

# Asbury Theological Seminary Syllabus



## **DM(PLE)917A, W1: Seminar III - Community Shaping Leadership 2 Credit Hours Wilmore, Kentucky/Hybrid Online: May 29 – August 24, 2018 On-site Residency: July 23 - 27, 2018**

### PROFESSOR INFORMATION

**Professors:** Wes Griffin, Norival Trindade, and Joy Griffin

**Email:** [wes@iliteam.org](mailto:wes@iliteam.org), [norival@iliteam.org](mailto:norival@iliteam.org), and [joy@iliteam.org](mailto:joy@iliteam.org)



The course instructors are founding members and current senior leaders at the International Leadership Institute (ILI). From a vision and one training conference to over 200,000 alumni in more than 120 nations, they have walked together in God's service for almost 20 years. They know what it takes to discover God's vision, set goals, mobilize people and overcome obstacles. Their feet have touched down in more than 70 nations.

**Wes Griffin, D.Min.** Wes is the President and CEO of ILI. His passion is equipping leaders and reaching people with the Gospel. He has served as a senior pastor, founding dean of the Baltic Theological Seminary (after the collapse of the Soviet Union), and general evangelist. Wes graduated with his D.Min from Asbury Theological Seminary in 1995. He is a visionary and entrepreneur who constantly encourages people to believe that God wants to do more than he or she can ask or think (Ephesians 3:20). He is an extreme fisherman and rides his age on his bicycle each year for his birthday.

**Norival Trindade, M.D., D.Min.** Dr. Norival Trindade is the Vice-President for

Training at ILI. He is both a medical doctor and a graduate of Asbury Theological Seminary's D.Min Program. He is Brazilian and served for 10 years in Paraguay as a medical missionary, church planter, and seminary professor. Norival, along with his wife Cristina, oversee all of ILI's global training ministries, which have grown from three training events in 2001 to more than 700 training events annually in more than 80 nations. Norival is a strategic thinker, is academically proficient in three languages, and is responsible for the development of ILI's globally recognized curriculum (available in more than 20 languages). He enjoys playing riffs on his electric guitar and savoring the rich flavors of international cuisine, then trying to reproduce them in his kitchen.

**Joy Griffin, M.Div.** Joy is co-founder and International Director at ILI. Her passion is teaching God's Word and leading people into a deeper experience with God. Joy graduated from Asbury Seminary with her M.Div., and loves using what she has learned in the difficult places. She travels to jungle villages, restricted-access nations, and remote locations with ease. Her infectious enthusiasm and boundless energy encourage everyone she meets. She is mother to Hannah and Caleb, who are her precious blessings. Ask her about the time she was paddling alone in a dugout canoe in the Amazon jungle when an anaconda tried to attack! Joy is still alive – and God used that snake to bring many villagers to the Lord!

**Professor of Record: Ellen L. Marmon, Ph.D.**

**About ILI:** ILI changes history by accelerating the spread of the Gospel around the world through training and mobilizing leaders of leaders to reach their nations. Launched in 1998, ILI seeks to train leaders in the globally-recognized [Eight Core Values](#) of the most faithful Christian leaders. Since 2001, ILI's Global Team has equipped more than 200,000 men and women in more than 120 nations to serve on the cutting edge of spreading the Gospel. For more information, visit [ILITeam.org](http://ILITeam.org).

## COURSE DESCRIPTION

This course provides a theoretical and practical orientation to leadership development studies through the lens of missional leadership theory, research, and application. It is designed to assist the acceleration of the leader's own leadership development vision and ethic. The course also helps ministry leaders develop culturally appropriate strategies, perspectives, and principles that will help them develop leaders in the current/anticipated ministry settings. By the end of the course, participants will have both theoretical foundations and practical skills to allow them to design and facilitate missional leadership development, informally, non-formally, and formally.

Lectures, workshops, class projects and reading assignments will seek to transform the intellect, faith, and skills of each student in order to provide a rock-solid foundation for life and leadership. Discovered through global research, the Eight Core Values discussed in this course are intimacy with God, passion for the harvest, visionary leadership, culturally relevant evangelism, multiplication of leaders, stewardship, family priority and integrity.

## PROGRAM LEARNING OUTCOMES (PLOs)

By the time students complete the D.Min Program, they will have an accomplished or exceptional ability 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.

## STUDENT LEARNING OUTCOMES (SLOs)

By the end of DM(PL)917A, students will have a *developing* ability to:

1. Articulate ways in which they are being formed by biblical, theological, historical, socio-cultural, and theoretical influencers in their context. (PLO # 1)
2. Compare the vision, ethic, and practice of leadership development in their own ministry context to those experienced in a different setting. (PLO #2)
3. Translate exposure to readings, presentations, case studies, and peer interaction into culturally appropriate strategies, perspectives, and principles which help them

- develop leaders in their current or anticipated ministry settings. (PLO # 3)
4. Understand the biblical, theological, and cultural foundations for authentic Christian leadership from a Wesleyan perspective within a holistic understanding of the Gospel of Jesus Christ. (PLO #1)

## TEXTBOOKS & RESOURCES

### Required Reading

Allen, Roland. *Missionary Methods: St. Paul's or Ours?* 3<sup>rd</sup> ed. Aneko Press, 2017. 228 pp. ISBN-13: 978-1985290747, \$6.97. / ASIN (Kindle): B006DJYL7U, \$0.99.

Brafman, Ori and Rod A. Beckstrom. *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations*. Portfolio, 2008. 225 pp. ISBN-13: 978-1591841838, \$10.98. / ASIN (Kindle): B000S1LU3M, \$13.99.

Dawn, Marva J. *Keeping the Sabbath Wholly: Ceasing, Resting, Embracing, Feasting*. Eerdmans, 1989. 217 pp. ISBN-13: 978-0802804570, \$14.50. / ASIN (Kindle): B001QPHNSA, \$9.99.

Greenleaf, Robert K. and Larry C. Spears. *Servant Leadership: A Journey into the Nature of Legitimate Power & Greatness*. 25<sup>th</sup> anniversary ed. Paulist Press, 2002. 370 pp. ISBN-13: 978-0809105540, \$13.61. / ASIN (Kindle): B00935US64, \$9.39.

Hammond, Kim and Darren Cronshaw. *Sentness: Six Postures of Missional Christians*. IVP Books, 2014. 208 pp. ISBN-13: 978-0830844180, \$10.59. / ASIN (Kindle): B00HUCPQBE, \$9.99.

Kingsolver, Barbara. *The Poisonwood Bible: A Novel*. Harper Perennial Modern Classics, 2005. 576 pp. ISBN-13: 978-0060786502, \$9.06. / ASIN (Kindle): B000QTE9WU, \$10.99.

Perry, Aaron Jenkins. *Leadership the Wesleyan Way*. Emeth Press, 2016. 400 pp. ISBN-13: 978-1609471026. \$28.93. / Not available on Kindle. Required reading includes only Chapters 1-3, 8, 9, 11-12, 16, 19-20, 22, 24-28 (200 pp total).

Snyder, James. *In Pursuit of God: The Life of A.W. Tozer*. Bethany House Publishers, 2014. 225 pp. ISBN-13: 9780764215919, \$11.66. / ASIN (Kindle): B00LA9GD0Q, \$9.99.

Articles posted in online classroom – 100 pages

Total pages: 2,061 pages

### Suggested Reading (Optional)

(none)

## ASSIGNMENTS

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

### 1. **The Poisonwood Bible: A Novel Integration**

Due Date: June 25, 2018

Points/Percentage: 40

Learning Outcome: #4

After reading Barbara Kingsolver's novel, *The Poisonwood Bible*, evaluate the leadership depicted in that story by criteria that focus on distinctives of Wesleyan leadership. You can either create a chart (3-5 pages, single-spaced) or a report that uses 5-7 criteria as separate headings (3-5 pages with single-spaced paragraphs under headings). Readings particularly helpful in identifying unique aspects of Wesleyan leadership include: *Leadership in the Wesleyan Way* (Chapters 1-3, 13-15, 20, 22) and *Servant Leadership*. A more detailed description is provided in the online classroom.

### 2. **Multi-Layered Leadership Inventory**

Due Date: July 23, 2018

Points/Percentage: 20

Learning Outcome: #1

While you're reading the course texts keep a running list of factors – both positive and negative -- that have influenced you as a leader. Use the following categories under which to gather your reflections: a) Biblical and Theological; b) Socio-Cultural (the geographical region and nation in which you were raised, as well as your family of origin, educational and economic opportunities); and c) Historical (local, national and global events/trends during your lifetime that have shaped you in conscious and subconscious ways). You'll be referring to this list during class, July 23-27, asking questions and challenging both the accuracy and adequacy of these often unexamined assumptions regarding leadership. A more detailed description is provided in the online classroom.

### 3. **Fulfilling the Great Commission in Your Context Presentation**

Due Date: July 23, 2018

Points/Percentage: 40

Learning Outcome: #2

Prepare and deliver a seven-minute media presentation to your cohort colleagues on the current reality of equipping believers to fulfill the Great Commission in your ministry context. You should use PowerPoint that includes pictures, statistics (demographics), and key points as they relate to evangelism and/or discipleship. Video may also be used, but is not required. A more detailed description is provided in the online classroom.

Pre-Residency				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<b>Assignment #1:</b> <u>The Poisonwood Bible: A Novel</u> Integration	#4	3-5 page, single spaced chart or report	40%  Due: 6/25/2018.  Upload to online classroom.	Grader  Graded with feedback by the end of the 5-day intensive.  Faculty-designed rubric attached.
<b>Assignment #2:</b> Multi-Layered Leadership Inventory	#3	List of Biblical/Theological, Socio-Cultural, and Historical factors that have influenced you as a leader	20%  Due: 7/23/2018.  Upload to online classroom.	D.Min. Director
In-Residency				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<b>Assignment #3:</b> Fulfilling the Great Commission in Your Context Presentation	#1	7-minute media presentation	40%  Due: 7/23/2018.  Upload to online classroom.	Group Facilitators



<b>Student Learning Outcomes</b>	<b>Method of Assessment</b>	<b>Exemplary=4</b>	<b>Accomplished=3</b>	<b>Developing=2</b>	<b>Beginning=1</b>	<b>Evaluator</b>
<b>SLO #1:</b> Articulate ways in which they are being formed by biblical, theological, historical, socio-cultural, and theoretical influencers in their context.	Assignment #2: Multi-Layered Leadership Inventory	<i>Locates, at an exemplary level, their own emergence patterns on a taxonomy of biblically-, theologically-, historically-, socio-culturally- and theoretically-informed formative options, this informing their ability to cooperate with God's formative actions in their own lives and the lives of community members to which they provide service.</i>	<i>Locates, at an accomplished level, their own emergence patterns on a taxonomy of biblically-, theologically-, historically-, socio-culturally- and theoretically-informed formative options, this informing their ability to cooperate with God's formative actions in their own lives and the lives of community members to which they provide service.</i>	<i>Locates, at a developing level, their own emergence patterns on a taxonomy of biblically-, theologically-, historically-, socio-culturally- and theoretically-informed formative options, this informing their ability to cooperate with God's formative actions in their own lives and the lives of community members to which they provide service.</i>	<i>Locates, at a beginning level, their own emergence patterns on a taxonomy of biblically-, theologically-, historically-, socio-culturally- and theoretically-informed formative options, this informing their ability to cooperate with God's formative actions in their own lives and the lives of community members to which they provide service.</i>	D.Min. Director
<b>SLO #2:</b> Compare the vision, ethic, and practice of leadership development in their own ministry context	Assignment #3: Fulfilling the Great Commission in Your Context Presentation	<i>Tests, at an exemplary level, the relevance of comparable ministry leadership development expressions – at the level of vision,</i>	<i>Tests, at an accomplished level, the relevance of comparable ministry leadership development</i>	<i>Tests, at a developing level, the relevance of comparable ministry leadership development</i>	<i>Tests, at a beginning level, the relevance of comparable ministry leadership development</i>	Group Facilitators

<p>to those experienced in a different setting.</p>		<p><i>ethic, practice and outcome -- to the practical leadership development demands of their own ministry contexts and circumstances.</i></p>	<p><i>expressions – at the level of vision, ethic, practice and outcome -- to the practical leadership development demands of their own ministry contexts and circumstances.</i></p>	<p><i>expressions – at the level of vision, ethic, practice and outcome -- to the practical leadership development demands of their own ministry contexts and circumstances.</i></p>	<p><i>expressions – at the level of vision, ethic, practice and outcome -- to the practical leadership development demands of their own ministry contexts and circumstances.</i></p>	
<p><b>SLO #4:</b> Understand the biblical, theological, and cultural foundations for authentic Christian leadership from a Wesleyan perspective within a holistic understanding of the Gospel of Jesus Christ.</p>	<p>Assignment #1: <u>The Poisonwood Bible: A Novel</u> Integration</p>	<p><i>Identifies and explains, at an exemplary level, violations of and allegiance to: biblical, theological, and cultural foundations of Christian leadership from a holistic, Wesleyan perspective in light of the Gospel, as illustrated in Kingsolver’s The Poisonwood Bible.</i></p>	<p><i>Identifies and explains, at an accomplished level, violations of and allegiance to: biblical, theological, and cultural foundations of Christian leadership from a holistic, Wesleyan perspective in light of the Gospel, as illustrated in Kingsolver’s The Poisonwood Bible.</i></p>	<p><i>Identifies and explains, at a developing level, violations of and allegiance to: biblical, theological, and cultural foundations of Christian leadership from a holistic, Wesleyan perspective in light of the Gospel, as illustrated in Kingsolver’s The Poisonwood Bible.</i></p>	<p><i>Identifies and explains, at a beginning level, violations of and allegiance to: biblical, theological, and cultural foundations of Christian leadership from a holistic, Wesleyan perspective in light of the Gospel, as illustrated in Kingsolver’s The Poisonwood Bible.</i></p>	<p>Grader</p>

## ADDITIONAL ASSIGNMENT GUIDELINES

**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).

**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 (i.e. being too busy) 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).

**Format of Papers:** Students must use MLA, 8<sup>th</sup> edition, as this is what is also required for writing the dissertation.

## GRADING

Assignment	Weight/Point Value
The Poisonwood Bible: A Novel Integration	40
Multi-Layered Leadership Inventory	20
Fulfilling the Great Commission in Your Context Presentation	40
	<b>Total: 100</b>

### Grading Scale

Letter	Lowest	Highest
A	95.00%	100.00%
A-	90.00%	94.99%
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, accomplished work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives, developing potential
D	Marginal work: inadequate, minimal, beginning achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

Note: For the Doctor of Ministry Program, 80% or above is required to meet the program standard.

## MOODLE (LEARNING MANAGEMENT SYSTEM)

Moodle is the current learning management system used for Asbury seminary classes. Log into <https://connect.asburyseminary.edu/>. Click on the **grid matrix** (e.g., large square comprised of nine smaller squares). Click on the **Online Classroom** graphic to access each course you are enrolled in. In the gray Navigation block on the left, click on **My courses** and then the desired course. Information is arranged as follows:

The **Course Information Center** contains two main sections with features noted below:

### 1. Course Related:

- **Announcements** – class news and information
- **Syllabus** – the course syllabus
- **Meet Your Professor** – a short profile about your professor with photo
- **Course Schedule** – the course schedule with assignments and due dates

- **Expectations** – requisites for the instructor and students
- **Netiquette** – tips for communicating effectively online
- **Course Questions** – students can post questions about the course and even answer each other
- **Library Links** – help finding and accessing library resources

## 2. Community Related:

- **Prayer and Praise** – a forum where students can post praises and prayer concerns and a great way to build community
- **Let's Talk** – a forum where students can post information such as an upcoming birthday or event and discuss topics that are not course related
- **Community Formation** – links to ATS Community Formation & Christian Formation Process
- **Course Evaluation** – links to a course evaluation form at the end of the term

The modules located below the Course Information Center are labeled by topics or weeks, depending upon the course organization. Assignment information, group discussion forums, and links to documents and class resources are located in the modules.

## 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](mailto: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 Windows 7 or MAC OS 10.6 or above
- An account with or regular access to an internet service provider (ISP)
- Reliable, high-speed internet (recommended)
- 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](mailto: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](http://asbury.to/library)
- Email: [helpdesk@asburyseminary.edu](mailto: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](http://guides.asburyseminary.edu/libraryloan).

### **Online Resources**

- *Asbury Scholar* – Find library books, ebooks, journal articles, and other media at [asbury.to/library](http://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](http://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](http://asbury.to/library)
- Email: [helpdesk@asburyseminary.edu](mailto: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/library](http://asbury.to/library)
  - Email: [helpdesk@asburyseminary.edu](mailto: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](http://asbury.to/library).

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/](http://asburyseminary.edu/students/student-services/student-handbook/)

### **Attendance/Participation**

To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. DMin students are required to attend all classes during each residency.

### **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](http://plagiarism.org)

In this course we may utilize Turnitin, 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 turnitin.com that states if and how another person’s work was used in the assignment. For more information, see [www.turnitin.com](http://www.turnitin.com). If you have questions about academic honesty, please contact the library at [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu).

### **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.

### **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.

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