



Asbury Theological Seminary Syllabus

DM(MLC) 916: Seminar II: Organizational Leadership in the Sacramental Tradition

4.00 Credit Hours

Extended Learning/Online course

2024 Spring Session/Feb 5, 2024 - May 17, 2024

PROFESSOR INFORMATION

Name: TBD

Email: firstname.lastname@asburyseminary.edu

Name: TBD

Email: firstname.lastname@asburyseminary.edu

COURSE DESCRIPTION

This second MLC seminar set examines the life and character of the leader, especially in relation to obstacles to organizational vision, risk and change. In addition, the class studies elements of adaptive leadership required for guiding missional church discipleship in the dynamic, rapid-change global realities of the 21st century.

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. Identify personal obstacles to initiating change in ministry. (PLO #1)
2. Understand implications of change for organizational systems. (PLO# 2)
3. Evaluate their current organizational system for developing disciple-making leaders. (PLO #3)

ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

COURSE INTRODUCTION

Photo 1 Photo 2

Welcome to Habits that Sustain Ministry! The information below provides an introduction to your faculty.

Name, Title. BIO

Name, Title. BIO

REQUIRED TEXTBOOKS

Bevins, Winfield and Mark Dunwoody. *Healthy Rhythms for Leaders: Cultivating Soul Care in Challenging Times*. Spring 2021.

Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. IVP Books, 2018. (250 pages)

\$17.99 Hardcover, ISBN: 9780830841479

\$16.49 Kindle, ASIN: B07CP74N87

Brown, Brené. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. Random House, 2018. (320 pages)

\$13.85 Hardcover, ISBN: 9780399592522

\$14.99, Kindle, ASIN: B07CWGFPS7

Friedman, Edwin H. *A Failure of Nerve: Leadership in the Age of the Quick Fix*. Revised ed. Church Publishing, 2017. (288 pages)

\$23.15 Paperback, ISBN: 978-1596272798

\$9.45 Kindle, ASIN: B071R6P7MJ

Kegan, Robert and Lisa Laskow Lahey. *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization*. Harvard Business Review Press, 2009. (340 pages)

\$19.15 Hardcover, ISBN: 978-1422117361

\$18.19 Kindle, ASIN: B004OEILH2

Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. Darton, Longman, & Todd Ltd., 1989. (96 pages)

\$11.99 Paperback, ISBN: 9780824512590

\$7.23 Kindle, ASIN: B01228F9Y4

Perry, Aaron and Bryan Easley, eds. *Leadership the Wesleyan Way: An Anthology for Forming Leaders in Wesleyan Thought and Practice*. Emeth Press, 2016. Selected chapters: 1-3, 8-9, 12, 25, 28. (200 pages)

\$33.17 Paperback, ISBN: 978-1609471026

\$9.99 Kindle, ASIN: B07H6XLSF7

Snyder, Howard A. *The Problem of Wineskins: Church Structure in a Technological Age*. Seedbed, 2017. (258 pages)

\$18.95 Paperback, ISBN: 9781628243390

\$18.95 Kindle, ASIN: B074QLQN38

Stott, John. *Basic Christian Leadership: Biblical Models of Church, Gospel and Ministry*. IVP Books, 2006. (128 pages)

\$15.99 Paperback, ISBN: 9780830882076

\$11.99 Kindle, ASIN: B01D8W4I2M

Watson, Kevin M. *The Class Meeting: Reclaiming a Forgotten (and Essential) Small Group Experience*. Seedbed Publishing, 2013. (129 pages)

\$16.95 Paperback, ISBN: 978-1628240580

\$10.99 Kindle, B00GXBBM7U

Total pages: 2,009 (minus Bevins text)

REQUIRED RESOURCES

N/A

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. **Online Discussions (15 points)**

Due Date: February 15 – March 15, 2024

Points/Percentage: 15

Learning Outcome: 2

You will use your Legacy Groups for an online discussion about the *leadership* texts by Collins and Crouch during February 15 - 29. Participating according to the specific directions in your academic classroom – 15 points.

You will use your Legacy Groups for an online discussion about the *discipleship* texts by Snyder, Watson, Perry, and Easley during March 1 - 15. Participating according to the specific directions in your academic classroom – 15 points.

2. **Organizational and Personal Scan (30 points)**

Due Date: March 31, 2024

Points/Percentage: 30

Learning Outcome: 1

This will be a 15 – 20 page paper overall. Use the first 10 – 12 pages of your paper to describe your context. Part One of the paper will summarize the demographics, psychographics, culture and subcultures of your context. Part Two will overview your church or parachurch ministry by describing the structure, capacities and leadership development patterns in the organization. Part Three will identify two to three critical areas in your organization that you believe need to change to meet the opportunities and challenges of your situation. Demonstrate use of as many of the course texts as are applicable. Citations are important. Integrating ten or more outside sources (from prior courses or conferences, for example) makes the paper much stronger.

Part Four will be a reflection on your personal change map. Where are you interacting with the context? Where do you find yourself “hitting the ceiling?” Watch the change map video prior to writing this section. Think in terms of three to five pages for your reflection.

Part Five, the last two to three pages of the paper, will reflect peer review. Share your first four sections with two members of the cohort asking them to raise two questions or critiques of your personal and organizational scan. Then, use the remaining pages to list Colleague A’s comments and your response, and the same for Colleague B. Be sure to allow enough time to collect your colleagues’ feedback and to respond so the completed paper is submitted by the deadline.

3. Discipleship Change Initiative Paper (35 points)

Due Date: April 15, 2024

Points/Percentage: 35

Learning Outcome: 2, 3

Describe a change initiative in your discipleship context, as described in your organizational scan completed at the start of the course. Use course materials to critique the change initiative. What change are you hoping to realize? Why? How will you get there? What role will each participant have once the transition is complete? (Cp. Bridges’ 4 Ps model: picture, purpose, plan and part each will play in the new reality.)

1. In 3 – 4 pages, describe your discipleship change initiative. Feel free to adapt what you wrote in the first assignment in a summary form to give contextual background.

2. In the next 8 – 10 pages, use the course content and readings and at least 10 outside sources to critique how you led/are leading the change initiative. How did subcultures influence the discipleship change and transition? How was conflict handled? What was the role, if any, of concepts like reciprocity, deference, shame/guilt in the change event? How has it strengthened the discipleship missional priorities in your ministry? How was leadership development impacted? Where were the disappointments, maybe even failures, and what would you do differently?

3. In the final 3 – 4 pages, describe how your own leadership may or may not be more effective given what you have experienced in the course. What changes have occurred in your own leadership intelligence?

Think in terms of a 15 – 18-page paper, double-spaced with strong and rich citations. The goal is to allow the paper heighten our capacity for change agency in complex settings, even in our own context.

Identify a change initiative in your context for analysis. Use all of course content to critique the change initiative and suggest how you would lead differently if you would be able to do so.

Include at least 10 sources beyond the course readings.

4. Dissertation Progress Report (10 points)

Due Date: May 1, 2024

Points/Percentage: 10

Learning Outcome: 1

Complete the rubric for whichever chapter you have most recently completed (Chapters 1, 2, or 3). The rubric is posted in your cohort and academic online classrooms.

5. Class Participation (10 points)

Due Date: May 17, 2024

Points/Percentage: 10

Learning Outcome: 3

This course is a time for rich exchange of ideas, practices, and experiences. Your active engagement = 10 points.

Assignments				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Online Discussions	#2	See instructions in online classroom.	15% Due Date: 2/15- 3/15/2024. Upload to online classroom.	Faculty
Assignment #2: Organizational and Personal Scan	#1	15-20 page paper (double-spaced, 12-point Times New Roman font)	30% Due Date: 3/31/2024.	Faculty

			Upload to online classroom.	
Assignment #3: Discipleship Change Initiative Paper	#2, 3	15-18 page paper (double-spaced, 12-point Times New Roman font)	35% Due Date: 4/15/2024. Upload to online classroom.	Faculty
Assignment #4: Dissertation Progress Report	#1	Progress report on most recently completed dissertation chapter	10% Due Date: 5/1/2024. Upload to online classroom.	Faculty
Assignment #5: Class Participation	#3	Active engagement with faculty and peers.	10% Due Date: 5/17/2024.	Faculty

COURSE SCHEDULE

N/A

ADDITIONAL ASSIGNMENT GUIDELINES

See next pages.

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #1: Identify personal obstacles to initiating change in ministry.	Organizational and Personal Scan	<i>Identifies, at an exemplary level, personal obstacles to initiating change in ministry.</i>	<i>Identifies, at an accomplished level, personal obstacles to initiating change in ministry.</i>	<i>Identifies, at a developing level, personal obstacles to initiating change in ministry.</i>	<i>Identifies, at a beginning level, personal obstacles to initiating change in ministry.</i>	Faculty
SLO #2: Understand implications of change for organizational systems.	Online Discussions	<i>Understands, at an exemplary level, implications of change for organizational systems.</i>	<i>Understands, at an accomplished level, implications of change for organizational systems.</i>	<i>Understands, at a developing level, implications of change for organizational systems.</i>	<i>Understands, at a beginning level, implications of change for organizational systems.</i>	Faculty
SLO #3: Evaluate their current organizational system for developing disciple-making leaders.	Discipleship Change Initiative Paper	<i>Evaluates, at an exemplary level, their current organizational system for developing disciple-making leaders.</i>	<i>Evaluates, at an accomplished level, their current organizational system for developing disciple-making leaders.</i>	<i>Evaluates, at a developing level, their current organizational system for developing disciple-making leaders.</i>	<i>Evaluates, at a beginning level, their current organizational system for developing disciple-making leaders.</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

GRADING

Assignment	Weight/Point Value
Online Discussions	15
Organizational and Personal Scan	30
Discipleship Change Initiative Paper	35
Dissertation Progress Report	10
Class Participation	10
	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.

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