

Asbury Theological Seminary Syllabus



DM(ORG)915B, X1: Seminar I – Kenotic Leadership **2 Credit Hours** **Wilmore, Kentucky/Hybrid** **Online: September 3 – December 13, 2019**

PROFESSOR INFORMATION

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Welcome

David Gyertson, Ph.D. Dr. Gyertson is Professor of Leadership Formation and Renewal and serves administratively as Associate Provost and Dean of the Beeson School of Practical Theology at Asbury Theological Seminary. His areas of specializing include Christian leadership, applied theology, communication theory & practice, church history and higher education.

Gyertson has served as the president of three Christian universities, as a senior pastor in Methodist and Presbyterian congregations, and held executive leadership positions in religious, charitable and media environments in international and cross-cultural settings. He researches, publishes, teaches and coaches in the fields of leadership development, executive transitions, and organizational governance.

COURSE DESCRIPTION

The admonition to “have the same mindset as Christ Jesus” in our relationships and responsibilities provides the foundation for this course upon which we evaluate and apply theories of leadership to your own callings and contexts. Using a Wesleyan theological perspective, we explore the anatomy of effective leadership by examining and then

integrating theory/theology (mind), motivations (heart), relevant skills (hands), and life-long disciplines (habits) to understand Jesus' *kenotic** leadership model (Philippians. 2). Students are challenged to cultivate related biblical and theological understandings to create a personalized model that informs their leadership calling, serves stakeholders and transforms their organizations.

Note: there are two resources uploaded in your online classroom that should be read first to better understand the emerging thinking on how kenosis informs a more integrated model of faith-based leadership - Gyertson's "Foundations of Christian Leadership" and Bekker's "The Philippians Hymn."

**In Christian theology, kenosis (Greek: κένωσις, kénōsis, lit. [the act of emptying]) is the 'self-emptying' of Jesus' own will and becoming entirely receptive to God's divine will. The word ἐκένωσεν (ekénōsen) is used in Philippians 2:7, "[Jesus] made himself nothing ...". Note also that the leadership focus for kenosis in chapter 2 is more about doing the will of the Father and meeting the needs of the led than serving the needs and preferences of the leader. Jesus made Himself of no reputation and identified with those He came to serve in order to fulfill His redemptive mission.*

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(ORG)915B, students will have an *accomplished to exceptional* ability to:

1. Demonstrate an integration of Wesleyan theology in leadership practice. (PLO #1)
2. Understand how a kenotic perspective integrates the four dimensions of the Anatomy of Leadership to inform students' life's calling. (PLO #2)
3. Articulate how kenotic leadership will reinforce, change and/or enhance students' leadership motivations and practices within the context of their current or anticipated leadership role and identify the disciplines needed to ensure "leading like Jesus" for a lifetime. (PLO #3)

TEXTBOOKS & RESOURCES

The Anatomy of Kenotic Leadership

Kenotic leadership, which is the focus of this course, is based on the Jesus model of leadership as gleaned from Philippians chapter 2. Kenotic leaders are willing to empty themselves (κένωσις, *kénōsis*) of their rights, privileges, opportunities, needs and personal agendas to ensure the fidelity of the mission they have been given and the well-being of those through whom the mission will be accomplished.

Kenotic leaders **think deeply** about the theories and theologies that inform their leadership callings. They evaluate and keep current with the major theoretical constructs that emerge from valid research. For those who believe that leadership is a God-given, spiritually enriched and sacred calling, they explore the theological implications of leading as communicated in and modeled by the major teachings and figures of the Christian Scriptures.

Kenotic leaders examine the **character and motivations at the heart** of leadership - the *who* and *why* of their leadership calling. They believe character counts as an essential foundation. And they know that what drives them as leaders determines the legacy that will persist after they have left their positions of authority and influence. In particular, a desire to "lead like Jesus" is informed by the *kenosis* motivation that willingly sets aside privileges and perks as described in Philippians 2 to focus more on the needs of the led than on the needs, preferences, agendas or predispositions of the leader.

Kenotic leaders develop those skills and techniques relevant to their respective callings and contexts. Their **hands know what to do and how to do it** examining results against their organization's stated goals and values. Evaluating the appropriateness of both means as well as ends is the focus of their leadership practices and strategies.

Finally, kenotic leaders **master the essential habits** that guide their thinking, guard their hearts and continuously equip their hands for the leadership mission they have accepted.

For DM(ORG)915A & B the **required readings** assignments assume that you will scan every page and participate in exercises, inventories or reflections as provided. The goal is to discover the theses presented and demonstrate mastery of the concepts. This may mean that some materials will read faster than others.

The **supplemental resources** are provided for those who want to explore other materials beyond the required texts to address your specific interests. These are not required but worth having in your bibliography for future reference. There usually are short summaries on the worldwide web of the contents, chapter headings as well as reviews that can help you explore relevance.

You also are encouraged to look for **distinctive materials** that speak more specifically to your own organizational or cultural contexts and employ these in the assignments as helpful. For our international students in particular, exploring leadership authors within your cultural context will be important to adapting a predominantly “western perspective” in the currently available research to your particular setting.

As you read, take time to determine where in the four quadrants of the **Leadership Anatomy**, as described in the instructions for the reflection paper below, these theses and concepts fit. Annotating will facilitate your contributions to the online forums, inform the major project(s) that will be due, and enhance your participation in the residency experience – saving you considerable backtracking.

NOTE: First read these two documents, found as PDF files in your online classroom, to gain a general understanding of the Kenotic Leadership model.

Bekker, Corne J. The Philippians Hymn (2:5-11) as an early mimetic Christological model of Christian Leadership in Roman Philippi

Gyertson, David. The Foundations of Kenotic Leadership.

Required Reading

- Bekker, Corne J. *The Philippians Hymn (2:5-11) as an early mimetic Christological model of Christian Leadership in Roman Philippi*. **Provided in your online classroom.**
- Blanchard, Ken, Phil Hodges, and Phyllis Hendry. *Lead Like Jesus Revisited*. Nashville: Thomas Nelson, 2016. 272 pp. ISBN: 978-0-7180-7725-9 \$11.55
- Dockery, David S., ed. *Christian Leadership Essentials: A Handbook for Managing Christian Organizations*. Nashville: B&H, 2011. 368 pp. ISBN: 978-08054-6477-1. \$31.48
- Dunnam, Maxie. *Christian Leadership: Speaking to God for the People, Speaking to the People for God*. Nashville: Abingdon, 2019. 144 pp. ISBN: 978-1-5018-8311-8. \$17.99
- Garrido, Ann M. *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders in Parishes, Schools, Religious Communities, and Other Institutions*. Notre Dame: Ave Maria, 2013. 192 pp. ISBN-13: 978-1-59471-428-3. \$13.53
- Gorveatte, Mark L. *Lead Like Wesley: Help for Today's Ministry Servants*. Indianapolis: Wesleyan, 2016. 192 pp. ISBN: 978-1-63257-125-0. \$12.31
- Gyertson, David. *The Foundations of Kenotic Leadership*. **Provided in your online classroom.**
- Northouse, Peter G. *Introduction to Leadership: Concepts and Practice*. 4th ed. Thousand Oaks: Sage, 2018. 368 pp. ISBN: 978-1-5063-3008-2. \$35.00
- Perry, Aaron, and Bryan Easley, eds. *Leadership the Wesleyan Way: An Anthology for Forming Leaders in Wesleyan Thought and Practice*. Lexington: Emeth, 2016. 450 pp. ISBN: 978-1-60947-102-6. \$36.00

Total pages: 2,020

Suggested Reading (Optional)

- Collins, Kenneth. *The Theology of John Wesley: Holy Love and the Shape of Grace*. Nashville: Abingdon, 2007. 423 pp. ASIN: B0056455F0. \$19.99
- Gorman, Michael J. *Becoming the Gospel: Paul, Participation and Mission*. Grand Rapids: Eerdmans, 2015. 351 pp. ASIN: B00WIVFQDK. \$15.12
- Greer, Peter, and Chris Horst. *Rooting for Rivals: How Collaboration and Generosity Increase the Impact of Leaders, Charities, and Churches*. Grand Rapids: Baker, 2018.

240 pp. ISBN-13: 978-1493414970. \$19.19

- Hunter, James Davidson. *To Change the World: The Irony, Tragedy, and Possibility of Christianity in the Late Modern World*. New York: Oxford UP, 2010. 368 pp. ASIN: B003TWNDVY. \$13.19.
- Lindsay, D. Michael, with M. G. Hager. *View from the Top: An Inside Look at How People in Power See and Shape the World*. Hoboken: Wiley and Sons, 2014. 206 pp. ASIN: B00JT8K39C. \$15.19
- Smith, James Bryan. *The Good and Beautiful Community: Following the Spirit, Extending Grace, Demonstrating Love*. Downers Grove: IVP, 2010. 237 pp. ASIN: B003VYBZCY. \$13.49
- Smith, James K. A. *You Are What You Love: The Spiritual Power of Habit*. Grand Rapids: Brazos, 2016. 210 pp. ISBN-13:978-1587433801. \$13.59

ASSIGNMENTS

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. **Dissertation Status Report (20 points)**

Due Date: September 27, 2019

Points/Percentage: 20

Learning Outcome: 1, 2

Complete the Dissertation Status Report that is provided for you in your online classroom. This is an easy one, folks; just upload the completed form on time, and earn all 20 points!

- 1 day late = 18 points
- 2 days late = 15 points
- 3 days late = 12 points
- 4 days late = 10 points
- 5 days late = 5 points
- 6 or more days late = 0 points

2. **Reflection Paper: “Who Am I as a Leader?” (80 points)**

Due Date: October 31, 2019

Points/Percentage: 80

Learning Outcomes: 1, 3

John Wesley’s theology, discipleship model, and overall approach to life was **holistic**. He understood that loving God with all our mind, heart, soul, and strength calls for more than

only right thinking or *solely* admirable motives or even having the right skill sets. People are complex and dynamic combinations of head, heart, hands and habits. As leaders of demanding ministries, we often do not consistently evaluate what we: **think/believe (head), feel/value (heart), do (hands), and practice (habits).**

So, for this reflection paper, you'll evaluate yourself as a leader using those 4 lenses, as well as relevant insights from 5-7 resources of the required reading plus any recommended or supplemental materials you consider relevant. You may find the self-assessment tools in the Northouse book helpful to provide some objectivity. Address the proposed questions where relevant for *each* of the four categories below. Also, in each section propose a well-defined strategy for how you will grow in each of these four dimensions of your leadership.

1. **Head:** How well informed is my leadership? In what ways do I incorporate insights from scripture or from current leadership literature? How do I continue to learn as a leader? Do I intentionally try to learn from people who are different than me? What is my plan/strategy for keeping well informed on leadership thought and practice?
2. **Heart:** What values do I lead by? What are my motives for leading the way that I do? What attitudes have been modeled for me from other leaders, both good and bad? How relational is my leadership, or what is the nature of my relationships with the people I lead? What is my plan for monitoring and being accountable for my values and motivations?
3. **Hands:** What does my ministry context expect its leader to do? What does my current leadership look like? What skills do I associate with my leadership (doing)? What is one of the most challenging things I have to do as a leader in my context? Why is this so challenging for me? What actions come naturally to me as a leader? What areas of skill development do I need and how will I grow in these?
4. **Habits:** What spiritual disciplines do I practice? How might they form my approach to leadership? What habits do I currently practice that undermine my ability as an effective kenotic leader? What message(s) do my habits (at home, in ministry, etc.) send to other people who consider me an example to follow? What specific disciplines will I deploy to guide my thinking, guard my motivations and grow my skills?

Write 2-3 pages for *each* of the four categories (total of 8-12 pages but not to exceed 15 pages). See Additional Assignment Guidelines section for more details.

Post-Residency				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Dissertation Status Report	#1, 2	Completed report form that is available online.	20% Due Date: 9/27/2019.	Faculty

			Upload to online classroom.	
Assignment #2: Reflection Paper: “Who Am I as a Leader?”	#2,3	8-12 pages; 12-pt font, double-spaced	80% Due Date: 10/31/2019. Upload to online classroom.	Faculty

ADDITIONAL ASSIGNMENT GUIDELINES

Reflection Paper; “Who Am I as a Leader?”: Draw from scripture, as well as your relevant class readings and other credible resources, for support, examples or explanations throughout the paper. Your paper will be evaluated using the following criteria:

- Does the paper include a thoughtful, personal evaluation of all four lenses, responding to several of the questions listed with each lens? Does it identify specific aspects of the leader’s life as concrete examples? Does the proposed plan for improvement/enhancement look actionable? (12 points for each lens = 48 points)
 - **Example: Heart.** One might write: “When I take an honest inventory of my motives for refusing to share the leadership at our staff meetings, I realize that I really want to impress the staff with my abilities, stamina and wisdom. This motive reveals my insecurity and calls me to do things differently moving forward. Both the associate pastor and the children’s minister are capable of leading our meetings, and I need to give them that opportunity. Like Moses in the desert, I need to empower capable leaders to share responsibilities with me (Exodus 18).”

- Does the paper draw appropriately from required and other readings to support or explain the student’s insights and examples for each of the four lenses? (5 points for each lens = 20 points)
 - **Example: Habits.** One might write the following: “In his book, *You Are What You Love*, James Smith argues that repeated behavior patterns, or “liturgies,” as he calls them, form us into certain kinds of people (p. 45). My monthly practice of serving at the homeless shelter with my family reminds me that God calls me to the margins of society. He cares deeply for the people who are lost, and so must I. On the other hand, my sporadic attempts at prayer contribute to my sense of being out of sync with what’s

most important during the day. I feel scattered and adrift instead of focused and grounded.”

- **Quality of Writing:** Do the paragraphs contain one main theme with support and examples? Do the transitions between paragraphs make it easy for the reader to follow the student’s reflections? Do sentences have a clear subject and express just one point clearly? Is the paper free of repeated grammatical problems and does it give proper credit to authors when their work is cited for support? Does the paper follow the prescribed MLA guidelines? (12 points)

Exemplary = 70 – 80 points

Accomplished = 55 – 69 points

Developing = 45 - 54 points

Beginning = 44 or fewer points

Kenosis – A lifelong Leadership Journey!

As you finish this foundational course in developing a “Jesus leadership model”, may the Holy Spirit do a renewing work in your mind and heart challenging you to develop the skills and master the habits needed for this sacred calling. Yours is a lifelong journey. Embrace Charles Wesley’s heart cry: “To serve the present age, my calling to fulfill; O may it all my powers engage, to do my Master’s will”! Let others encourage, support and, as needed, hold you accountable. Most significantly the Holy Spirit is ever present to ensure that you run your race faithfully to the end.

May the Lord bless and keep you as you take the next steps on your kenotic leadership journey. DJG

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
<p>SLO #3: Articulate how kenotic leadership will reinforce, change and/or enhance students' leadership motivations and practices within the context of their current or anticipated leadership role and identify the disciplines needed to ensure "leading like Jesus" for a lifetime.</p>	<p>Reflection paper</p>	<p><i>Articulates, at an exemplary level, how kenotic leadership will reinforce, change and/or enhance students' leadership motivations and practices within the context of their current or anticipated leadership role and identify the disciplines needed to ensure "leading like Jesus" for a lifetime.</i></p>	<p><i>Articulates, at an accomplished level, how kenotic leadership will reinforce, change and/or enhance students' leadership motivations and practices within the context of their current or anticipated leadership role and identify the disciplines needed to ensure "leading like Jesus" for a lifetime.</i></p>	<p><i>Articulates, at a developing level, how kenotic leadership will reinforce, change and/or enhance students' leadership motivations and practices within the context of their current or anticipated leadership role and identify the disciplines needed to ensure "leading like Jesus" for a lifetime.</i></p>	<p><i>Articulates, at a beginning level, how kenotic leadership will reinforce, change and/or enhance students' leadership motivations and practices within the context of their current or anticipated leadership role and identify the disciplines needed to ensure "leading like Jesus" for a lifetime.</i></p>	<p>Faculty</p>

Late Assignments: Any assignment submitted after the due date and time will be reduced one numerical point for every day late. For example, two days late would reduce the grade from a 90 to an 88, 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 academic style for completing papers; this is also the required style for your dissertation. Use the MLA style template <http://www.easybib.com/guides/citation-guides/mla-format/> unless otherwise directed by the instructor

GRADING

Assignment	Weight/Point Value
Dissertation Status Report	20
Reflection Paper: “Who Am I as a Leader?”	80
	Total: 100

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.

CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas is the current learning management system used for Asbury seminary classes. Canvas is the new learning management system that Asbury is in the process of transitioning to for seminary classes. To access Canvas for the fall semester, log into <http://connect.asburyseminary.edu> and click on the **Online Courses** tab (upper right corner) 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. You will see a link that will direct you 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 this page. You may navigate to your desired course here.

Information is arranged on the Canvas homepage as follows:

1. A banner introducing your course and instructor
2. **Course Related:**
 - a. **Announcements** – class news and information
 - b. **Course Questions** – students can post questions about the course and even answer each other
 - c. **Student help link** for navigating Canvas
 - d. **Prayer forum**– a forum where students can post prayer concerns and a great way to build community
 - e. **Office Hours** – your instructor’s scheduled office hours availability (please note that this may vary based on your instructor)
 - f. **Request a Conference** – additional information about your instructor’s conferencing availability
3. **Course Syllabus**

4. A reminder to access your course materials through the Modules section
5. Any further information and/or resources about the course from your instructor

In the Modules section, you will see the course materials labeled either by topics or weeks, depending upon the course organization. Assignment information, group discussion forums, and links to documents and class resources are located within 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 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
- 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/library
 - 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/

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

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 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.

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