



Asbury Theological Seminary Syllabus

DM 910: Habits that Sustain Ministry

4.00 Credit Hours

Extended Learning/Online course

2023 Fall Session/Sep 5, 2023 - Dec 15, 2023

PROFESSOR INFORMATION

Name: Dr. Stephen (Brian) Yeich

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Office Hours: By Appointment

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Name: Dr. David Brack

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COURSE DESCRIPTION

This course is foundational to the Asbury Seminary D.Min. experience. The course's design is built on this claim: lasting ministry is an effect of the Spirit-filled life. This course focuses on spiritual vibrancy in the life of ministry leaders as a means and end of sustainable lifelong ministry. Participants deepen their hermeneutical practices with an eye toward inviting God's transformative activity in experimental projects, such as examen retreats, lectio divina (contemplative) and lectio continua (continual) biblical

readings, formation in-common experience with ministerial peer groups and in-ministry journey partners, and autobiographical reflection resulting in a durable rule of life. [Formerly "Transformative Habits: Scripture and Formation" (GR14)]

PROGRAM LEARNING OUTCOMES

By the time students complete Asbury's D.Min. program, they will be able to:

PLO 1:

Practice Christian dispositions and habits in community for faithful living.

- D.Min. cohorts are immersed in community-based formation around the priorities of scripture, tradition, reason, and experience.

PLO 2:

Integrate leadership vision, ethic, and practice contextualized to their ministry setting.

- By methodically analyzing a specific ministry issue, D.Min. students contribute to the understanding of the practice of ministry.

PLO 3:

Reflect biblically, theologically, and culturally as a lifelong learner and leader in ministry.

- Students deepen their capacities for biblical, theological, and cultural exegesis as foundations for 21st century ministry around the world.

REQUIRED STUDENT LEARNING OUTCOMES

By the end of DM910, students will have an ability to:

1. Articulate hermeneutical, exegetical, formational and homiletical assumptions that have informed practices for life-long ministry sustainability. (PLO #1)
2. Integrate theological and theoretical options for implementing a biblically-conscious spiritual formation strategy that fosters sustainable missional practice. (PLO # 2)
3. Create a spiritual formation plan that includes an appreciation of the means of grace and specific strategies for growth, retreat, and ministry. (PLO #2)
4. Identify various formative expressions of community that contribute to the spiritual, social and professional well-being of the leader over a lifetime. (PLO # 3)

ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

COURSE INTRODUCTION



Brian Yeich, Ph.D., D.Min., M.Div., MBA.

Brian's passion is helping people to become fully devoted followers of Jesus Christ whether it is in the context of the community, the local church, or the academy. As an ordained elder in the United Methodist Church, Louisiana Conference, he has pastored in both large and small congregations as well as a church re-start. Brian also has over 8 years in theological education leadership serving in various roles. He currently serves as a Missioner for the Inspire Movement, a missional discipleship network based in the United Kingdom. Brian completed his PhD under the supervision of Dr. Philip R. Meadows with the University of Manchester/Cliff College (England) in the spring of 2015. Brian's PhD research focused on the doctrine of Christian perfection and its implications for the theology and practice of evangelism under the title, *The Doctrine of Christian Perfection as a Vision for Evangelism*. He enjoys tinkering on cars, technology, and spending time with his family.

David Brack, Ph.D.

David and his wife, Stefanie, live in Cincinnati, Ohio, and have been blessed with six incredible children (including their one amazing foster son). David earned his PhD under the supervision of Dr. Ben Witherington in 2015, specializing in New Testament Biblical Studies. He has been an adjunct professor at Asbury Theological Seminary for the past five years, and is the author of the book, *Luke's Legato Historiography: Remembering the Continuity of Salvation History through Rhetorical Transitions*. In addition, he has served in a variety of pastoral and teaching roles at Crossroads Church in Cincinnati. He has also spent the last 18 years as an optical Lab Manager at LensCrafters. During his time at LensCrafters, David has had the opportunity to partner with the non-profit organization, OneSight, and help lead large-scale vision clinics domestically and internationally (Nicaragua, China, Zambia, and Brazil).

REQUIRED TEXTBOOKS

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. IVP Books, 2012. 232 pp.

\$14.68 Paperback, ISBN: 978-0830835133
\$11.33 Kindle, ASIN: B00DVQSEA8

Conde-Frazier, Elizabeth, S. Steve Kang, and Gary A. Parrett. *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation*. Baker Publishing Group, 2004. 224 pp.

\$24.00 Paperback, ISBN: 978-0801027437
\$17.99 Kindle, ASIN: B005OYUI9K

Fowl, Stephen E. and L. Gregory Jones. *Reading in Communion*. Wipf and Stock, 1998. 176 pp.

\$23.00 Paperback, ISBN: 978-1579101244
Not available on Kindle.

Hays, Richard B. *The Moral Vision of the New Testament: A Contemporary Introduction to New Testament Ethics*. T & T Clark International, 1997. 528 pp.

\$100.00 Paperback, ISBN: 978-0567085696
\$18.49 Kindle, ASIN: B00DB3FUTY

Scazzero, Peter. *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Zondervan, 2015. 336 pp.

\$21.36 Paperback, ISBN: 978-0310525363
\$9.99 Kindle, ASIN: B00PFC9MR0

Thompson, David. *Bible Study that Works*. Warner Press, 2000. 128pp.

\$8.99 Paperback, ISBN: 978-1593175474, \$8.99.
Not available on Kindle.

Willard, Dallas. *The Spirit of the Disciplines: Understanding How God Changes Lives*. HarperCollins, 2009. 291 pp.

\$15.99 Paperback, ISBN: 978-0060694425
\$9.99 Kindle, ASIN: B001RS8KQA

Wright, Christopher J.H.. *The Mission of God: Unlocking the Bible's Grand Narrative*. IVP Academic, 2018. 582 pp.

\$30.75 Paperback, ISBN: 978-0830852130
\$29.21 Kindle, ASIN: B00BBRLUTQ

Total pages: 2,497 (plus biblical texts)

REQUIRED RESOURCES

Biblical Texts: Ephesians

Please see guidelines in Canvas for details on required reading. Some texts will not be read in their entirety.

RECOMMENDED TEXTBOOKS

N/A

RECOMMENDED RESOURCES

N/A

ASSIGNMENTS AND RUBRICS OR EVALUATION CRITERIA

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

1. Reflection Essay (15 points)

Due Date: October 1, 2023

Points/Percentage: 15

Learning Outcome: 4

Create an essay of 1,500 – 2,000 words or less in which you describe your own understanding of the role that Scripture plays in your life and ministry. What do you believe is true about the Bible? How do you currently use the Bible in your ministry? Include interaction with the books by Wright, Fowl, and Hays.

2. Exegetical Passage Research Paper (35 points)

Due Date: November 15, 2023

Points/Percentage: 35

Learning Outcome: 1, 2

Write an exegetical passage on an OT or NT text.

Each student will submit an integrative exegetical paper (7,000 words) drawing upon the insights gleaned from the pre-class readings and the class sessions. Its specific format will be clarified during the class sessions.

3. Spiritual Formation Strategy (50 points)

Due Date: December 5, 2023

Points/Percentage: 50

Learning Outcome: 2, 3

Develop a comprehensive spiritual formation plan that integrates biblical, theological, and theoretical dimensions for the development of a personal Rule of Life (ROL) and then for leading and improving a community-based spiritual formation strategy for the local church or for your regular area of ministry.

PART 1: Create a Rule of Life: You will craft a Rule of Life (ROL), which will include a clear biblical, theological and historical foundation for why a Rule of Life has been a means of grace and Christian pursuit of holiness in the life of the Church. It should be concrete, concise and specific. At the same time, it must contain a clear vision and plan that is flexible enough to be practiced and lived out in your ministry setting (It needs to be well-connected to who you are as a person, so that it may support your holistic formation as a person deeply loved and valued by God).

This portion of your Spiritual Formation Strategy should not exceed 2000 words.

PART 2: In the second half of your Spiritual Formation Strategy, you will look outward. Either utilize your current ministry setting or imagine your ideal setting where your ministry gifts and leadership style would be used to the fullest extent. Then, develop a detailed approach for how you would 1) communicate a vision of growth; 2) implement the plan within the context of the local church; 3) provide continued leadership that will sustain a strategy of high commitment; and 4) make explicit the role of various form of community that contribute to the nurture of sustainable ministerial, social and spiritual well-being.

This portion of your paper should not exceed 4000 words.

This paper should be written double-spaced, 12-point Times New Roman, and not to exceed 6000 words total. Please number pages with last name at the top of each page

Assignments				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Reflection Essay	#4	1,500 – 2,000 words or less essay Use texts by Wright, Fowl, and Hays.	15% Due: 10/1/2023. Upload to online classroom.	Faculty
Assignment #2: Exegetical Passage Research Paper	#1, 2	7,000-word paper (based on pre-class readings and class sessions)	35% Due: 11/15/2023. Upload to online classroom.	Faculty

Assignment #3: Spiritual Formation Strategy	#2, 3	6,000 words or less paper (2,000 words or less for Rule of Life; 4,000 words or less for Spiritual Formation Strategy) Double-spaced, 12-point Times New Roman; pages numbered with last name at the top of each page	50% Due: 12/5/2023. Upload to online classroom.	Faculty
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COURSE SCHEDULE

N/A

ADDITIONAL ASSIGNMENT GUIDELINES

See next pages.

SAMPLE

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #1: Articulate hermeneutical, exegetical, formational and homiletical assumptions that have informed practices for life-long ministry sustainability.	Exegetical Passage Research Paper	<i>Articulates, at an exemplary level, hermeneutical, exegetical, formational and homiletical assumptions that have informed practices for life-long ministry sustainability.</i>	<i>Articulates, at an accomplished level, hermeneutical, exegetical, formational and homiletical assumptions that have informed practices for life-long ministry sustainability.</i>	<i>Articulates, at a developing level, hermeneutical, exegetical, formational and homiletical assumptions that have informed practices for life-long ministry sustainability.</i>	<i>Articulates, at a beginning level, hermeneutical, exegetical, formational and homiletical assumptions that have informed practices for life-long ministry sustainability.</i>	Faculty
SLO #2: Integrate theological and theoretical options for implementing a biblically-conscious spiritual formation strategy that fosters sustainable missional practice.	Spiritual Formation Strategy	<i>Integrates, at an exemplary level, theological and theoretical options for implementing a biblically-conscious spiritual formation strategy that fosters sustainable missional practice.</i>	<i>Integrates, at an accomplished level, theological and theoretical options for implementing a biblically-conscious spiritual formation strategy that fosters sustainable missional practice.</i>	<i>Integrates, at a developing level, theological and theoretical options for implementing a biblically-conscious spiritual formation strategy that fosters sustainable missional practice.</i>	<i>Integrates, at a beginning level, theological and theoretical options for implementing a biblically-conscious spiritual formation strategy that fosters sustainable missional practice.</i>	Faculty
SLO #3: Create a spiritual formation plan that includes an appreciation of	Spiritual Formation Strategy	<i>Creates, at an exemplary level, a spiritual formation plan that includes an appreciation of</i>	<i>Creates, at an accomplished level, a spiritual formation plan that includes an</i>	<i>Creates, at a developing level, a spiritual formation plan</i>	<i>Creates, at a beginning level, a spiritual formation</i>	Faculty

the means of grace and specific strategies for growth, retreat, and ministry.		<i>the means of grace and specific strategies for growth, retreat, and ministry.</i>	<i>appreciation of the means of grace and specific strategies for growth, retreat, and ministry.</i>	<i>that includes an appreciation of the means of grace and specific strategies for growth, retreat, and ministry.</i>	<i>plan that includes an appreciation of the means of grace and specific strategies for growth, retreat, and ministry.</i>	
SLO #4: Identify various formative expressions of community that contribute to the spiritual, social and professional well-being of the leader over a lifetime.	Reflection Essay	<i>Identifies, at an exemplary level, various formative expressions of community that contribute to the spiritual, social and professional well-being of the leader over a lifetime.</i>	<i>Identifies, at an accomplished level, various formative expressions of community that contribute to the spiritual, social and professional well-being of the leader over a lifetime.</i>	<i>Identifies, at a developing level, various formative expressions of community that contribute to the spiritual, social and professional well-being of the leader over a lifetime.</i>	<i>Identifies, at a beginning level, various formative expressions of community that contribute to the spiritual, social and professional well-being of the leader over a lifetime.</i>	Faculty

Attendance/Participation: To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. Students are responsible for notifying instructors of the reason for any absences as soon as possible and are accountable for all assignments. Makeup quizzes or exams are generally not permitted unless previously arranged with the instructor. Each faculty member will provide a written attendance policy for each class and also go over that policy on the first day of class for the course. Refer to the ATS Student Handbook for additional information regarding attendance policies and excused absences.

Late Assignments: Any assignment submitted after the due date and time will be reduced two numerical points for every day late. For example, two days late would reduce the grade from a 90 to an 86, unless the student talks to the professor ahead of time and receives permission to turn in the assignment late, based upon a legitimate excuse (such as illness).

Format of Papers: Students must use MLA academic style for completing papers; this is also the required style for your dissertation.

INCOMPLETE WORK POLICY

Incomplete Work: “A grade of ‘I’ denotes that course work has not been completed due to an unavoidable emergency. Delinquency or attending to church work or other employment does not constitute an unavoidable emergency. Without an approved ‘I,’ a letter grade will be recorded based on grades received for completed work and an ‘F’ grade assigned to incomplete work” (ATS 2015-16 Student Handbook, page 67).

Letter	Lowest	Highest
A	94.00%	100.00%
A-	90.00%	93.99%
B+	87.00%	89.99%
B	84.00%	86.99%
B-	80.00%	83.99%
C+	77.00%	79.99%
C	74.00%	76.99%
C-	70.00%	73.99%
D+	67.00%	69.99%
D	64.00%	66.99%
D-	60.00%	63.99%
F	0.00%	59.99%

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

GRADE	EVALUATION CRITERIA
A	Exceptional work: surpassing outstanding achievement of course objectives
B	Good work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives
D	Marginal work: inadequate, minimal achievement of course objectives

F	Unacceptable work: failure to achieve course objectives
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GRADING

Assignment	Weight/Point Value
Reflection Essay	15
Exegetical Passage Research Paper	35
Spiritual Formation Strategy	50
	Total: 100

CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas Access

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

Online Course Expectations

Online courses offer students an opportunity for substantive interactions with instructors on a predictable and consistent basis. Examples of instructor interaction include:

- Instructor engagement during threaded discussions
- Instructor feedback via a rubric associated with an assignment
- General course announcements posted by the instructor
- Other direct communication with an individual student about course material or student performance within the course

Many instructors are not online on Sundays in order to honor a Sabbath day of rest.

Online course success is based upon a student’s substantive and frequent engagement in online assignments such as threaded discussions, online presentations, or group assignments. The assignment descriptions will outline the frequency and type of interactions that are required of students. Assignment descriptions will be located either in the syllabus or within the Canvas Course. Instructors will provide feedback to students' about students' level of engagement as denoted in the syllabus.

COURSE EVALUATIONS

Course evaluations are a vital part of Asbury Seminary's efforts to achieve excellence in the classroom. At the end of the semester, you will receive an email with information and directions for completing course evaluations. Your responses are completely anonymous, and your participation is greatly appreciated. If you have questions or encounter problems accessing the evaluations, contact the Help Desk at helpdesk@asburyseminary.edu or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

TECHNOLOGY REQUIREMENTS & SUPPORT

To take an online or hybrid class, you should be comfortable using e-mail, web browsers, word-processing software and be able to download files and create attachments. You will need the following in order to participate online:

- A computer with a current and up-to-date operating system
- Reliable, high-speed internet
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

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

- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

LIBRARY RESOURCES

Library resources, research support, and library loan are available via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

Materials Requests

Use the links on the library website to search the library catalog for available materials. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be returned or mailed to the library at either the Kentucky or Florida campus.

Students may request books, photocopies, or emailed attachments of journal articles or portions of reference books from the library. Allow 3-10 business days for requests to be filled. Contact the library for costs and instructions on how to make requests, or view the online tutorial at guides.asburyseminary.edu/libraryloan.

Online Resources

- Asbury Scholar – Find library books, ebooks, journal articles, and other media at asbury.to/library.
- Databases – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at guides.asburyseminary.edu/az.php.

Research Assistance

Students should contact Research Services in the library for research assistance. Help is available for general research questions, including how to find course materials online or navigate library resources. Training for supported Bible software or bibliographic management software is also available. Appointments can be made via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

The Writing Center

- The goal of the Writing Center is to help students improve their graduate-level writing. Assistance is available both online and on the Kentucky campus to help with various aspects of the writing process, including structure and organization, grammar, punctuation, and citation formatting. Appointments can be made by contacting the library via:
 - Website: asbury.to/writingcenter
 - Email: helpdesk@asburyseminary.edu
 - Phone: 859.858.2100 or 800.2ASBURY (toll free)
- Students can sign up for 30-minute sessions on the library website at asbury.to/library.

POLICIES

Each student is responsible for being familiar with seminary policies. Asbury Seminary reserves the right to change policies when necessary. Below are brief descriptions of a few seminary policies. For more detailed information regarding school policies, please refer to the ATS Student Handbook at asburyseminary.edu/students/student-services/student-handbook/

Disability Accommodations

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

Accommodations Officer in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students attending the Tennessee site should contact the Kentucky Registrar.

Academic Integrity

Academic integrity is expected of every student. Plagiarism, that is, “presenting ... another’s ideas or writings as one’s own,” is considered a serious violation of integrity and is unacceptable. Detailed information, including the penalty for plagiarizing, is in the Student Handbook. For additional information about plagiarism, go to plagiarism.org.

In this course we may utilize Unicheck, an automated system that compares students’ assignments with websites as well as a database of previously submitted student work. After the assignment is processed, instructors receive a report from unicheck.com (through SpeedGrader™) that states if and how another person’s work was used in the assignment. For more information, see www.unicheck.com. If you have questions about academic honesty, please contact the library at helpdesk@asburyseminary.edu.

Copyright Information

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

By using online media resources, students are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is strictly prohibited.

ZOOM

Courses may use Zoom for synchronous online instruction. These sessions may be recorded by the professor and posted into the Canvas classroom. The recorded sessions will not be downloadable, and will not be used by the professor in future classes unless there is documented permission from all of the students in the recording. Chat rooms in a Zoom call are recorded and discretion should be exercised when using the chat feature, including in private rooms.

Video recordings may be considered educational records under the Family Education Rights & Privacy Act (FERPA) and will be protected as such by the Seminary. Zoom

collects only minimal client information and ensures that information is kept secure (<https://zoom.us/docs/doc/FERPA%20Guide.pdf>).

Requests for accessibility accommodations related to Zoom will be dealt with on a case-by-case basis as described above under Disability Accommodations.

APPENDIX

N/A

SAMPLE