

Asbury Theological Seminary Syllabus



Seminar II: The Healthy Leader

DM916

4 Credit Hours

- Concentration(s): Leading Healthy Ministry
- Date of Course: 2017
- Location/Campus: Wilmore, KY
- Enrollment Limit: 15-22

Contact Information

- Anthony J. Headley, Professor of Counseling, Steve Stratton, Professor of Counseling and Pastoral Care
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- Office Location and Hours: Tuesdays 2-5pm



Thematic Focus

In Ecclesiastes, Solomon noted the importance of proper portions in life in order to maintain steadiness in life and in ministry. Balance is sought after by many, but difficult to attain. All too often our ideal for self-mastery, discipline and time management disappears in the daily grind of the urgent. Using the latest research, this cohort provides a comprehensive understanding of stress in ministry and explores the causes and nature of stress, along with effective coping strategies to maintain balance every day.

Participants in this cohort will:

- Concentrate on the health of a leader by exploring the various factors that comprise personal and vocational health.
- Apply systems thinking to organizational structures, understanding its relationship to congregational and organizational health and its role in assessment and restoration.
- Discuss various transitional events and learn strategies for successful navigation.
- Promote health within the leader, as participants consider and implement spiritual, emotional, physical and relational practices.

Course Description

Based on the notion that the health of a leader has a major impact on an organization, this second course in the concentration focuses on the health of the leader. It includes an exploration of the various factors that comprise personal and vocational health and how these relate to healthy and unhealthy leadership. To promote health within the leader, the course will help participants to consider and implement spiritual, emotional, physical and relational practices.

Welcome

Welcome to the course *The Healthy Leader*. We (Anthony Headley and Steve Stratton) are both licensed psychologists and teach in the Department of Counseling and Pastoral Care. Tony has served as a pastor in the USA and Caribbean and Steve grew up as a pastor's kid. As such, we are fully aware of the impact of pastoral stress on personal and family life. We both have ongoing interest in the unique issues confronting people who serve in ministry. Additionally, we have written books and articles pertaining to this area and have presented related workshops and seminars. Of course, as licensed psychologists, we have also worked therapeutically with ministers. We are excited about teaching the concentration in *Leading Healthy Ministry* and look forward to working with each participant

Program Level Outcomes

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

1. Revisit foundations for sustainable ministry.
 - By immersing leaders in explicit Wesleyan practices of community-based formation around the priorities of scripture, reason, tradition and experience, participants will be exercised to incorporate transformational habits for sustainable ministry lifestyles.
2. Foster ministry leadership vision, ethic and practice relevant to their ministry context and world.
 - By deeply engaging ministerial analysis in one significant theme that can

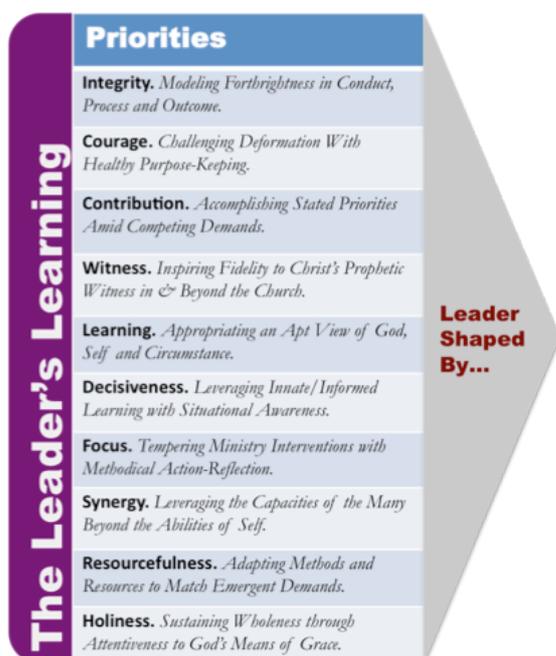
inform their ministries, participants can establish a trajectory for life-long contribution.

3. Appreciate transformational demands within contemporary ministry organizational contexts such as congregations, non-profits and marketplace engagements through various analytic means of biblical, theological, social and cultural exegesis.
 - Participants must add to their biblical and theological exegesis, cultural-situational exegesis that informs ministry leadership practice on a daily basis.
4. Demonstrate a self-directed capacity to incorporate a variety of ministry sustaining practices – expressed in the completion of *Leadership Formation Portfolio* exercises -- into their ministry lifestyle habits.
 - The "Action-Reflection" emphasis invites participants to consistently match their formational priorities with a vigorous prophetic and missiological relevance equal to the times in which we live. To this end, participants will develop scholarly transformation projects within their own contexts or as consultants to others that convey the organizational possibilities of a missional spirituality. Along with field trips and one-on-one coaching, students will engage in five hours of research-based instruction-practice.

Marks of Transformative Leaders

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

Learning Focus of the Asbury D.Min. Program



Marks of a Transformative Leader



Student Learning Outcomes

1. Understand the various components of personal health and how this applies to healthy ministry. (PLO #2)
2. Understand and develop the practices that contribute to the personal health of the leader. (PLO #1)
3. Understand the stressful aspects of ministry and the capacity to reframe ministry in ways that contribute to wholeness. (PLO #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&

All other textbooks are available through Asbury Theological Seminary’s Tree of Life Bookstore: (859)-858-4242. <http://www.treeoflifebooks.com/> Students can consult book lists and prices at <http://asburyseminary.textbookstop.com>.

Headley, Anthony J. *Reframing Your Ministry: Balancing Professional Responsibilities and Personal Needs*, Nappanee, Indiana: Evangel Publishing House, 2007. ISBN: 978-1928915973. 256pp

Herrington, Jim, Creech, Robert, and Taylor, Trisha. *The leader's Journey: Accepting the Call to Personal and Congregational Transformation*. Jossey-Bass, 2003. ISBN: 978-0787962661. 192pp

Scazzero, Peter. *Emotionally Healthy Spirituality: Unleashing a Revolution in Your Walk with Christ*. Thomas Nelson, 2011. ISBN: 978-0849946424. 240pp

Total Pages: 688 (plus a minimum of 1,112 pages of professional and journal readings related to the individual student’s Ministry Transformation Project)

Chapters of books, as well as articles, will be provided.

Assignments

Post-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<p>Assignment #1: Action-Reflection Leadership Formation Portfolio Items.</p> <p>The following Leadership Formation Portfolio items have been selected for this course. See the appendix entitled “Leadership Formation Portfolio” for process and procedures pertaining to these assignments.</p>	PLO #4	<input type="checkbox"/> Journey Partners 6 <input type="checkbox"/> 720° Degree Review 8 <input type="checkbox"/> <i>Examen</i> Prayer Retreat 19 <input type="checkbox"/> Message Evaluation 38 <input type="checkbox"/> Legacy Group Formation 30 <input type="checkbox"/> Ministry Transformation Project 33		Staff
In-Residency (5 Days)*				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<p>Assignment #2: Action-Reflection Leadership Formation Portfolio Items.</p>	PLO #4	<input type="checkbox"/> Journey Partners 6 <input type="checkbox"/> Legacy Group Formation 30 <input type="checkbox"/> Ministry Transformation Project 33		Staff

<p>The following Leadership Formation Portfolio items have been selected for this course. See the appendix entitled “Leadership Formation Portfolio” for process and procedures pertaining to these assignments.</p>				
Post-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<p>Assignment #3: Ministry Transformative Project Literature Review</p>	#4	<p>Prepare a literature review on the selected topic for the transformative project.</p>	50%	Faculty
<p>Assignment #4: Paper</p>	#1	<p>Write a 20-page paper based on the course texts and relate it personally to your own life and ministry.</p>	30%	Faculty
<p>Assignment #5: Self-Assessment</p>	#3	<p>Write a minimum 8-page assessment report based on measures presented in class.</p>	20%	Faculty
<p>Assignment #6: Action-Reflection Leadership Formation Portfolio Items.</p> <p>The following Leadership Formation Portfolio items have been selected for this course. See the appendix entitled “Leadership Formation Portfolio” for process and procedures pertaining to these assignments.</p>	<p>PLO #4</p>	<p><input type="checkbox"/> Journey Partners 6 <input type="checkbox"/> Legacy Group Formation 30 <input type="checkbox"/> Ministry Transformation Project 33</p>		Staff

To successfully complete this class, each of you will complete all assignments on time, participate actively in class discussion and build relationships with fellow classmates.

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.)

Course Evaluations

After this course has been completed, you may fill out a course evaluation for the course by the end of the semester. To access the evaluation, click on the course evaluation link, <https://asburyseminary.tk20.com>. Then:

- Locate the Pending Tasks area.
- Click on the link that has the course information for your course(s).
- Click on the Course Evaluation Form tab.
- Complete all course evaluation fields.
- Click Submit.

Class Agenda

To be decided

Expectations/Education Philosophy

Course Work/Hours

A “Credit Hour” at Asbury Theological Seminary is an amount of work represented in student learning outcomes (SLOs) and verified by evidence of student achievement that reasonably approximates not less than fifty-five (55) minutes of direct faculty instruction and a minimum of two and a half (2.5) hours out of class student work each week for the equivalent thirteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time. Furthermore, at least an equivalent amount of work shall be required for other academic activities including internships, practicums, studio work and other academic work leading to the award of credit hours. A faculty member desiring substantial changes must clear it through the dean of the school.

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

Attendance Policy

Attendance Guidelines

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

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

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

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

Additional Assignment Guidelines

Generally the expectation is that students will be present at all class sessions and prepared to meaningfully participate. However, you may miss up to 6 hours of class [the equivalent of 2 block classes] throughout the intensive for any reason, without it impacting your final grade. If you miss between 7-10 hours (~ a 3rd block class) of class time, then your final course grade will be reduced by a corresponding amount. If you miss more than 11 hours of class time, you will fail the class.

How to Submit Your Work

Unless otherwise specified, submit all student work electronically using the appropriate link that you will find in the on-line classroom. The assignment title should include your last name, the course and the assignment name, for example, **doeDM800proposal**

Appendices

Appendix 1: Rubrics

See next pages.

The Healthy Leader – Seminar II

Student Learning Outcomes	Method of Assessment	Exemplary = 4	Accomplished = 3	Developing = 2	Beginning = 1	Evaluator
SLO# 1: Understand the various components of personal health and how this applies to healthy ministry.	ASSIGNMENT #4: PAPER	<i>Understand, at an exemplary level, the various components of personal health and how this applies to healthy ministry.</i>	<i>Understand, at an accomplished level, the various components of personal health and how this applies to healthy ministry.</i>	<i>Understand, at a developing level, the various components of personal health and how this applies to healthy ministry.</i>	<i>Understand, at a beginning level, the various components of personal health and how this applies to healthy ministry.</i>	Faculty
SLO #2: Understand and develop the practices that contribute to the personal health of the leader.	ASSIGNMENT #4: PAPER	<i>Understand, at an exemplary level, and develop the practices that contribute to the personal health of the leader.</i>	<i>Understand, at an accomplished level, and develop the practices that contribute to the personal health of the leader.</i>	<i>Understand, at a developing level, and develop the practices that contribute to the personal health of the leader.</i>	<i>Understand, at a beginning level, and develop the practices that contribute to the personal health of the leader.</i>	Faculty
SLO #3: Understand the stressful aspects of ministry and the capacity to reframe ministry in ways that contribute to wholeness.	ASSIGNMENT #5: SELF-ASSESSMENT	<i>Understand, at an exemplary level, the stressful aspects of ministry and the capacity to reframe ministry in ways that contribute to wholeness.</i>	<i>Understand, at an accomplished level, the stressful aspects of ministry and the capacity to reframe ministry in ways that contribute to wholeness.</i>	<i>Understand, at a developing level, the stressful aspects of ministry and the capacity to reframe ministry in ways that contribute to wholeness.</i>	<i>Understand, at a beginning level, the stressful aspects of ministry and the capacity to reframe ministry in ways that contribute to wholeness.</i>	Faculty

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 formation coaches – that contributes to the achievement of formational standards, dispositions and practices. While elements of the Leadership Formation Portfolio will be developed in the first stage of the program, most of the elements are revisited for more intensive interaction at later stages of the program. Each of the Leadership Formation Portfolio items, and the procedures for completing these formatively, are described in the D.Min. handbook. As a means of offering an evidence-based description of the program’s impact for leadership formation, each of these items constitute means of assessment for the D.Min. Program. Formation coaches join faculty mentors in assessing a participant’s appropriation of these competencies. Each Portfolio Item is represented by a corresponding assessment that will serve as documentation or evidence of completion.

FORMATIVE EXERCISES		HANDBOOK
Journey Partners	Journey Partners are family, members, mentors, supervisors, co-workers or peers who provide accountability, helping you improve your leadership qualities.	Page 6
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 at the beginning, middle and end stages of the program.	Page 8
Examen: Prayer Retreat	The <i>Examen</i> is an ancient prayer process, offering disciples a five-movement contemplative habit for a spiritually examined life.	Page 19
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.	Page 21
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.	Page 23
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.	Page 25
Lectio Continua	Lectio Continua is the ancient practice of reading the Scripture together, in sequence, over a specified period of time.	Page 29
Legacy Group Formation	Legacy Groups at Asbury Theological Seminary serve as a type of small group and are designed to help you grow as a whole person, that is body, mind and soul.	Page 30
Ministry Philosophy	Ministry Philosophy provides a comprehensive view of your core values and beliefs that determine the way you act, lead, and live.	Page 31
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, formative coaches and peers to participate in the observation, and evaluation of episode-based leadership. LEAD Initiatives may occur on campus, field trips, rope courses, sponsored ministry visits or in “least expected” moments in and out of the classroom	Page 32

	which provide opportunity for peers to debrief leadership-intensive learning moments.	
Ministry Transformation Project	<p>The Ministry Transformation Project is a self-directed learning process emphasizing leadership postures and practices such as focus, humility, situational awareness, learning, intelligence and contribution. As an extended diagnostic effort, the project is designed to allow participants to experiment, explore, collaborate and practice new learning in their own ministry communities and with cohort peers. The project is completed in five distinct stages. Each stage corresponds to both cohort course (see below) <i>and</i> a chapter in a research dissertation. Completion of a Chapter Worksheet precedes each residency visit. Completion of a chapter draft occurs after each residency visit. Self-paced online video instructional modules facilitate orientation to each chapter. The five stages are:</p> <ul style="list-style-type: none"> • Prospectus (Overview, Cohort Seminar I) • Literature Review (Context, Cohort Seminar II) • Data Collection Plan (Evidence, Cohort Seminar II) • Data Analysis Plan (Theory, Cohort Seminar III) • Findings Report (Results, Colloquium Presentation) <p>Ministry Transformation Project Assignment</p> <ol style="list-style-type: none"> 1. Pre-Residency. Complete dissertation worksheet by answering the questions in provided. (You will use the outline again after the residency to write your dissertation chapter draft). See https://vimeo.com/90132870 to view the online instructional video for research orientation that accompanies the worksheet for the course. Follow instruction in the online course space for uploading and submission. 2. In-Residency. Faculty mentors will arrange discussion sessions to review content of your worksheets, either as an entire cohort or in small group settings. Formation coaches will offer small group conversation gathering to help participants refine their ministry project designs. Participants are encouraged to offer peer review to at least one peer during the residency experience. 3. Post-Residency. Using the detailed outline you created before the intensive, write the complete dissertation chapter draft. Submit that draft by due date. Follow the instructions for submitting assignments supplied in the doctor of ministry handbook. Both the faculty mentors who lead your cohort will review the draft with the assistance of program staff tasked with research clearance. The prospectus chapter draft will be returned within the 90 days following the class. At that time you will be instructed on your next steps pertaining to the draft, and the research process. Chapter draft will be reviewed using the rubric supplied with the worksheet, with one of the following evaluation assigned: <ul style="list-style-type: none"> <input type="checkbox"/> Draft Reviewed: No Revisions. Apply for Stage Clearance. <input type="checkbox"/> Draft Reviewed: Revise Based on Rubric. Resubmit by date:_____. <input type="checkbox"/> Draft Not Ready: See Faculty-mentor and/or (2) Formation Coach. 	Page 33
Message Evaluation	<p>Message Evaluation is a practice of inviting members of your communities to participate in providing formative feedback to you as a communicator. At select times, the leader will distribute, collect and respond in their practices to feedback from program-provided message evaluation form. This will be</p>	Page 38

Appendix 3: Supplemental Resources/Bibliography

Appendix 4: Policies

Accessing Library Resources

1. General Questions:

The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons can be reached at our website: asbury.to/library, via phone at 800.2ASBURY or 859.858.2100, and via email at information.common@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 *This section must be included in courses after Summer 2012.*

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

Online Section Descriptions and Communication Guidelines *This section should be included for ExL/Online courses.*

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

The following are functions with which you should familiarize yourself:

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

online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

Online Support Contact Information

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

email: information.common@asburyseminary.edu

Phone: (859) 858-2100;

Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Online program, contact Dale Hale:

email: ExL.Office@asburyseminary.edu

Phone: (859) 858-2393

Withdrawal from Classes

Students may drop and/or add classes without penalty during the add/drop period.

Students dropping any class after the add/drop period will receive a grade of “WD” (withdraw) on their transcripts, until the following deadlines each term:

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

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

Withdrawal from Seminary

A student who, for any reason, finds it necessary to withdraw from school at any time other than at the close of a term is required to obtain official approval. Permission to withdraw shall be secured from the Office of the Registrar. A grade of “F” shall be recorded for all courses from which a student withdraws without permission or after the deadline stated in this catalog. A student who withdraws from Asbury Theological Seminary and later decides to return as a student will be required to reapply for admission. Lack of attendance does not constitute a withdrawal.

The Tk20 Portfolio Account

The Tk20 Portfolio allows Asbury D.Min. participants to collect, submit, review and update

program/course assignments throughout the entire three-year program.

To access Tk20:

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

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.

