



Asbury Theological Seminary Syllabus

DM(ORG) 915: Seminar One: Kenotic Leadership

4.00 Credit Hours

Extended Learning/Online course

2023 Spring Session/Feb 6, 2023 - May 19, 2023

PROFESSOR INFORMATION

Name: Aaron Perry

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COURSE DESCRIPTION

Paul's admonition to "have this same mindset as Christ Jesus" in our relationships provides the fertile soil out of which has grown popular theories of servant leadership. This course digs deeper into that rich humus to better understand kenosis on an individual and corporate level. Using a Wesleyan theological bias towards orthopraxy, students will integrate their biblical and theological wisdom to create robust models of kenotic leadership that form stakeholders and influence societies. Particular emphasis will be given to fostering kenosis-in-community in complex settings..

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.

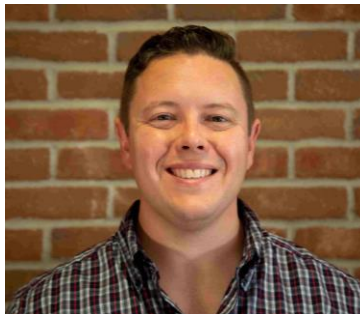
REQUIRED STUDENT LEARNING OUTCOMES

By the end of DM(ORG)915, students will have an 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)

ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

COURSE INTRODUCTION

Aaron Perry, Ph.D. Aaron is Associate Professor of Pastoral Theology and Leadership at Wesley Seminary at Indiana Wesleyan University in Marion, Indiana. Aaron has published and edited books on leadership, C.S. Lewis, pastoral counseling, pastoral theology, preaching, and the ascension of Christ.

Aaron is an ordained pastor in the Wesleyan Church and has served as a pastor, professor, and board member in the Wesleyan Church and as a consultant and advisory team member for non-profit organizations in Ontario and Indiana. He researches and teaches in leadership, leadership development, and pastoral theology.

REQUIRED TEXTBOOKS

Dockery, David S. *Christian Leadership Essentials: A Handbook for Managing Christian Organizations*. B& H Academic, 2011. 368 pp.

\$23.14 Hardcover, ISBN: 9781433673399

\$14.74 Kindle, ASIN: B004T0AB5G

Dunnam, Maxie. *Christian Leadership: Speaking to God for the People, Speaking to the People for God*. Abingdon Press: 2019. 174 pp.

\$14.99 Paperback, ISBN: 9781501883118

Not available on Kindle.

[UNLIMITED eBOOK AVAILABILITY](#)

Edwards, Gene. *A Tale of Three Kings: A Study in Brokenness*. Tyndale House Publishers, Inc., 1992. 105 pp.

\$7.99 Paperback, ISBN: 9780842369084

\$7.59 Kindle, ASIN: B0055UIP9S

[UNLIMITED eBOOK AVAILABILITY](#)

Garrido, Ann M. *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders*. Ave Maria Press, 2013. 192 pp.

\$15.95 Paperback, ISBN: 9781594714283

\$11.99 Kindle, ASIN: B01N7CUODW

Northouse, Peter G. *Introduction to Leadership: Concepts and Practice*. 5th edition. Sage Publications, 2020. 432 pp.

\$27.45 Paperback (rental), ISBN: 9781544351599

\$6.99 Kindle, ASIN: B0BK5R41J5

Nouwen, Henri J.M. *In the Name of Jesus: Reflections on Christian Leadership*. Crossroad, 2002. 120 pp.

\$10.99 Paperback, ISBN: 9780824512590
\$10.44 Kindle, ASIN: B01228F9Y4
[UNLIMITED eBOOK AVAILABILITY](#)

Orwell, George. *Animal Farm*. Words Power, 2022. 128 pp.

\$6.99 Paperback, ISBN: 9789354993381
\$0.74 Kindle, ASIN: B0B5H59Y6B
[UNLIMITED eBOOK AVAILABILITY](#)

Osmer, Richard R. *Practical Theology: An Introduction*. Wm. B. Eerdmans Publishing, 2008. 256 pp.

\$25.99 Paperback, ISBN: 9780802817655
\$19.49 Kindle, ASIN: B09CS5K6ZG
[SOME eBOOK AVAILABILITY](#)

Perry, Aaron, and Bryan Easley, eds. *Leadership the Wesleyan Way: An Anthology for Forming Leaders in Wesleyan Thought and Practice*. Emeth, 2016. 450 pp.

\$36.00 Paperback, ISBN: 978-1609471026
\$9.99 Kindle, ASIN: B07H6XLSF7

Total pages: 2,225

REQUIRED RESOURCES

- Bekker, Corne J. “Sharing the Incarnation: Towards a Model of Mimetic Christological Leadership.”
- Gyertson, David. “The Foundations of Effective Leadership.”

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)915, the **required readings** assignments assume that you will read every assigned 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. You will not necessarily read every page of every book, but they are provided as supplemental resources for your research.

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” critically 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.

RECOMMENDED TEXTBOOKS

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

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 (25 points)

Due Date: February 6 - May 19, 2023

Points/Percentage: 25

Learning Outcome: 1, 2, 3

There will be five different discussion forums of three weeks, each worth 5 points, focused on course texts and readings. For each forum, students will be required to submit an initial post to the prompt and at least four responses to other students. Students are expected to use academic sources, including course texts and other supplemental research.

2. Synchronous Session Participation (15 points)

Due Date: February 11, March 18, and May 6, 2023

Points/Percentage: 15

Learning Outcome: 1, 2, 3

Students will attend and actively participate in three discussions of course-assigned readings on Zoom by speaking, interacting through chat, and in breakout rooms. Each discussion is worth 5 points.

3. Reflection Paper: “Kenotic Leadership and Wesleyan Perspectives for Times Like These” (10 points)

Due Date: February 25, 2023

Points/Percentage: 10

Learning Outcome: 2

In addition to scripture, draw insights and supportive examples from the Required Reading to address the four dimensions of kenotic leadership. Discuss, where relevant, how your understandings of the historic Wesleyan perspectives contribute to a kenotic leadership model that integrates head, heart, hands, and habits in ways that address the leadership challenges and opportunities for times like these. Your paper is to be organized with the following headings addressing the stated questions:

- **Head – Stretching the Leader’s Understandings:** What major themes and insights from your readings and reflections are important to becoming a well informed and continuing learner in the theory and theology of leadership? Identify those elements you believe are reinforced by historic Wesleyan thought and practice that encourage kenotic leadership.
- **Heart – Sanctifying the Leaders Character & Motivations:** What aspects of Wesleyan thought and practice speak particularly to the character and motivations of a kenotic leader? What theories of leadership (note Northouse) seem to be most compatible with these perspectives and why?
- **Hands – Enhancing the Leader’s Skills and Capabilities:** What skill sets are needed for effective kenotic leadership in times like these? Do these differ from past skills? If so, how and why?
- **Habits – Developing Lifelong Disciplines for Effective Kenotic Leadership:** What spiritual and professional disciplines are needed to be a kenotic leader in times like these? How do you see these guiding the mind, guarding the heart and developing the skills needed for a lifetime of growth in kenotic leadership?

Write 2 pages for each of the four categories (total of 8-10 pages). Make sure that there is a clear understanding of Wesleyan themes, but also include your personal reflections and initial applications to the life of the leader.

4. Research Paper: Leadership for Kenotic Leaders (20 points)

Due Date: April 9, 2023

Points/Percentage: 20

Learning Outcome: 1

This paper focuses on the kenotic leader’s “head.” Select *one* leadership theory that can be applied kenotically—that is, in service to God, development of the follower, and for

the sake of the Kingdom. Describe this leadership theory historically, including its “family” the theories to which it belongs. Try to find a where contemporary Christian leadership training and instruction is applying this leadership theory. After this descriptive work, using 5-7 Wesleyan sources, including a blend of sermons from Wesley, early Wesleyan preachers, journals, and contemporary Wesleyan theologians, critique this theory by noting weaknesses and/or potentialities. This paper should be approximately 12-14 pages with the following breakdown: 6-8 pages describing the leadership theory; 1-2 pages describing its current Christian application; 2-4 pages of Wesleyan critique.

5. Synthesis Paper (30 points)

Due Date: May 19, 2023

Points/Percentage: 30

Learning Outcome: 3

In a 3,000-word paper, synthesize all your insights from kenotic leadership, leadership theory, and Wesleyan theology to articulate how kenotic leadership will make an impact in your current ministry context. There is no set form for this paper, but make sure that your ministry context is clearly described, the claims to kenotic leadership’s effectiveness are clear, and the support for these claims is ample and diverse, drawn from course texts and external research, as well.

Assignments				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Online Discussions	#1, 2, 3	5 discussion forums Each forum: initial post to prompt, plus 4 responses to other students' posts	25% Due Date: 2/6-5/19/2023. Upload to online classroom.	Faculty
Assignment #2: Synchronous Session Participation	#2	Faculty will observe and award points based on student engagement through speaking, writing, and breakout room participation.	15% Due Date, #1: 2/11/2023. Due Date, #2: 3/18/2023. Due Date, #3: 5/6/2023.	Faculty

Assignment #3: Reflection Paper: “Kenotic Leadership and Wesleyan Perspectives for Times Like These”	#2	8 - 10 pages (double-spaced, 12-pt font)	10% Due Date: 2/25/2023. Upload to online classroom.	Faculty
Assignment #4: Research Paper	#1	12 - 14 pages (double-spaced, 12-pt font)	20% Due Date: 4/9/2023. Upload to online classroom.	Faculty
Assignment #5: Synthesis Paper	#3	3,000 words (double-spaced, 12-pt font)	30% Due Date: 5/19/2023. Upload to online classroom.	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: Demonstrate an integration of Wesleyan theology in leadership practice.	Online Discussions Research Paper	<i>Demonstrates, at an exemplary level, an integration of Wesleyan theology in leadership practice.</i>	<i>Demonstrates, at an accomplished level, an integration of Wesleyan theology in leadership practice.</i>	<i>Demonstrates, at a developing level, an integration of Wesleyan theology in leadership practice.</i>	<i>Demonstrates, at a beginning level, an integration of Wesleyan theology in leadership practice.</i>	Faculty
SLO #2: Understand how a kenotic perspective integrates the four dimensions of the Anatomy of Leadership to inform students' life's calling.	Online Discussions Reflection Paper	<i>Demonstrates, at an exemplary level, a three-year plan for deepening spiritual and organizational formation in the student's context.</i>	<i>Demonstrates, at an accomplished level, a three-year plan for deepening spiritual and organizational formation in the student's context.</i>	<i>Demonstrates, at a developing level, a three-year plan for deepening spiritual and organizational formation in the student's context.</i>	<i>Demonstrates, at a beginning level, a three-year plan for deepening spiritual and organizational formation in the student's context.</i>	Faculty
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	Online Discussions Synthesis Paper	<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</i>	<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</i>	<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</i>	<i>Articulates, at a beginning level, how kenotic leadership will reinforce, change and/or enhance students' leadership motivations and practices within the context of</i>	Faculty

Jesus” for a lifetime.		<i>Jesus” for a lifetime.</i>	<i>disciplines needed to ensure “leading like Jesus” for a lifetime.</i>	<i>or anticipated leadership role and identify the disciplines needed to ensure “leading like Jesus” for a lifetime.</i>	<i>their current or anticipated leadership role and identify the disciplines needed to ensure “leading like Jesus” for a lifetime.</i>	
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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	25

Synchronous Session Participation	15
Reflection Paper: “Kenotic Leadership and Wesleyan Perspectives for Times Like These”	10
Research Paper	20
Synthesis Paper	30
	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.

N/A

SAMPLE