Seminar III: Methods in Social Transformation

DM917

4 Credit Hours

- Concentration(s): Theology for Social Change
- Date of Course: 2017
- Location/Campus: Washington, DC--Immersion Experience
- Enrollment Limit: 20

Contact Information

- Charles Gutenson, Ph.D. and Kevin Kinghorn, Ph.D.
- Office Phone: 859-858-3581
- Mobile Phone: 859-699-8830
- Home Phone:
- Office Hours:

Thematic Focus

One critique of American Evangelicalism is that its theology fosters a fragmented spirituality, separating private/vertical faith from its social/horizontal implications. So when social issues, such as poverty, health care, corporate responsibility, crime, addiction, governmental policy or race relations, rise in the headlines or the home front, the church’s response is often mixed or absent. Building upon Wesleyan practices of social transformation and renewal, this cohort conversation pursues practical questions about the church’s, the preacher’s and the lay community of believers’ calling in the face of a society’s hopes and challenges. This cohort makes public theology a matter of formation and mission.
Participants in this cohort will:

- Deepen their biblical and theological foundation for engagement in the work of social transformation—both as regards the identification of needed change and the spiritual and social resources for change.
- Build on their theological foundation with particular insights that can be framed as related to issues of public theological engagement.
- Select a particular topic/issue in public theology through which the four courses of the track will be processed, offering their case learning to peers.
- Demonstrate a grasp of the history of the topic and knowledge of the critical issues, terminology, and methodology utilized in forging the Ministry Transformation Project.

Course Description

This course is the third of four cohort seminars that focus on the specifics of the D.Min. program: Practices of Wesleyan Social Transformation and Renewal. By the time of this seminar, students will have developed a sound biblical and theological foundation for social transformation consistent with the Wesleyan tradition. In addition, each student will have finalized their selection for an area to focus the overall project. As the first of two immersion seminars, this seminar will focus on methods that have been traditionally used to accomplish social transformation. We will examine the writings of several who have been seen as successful agents of sociocultural transformation, with an eye both to critique and to appropriate their methods through the lens of our biblical and theological foundations. In the course of this seminar, we will examine some of the ways in which the church has understood its role in the process of social transformation and apply them to our contemporary setting to better understand the ways in which the church can better align with God’s mission through social transformation. We will examine the delicate balance the church must exercise in the political process while also recognizing the void left in the public square when the church withdraws. As an immersion experience, participants will have the opportunity to hear, first hand, from social entrepreneurs and change agents who are on the front lines of sociocultural engagement.

Welcome

Dr. Charles (Chuck) Gutenson has been involved with the Asbury Seminary community as a student, professor, Associate Dean for Distributed Learning and now serves as an affiliate professor. In addition, he has served as an executive in both for-profit and non-profit settings. His first degree was in electrical engineering and after 15 years in private industry, he entered Asbury Seminary where he earned an MDiv. He spent a term in Munich, Germany studying with Wolfhart Pannenberg, and then earned his PhD from Southern Methodist University in Philosophical Theology. He has authored several books, including Reconsidering the Doctrine of God, Christians and the Common Good and Church Worth Getting Up For. Dr. Gutenson currently has his own business which focuses on consulting, writing, and teaching. He and his wife, Bobbie, have an adult daughter, Sara, who is pediatric nurse.
From Dr. Kevin Kinghorn: In the broadest terms, my goal for every class is that we will become more effective ambassadors of Jesus Christ, while we grow in our understanding of who God is and how God is at work in our lives. Reflecting on Jesus's call to love others as he loves us, I am drawn to the fact that Jesus is unceasingly our advocate: always interceding on our behalf, always concerning himself with our concerns, and always inviting us to join him in his ministry to those around us. Loving others as Jesus loves us therefore clearly involves being an advocate. My own passion is to help Christian ministers find meaningful theological and philosophical frameworks for understanding how God is at work in their lives as they follow in Christ's footsteps. The promise we find in Revelation 2:17 is that God will give us a "new name" unique to each of us. Living into our names--our identities--in Christ requires much prayer and humble seeking. It also requires serious theological reflection. And it was never the intention of our Trinitarian God that this process of discernment be done in isolation! I'm excited to share in this process of finding the vision, and the effective tools to implement, the particular form of Christian advocacy to which God is calling you.

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:

Student Learning Outcomes

1. Articulate important methods both presently and historically utilized to forge social transformation. (PLO #2)

2. Demonstrate a solid grasp of the methods and corresponding outcomes utilized in their research. (PLO #2)

3. Integrate issues of social entrepreneurship raised by practitioners with theory and theology. (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&


Required Readings:


Choose 600 pages from the following books, with focus on methodological considerations:


### Assignments

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment #1: Pre-Seminar Readings</strong></td>
<td>#1</td>
<td>Read all assigned readings, including books chosen from alternate lists, where offered.</td>
<td>5%</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>Assignment #2: Social Change Interview</strong></td>
<td>#1</td>
<td>Work with the professors to identify an individual working in the participant's area of social change and interview that person with regard to theological foundations for their work and the methods the person has found both helpful and unhelpful in achieving social change. Write a 10-page summary of the findings.</td>
<td>20%</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>Assignment #3: Presentation</strong></td>
<td>#2</td>
<td>Prepare a 20-minute presentation for the rest of the class, summarizing the findings from the participant's interview, focusing particularly on effective and ineffective methods.</td>
<td>15%</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>Assignment #4: Social Change Paper</strong></td>
<td>#3</td>
<td>Write a 30-page paper which explores the different methods and strategies which the participant has considered for implementation of social transformation. Conclude with determinations made by the participant relating to the strategies and methods he/she judges most</td>
<td>55%</td>
<td>Faculty</td>
</tr>
</tbody>
</table>
effective for change in their area of focus, and integrating insights from course reading.

**Assignment #5: Action-Reflection Leadership Formation Portfolio Items.**

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.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value / Due Date</th>
<th>Evaluator</th>
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</thead>
<tbody>
<tr>
<td>Assignment #5: Action-Reflection Leadership Formation Portfolio Items.</td>
<td>PL O #4</td>
<td>Journey Partners 6, 720° Degree Review 8, Ministry Philosophy 31, Examen Prayer Retreat 19, Legacy Group Formation 30, Ministry Transformation Project 33</td>
<td>Staff</td>
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### In-Residency (5 Days)*

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<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value / Due Date</th>
<th>Evaluator</th>
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<tr>
<td>Assignment #6: Action-Reflection Leadership Formation Portfolio Items.</td>
<td>PL O #4</td>
<td>Journey Partners 6, Legacy Group Formation 30, LEAD Initiatives 32, Ministry Transformation Project 33</td>
<td>Staff</td>
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### Post-Residency (90 Days)

<table>
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<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value / Due Date</th>
<th>Evaluator</th>
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<tbody>
<tr>
<td>Assignment #7: Post-Seminar Contact/Consultation</td>
<td>#1</td>
<td>Minimum of one phone call/Skype or face time chat to allow mentor and participant to pray for each other, consult on issues relevant to the project, and to determine if the project is moving ahead in a timely fashion.</td>
<td>Faculty</td>
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<tr>
<td>Assignment #8: Action-Reflection Leadership Formation Portfolio Items.</td>
<td>PL</td>
<td>Journey Partners 6</td>
<td>Staff</td>
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</table>
Reflection Leadership Formation Portfolio Items.

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.

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:

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.70</td>
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<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>2.70</td>
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<tr>
<td>C+</td>
<td>2.30</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>1.70</td>
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<tr>
<td>D+</td>
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<td>D</td>
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<td>D-</td>
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* 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

The group will meet six hours daily in an intensive format, except for Friday of the seminar week, when we will dismiss at noon. Notwithstanding dismissal at noon on Fridays, participants should feel free to request one-to-one meeting with the professors as needed. The pedagogical methods will be comprised of a combination of lecture, discussion, case studies, participant presentations, as well as relevant audio/video media presentations.

Please note that Seminar 3 and Seminar 4 meet in subsequent weeks and that both are "in the field" and characterized as immersion experiences.

Expectations/Education Philosophy

Our educational philosophy emphasizes the practical connections between each participant's selected D.Min. project and his or her local ministry context. In other words, while we expect academic excellence in all aspects of the project, we want consistently to emphasize the ways in which the project will, in fact, result in social transformation (to the degree reasonable and practical) in the specific ministry of each participant.

Critical factors for success in this course will be pre-seminar preparation, serious and regular engagement during seminar discussions, and timely post-seminar completion of written assignments. In addition, the professors recommend between seminar contact in order to keep the projects moving along, maintain participant motivation and allow participant and professor to make any 'mid-course' corrections necessary for successful project completion. To that end, each seminar will have a post-seminar interaction scheduled with each participant and one of the professors at roughly the mid-point between seminars.

We recognize that each learner is endowed by God with a unique combination of learning preferences. To that end, it is our intention to utilize a variety of pedagogical methods that are aimed to accommodate those learning preferences. It should be recognized, given the advanced nature of the work, that there will be a premium on dialogue and in class interaction.


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

How to Submit Your Work

All assignments are to be submitted via email only to both professors simultaneously, even though, at some point along the way, we expect each participant will work primarily with one or the other of the two professors. For Dr. Gutenson, use Chuck.Gutenson@asburyseminary.edu; for Dr. Kinghorn, use Kevin.Kinghorn@asburyseminary.edu. Please note that we need you to clearly identify the paper as yours by including your name and the seminar number in the FILE NAME.

Format of Papers: Participants can select any academic style for completing papers (MLA, Chicago, Turabian, etc.); however, you must consistently follow one of these conventions and the paper must be of high academic standards, as if fitting of graduate level education.

Appendices

Appendix 1: Rubrics

See next pages.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Exemplary=4</th>
<th>Accomplished=3</th>
<th>Developing=2</th>
<th>Beginning=1</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #1: Participants will be able to provide an overview of important methods both presently and historically utilized to forge social transformation.</td>
<td>ASSIGNMENT #1: PRE-SEMINAR READINGS</td>
<td>Participants will be able to provide, at an exemplary level, an overview of important methods both presently and historically utilized to forge social transformation.</td>
<td>Participants will be able to provide, at an accomplished level, an overview of important methods both presently and historically utilized to forge social transformation.</td>
<td>Participants will be able to provide, at a developing level, an overview of important methods both presently and historically utilized to forge social transformation.</td>
<td>Participants will be able to provide, at a beginning level, an overview of important methods both presently and historically utilized to forge social transformation.</td>
<td>Faculty</td>
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<tr>
<td>SLO #2: With regard to their own particular topic, each participant will demonstrate a solid grasp of the methods, and corresponding outcomes, that have been utilized. This will include judgments about methods not likely to accomplish intended goals as well as those expected to be fruitful.</td>
<td>ASSIGNMENT #4: SOCIAL CHANGE PAPER</td>
<td>With regard to their own particular topic, each participant will demonstrate, at an exemplary level, a solid grasp of the methods, and corresponding outcomes, that have been utilized. This will include judgments about methods not likely to accomplish intended goals as well as those expected to be fruitful.</td>
<td>With regard to their own particular topic, each participant will demonstrate, at an accomplished level, a solid grasp of the methods, and corresponding outcomes, that have been utilized. This will include judgments about methods not likely to accomplish intended goals as well as those expected to be fruitful.</td>
<td>With regard to their own particular topic, each participant will demonstrate, at a developing level, a solid grasp of the methods, and corresponding outcomes, that have been utilized. This will include judgments about methods not likely to accomplish intended goals as well as those expected to be fruitful.</td>
<td>With regard to their own particular topic, each participant will demonstrate, at a beginning level, a solid grasp of the methods, and corresponding outcomes, that have been utilized. This will include judgments about methods not likely to accomplish intended goals as well as those expected to be fruitful.</td>
<td>Faculty</td>
</tr>
<tr>
<td>SLO #3: Participants will begin to grasp issues of social entrepreneurship from the perspective of persons judged to be successful social entrepreneurs.</td>
<td>ASSIGNMENT #2: SOCIAL CHANGE INTERVIEW</td>
<td>Participants will begin to grasp, at an exemplary level, issues of social entrepreneurship from the perspective of persons judged to be successful.</td>
<td>Participants will begin to grasp, at an accomplished level, issues of social entrepreneurship from the perspective of persons judged to be successful.</td>
<td>Participants will begin to grasp, at a developing level, issues of social entrepreneurship from the perspective of persons judged to be successful.</td>
<td>Participants will begin to grasp, at a beginning level, issues of social entrepreneurship from the perspective of persons judged to be successful.</td>
<td>Faculty</td>
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entrepreneurs and change agents. In other words, participants will demonstrate the usual enriching of understanding that goes with the transition from laboratory to the field.
Rubric for Written Projects:

For “A” level work, the essay:
+ Clearly and concisely states the thesis or question to be undertaken.
+ No grammatical errors or infelicitous constructions or misspellings.
+ Presents its argument in an exemplary fashion, particularly as regards concision and clarity.
+ Draws a powerful conclusion that clearly relates the argument to the thesis.
+ Contains minimal to no distractive material.
+ Demonstrates clear evidence of deep and substantive reflection.
+ Demonstrates exemplary research and use of sources.

For “B” level work, the essay:
+ Clearly states the thesis or question to be undertaken.
+ Contains few grammatical errors or infelicitous constructions or misspellings.
+ Presents its argument in a reasonably clear and concise fashion.
+ Draws a substantive conclusion that relates the argument to the thesis.
+ Contains minimal distractive material.
+ Demonstrates clear evidence of substantive reflection.
+ Demonstrates cautious and substantive research and use of sources.

For “C” level work, the essay:
+ Attempts to clearly state the thesis or question to be undertaken.
+ Contains frequent grammatical errors or infelicitous constructions or misspellings.
+ Presents its argument in a fashion that is hard to follow and exhibits too much “subjectivity” (i.e., becomes more of an opinion piece).
+ Attempts to conclude in a fashion that relates the argument to the thesis.
+ Contains significant distractive material.
+ Demonstrates little evidence of substantive reflection.
+ Demonstrates little evidence of substantive research.

For “D/F” level work, the essay:
+ Largely fails to identify a thesis or question.
+ Contains many grammatical errors/ infelicitous constructions/misspellings.
+ Presents little to no argument, and is mostly an opinion piece.
+ Draws no meaningful conclusion.
+ Minimal or no evidence of substantive reflection or research.
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.

<table>
<thead>
<tr>
<th>Formative Exercises</th>
<th>Handbook</th>
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<tbody>
<tr>
<td><strong>Journey Partners</strong></td>
<td>Page 6</td>
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<tr>
<td>Journey Partners are family, members, mentors, supervisors, co-workers or peers who provide accountability, helping you improve your leadership qualities.</td>
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<tr>
<td><strong>720 Degree Review</strong></td>
<td>Page 8</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Examen</strong>: Prayer Retreat</td>
<td>Page 19</td>
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<tr>
<td>The Examen is an ancient prayer process, offering disciples a five-movement contemplative habit for a spiritually examined life.</td>
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<tr>
<td><strong>Rule of Life</strong></td>
<td>Page 21</td>
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<tr>
<td>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.</td>
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<td><strong>Wellness Lifestyle Declaration</strong></td>
<td>Page 23</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Auto-Ethnography</strong></td>
<td>Page 25</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Lectio Continua</strong></td>
<td>Page 29</td>
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<tr>
<td>Lectio Continua is the ancient practice of reading the Scripture together, in sequence, over a specified period of time.</td>
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<tr>
<td><strong>Legacy Group Formation</strong></td>
<td>Page 30</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Ministry Philosophy</strong></td>
<td>Page 31</td>
</tr>
<tr>
<td>Ministry Philosophy provides a comprehensive view of your core values and beliefs that determine the way you act, lead, and live.</td>
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<tr>
<td><strong>LEAD Initiatives</strong></td>
<td>Page 32</td>
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<tr>
<td>“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</td>
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participation 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 which provide opportunity for peers to debrief leadership-intensive learning moments.

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<thead>
<tr>
<th>Ministry Transformation Project</th>
<th>Page 33</th>
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<tbody>
<tr>
<td>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) and 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:</td>
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</table>

- 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)

**Ministry Transformation Project Assignment**

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:

- Draft Reviewed: No Revisions. Apply for Stage Clearance.
- Draft Reviewed: Revise Based on Rubric. Resubmit by date: ____________.
- Draft Not Ready: See Faculty-mentor and/or (2) Formation Coach.
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 processed with formational coaches, faculty and legacy group peers.

Appendix 3: Supplemental Resources/Bibliography


Bradley, Anthony B. Black and Tired: essays on race, politics, culture and international development. Wipf and Stock, 2011. 978-1608995967


King, Martin Luther, Jr. *A Testament of Hope*, Harper One, 2003  978-0060646912


Neuhaus *The Naked Public Square*. Wm. B. Eerdmans, 1986. 978-0802800800


Moore, Shayne and Kimberly McOwen Yim, *Refuse to do Nothing: Finding Your Power to...*
Abolish Modern-Day Slavery, IVP, 2012. 978-0830843022


O'Donovan, Oliver. The Desire of the Nations, Cambridge University Press, 1999. 978-0521665162


**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** *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:

e-mail: 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:

e-mail: 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.