credit Hours

- Concentration(s): Church Planting
- Date of Course: July 20 – 24, 2015
- Location/Campus: Wilmore, KY

Contact Information

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Course Description

The first cohort seminar emphasizes an introduction to the theme. Surveys, terminology, important constructs, history of the issues, ethics and practices are common subjects in the first cohort seminar. Faculty mentors will require the completion of course learning exercises and projects, which are both relevant to the topic, but which also advance the participant's ministry research project. Key Developmental Task: Clarifying key features of the research First Steps document for the transformative ministry project with the conversational guidance of faculty mentor and collegial peers. Initiate and document select leadership formation portfolio exercise and experiences.

Cohort Thematic Focus

This introductory course visits the past (church formation and development in the first-century) to inform the present (church formation and development in the 21st century). The aim is to examine motives and methods, exegete contexts, analyze successes and setbacks, and translate the best of what "church planters" modeled then into profitable principles and practices for church planting now. Along the way, the course covers all of the following and more: a biblical-theological framework for church planting; church planting teamwork; and the discipling of new believers.

Whether you have already planted a church, find yourself contemplating a new launch or are experimenting with multi-site congregations, this cohort trains church planters in essential skills and strategies to start healthy, disciple-making congregations. Recognizing that few "church planter boot camps" offer extended reflection and support on the theological, historical, cultural and organizational aspects of this kind of spiritual work, our faculty mentors and coaches help you develop critical perspectives and practices that result in vibrant, reproducing communities. They do so with a commitment to equipping you with missiological, social science and leadership skill sets needed for culturally relevant communities.

Welcome

Welcome to the Early Church Lessons for 21st Century Church Planters course. For some of you this will be the first time in a long time you have had to think about reading and writing assignments, interacting in class discussions, and preparing for an exam. Not to worry: it all comes back soon enough! And you are coming back with a wealth of experience from which to reflect and share. It is said the past is always there to remind you. The trick is to listen and learn and try to get it right. We like to think of the past, however, as a foundation on which to build and be built---"the foundation of the apostles and prophets and Christ, the cornerstone" (Eph. 2:20). Ancient-future church planting underscores that notion by centering on the extraordinary faith and powerful witness that allowed a handful of believers to "turn the world upside down." It offers in-depth conversation on how their faithfulness and experience can inform 21st-century church planting. Welcome to the conversation!

Dr. Art McPhee is the Sundo Kim Professor of Evangelism and Practical Theology at Asbury Theological Seminary. Ordained in 1971, he was a pastor for 23 years, more than half of them in churches where he was also the founding pastor. In the 1970s and 80s, his daily radio program, Art McPhee in Touch, was broadcast on 140 stations. His first book, *Friendship Evangelism*, was published in 1978. His most recent one is, *The Road to Delhi: J. Waskom Pickett and Missions in the Twilight of the Raj and Dawn of Nationhood* (2012). He has also edited the *Journal of the Academy for Evangelism in Theological Education*. Dr. McPhee has had special interest in India where he has taught annually for most of two decades. He is a contributor of several articles in the recent *Oxford Encyclopaedia of South*

Asian Christianity (2011) and is currently writing a book on the surging indigenous church in Nepal.

Dr. Bryan Collier is the Founding Pastor and also the Lead Pastor and Ministry Coach at The Orchard: A United Methodist Congregation in Tupelo, Miss. Prior to planting The Orchard, he served four pastorates in the Mississippi and Kentucky Annual Conferences of The United Methodist Church.

He began his Master of Divinity at Asbury Theological Seminary in the fall of 1991 and while serving pastorates in Kentucky, and earned his degree in the spring of 1994. Receiving a Beeson Fellowship Grant in 1997, his research focus was in the arena of systems theory and its impact as a tool of the leader. Collier adapted much of MIT Professor Peter Senge's seminal work, *The Fifth Discipline: The Art and Practice of The Learning Organization* for church use. Collier has been an ordained Elder in The Mississippi Annual Conference of The United Methodist Church since 1996.

Collier has more than 20 years of experience in pastoral ministry. His interests and expertise includes leadership issues, church for the un-churched and cultural dissection. He is passionate about helping people at all stages of faith grow deep in the love of God and branch out to others with that love. His passion extends to helping leaders and organizations facilitate this growth. To that end he is the author of *Becoming An Orchard,* Xulon Press, 2006 and *Gentle Interventions*, Xulon Press, 2008.

Collier is a sports enthusiast, a voracious reader and enjoys hiking and the outdoors. He is married to Wendy and they have a daughter, Olivia, and a son, Houston.

Program Level Outcomes

As these standards are designed into key processes throughout the D.Min. experience, upon graduation students will be able to:
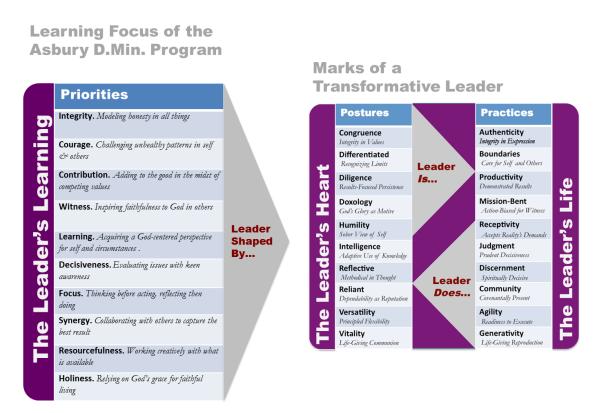
1. Revisit foundations for sustainable ministry.
   - Being immersed in explicit Wesleyan practices of community-based formation around the priorities of scripture, reason, tradition and experience, participants will discover transformational habits for sustainable ministry lifestyles.
2. Foster ministry leadership vision, ethic and practice relevant to their ministry context and world.
   - By deeply engaging in analysis of one significant theme from their unique ministry context, participants establish a trajectory for life-long contribution.
3. Appreciate transformational demands within contemporary ministry organizational contexts such as congregations, non-profits and marketplace engagements through various analytic means of biblical, theological, social and cultural exegesis.
   - Participants must add to their biblical and theological exegesis, cultural-situational exegesis that informs ministry leadership practice on a daily basis.
4. Demonstrate a self-directed capacity to incorporate a variety of holistically sustaining

practices into their lives – expressed in the completion of *Leadership Formation Portfolio* exercises.

- The "Action-Reflection" emphasis consistently and creatively invites participants to 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.

Marks of Transformative Leaders

Students achieve Asbury's Doctor of Ministry Program Level Outcomes by engaging in and beyond the conventional classroom -- in a transformative competence model of leadership. Three overarching themes examine the leader's learning, heart, and life. These themes take the form of "Priorities" (what values shape a leader); "Postures" (what dispositions constitute a leader); and "Practices" (what behaviors identify a leader). These Marks, derived from our program standards, allow us to collect and offer evidence of learner progress to students, faculty mentors and accreditors. These Marks are described here:

Cohort Learning Outcomes

By the end of DMCPC915, students will be able to:

1. Generate a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor. (PLO #2)

2. Evaluate the consistency between their leadership principles and practices by

participating in the 720 Degree Review. (PLO #4)

Student Learning Outcomes

By the end of DMCPC915, students will be able to:

1. Give evidence of a competent grasp of facts, details, and postulates from first century church planting narratives and engage in dialogue with a range of informed perspectives on their value as a prototypical and normative for church planting today. (PLO #1, #2)

2. Reflect critically and interact analytically with course readings, lectures, discussions, and New Testament materials vis-à-vis how first century church planting informs modern church planting. (PLO #1)

3. Produce a competent, well-researched, biblically centered, theology of church planting. (PLO #2, #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: http://www.amazon.com/gp/feature.html?ref=amb_link_365823462_2&docId=1000493771&

Required Reading

Addison, Steve. *What Jesus Started: Joining the Movement, Changing the World*. Downers Grove, IL: IVP Books, 2012. Pp. 256. Digital. **ASIN:** B00ADJWIQ2

Gallagher, Robert L, and Paul Hertig. *Mission in Acts: Ancient Narratives in Contemporary Context*. Maryknoll, N.Y: Orbis Books, 2004. Pp 288. Digital. **ASIN:** B0073WABI4

Murray, Stuart. *Church Planting: Laying Foundations*. Scottdale, Pa: Herald Press, 2001. Pp. 292. Digital. **ASIN:** B00620XBAI

Payne, Jervis David. *Discovering Church Planting: an Introduction to the Whats, Whys, and Hows of Global Church Planting*. Milton Keynes, U.K.: Paternoster Publishing, 2009. Pp. 458. Digital. **ASIN:** B0089AFYUE

Shenk, David W, and Ervin R. Stutzman. *Creating Communities of the Kingdom: New Testament Models of Church Planting*. Scottdale, PA: Herald Press, 1988. Pp. 230. Digital. **ASIN:** B00AAX11IW

Stark, Rodney. *The Triumph of Christianity: How the Jesus Movement Became the World's Largest Religion*. HarperCollins Publishers, 2011. Pp. 515. Digital. **ASIN:** B005C6IJZA

Webber, Robert. *Ancient-future Evangelism: Making Your Church a Faith-Forming Community*. Grand Rapids, MI: Baker Books, 2003. Pp. 225. Digital. **ASIN:** B00B76T494

Viola, Frank. Finding *Organic Church: A Comprehensive Guide to Starting and Sustaining Authentic Christian Communities*. Colorado Springs, CO: David C. Cook, 2009. Pp. 323. Digital. **ASIN:** B005S2DA66

Total Pages: 2,587

Assignments

Pre-Residency (90-120 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Reading Notes	#2	Using the form in Appendix 3 as your guide, please make a page of notes for each required book or article you read for the course. You will need to refer to these in class discussions of the readings, so keep that in mind as you prepare them. Record what you find in the reading that is new, challenging, applies to your present or future work, or makes you wonder. In writing the two questions at the end, keep in mind their potential benefit for the whole class; make them well-considered and open-ended. On the final day of the class, staple all the notes and turn them in together.	25% Due: 7/10/2015.	Faculty
Assignment #2: Online Discussions	#1	Two online discussions will be set up for the weeks leading up to the class in our online (Moodle) classroom. These will focus on: (1) discussing insights from the assigned readings; and (2) identifying the topic for your research paper and sharing some of what you	25% Due: 6/26/2015.	Faculty

		are learning.		
Assignment #3: Ministry Transformation Project	PLO #4	Instructions found in Leadership Formation Portfolio. First Steps	0% Due: 6/09/2015.	D.Min. Coach
LFP Practices	PLO #4	Instructions found in Leadership Formation Portfolio. 720 Degree Review Examen prayer retreat	0% Due: 7/9/2015.	D.Min. Team
In-Residency (5 Days)*				
Assignment #4: Course Journal	#2	Using MS Word or a similar program, type notes from your reading, class lectures and discussions, field visits, etc. into a course journal. Key in the notes as short, single-spaced paragraphs; be sure to include citation information if needed within the paragraph (not in a new paragraph). Whenever you add a note, put a two-letter code at the beginning of the paragraph followed by one or two spaces (for example, you could use MC for monastic communities or CG for church growth). Be sure to add each new code and its meaning to a master list (index) of codes (I suggest limiting the number to, say, 40 by combining categories that are similar). These coded paragraphs of ideas, book abstracts, quotations, etc. will be invaluable to you for writing your course reading notes, research paper, and especially the literature review for your dissertation. To organize your notes instantly and at any time, just highlight the entire file and run the alphabetic sort feature in Word. (All the MC paragraphs will then be together, as well as the CG ones) After that, if you like, you can transfer the organized paragraphs to their own discrete files and, if you wish, fine tune those categories using the same process. Important: Please begin your	25% Due: 9/30/2015.	Faculty

		course journal with your first book. At the end of the course, along with your research paper, I will also ask you to turn in an electronic copy of your journal post-residency.		

Post-Residency (90 Days)				
Assignment #5: Research Paper	#3	Write a paper on your developing theology of church planting. Write it as a narrative, describing the experiences, teaching, written resources, etc. that have influenced its development so far. Formally cite at least 10 outside source and include a bibliography of works consulted. Use the writing rubric in the appendix; it tells you what you need to know to get a good grade. Consider how the paper might inform or help in the selection of your dissertation research topic. Here are some additional instructions: • Aim for around 4,000 words. • Double-space and use Times Roman, font size 11. (The result will be about a 14-page paper.) • Submit the paper to Turn-It-In found in our online classroom, then, electronically to art.mcphee@asburyseminary.edu. Put the label Early Church Lessons in the subject line. • Follow MLA style guidelines fully and precisely. • Use the writing rubric in the appendix of this syllabus.	25% Due: 09/30/2015.	Faculty

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:

A	*4.00 Exceptional work: surpassing outstanding achievement of course objectives.
A-	*3.70
B+	*3.30
B	3.00 Good work: strong, significant achievement of course objectives
B-	2.70
C+	2.30
C	2.00 Acceptable work: basic, essential achievement of course objectives
C-	1.70
D+	1.30
D	1.00 Marginal work: inadequate, minimal achievement of course objectives
D-	.70
F	.0 Unacceptable work: failure to achieve course objectives
CR	Credit: assumes work of a "C" or better
NC	No credit: marginal work; will not receive credit
PC	Provisional credit
AUD	Audit
WD	Withdraw
IP	In Progress
I	Incomplete work

* Meets Advanced Research Programs standard. (See specific degree graduation requirements.)

Grade Letters

Highest	Lowest	Letter
100.00 %	95.00 %	A
94.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	84.00 %	B
83.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	74.00 %	C
73.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	64.00 %	D
63.99 %	60.00 %	D-
59.99 %	0.00 %	F

Course Evaluations

After this course has been completed, you will 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. 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.

Tentative Course Schedule

Residency Seminars: On-Campus Classes
- Monday, Tuesday, Thursday, Friday: 8:30 a.m. – 5:00 p.m.
    - Lunch: 12:00 – 1:30 p.m.
- Wednesday:
    - Course: 8:30 a.m. – 11:30 a.m.
    - Chapel: 11:30 a.m. – 12:00 p.m.
    - Lunch: 12:00 – 1:30 p.m.
    - D.Min. Leadership Studio: 1:30 – 5:00 p.m.

Online Interactions
- 90 days before seminar: Online course furnished with all course design/materials (students begin reading)
- 90 days before seminar: Online interactions may begin. Note: Online Course Opens April 1 for Summer; October 1 for Winter).
- 90 days after seminar: Post-session work due
- Grades Due: Last Day of Term
    - January cohort: Last day of Spring term
    - Summer cohort: Last day of Fall term

Final Projects
- Grades Due: Last Day of Term (Approximately 120 Days, 4 Months After Class)
- Due 90 days after the last day of the seminar at the latest (calculate this date and announce to during class).
- Extensions MAY NOT be granted for poor planning/work overloads.
- Extensions may be granted due to illness, in extremely rare circumstances.
- Request an extension through an Academic Petition form (oneATS; under General Navigation\Departments\Enrollment Management & Student Services\Registrar\Forms and Petitions (downloadable forms)\Academic Petition; https://one.asburyseminary.edu/sites/default/files/1%20Academic%20Petition%202012-2013_0.pdf).

Expectations/Education Philosophy

The D.Min. learning experience is just that – an experience. Personal and community exercises challenge students to lean into new concepts and capacities. For knowledge to grow into understanding and activity to changed behavior, adults need to reflect. Reflecting

critically in and on experience alters attitudes and perspectives, feelings and thoughts. John Wesley understood that humans are more than a brain; they are physical beings with emotions, relationships, spirits, and imaginations. Learning that transforms engages all of these dimensions. The Asbury D.Min. experience requires men and women to bring their whole selves to this three-year process. We approach the possibilities together, with expectations that only God can fulfill.

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

Participants are required to attend every class session. Participants will participate in role-playing exercises to enhance their understanding of the theory and skills of conflict analysis and transformation. Because of the importance of class participation in your evaluation, it is absolutely essential that you come to each class prepared to engage actively in our discussions of all of the assigned readings and to participate in various training exercises. In order to demonstrate satisfactory performance in this course, each participant will be expected to meet the following requirements:

1. Regularly attend class and be on time. Non-excused absences will not be allowed.
2. Actively participate in and contribute to class discussion and group activities.
3. Thoroughly read the assigned materials and be prepared to demonstrate the application of the theories, terms, and processes contained in the case studies.
4. Be ready to engage your learning and practice partners.

Excused absence or late papers are based on documented emergencies. Participants with documented emergency can make special arrangements with the instructor.

Additional Assignment Guidelines

How to Submit Your Work

Unless instructed otherwise, students will upload assignments to their online course classroom.

Appendices

Appendix 1: Rubrics

See next pages.

Seminar I: Early Church Lessons for 21st Century Church Planters

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
CLO #1: Generate a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor.	First Steps	*Thoroughly grounds well-defined Problem and Purpose statement in biblical, theological, and theoretical foundations; integrates research problem with the aforementioned disciplines in exemplary manner.*	*Adequately grounds well-defined Problem and Purpose statement in biblical, theological, and theoretical foundations; integrates research problem in the aforementioned disciplines well.*	*Grounds Problem or Purpose statement needing more focus, in 1 or 2 of foundations required: biblical, theological, theoretical.*	*Loosely connects a beginning level problem or the purpose statement to 1 of the foundations required: biblical, theological, theoretical.*	D.Min. Team
SLO #1: Articulate a competent grasp of facts, details, and postulates from first century church planting narratives and engage in dialogue with a range of informed perspectives on their value as a prototypical and normative for church planting today.	Reading Notes & Class Discussions	*Demonstrates an extensive and proficient grasp of facts, sources, insights, and contentions related to the course subject matter, and a keen understanding of the complexities of applying them in contemporary missions.*	*Interacts critically, creatively, and constructively with course readings and presentations. Participates in class discussions by raising important questions, challenging assumptions, and making theological and theoretical connections.*	*Contributes apt questions, personal anecdotes, and relevant opinions to class discussions of ancient-future church planting, but they do not rise to the level of critical engagement.*	*Summarizes key facts and ideas from the Bible and course readings. May, however, miss authors' theses and arguments, important implications, and possible applications.*	Faculty
SLO #2: Reflect critically and interact analytically with course readings, lectures, discussions, and New Testament materials vis-à-vis how first century church planting informs modern church planting.	Class Discussions & Course Journal	*Critically evaluates theologies, plans and strategies of evangelism in light of contemporary church planting issues, strategies, and practices. Proposes alternative ideas, expressions, and approaches.*	*Infers salient ideas, issues, and relationships from lectures, case studies, documents, etc. and shows how they relate. Also Offers theologically and theoretically appropriate responses.*	*Offers relevant impressions and views of elements of the course subject matter with evidence and some evidence for those views, but does not yet relate them to each other as part of a larger*	*Expresses personal opinions vis-à-vis ancient-future church planting, but they usually reflect preconceptions and biases more than careful consideration of new information*	Faculty

				evaluation or in support of a specific thesis.	and ideas.	
SLO #3: Produce a competent, well-researched, biblically centered, theology of church planting.	Theological Essay	*Offers critical reflection on a range of theologies of church planting but goes beyond that by contributing value-added insights and offering a well-conceived, original theology of church planting.*	*Assesses, tests, and builds on the research and conclusions of authorities in the field, illuminating strengths and weaknesses in their theologies and offering an improved alternative of their own.*	*Reflects upon and critically assesses leading theologies of church planting but may add little that is original.*	*Leans heavily on the research and views of others, mainly summarizing and restating standard articulations.*	Faculty

	5 POINTS	4 POINTS	3 POINTS	2 POINTS	NO POINTS
CENTRAL IDEA OR THESIS AND DEVELOPMENT	Excels in responding to all the elements of the assignment. Has a clear central idea or thesis. Develops solid, convincing evidence and arguments Has a purpose and point of view	Responds competently to the assignment Evidence and arguments clearly presented Has clear purpose and point of view but may have minor lapses in development	Responds less well to assignment Presents central idea in general terms; may depend on platitudes or clichés Uses second-rate sources, tends to generalize and use dictionary definitions	Responds poorly to the assignment Weak or vague central idea or thesis Central idea or thesis stated but not adequately developed	Does not respond to the assignment or does not pay attention to the assignment guidelines Lacks a thesis or central idea
PLAN & STRUCTURE	Has a plan/structure in mind that corresponds with the purpose or thesis Successfully implements the plan throughout Clearly defines terms Appropriate and helpful subtitles (and sub-sub titles) are included	Logical progression of ideas Each paragraph relates to the overall thesis Attempts to define terms Appropriate headings and subheadings indicating the structure	May list ideas or arrange them randomly rather than using any evident logical structure May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective	No appreciable organization; lacks transitions and coherence

SELECTION, CRITICAL ENGAGEMENT WITH, AND USE OF SOURCES	Uses well-chosen primary and secondary sources Skillfully analyzes and synthesizes the information and/or views in a variety of sources. Interacts critically with sources Offers value-added observations, insights, and ideas	Appropriately uses primary and secondary sources Offers evidence to support positions Shows understanding of sources and attempts to evaluate them Analyses and ideas are reasonably solid and useful	May misunderstand sources May use generalizations to support points Examples used may be obvious or irrelevant May depend on unsupported opinion or personal experience May not acknowledge other views	Depends on clichés or over-generalizations for support, or offers little evidence of any kind May be personal narrative rather than essay, or summary instead of analysis	Uses irrelevant details or lacks supporting evidence entirely May be unduly brief May neglect to use sources where necessary
MECHANICS	Sentences are well constructed, appropriate to academic writing and the purpose of the paper, and adequate in specificity/detail Sentences are clear, not fuzzy, convoluted, or rambling Paragraphs flow smoothly	Generally uses words accurately and effectively, but may sometimes be too general Sentences generally clear, well structured, and focused, though some may be awkward or ineffective	Uses relatively vague and general words, may use some inappropriate language Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing	May be too vague and abstract, or very personal and specific Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous	Usually contains many awkward sentences, misuses words, employs inappropriate
FORM & STYLE	Has been thoroughly proofread and is free of spelling, punctuation, and grammatical errors Follows Turabian form and style	May contain a few errors, which may annoy the reader but not impede understanding Mostly follows style requirements	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding Partly follows style requirements	Contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence

Appendix 2: Leadership Formation Portfolio

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 dissertation coaches – that contributes to the achievement of formational priorities, postures and practices. 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. Each Portfolio Item is represented by a corresponding assessment that will serve as documentation or evidence of completion in Tk20.

FORMATIVE EXERCISES	
Journey Partners	Journey Partners are family, members, mentors, supervisors, co-workers or peers who provide accountability, helping you improve your leadership qualities over the 3-year experience.
720 Degree Review	Your Journey Partners and you will each complete a 360°evaluation to provide you with a complete picture, or a "720° Review" – a view from within and from without -- of the "Marks of a Transformative Leader," (the program's leadership competency model). You will experience this review before each residency.
***Examen*: Prayer Retreat**	The *Examen* is an ancient prayer process, offering disciples a five-movement contemplative habit for a spiritually examined life, practiced before each residency.
Rule of Life	A Rule of Life is a conscious, written statement of Spiritual goals and guidelines designed to keep God and his commands in the center of your life (DM910).
Wellness Lifestyle Declaration	The Wellness Lifestyle Declaration is a "challenge by choice" initiative that allows program participants to make mentionable their visions, commitment and practices of increased intentionality in holistic lifestyle stewardship pertaining to such priorities as physical, emotional and spiritual health. The declaration addresses nutrition, exercise, stress, resource stewardship and creation care.
Auto-Ethnography	Auto-Ethnography is a process of self-discovery in which the writer shares from personal experience, deriving cultural, political and social meaning from these reflections.
Lectio Continua	Lectio Continua is the ancient practice of reading the Scripture together, in sequence, over a specified period of time. This is addressed during the second residency.
Legacy Group Formation	Legacy Groups serve as a type of small group and are designed to help you grow as a whole person, that is body, mind and soul.
LEAD Initiatives	"L.E.A.D." stands for "Leadership Evaluation and Development" Initiatives. These are experiences in which cohort members are immersed in simulated or actual leader-needy situations that demand an agile response. LEAD Initiatives are opportunities for faculty, program staff, and peers to participation in the observation, and evaluation of episode-based leadership during residencies. LEAD Initiatives may occur on campus, field trips, rope courses, sponsored ministry visits or in "least expected" moments in and out of the classroom which provide opportunity for peers to debrief leadership-intensive learning moments.
Ministry Transformation Project (Dissertation)	**The Ministry Transformation Project combines a self- and community-directed learning process. 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. The project is completed in five distinct stages. Each stage corresponds to both a residency (see below) *and* a chapter in a research dissertation. Self-paced online video instructional modules facilitate orientation to each chapter.**

	The five stages are: • **First Steps and Chapter 1: Introduction (Year 1)** • **Chapter 2: Literature Review (Years 1-2)** • **Chapter 3: Data Collection Plan (Year 2)** • **Chapter 4: Data Analysis Plan (Years 2-3)** • **Chapter 5: Findings Report (Year 3)**

Appendix 3: Supplemental Resources/Bibliography

Reading Notes (sample)

Your Name and Email Address

Doe, Jane. *Why I Gave up My Wimbledon Hopes for Church Planting in Madagascar.* Plant City, Iowa: Sliproot Press, 2019. Kindle.

Most Important Ideas and Insights of the Book/article
1.

2.

3.

4.

New Thoughts I Am Thinking or Questions I Am Asking
1.

2.

3.

4.

Questions We Need to Discuss in Class

1.

2.

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.

Copyright Policies

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.

Online Media Copyright Information

By using this material, you 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 prohibited.

Americans With Disabilities Act Information

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

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 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.

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.