

Asbury Theological Seminary Syllabus



Doctor of Ministry Program

Seminar III: Missional Discipleship (Immersion Course)

DMAMC917, O1

4 Credit Hours

- Concentration(s): Activating Missional Communities
- Date of Course: 2018
- Location/Campus: TBA

Contact Information

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Course Description

The third seminar in the Forge cohort explores transformative practices of missional discipleship and spirituality that have emerged out of the new paradigms of the missional church movements. Students will develop an action-oriented, distinctly *missional*, approach to discipleship and a holistic approach to spirituality, both within a Trinitarian framework. The seminar will focus specifically on how the life of Jesus must shape discipleship, how hope in the Father's kingdom influences spirituality, and how life in the Spirit guides the church into adventure, risk, and bold mission. Additionally, the seminar will explore how missional discipleship and spirituality might be developed through the local church and expressed in and for the neighborhood.

The seminar will take place through an immersive, on-the-ground, field experience that will provide times of observation, participation, teaching, and reflection in order to create a holistic learning environment.

Cohort Thematic Focus

The missional church movement, through a renewed focus on the mission of God as revealed by Jesus and empowered by the Spirit, is challenging Christians to rethink concepts and practices related to mission, discipleship, spirituality and leadership. A missional church fashions its practices on the belief that just as the Father has sent the Son and Spirit into the world to accomplish the purposes of the Father, so too has the church been sent into the world. A church configured to express this missional nature will see God differently, read Scripture in a new light, and give birth to new expressions of mission in the neighborhoods and nations next door. Asbury's Doctor of Ministry Program is partnering with Forge America to convene this cohort conversation. Participants will be introduced to the missional network paradigm of Forge's pastors/theologians, authors/activists, and disciples/missionaries, all with the intent to help learners assess and apply the missional readiness.

Welcome

Welcome! This class will be taught by Alan Hirsch, Scott Nelson, and friends. The information below provides an introduction to your teaching team.

Alan Hirsch is the founding director of Forge America Mission Training Network. Currently he co-leads Future Travelers, an innovative learning program helping megachurches become missional movements. Known for his innovative approach to mission, Alan is considered to be a thought-leader and key mission strategist for churches across the Western world. His experience includes leading a local church movement among the marginalized, developing training systems for innovative missional leadership, and heading up the mission and revitalization work of his denomination.

Scott Nelson serves as the Director of Theology for the Forge America Mission Training Network and is also a Ph.D. Candidate in Congregational Mission and Leadership at Luther Seminary, St. Paul, Minn. He is the author of the five Forge Guides for Missional Conversation (InterVarsity Press) and loves the thrill of helping people discover how God is calling them to participate in His mission to the world. Scott and his family live as missionaries in their condominium complex and have recently planted a missional community/house church that is attempting to discover how to be a missional church in the suburbs of Chicago. When he is not participating in the missional church conversation through his writings, studies, or teaching, Scott enjoys a wide variety of athletic activities (particularly running, tennis, and disc golf), board games of all kinds, and sharing meals with neighbors, friends, and anyone else God sends his way.

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.

Cohort Learning Outcomes

By the end of DMAMC917, students will be able to:

1. Identify effective steps for data analysis by choosing methods relevant to their Ministry Transformation Project. (PLO #2)
2. Assess the value of group spiritual formation through their Legacy Group experience. (PLO #1)

Student Learning Outcomes

By the end of DMAMC917, students will be able to:

1. Develop a holistic spirituality and an action-oriented, missional discipleship within a Trinitarian framework: for the glory of the Father, under the Lordship of Jesus, by the power of the Spirit. (PLO #1)
2. Articulate the importance of Jesus-shaped discipleship and imagine what such a discipleship might look like in their local church or organization. (PLO #1, #2)
3. Articulate the importance of hope-shaped spirituality and imagine how such a spirituality might lead their local church or organization into adventure, risk, and bold mission. (PLO #1)
4. Explain the place of spirituality in the church's mission and define mission-oriented discipleship. Experiment with missional spirituality in/through their local congregation and

facilitate communal reflection upon those practices. (PLO #1, #3)

5. Understand the theory of how habits inform discipleship and be able to develop core common practices, liturgies, catechisms, consistent with a more action-oriented form of discipleship. (PLO #1, #2)

6. Demonstrate the ability to create and sustain incarnational mission in, with, for, under and against the neighborhood. (PLO #3)

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

Course Requirements

Required and Suggested 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

Bosch, David Jacobus. *A Spirituality of the Road*. Eugene, OR: Wipf and Stock, 2000, 96pp. ISBN: 978-1579107956

Brueggemann, Walter. *Journey to the Common Good*. Louisville, KY: Westminster John Knox, 2010, 120pp. ISBN: 978-0664235161

Escobar, Kathy. *Down We Go: Living into the Wild Ways of Jesus*. Folsom, CA: Civitas, 2011, 276pp. ISBN: 978-0615467900

Hirsch, Alan and Hirsch, Debra. *Untamed: Reactivating a Missional Form of Discipleship*. Grand Rapids: Baker, 2010, 272pp. ISBN: 978-0801013430.

Holt, Simon Carey. *God Next Door*. Victoria, Australia: Acorn, 2007, 175pp. ISBN: 9781617504877

Morisy, Ann. *Journeying Out: A New Approach to Christian Mission*. London: Continuum, 2006, 264pp. ISBN: 978-0826480965

Nelson, Scott. *Vision: Living under the Promises of God*. Downers Grove, IL: InterVarsity Press, 2013, 67pp. ISBN: 978-0830810475.

Scandrette, Mark. *Practicing the Way of Jesus: Life Together in the Kingdom of Love*. Downers Grove, IL: InterVarsity Press, 2011, 220pp. ISBN: 978-0830836345

Snyder, Howard A., and Scandrett, Joel. *Salvation Means Creation Healed: The Ecology of Sin and Grace: Overcoming the Divorce Between Earth and Heaven*. Eugene, OR: Cascade, 2011, 278pp. ISBN: 978-1608998883

Taylor, Barbara Brown. *An Altar in the World: A Geography of Faith*. New York: HarperOne, 2010, 240pp. ISBN: 978-0061370472

Wright, N. T. *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church*. New York: HarperOne, 2008, 352pp. ISBN: 978-0061551826

Sheldrake, Philip. Christian Spirituality as a Way of Living Publicly: A Dialectic of the Mystical and Prophetic (article).

Total pages: 2,360

Suggested Reading (Optional)

Frost, Michael and Hirsch, Alan. *The Faith of Leap, Embracing a Theology of Risk, Adventure & Courage*. Grand Rapids: Baker, 2011, 224pp. ISBN: 978-0801014154.

Assignments

Pre-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
(none)				
In-Residency (5 Days)*				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Course Participation	#1	Participation is demonstrated in class attendance (present 100% while class is in session), mastery of reading (submissions and bibliographic command), ability to engage mentors and peers in developmental conversation (classroom discussion) and a recorded completion of all preparatory exercises (uploaded to Online Classroom) and field experiences. Peer evaluation will be called upon from mentors/formation coaches and colleagues to inform	10%	Faculty

		evaluations.		
Assignment #2A: Reading Integration Paper	#1	<p>Reading Integration Paper – Write a 12-14 page, double-spaced paper that integrates the required reading of the course. Papers should include a statement of what reading was successfully completed and should identify and describe the following:</p> <ul style="list-style-type: none"> • A concise summary of the relationship of key themes developed by the readings (how the readings fit together to form an argument) (2-3 pages) • An area of particular interest and excitement to the student (2-3 pages) • An area of particular concern or doubt to the student (2-3 pages) • Opportunities the student sees for further development of the biblical, theological, theoretical, or practical arguments (2-3 pages) • Opportunities the student sees for integrating concepts or ideas into their approach to missional-incarnational life and ministry (2-3 pages). 	20%	Faculty
Assignment #2B: Book Review and Presentation	#1	<p>Book Review and Presentation – Choose one of the required readings for the course and prepare an 8-page paper and a 20-minute presentation to be given during the cohort seminar [Note: Each book may only be selected by one student].</p> <ul style="list-style-type: none"> • The 8-page paper should include an introduction to the author (1 page); a brief summary of the book (2 pages max); a critical evaluation of the book (3-4 pages); and where/how the book fits into the field of literature (1-2 pages) • The 20-minute presentation should briefly summarize key points from the paper the student wrote (5-7 minutes) and should, more importantly, suggest possibilities for integrating the evaluation of the book into an approach for missional-incarnational life and ministry. 		Faculty

Assignment #3A: Missional Conversation Group Learning Summary	#2	Missional Conversation Group Learning Summary – Lead a group of at least four people through <i>Vision: Living by the Promises of God</i> by Scott Nelson. You and a minimum of four participants will be required to write a reflection after each of the six sessions. Reflections should be no more than one page, double-spaced. Submit a 6-8 page paper detailing how the conversations took place (1 page) and summarizing the learning that took place through the conversation, both for you personally and for the four other participants who submitted their reflections (5-7 pages). Include all reflections as an appendix to your paper. Be sure to include in your summary anything you learned in relation to practicing a missional spirituality.	20%	Faculty
Assignment #3B: Action Reflection Presentation	#2	Action Reflection Presentation: Stage 3 – Creating a Missional Community of Shared Practices – Join together with at least 5-6 others and communally discern a set of shared rhythms and/or practices that you will all do as a way of experimenting with a missional spirituality. Prepare a 30- minute presentation to be given at the seminar that outlines: 1) what you did and why; 2) the results/outcomes of your efforts; and 3) what you learned. Give the most emphasis to element #3.		Faculty
Assignment #4A: Theological and Theoretical Foundations Paper	#3	Theological and Theoretical Foundations Paper – Write a paper (of any length) that establishes the biblical, theological, and theoretical foundations that help to give warrant for your exegesis of the neighborhood and the new rhythms and practices of missional spirituality that you are choosing to explore.	30%	Faculty
Assignment #4B: Exegete the Neighborhood	#4	Complete an exegesis of your neighborhood as described by Simon Carey Holt in his book, <i>God Next Door: Spirituality and Mission in the Neighbourhood</i> (Brunswick: Acorn Press, 2007, 103-104pp). Do this exercise at least three times.		Faculty

		<p>Additionally, guide 3-4 other people through this process in their own neighborhoods (you only need to do this one time per person). Ask that person to write a reflection paper and share it with you. Write a report (of any length) that summarizes your learning. Your report should include:</p> <ul style="list-style-type: none"> • A brief description of what you did. • What you learned by exegeting your own neighborhood. • What you learned by guiding others in exegesis of their neighborhoods and reviewing their reflections. • An appendix that provides the reflection reports developed by those you guided through the process of neighborhood exegesis. 		
<p>Assignment #4C: Explore New Rhythms/Practices</p>	#5	<p>Explore New Rhythms/Practices – Choose one of the following practices or develop a practice of your own (Note: You must get prior approval from course instructor). Invite at least 2-3 other people to explore the rhythm or practice with you and ask them to write a reflection paper and to share it with you. Write a report that summarizes your learning. Your report should include:</p> <ul style="list-style-type: none"> • A brief description of what you did. • What you learned through the rhythm or practice. • What you learned by guiding others and reviewing their reflections. • An appendix that provides the reflection reports developed by those you guided through the process of neighborhood exegesis. • Possible rhythms or practices include the following: <ul style="list-style-type: none"> • Sit for one hour every day in a downtown spot and watch what goes on... pray, write, and observe. Ask God to give you eyes to see what is happening around you. • Volunteer in a place of service to the poor (e.g., soup kitchen, shelter, etc.) 		Faculty

		<p>and just listen.... Practice the gospel without saying anything explicitly evangelistic.</p> <ul style="list-style-type: none"> • Arrange a class visit to a mosque and ask to be evangelized by a Muslim cleric (reverse evangelism). Go with a truly open mind and heart to learn what is good and true about that other faith. Write a reflection about the experience that focuses exclusively on the positive things you have experienced... not critique or disagreement. • Work for a week with Seedleaf (non-profit, urban farming) and learn about the parallels between agrarian worldviews and Christian faith (especially Scripture). Use Ellen Davis (<i>Scripture, Culture, and Agriculture: An Agrarian Reading of the Bible</i>) to reflect on the importance of soil, land, and growing food for Christian formation (“unless a seed falls...”). 		
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Post-Residency (90 Days)

Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
(none)				

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

Additional Assignment Guidelines

Only students who submit assignments on time can expect faculty feedback on their assignments. At the faculty's discretion, late assignments can receive a grade, but additional feedback is not required from the faculty.

If students fail to submit any of the course assignments, they will receive a failing grade for the course. If the professor agrees to evaluate an assignment after final grades have been submitted, the student must complete a Grade Conversion Request form from the Registrar's office to remove the failing grade ("F") from their record. This form is found on oneATS.

To locate the form:

- Go to **one ATS** (<https://one.asburyseminary.edu>)
- Sign into oneATS.
- On the left sidebar, in the Student Navigation section, click on the **Registrar's Office** link.
- Click on the **Forms and Petitions** link.
- Click on the **Grade Conversion Request** link to download the form.
- Complete the form and submit it to the Registrar's office per the instructions at the top of the form.

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

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 D.Min. courses is 1,800 – 2,400 pages of assigned reading per 4-hour course or the equivalent of out-of-course work (Faculty Handbook).

Attendance Policy

Students are expected to attend all class sessions during residency.

How to Submit Your Work

All papers must include a formal title page and be formatted with MLA style formatting, unless otherwise indicated by faculty.

Students will upload all assignments to their online course classroom.

To upload an assignment:

1. Log into **oneATS** (<http://one.asburyseminary.edu>).
2. Enter your username and password.
3. In the upper right corner of the screen, click on **Online Courses**.
4. In the Navigation section, click on **My courses**.
5. Click on the **course number** for your course (see Page 1 of this syllabus).
 - a. Note: Make sure that the correct term and year appear in parentheses after the course number (e.g., SU = Summer, JA = January, etc.)
6. Upload your document in the assignment section as indicated by the faculty for your course.
7. NOTE: To send an email to faculty for your course, email them directly using the email addresses on Page 1 of this syllabus. Do not use the “To the Professor” email feature in your online classrooms, as this system is not integrated with faculty’s daily email handling systems.

Incomplete Work

(Please note: You can only request an incomplete if your pre-residency assignments were completed on time, and if the “unavoidable emergency” caveat below occurs immediately before final assignments are due. A busy schedule or non-stop demands of family and ministry do not qualify as reasons for an incomplete; these are realities that all D.Min. students face.)

The official end of each term is 5 p.m. on the last day of the final exam week. The 5 p.m. deadline applies to handing in all course work. Each instructor may set an earlier deadline, but not a later deadline, for submission of any or all course work. Students must petition the Registrar for permission to receive an incomplete “I” grade and have the relevant faculty member’s support. The petition must be received before 5 p.m. on the last day of regularly scheduled classes (prior to the beginning of final exam week).

A grade of “I” denotes that course work has not been completed due to an unavoidable emergency (documentation may be requested). Delinquency or attending to church work or other employment does not constitute an unavoidable emergency. Without an approved “I,” a letter grade will be recorded based on grades received for completed work and an “F” grade assigned to incomplete work.

Incomplete grades shall be removed one calendar month prior to the close of the following semester unless an earlier date is designated by the Office of the Registrar on the individual petition. If the work is not completed by the time designated, the “I” shall be changed to an “F” unless a passing grade can be given based on work already completed or unless special permission is granted by the Registrar. Professors are required to give either a grade or an “I,” if approved, to each student registered for credit in a course.

Students with incompletes in two or more classes will not be allowed to enroll in a new semester or term without permission from the Registrar.

Appendices

Appendix 1: Rubrics

See next pages.

Seminar III -- Missional Discipleship

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
CLO #1: Identify effective steps for data analysis by choosing methods relevant to their Ministry Transformation Project.	Dissertation Chapter 3	<i>Outlines the most effective research methods for the project: providing thoughtful rationale for each method, addressing all research questions, and meeting the Institutional Review Board's requirements.</i>	<i>Outlines the most effective research methods for the project: providing some rationale for most methods, addressing all research questions, and meeting the Institutional Review Board's requirements.</i>	<i>Outlines research methods for the project: providing little rationale methods chosen, addressing 1-2 research questions, and meeting some of the Institutional Review Board's requirements.</i>	<i>Outlines inadequate research methods for the project: providing little to no rationale for each method, addressing 0-1 research questions, and meeting few, if any of the Institutional Review Board's requirements.</i>	Dissertation Coach
SLO #1: Develop a holistic spirituality and an action-oriented, missional discipleship within a Trinitarian framework: for the glory of the Father, under the Lordship of Jesus, by the power of the Spirit.	Course Participation Reading Integration Paper Book Review and Presentation	<i>Develops, at an exemplary level, a holistic spirituality and an action-oriented, missional discipleship within a Trinitarian framework: for the glory of the Father, under the Lordship of Jesus, by the power of the Spirit.</i>	<i>Develops, at an accomplished level, a holistic spirituality and an action-oriented, missional discipleship within a Trinitarian framework: for the glory of the Father, under the Lordship of Jesus, by the power of the Spirit.</i>	<i>Develops, at a developing level, a holistic spirituality and an action-oriented, missional discipleship within a Trinitarian framework: for the glory of the Father, under the Lordship of Jesus, by the power of the Spirit.</i>	<i>Develops, at a beginning level, a holistic spirituality and an action-oriented, missional discipleship within a Trinitarian framework: for the glory of the Father, under the Lordship of Jesus, by the power of the Spirit.</i>	Faculty
SLO #2: Articulate the importance of Jesus-shaped discipleship and imagine what such a discipleship	Action Reflection Presentation Missional Conversation Group Learning	<i>Articulates, at an exemplary level, the importance of Jesus-shaped discipleship and imagine what such a</i>	<i>Articulates, at an accomplished level, the importance of Jesus-shaped discipleship and imagine what</i>	<i>Articulates, at a developing level, the importance of Jesus-shaped discipleship</i>	<i>Articulates, at a beginning level, the importance of Jesus-shaped</i>	Faculty

might look like in their local church or organization.	Summary	<i>discipleship might look like in their local church or organization.</i>	<i>such a discipleship might look like in their local church or organization.</i>	<i>and imagine what such a discipleship might look like in their local church or organization.</i>	<i>discipleship and imagine what such a discipleship might look like in their local church or organization.</i>	
SLO #3: Articulate the importance of hope-shaped spirituality and imagine how such a spirituality might lead their local church or organization into adventure, risk, and bold mission.	Explore New Rhythms / Practices Theological and Theoretical Foundations Paper	<i>Articulates, at an exemplary level, the importance of hope-shaped spirituality and imagine how such a spirituality might lead their local church or organization into adventure, risk, and bold mission.</i>	<i>Articulates, at an accomplished level, the importance of hope-shaped spirituality and imagine how such a spirituality might lead their local church or organization into adventure, risk, and bold mission.</i>	<i>Articulates, at a developing level, the importance of hope-shaped spirituality and imagine how such a spirituality might lead their local church or organization into adventure, risk, and bold mission.</i>	<i>Articulates, at a beginning level, the importance of hope-shaped spirituality and imagine how such a spirituality might lead their local church or organization into adventure, risk, and bold mission.</i>	Faculty
SLO #4: Explain the place of spirituality in the church's mission and define mission-oriented discipleship. Experiment with missional spirituality in/through their local congregation and facilitate communal reflection upon those practices.	Exegete the Neighborhood	<i>Explains, at an exemplary level, the place of spirituality in the church's mission and define mission-oriented discipleship. Experiment with missional spirituality in/through their local congregation and facilitate communal reflection upon those practices.</i>	<i>Explains, at an accomplished level, the place of spirituality in the church's mission and define mission-oriented discipleship. Experiment with missional spirituality in/through their local congregation and facilitate communal reflection upon those practices.</i>	<i>Explains, at a developing level, the place of spirituality in the church's mission and define mission-oriented discipleship. Experiment with missional spirituality in/through their local congregation and facilitate communal reflection upon those practices.</i>	<i>Explains, at a beginning level, the place of spirituality in the church's mission and define mission-oriented discipleship. Experiment with missional spirituality in/through their local congregation and facilitate communal reflection upon those practices.</i>	Faculty

					upon those practices.	
SLO #5: Understand the theory of how habits inform discipleship and be able to develop core common practices, liturgies, catechisms, consistent with a more action-oriented form of discipleship.	Explore New Rhythms / Practices	<i>Understands, at an exemplary level, the theory of how habits inform discipleship and be able to develop core common practices, liturgies, catechisms, consistent with a more action-oriented form of discipleship.</i>	<i>Understands, at an accomplished level, the theory of how habits inform discipleship and be able to develop core common practices, liturgies, catechisms, consistent with a more action-oriented form of discipleship.</i>	<i>Understands, at a developing level, the theory of how habits inform discipleship and be able to develop core common practices, liturgies, catechisms, consistent with a more action-oriented form of discipleship.</i>	<i>Understands, at a beginning level, the theory of how habits inform discipleship and be able to develop core common practices, liturgies, catechisms, consistent with a more action-oriented form of discipleship.</i>	Faculty
SLO #6: Demonstrate the ability to create and sustain incarnational mission in, with, for, under and against the neighborhood.	Exegete the Neighborhood	<i>Demonstrates, at an exemplary level, the ability to create and sustain incarnational mission in, with, for, under and against the neighborhood.</i>	<i>Demonstrates, at an accomplished level, the ability to create and sustain incarnational mission in, with, for, under and against the neighborhood.</i>	<i>Demonstrates, at a developing level, the ability to create and sustain incarnational mission in, with, for, under and against the neighborhood.</i>	<i>Demonstrates, at a beginning level, the ability to create and sustain incarnational mission in, with, for, under and against the neighborhood.</i>	Faculty
SLO #7: Generate a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor.	Theological and Theoretical Foundations Paper	<i>Generates, at an exemplary level, a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor.</i>	<i>Generates, at an accomplished level, a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor.</i>	<i>Generates, at a developing level, a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor.</i>	<i>Generates, at a beginning level, a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor.</i>	Faculty

					<i>endeavor.</i>	
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Appendix 2: 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

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.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 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.

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.