



**ASBURY UNIVERSITY**

*Academic Excellence & Spiritual Vitality*

# BULLETIN

# 2015-2016

VOLUME 84

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ACADEMIC AFFAIRS

ASBURY UNIVERSITY  
ONE MACKLEM DRIVE  
WILMORE, KENTUCKY 40390

*This bulletin is for informational purposes and does not constitute a contract. Announcements in this bulletin concerning regulations, fees, curriculum, or other matters, are subject to change without notice.*

## CONTACT INFORMATION

[www.asbury.edu](http://www.asbury.edu)

**Campus switchboard:** 859-858-3511

Toll Free 1-800-888-1818

FAX: 859-858-3921

### **Specific inquiries may be directed to the following extensions:**

2283 Academic Support Program  
2142 Admissions - Traditional Undergraduate  
2600 Adult Professional Studies (APS)  
2109 Academic Dean  
2267 Campus Ministries - Wilmore  
2263 Campus Post Office (CPO)  
2401 Career and Calling  
2196 Center for Academic Excellence  
2177 Computer Help Desk (ITS)  
2323 Counseling Center – Wilmore  
2318 Digital Storytelling – MA in Communications  
2352 Global Engagement Office (GEO)  
2162 Eagle Outlet  
2195 Financial Aid  
2304 Graduate Education  
2277 Health Services (Clinic)  
2240 Human Resources  
2314 Intercultural Programs  
2117 Leadership Development  
2265 Library Circulation Desk - Wilmore  
2129 Marketing & Communications  
2266 Master of Social Work  
2214 MBA Program  
2271 Physical Plant  
2110 President  
2500 Provost  
2325 Registrar  
2115 Residence Life  
2168 Security or call switchboard (0)  
2330 Student Accounts  
2555 Student Center  
2116 Student Development VP

1. Telephone calls for faculty, staff, administrators, and various University offices should be directed to the campus switchboard.
2. The P.O. address of Asbury University is One Macklem Drive, Wilmore, Kentucky 40390-1198. Mail to students, faculty, and administrators should be sent to the College Post Office (CPO) at this address. Mail to students should include their Campus Post Office (CPO) box number.
3. The University is located in the city of Wilmore approximately 20 miles south of Lexington, Kentucky, three miles south of the intersection of Routes 68 and 29.
4. University offices are open on weekdays. University offices are closed Saturdays, Sundays, and national holidays.

*The provisions of this Bulletin are provided for informational purposes only. Nothing in or about this Bulletin constitutes a legal contract of any kind nor any part of it guarantees any particular thing, including but not limited to enrollment in, continuation in or completion of any course, degree or program of study offered at Asbury University. Announcements and provisions in this Bulletin are subject to change at any time and without notice.*

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## MESSAGE FROM THE PRESIDENT

Your Asbury University years will be some of the most important experiences of your life. It is a formative time when knowledge and truth begin to take on deeper meaning and it is a time that lays the foundation for your vocational future. Because we understand the importance of faith informing learning, we approach Christian higher education with a sense of privilege, purpose and calling. This Bulletin introduces you to the broad range of intellectually challenging and potentially transformative academic and communal experiences offered at Asbury University.

This is a community of faith and learning. Beyond facilitating the pursuit of information and knowledge or even your academic success, Asbury is committed to equipping you to think critically, creatively and Christianly, and to embrace fully the unfolding plan of God for your life and vocation.



As to the future, God calls us all to move forward. Life in His hands has forward movement and He is continually calling His people to both serve the present age and prepare for the ages to come. Therefore, Asbury provides the opportunity for you to gain information and skills needed to function productively in our complex and changing world, as well as those qualities of Christ-like character that will prepare you for a lifetime of leadership and service.

Education at Asbury is Christ-centered, for He is “before all things and in Him all things hold together” (Colossians 1:17). We invite you to join us in exploring new horizons of thought and experience emerging out of our central allegiance to the lordship of Christ and the trust of His Word.

Sandra C. Gray, President  
Asbury University

# ACADEMIC CALENDAR TRADITIONAL UNDERGRADUATE FALL 2015

## **FALL SEMESTER 2015**

Monday, March 23, 2015	Registration for Fall 2015 began
Tuesday, August 11, 2015	Welcome Week begins and residences open for new students
Thursday, August 13, 2015	Welcome Week begins and residences open for new transfer students
Saturday, August 15, 2015	Residences open for returning students at 1 p.m.—first meal for returning students is supper
Monday, August 17, 2015	Classes begin
Friday, August 21, 2015	Last day to register for a Fall 2015 course and last day to drop a course and receive a refund
Monday, September 7, 2015	Labor Day (no classes)
Monday, September 14, 2015	Fall Revival begins
Friday, September 18, 2015	Fall Revival ends
Wednesday, October 14, 2015	Midterm grades due
Thursday, October 15, 2015	Graduation application due for December graduation and Commencement 2016
Friday, October 16, 2015	Fall Break (no classes)
Monday, October 26, 2015	Registration for Spring 2016 begins
Monday, October 26, 2015	Great Commission Congress begins
Wednesday, October 28, 2015	Last day to withdraw from a full-semester course
Friday, October 30, 2015	Great Commission Congress ends
Wednesday, November 25, 2015	Thanksgiving Holiday begins (no classes); Residences close at 10 a.m.
Sunday, November 29, 2015	Residences open at 1 p.m.
Monday, November 30, 2015	Classes resume at 8 a.m.
Friday, December 4, 2015	Last day of classes
Monday, December 7, 2015	Final Examinations begin
Thursday, December 10, 2015	Final Examinations end
Friday, December 11, 2015	Residences close at 10 a.m.
Tuesday, December 15, 2015	All grades due

## **SPRING SEMESTER 2016**

Friday, January 8, 2016	Welcome Week begins; Residences open for new and transfer students
Saturday, January 9, 2016	Residences open for returning students at 1 p.m.—first meal for returning students is supper
Monday, January 11, 2016	Classes begin
Friday, January 15, 2016	Last day to register for a Spring 2016 course and last day to drop a course and receive a refund
Monday, January 18, 2016	MLK Day (no classes)

Monday, January 25, 2016	Holiness Emphasis begins
Friday, January 29, 2016	Holiness Emphasis ends
Friday, February 5, 2016	Last day to file application to participate in 2016 Commencement
Monday, February 29, 2016	Registration for Summer 2016 begins
Wednesday, March 9, 2016	Midterm grades due
Saturday, March 12, 2016	Residences close at 10 a.m.
Monday, March 14, 2016	Spring Break begins
Sunday, March 20, 2016	Residences open at 1 p.m.
Monday, March 21, 2016	Classes resume at 8 a.m.
Wednesday, March 23, 2016	Last day to withdraw from a full-semester course
Friday, March 25, 2016	Good Friday (no classes)
Monday, March 28, 2016	Easter Holiday (no classes)
Monday, March 28, 2016	Registration for Fall 2016 opens
Tuesday, March 29, 2016	Classes resume at 8 a.m.
Friday, April 29, 2016	Last day of classes
Monday, May 2, 2016	Final Examinations begin
Thursday, May 5, 2016	Final Examinations end
Friday, May 6, 2016	Residences close (for students not graduating) at 10 a.m.
Friday, May 6, 2016	Baccalaureate (7:30 p.m.)
Saturday, May 7, 2016	Commencement (2:00 p.m.)
Tuesday, May 10, 2016	All grades due

### **SUMMER SEMESTER 2016**

Sunday, May 15, 2016	Residences open at 1 p.m.
Monday, May 16, 2016	Summer on-campus classes begin (4 wks) & online (8 wks) classes begin
Wednesday, May 18, 2016	Last day to register for any Summer 2016 course and last day to drop a course and receive a refund
Monday, May 30, 2016	Memorial Day (no classes)
Wednesday, June 1, 2016	Last day to withdraw from an on-campus class
Thursday, June 9, 2016	Last day of on-campus classes
Friday, June 10, 2016	On-campus examinations
Saturday, June 11, 2016	Residences close at 10 a.m.
Tuesday, June 14, 2016	On-campus grades due
Tuesday, June 21, 2016	Last day to withdraw from an online class
Friday, July 8, 2016	Online classes end
Tuesday, July 12, 2016	Online grades due

### **(TENTATIVE)**

# TENTATIVE ACADEMIC CALENDAR TRADITIONAL UNDERGRADUATE FALL 2016

## **FALL SEMESTER 2016**

Monday, March 28, 2016

Tuesday, August 9, 2016

Thursday, August 11, 2016

Saturday, August 13, 2016

Monday, August 15, 2016

Friday, August 19, 2016

Monday, September 5, 2016

TBA

TBA

Wednesday, October 12, 2016

Friday, October 14, 2016

Friday, October 14, 2016

TBA

TBA

Wednesday, October 26, 2016

TBA

Wednesday, November 23, 2016

Sunday, November 27, 2016

Monday, November 28, 2016

Friday, December 2, 2016

Monday, December 5, 2016

Thursday, December 8, 2016

Friday, December 9, 2016

Tuesday, December 13, 2016

## **(TENTATIVE)**

Registration for Fall 2016 began

Welcome Week begins and residences open for new students

Welcome Week begins and residences open for new transfer students

Residences open for returning students at 1 p.m.—first meal for returning students is supper

Classes begin

Last day to register for a Fall 2016 course and last day to drop a course and receive a refund

Labor Day (no classes)

Fall Revival begins

Fall Revival ends

Midterm grades due

Graduation application due for December graduation and Commencement 2017

Fall Break (no classes)

Registration for Spring 2017 begins

Great Commission Congress begins

Last day to withdraw from a full-semester course

Great Commission Congress ends

Thanksgiving Holiday begins (no classes); Residences close 10 a.m.

Residences open at 1 p.m.

Classes resume at 8 a.m.

Last day of classes

Final Examinations begin

Final Examinations end

Residences close at 10 a.m.

All grades due

# ACADEMIC CALENDAR ADULT PROFESSIONAL STUDIES 2015-2016

## **FALL SEMESTER 2015**

Monday, March 30, 2015	Registration for Fall 2015 began
Monday, July 13, 2015	Classes begin
Monday, July 20, 2015	Last day to register for a Fall 2015 course and last day to drop a course and receive a refund
To Be Announced	Registration for Spring 2016 begins
To Be Announced	Financial Registration for Spring 2016 begins
Thursday, October 15, 2015	Graduation application due for December 2015 graduates
Friday, January 8, 2016	Last day of classes

## **SPRING SEMESTER 2016**

Monday, January 11, 2016	Classes begin
Monday, January 18, 2016	Last day to register for a Spring 2016 course and last day to drop a course and receive a refund
Friday, February 5, 2016	Last day to file Graduation Application for May 2016 Commencement
To Be Announced	Registration for Fall 2016 opens
To Be Announced	Financial Registration for Fall 2016 begins
Friday, May 6, 2016	Baccalaureate (7:30 p.m.)
Saturday, May 7, 2016	Commencement (10:00 a.m.)
Friday, July 8, 2016	Last day of classes

# TENTATIVE ACADEMIC CALENDAR ADULT PROFESSIONAL STUDIES FALL 2016

## **FALL SEMESTER 2016**

	<b>(TENTATIVE)</b>
To Be Announced	Registration for Fall 2016 begins
Monday, July 11, 2016	Classes begin
Monday, July 18, 2016	Last day to register for a Fall 2016 course and last day to drop a course and receive a refund
Friday, October 14, 2016	Graduation application due for December 2016 graduates
To Be Announced	Financial Registration for Spring 2017 begins
Friday, January 13, 2017	Last day of classes



# ACADEMIC CALENDAR GRADUATE STUDIES 2015-2016

## **FALL SEMESTER 2015**

Monday, March 30, 2015	Registration for Fall 2015 began
Monday, August 17, 2015	Classes begin
Friday, August 21, 2015	Last day to register for a Fall 2015 course and last day to drop a course and receive a refund
To Be Announced	Registration for Spring 2016 begins
To Be Announced	Financial Registration for Spring 2016 begins
Thursday, October 15, 2015	Graduation application due for December 2015 graduates
Wednesday, October 28, 2015	Last day to withdraw from a full semester course
Thursday, December 10, 2015	Last day of classes
Tuesday, December 15, 2015	All grades due

## **SPRING SEMESTER 2016**

Monday, January 11, 2016	Classes begin
Friday, January 15, 2016	Last day to register for a Spring 2016 course and last day to drop a course and receive a refund
Monday, January 18, 2016	MLK Day (no classes)
Friday, February 5, 2016	Last day to file Graduation Application for May 2016 Commencement
To Be Announced	Registration for Summer 2016 begins
Wednesday, March 23, 2016	Last day to withdraw from a full semester course
To Be Announced	Registration for Fall 2016 opens
To Be Announced	Financial Registration for Fall 2015 begins
Thursday, May 05, 2016	Last day of classes
Friday, May 06, 2016	Baccalaureate (7:30 p.m.)
Saturday, May 7, 2016	Commencement (10:00 a.m.)
Tuesday, May 10, 2016	All grades due

## **SUMMER SEMESTER 2016**

Monday, May 16, 2016	<b>(TENTATIVE)</b> Summer classes begin
Wednesday, May 18, 2016	Last day to register for any Summer 2016 course and last day to drop a course and receive a refund

**TENTATIVE  
ACADEMIC CALENDAR  
GRADUATE STUDIES  
FALL 2016**

**FALL SEMESTER 2016**

To Be Announced

Monday, August 15, 2016

Friday, August 19, 2016

Friday, October 14, 2016

To Be Announced

Wednesday, October 26, 2016

To Be Announced

Thursday, December 8, 2016

Tuesday, December 13, 2016

**(TENTATIVE)**

Registration for Fall 2016 begins

Classes begin

Last day to register for a Fall 2016 course and last day to drop a course and receive a refund

Graduation application due for December 2016 graduates

Registration for Spring 2017 opens

Last day to withdraw from a full semester course

Financial Registration for Spring 2017 begins

Last day of classes

All grades due

# THE UNIVERSITY PROFILE

## THE STATEMENT OF MISSION

The mission of Asbury University, as a Christian Liberal Arts University in the Wesleyan-Holiness tradition, is to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership and service to the professions, society, the family and the Church, thereby preparing them to engage their cultures and advance the cause of Christ around the world.

## THE STATEMENT OF PURPOSE

Asbury University is an independent liberal arts University, providing undergraduate and graduate programs guided by the classical tradition of orthodox Christian thought. Central to this endeavor is a clear affirmation of the scriptures of the Old and New Testaments as God's infallible and authoritative word, and particularly its teaching that the world was created by God and that persons are created in the image of God. On this foundation, we seek to provide an excellent integrated educational experience that appreciates truth in all areas of life and develops whole persons for achievement and service. Whether preparing students for further advanced degree study or for professional employment, the educational programs of the University reflect a liberal arts character.

The University believes in the humanizing value of broad exposure to the Western cultural heritage, the "great tradition" as both a classical body of knowledge and a dynamic conversation on the great ideas and values that have shaped this civilization. In robust interaction with Christian faith and practice, this educational approach develops students' natural God-given potentials as rational, moral, spiritual, social, and physical beings. The University seeks to expand students' horizons outward to understand the history and value of other peoples and cultures, and prepares them for involvement in a complex and changing global reality.

University life is shaped by the Wesleyan understanding of sin, grace, and the possibility of full salvation for Christ-like living. Asbury University embraces the equality, dignity, and worth of all persons and endeavors to be a campus community that reflects both the unity and diversity of the body of Christ. Asbury University fosters in students a commitment to Jesus Christ as personal Savior and to holiness of heart and life. The University sends them forth to transformatively engage the cultures in which they are called to live out their allegiance to the Kingdom of God and to participate in the cause of world redemption.

## THE STATEMENT OF FAITH

Asbury University is a Christian liberal arts University which stands in the long succession of Christian orthodoxy. Although no official denominational emphasis exists at Asbury University and all may participate fully in the spiritual life of the campus, the institution maintains its commitment to an evangelical Wesleyan-Armenian perspective and requires all who affiliate with the University community to live within the guidelines of this commitment. Those basic beliefs to which Asbury University is dedicated are stated as follows:

We believe:

1. That the Scriptures of both the Old and New Testaments constitute the divinely inspired Word of God, that they are inerrant in the original writings, and that they are the final authority for truth and life.
2. That all truth is a unity since it originates in God, and that God imparts it to man through His revelation in Jesus Christ, in the Scriptures, and in nature.
3. That there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.

4. That Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary, and is true God and true man.
5. That Jesus Christ died for our sins according to the Scriptures, that His atonement is for the whole human race, and that whosoever repents and believes through faith in Him is justified and regenerated and saved from the dominion of sin.
6. That man was created in the image of God, that man fell into sin through disobedience and "so death passed upon all men for that all have sinned" (Romans 5:12), that all human beings are born with a bent toward sinning, and in the case of those who reach moral responsibility, become sinners in need of conversion.
7. That entire sanctification is that act of divine grace, through the baptism with the Holy Spirit, by which the heart is cleansed from all sin and filled with the pure love of God. This is a definite cleansing work of grace in the heart of a believer subsequent to conversion, resulting from full consecration and faith in the cleansing merit of the blood of Jesus Christ.
8. That the Holy Spirit bears witness both to the new birth and to entire sanctification enables the Christian to live a godly life, to grow in the graces of the Spirit, and to walk blamelessly in His holy commandments.
9. That the church is the body of Christ, and that all who are united by faith to Him are its members and love one another out of pure hearts.
10. That the crucified body of the Lord was resurrected, that He ascended into heaven, and that His return will be personal and is imminent.
11. That there will be a bodily resurrection, of the just to everlasting blessedness, and of the unjust to everlasting punishment.

The institution maintains its historic Christian commitment and resists the public practice or propagation of beliefs alien to its Wesleyan Christian orthodoxy. It welcomes students though who have not come to that faith but are respectful of the institution, its mission, and its commitment.

In keeping with our rich Wesleyan-Holiness foundation and commitment, Asbury University believes firmly in the inherent equality of all persons before God, irrespective of race, gender, age, or socioeconomic reality. This equality includes salvation, full membership, participation, and leadership in Church and society (including pulpit ministry), reception & exercise of spiritual gifts, and pursuit of vocational call. Therefore, Asbury University is committed to encouraging all persons to explore, discover, and express their vocational call in obedience to God and for His glory.

## **THE WESLEYAN THEOLOGICAL HERITAGE**

Five Biblical concepts, promoted by John Wesley and his followers, guide our mission.

1. **The Nature of the Truth:** We believe that all Truth is God's Truth, liberating us to pursue knowledge in any and every legitimate discipline of learning.
2. **The Authority of Scripture:** In pursuing Truth, we are anchored to the authority of the Bible employing reason, experience, and tradition to develop a Christian world view that unites academic excellence and spiritual vitality.
3. **The Nature of Humanity:** We believe that men and women are distinct beings created by God, endowed with a free will, and dependent upon God's undeserved mercy to exercise the freedom to choose and change responsibly.
4. **The Importance of Purity:** We believe that the Christian's deepest need is for a purity of heart and a freedom from the power of sin, which we describe as entire sanctification, in order to live pleasing to God. Sanctification is a definite cleansing experience by the Holy Spirit subsequent to conversion, and a life-long process of cleansing by the Holy Spirit gradually conforming the believer into the image of Christ. It is a process encompassing both purity and maturity.
5. **The Call to Service:** We believe that the primary motivation for seeking Truth is to live lives of meaningful, sacrificial service contributing to God's redemptive purposes for creation and society.

## THE ASBURY HERITAGE

Asbury University was founded in 1890 as the fulfillment of a pledge the Reverend John Wesley Hughes, a Methodist evangelist, made as a student at Vanderbilt University a decade earlier. He chose Wilmore as the school's location because it was situated within his evangelistic preaching circuit and because the townspeople had shown a willingness to support the financing of the initial physical plant.

Originally named Kentucky Holiness College, the school was renamed Asbury College to honor the founder of American Methodism, Bishop Francis Asbury. He was directly responsible for the organization of Bethel Academy in the 1790's. The first of its kind west of the Allegheny Mountains, Bethel Academy was a pioneering Methodist school, located on the banks of the Kentucky River, approximately four miles south of the present Asbury University campus.

On March 5, 2010, Asbury College was renamed to Asbury University, to reflect the institution's growth and further planned expansion in its master's level programs and international markets.

Asbury opened its doors for instruction in September 1890, stating in its Bulletin that, "While we give prominence to the religious, we give equal prominence to thorough mental training; thus giving liberal culture of mind and soul." Since 1893 the University has graduated more than 16,500 men and women, among whom are University presidents, denominational leaders, business executives, medical doctors, lawyers, school administrators, and professors. A host of pastors, missionaries, evangelists, and other full-time Christian workers are also among the alumni, who have placed the Asbury imprint around the world.

Asbury University is an independent institution, held in trust by a self-perpetuating board of trustees. It is evangelical in its religious commitment, bound by its by-laws to those doctrinal standards established by John Wesley and his immediate successors. The University is not supported by any denomination nor does it receive government funds. Admission is open to any qualified student meeting its standards for matriculation.

Since its inception Asbury University has been led by sixteen presidents. Their names and dates of service are listed below.

John Wesley Hughes, Ph.B., D.D. (1890-1905)

Francis Florian Fitch, A.M., S.T.B. (1905)

Benjamin Franklin Haynes, D.D. (1905-1908)

Newton Wray, D.D. (1908-1909)

Aaron Sherman Watkins, D.D., Ph.D., LL.D. (1909-1910)

Henry Clay Morrison, D.D., LL.D. (1910-1925)

Lewis Robeson Akers, B.A., M.A., D.D., LL.D. (1925-1933)

Henry Clay Morrison, D.D., LL.D. (1933-1940)

Zachary Taylor Johnson, B.A., M.A., Ph.D., LL.D., D.D. (1940-1966)

Karl Kenneth Wilson, B.A., B.D., Th.M., Ph.D. (1966-1967)

Cornelius R Hager, B.A., B.D., M.A., LL.D. (1967-1968)

Dennis Franklin Kinlaw, B.A., B.D., M.A., Ph.D. (1968-1981)

Cornelius R Hager, B.A., B.D., M.A., LL.D. (1981-1983)

John Newell Oswald, B.A., B.D., Th.M., M.A., Ph.D. (1983-1986)

Dennis Franklin Kinlaw, B.A., B.D., M.A., Ph.D. (1986-1991)

Edwin Gene Blue, B.A., M.S., Ed.D. (1991-1992)

Cornelius R Hager, B.A., B.D., M.A., LL.D. (1992-1993)

David John Gyertson, B.A., Ph.D. (1993-2000)

Paul Alexander Rader, B.A., B.D., Th.M., D.Miss. (2000-2006)

William Clark Crothers, B.A., M.B.A., Ph.D. (2006-2007)

Sandra Cowley Gray, B.B.A., M.B.A., Ph.D., (2007- )

## **ACCREDITATION**

Asbury University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Asbury University.

Asbury University is authorized under federal law to enroll nonimmigrant alien students.

Asbury University is an accredited institutional member of the National Association of Schools of Music. Asbury University is accredited by the National Council for the Accreditation of Teacher Education (NCATE), now changing to the Council for the Accreditation of Educator Preparation (CAEP). The Asbury University School of Education is accredited by the State of Kentucky through the Kentucky Education Professional Standards Board (EPSB). Any programs offered are subject to any changes made by the EPSB.

The Asbury University Social Work Program is accredited by the Council on Social Work Education, Commission on Accreditation.

## **State Authorization**

KY: Asbury University is licensed by the Kentucky Council on Postsecondary Education to offer the A.A., A.S., B.A., B.S., M.A., M.A.T., M.B.A., M.S.W., and Ed.S. degrees.

Kentucky Council on Postsecondary Education

1024 Capital Center Drive, Suite 320

Frankfort, KY 40601

Phone: (502) 573-1555

Fax: (502) 573-1535

## **MEMBERSHIPS**

Memberships include the Association of Independent Kentucky Colleges and Universities, Christian University Consortium, Council for Christian Colleges and Universities, American Association of Colleges for Teacher Education, Kentucky Independent University Foundation, National Athletic Intercollegiate Association, National Association of Independent Colleges and Universities, National Christian University Athletic Association, Southeastern Library Network, Inc., The University Board, Accreditation Council for Business Schools and Programs, and National Association of Student Financial Aid Administrators.

## **Professional Organizations**

University chapters of organizations related to various professional groups: Kentucky Education Association – Student Program, Sigma Delta Pi (Spanish), Sigma Zeta (physical sciences), Phi Beta Lambda (business), Phi Alpha Theta (history), Pi Kappa Delta (speech), the Music Educators National Conference, the Student Association for Health, Physical Education and Recreation, Society of Collegiate Journalists, and the Student Chapter of the National Association of Teachers of Singing (SNATS).

## **THE WILMORE CAMPUS**

Thousands of people have walked the paths of the beautiful Asbury University campus, graced with Georgian-colonial architecture, set on 65 acres of gently rolling hills of the Kentucky bluegrass. The total University property, including the campus, covers more than 700 acres. At the entrance to the campus is a semi-circle drive which borders a tree-shaded area, dotted in the spring and summer with park benches. Go to [asbury.edu/about-us/university-profile/facilities](http://asbury.edu/about-us/university-profile/facilities) to learn about campus facilities.

# THE UNIVERSITY COMMUNITY

Asbury University is a community of learners in the Christian liberal arts tradition with a mission to prepare students educationally, socially, and spiritually to impact their world for Jesus Christ. The community is committed to ten foundational principles (see the undergraduate *Handbook for Community Life* or your program's Community Expectations document) which promote the development of a lifestyle for a lifetime. At the heart of this community are Jesus' two great commandments found in Matthew 22:37-40: "You shall love the Lord your God with all your heart, and with all your soul, and with all your mind....And...you shall love your neighbor as yourself."

## **Social Life**

In order to develop a Christ-like higher education environment, the University has guidelines governing social life and conduct on campus, including the use of tobacco, alcoholic beverages and drugs. Students enrolled in the traditional undergraduate program can learn more from the *Handbook for Community Life*.

## **CAMPUS LIFE**

Whether you are a new or returning student, furthering your education will present opportunities for growth. Asbury University provides programs and support services to assist you as you pursue your educational goal.

## **CAMPUS OPPORTUNITIES AND SERVICES**

### **Center for Academic Excellence**

The Center for Academic Excellence (CAE), located on the lower level of Kinlaw Library, exists to support students across all academic disciplines. Traditional undergraduates, online students in the APS program, and graduate students are offered free academic support through the CAE--Writing Center, Tutoring Services, Disability Services. Fee-based tutoring is available for Academy students. Students can request tutoring and other academic support services at any time during a semester through the CAE website, [asbury.edu/academics/cae](http://asbury.edu/academics/cae) or by emailing [tutoring@asbury.edu](mailto:tutoring@asbury.edu).

Tutors in the Center for Academic Excellence serve their fellow students through a dynamic tutoring process. Tutors, who have mastered content-specific information about academic subjects, general academic skills, and writing, communicate this information to students at each student's level of academic preparedness, competence, and confidence. Tutors work with students to encourage immediate and lifelong goals: the ability to think and write on a college level and to impact the world for Christ. One-on-one or small-group meetings allow for Christian fellowship, encouragement, and accountability. Go to [asbury.edu/academics/cae](http://asbury.edu/academics/cae), email [tutoring@asbury.edu](mailto:tutoring@asbury.edu), or call ext. 2196 for additional information.

### **Center for Career and Calling**

The Center for Career and Calling exists to assist students in developing effective career decision-making and employment skills reflective of God's unique calling on their lives. Career and Calling staff help students understand their interests, values, skills, and personalities while applying this knowledge to their choice of academic major, career exploration, and the job search process. The Center provides individual career counseling sessions and manages an online job/internship opportunity web page to assist Asbury University students in connecting with employers who are specifically seeking Asburians as job/intern candidates. On-campus recruiting events and off-campus job fairs are coordinated through the Center. Workshops and classroom presentations occur throughout the year to assist students in developing effective skills in areas such as resume writing, job and internship searching, and

interviewing. Go to [asbury.edu/career](http://asbury.edu/career) for additional information and online resources or contact us at [careerandcalling@asbury.edu](mailto:careerandcalling@asbury.edu) or ext. 2401.

## Center for Counseling

The Center for Counseling endeavors to equip and encourage Asbury University students toward greater personal and community health. The Center staff is encouraged to take an active collaborative stance with fellow community agents to build on existing strengths and modify obstacles to student and community mental health. The Center for Counseling fulfills a vital role in developing the God-given potential of campus community members by providing a broad range of professional psychological services. A variety of services are also provided in residence halls, classrooms, and administrative meetings. Integrating psychological practice with Christ-centered principles, the office seeks to prepare students for a lifetime of learning, leadership, and service. Services are free for residential students (except for some assessments or special events/workshops) and are provided to students who are currently enrolled for at least nine hours per semester. Go to [asbury.edu/counseling](http://asbury.edu/counseling) or call ext. 2323 for additional information.

## Complaints

The Asbury University Student Complaint Policy (SCP) is available to students who request to have a concern resolved about a person or process of the University community not covered by existing policies, such as the grading policy, residency policy, student code of conduct policy, sexual harassment policy, etc. The objective of the Asbury University Student Complaint Policy is to resolve concerns as quickly and efficiently as possible at the level closest to the student.

### *Informal Resolution*

Occasionally, a student will encounter a problem on campus that he or she does not know how to resolve. When this happens, the student should always try to work out the problem by first discussing it with those most appropriately involved with the issue, whether it is faculty, staff member or another student. Dealing with concerns in the most direct and honest fashion should always be the first step toward resolution. Based on the Matthew 18 principle encouraging believers to first go to each other and work out an issue, it is the hope that most issues and complaints could be amicably resolved through a process of discussion and negotiation.

### *Formal Complaint Process*

If the complainant is not satisfied or unwilling to address the issue with the individual, a formal process may be initiated. All formal complaints must be in writing using the official Asbury University Student Complaint Form, which is available online and in the Office of Student Development. Complaints should be filed during the semester of occurrence but no later than 30 days after the date of the incident. Process and procedures for the complaint resolution are available in the Office of Student Development, or online at [asbury.edu/complaint-policy](http://asbury.edu/complaint-policy), or email [DeanofStudents@asbury.edu](mailto:DeanofStudents@asbury.edu).

## Food Service

**20 Meal Plan** provides students 20 meals per week (no meals carry over)

**225 Block Plan** provides students 225 meals per semester. Students can share these meals with their friends and family (may use up to 5 meals per meal period).

**180 Block Plan w/ \$150 Flex Dollars** provides students with 180 meals per semester plus \$150 to spend on food service. Students can share these meals with their friends and family (may use up to 5 meals per meal period).

**14 Meal Plan** provides the student 14 meals per week (no meals carry over)

**175 Block Plan** provides students 175 meals per semester. Students can share these meals with their friends and family (may use up to 5 meals per meal period).



**150 Block Plan w/ \$100 Flex Dollars** provides students with 150 meals per semester plus \$100 to spend on food service. Students can share these meals with their friends and family (may use up to 5 meals per meal period).

Students who live in the Aldersgate apartments have the option of choosing any of the meal plans listed above or choosing from a plan listed below. (For meal plan purposes, Sarah Johnson is NOT part of Aldersgate)

**7 Meal Plan** provides the student 7 meals per week (no meals carry over)

**95 Block Plan** provides students 95 meals per semester. Students can share these meals with their friends and family (may use up to 5 meals per meal period).

**80 Block Plan w/ \$60 Flex Dollars** provides students with 80 meals per semester plus \$60 to spend on food service. Students can share these meals with their friends and family (may use up to 5 meals per meal period).

Asbury understands that some students may have extenuating circumstances that warrant an exception to the meal plan requirements. Students who meet one or more of the criteria listed below can submit an application for a 7-Meal Plan:

Students who eat with parents, close relatives or a legal guardian

Students whose meals are provided as part of their work agreement

Students who are student teaching

Students whose work and class schedules conflict with the meal schedule

Students who have documented medical concerns certified by the University physician

If a student feels he/she meets one or more of the criteria for an exception, an application can be submitted to the Assistant Vice President for Business Affairs. The application must be filed at least one week before the beginning of the semester to avoid a late filing fee. Applications are available in the Student Accounts Office (ext. 2330) and the Business Affairs Office (ext. 2151).

Please visit Pioneer College Caterers at [asbury.pconline.net](http://asbury.pconline.net) for health and nutritional information as well as shop for special treats (birthday cake, cookies, fruits, etc.) for an Asbury University student.

### **Department of Athletics**

Asbury University recognizes the educational value of sports and maintains an extensive program of intercollegiate athletics. These programs are designed to give students the opportunity for physical exercise and participation in events which develop a spirit of cooperation and good sportsmanship. The programs are intended to be harmonious with the total training of students, preparing them to live as Christians in a competitive society.

The varsity program is open to the skilled student-athlete who wants to participate in the highest level of athletic competition at Asbury University. The athletic director, working with the Athletic Advisory Committee, is responsible for the administration of the intercollegiate program. The sports and programs offered are the following: women—basketball, cheerleading, cross country, golf, lacrosse, soccer, softball, swimming, tennis, and volleyball; men—baseball, basketball, cross country, golf, lacrosse, soccer, swimming, and tennis. Go to [asburyeargles.com](http://asburyeargles.com) or call ext. 2475 for additional information.

### **Intramural Sports**

The intramural program is open to all Asbury University students, alumni, faculty, and staff. A variety of sports, activities, and special events are available throughout the year. Visit [asbury.edu/intramurals](http://asbury.edu/intramurals) for more information.

## **Music Organizations**

Women's Choir, Chorale, Men's Glee Club, Concert Band, Orchestra, Handbell Choir, Jazz Ensemble. Several Chamber Ensembles (Brass Quintet, Flute Choir, Bluegrass Band, String Quartets, etc.) are available for student participation. Contact the Music Department at ext. 2250 for more information.

## **Services for Students with Physical Disabilities**

Students with physical limitations needing accommodations can be successful at Asbury University. The institution attempts to assist students with their specific needs in and out of the classroom. Students with physical disabilities who are considering attending the University must contact the Vice President of Student Development/Dean of Students (ext. 2116) to discuss their situation and accommodation needs.

## **Office of Campus Ministries and Chapel**

**Campus Ministries.** The Asbury University community is committed to the integration of faith, learning and living. The Office of Campus Ministries is focused especially on nurturing students in their spiritual journeys by intentionally encouraging worship, discipleship, and service locally and globally. Many discipleship opportunities are offered, including floor Koinonias, covenant groups, Bible studies, and student-led worship events. Opportunities to serve others include mission trips, weekly outreach ministries of helping and compassion, and ministry teams to churches and camps during the summer. On campus, students can be involved in peer ministry as discipleship leaders and in their residence halls as Spiritual Life Assistants. The Office of Campus Ministries is committed to equipping students for ministry and service on campus, in the community, and around the world to prepare a new generation of Christian leaders. Go to [asbury.edu/campus-ministries](http://asbury.edu/campus-ministries) or call ext. 2200 for additional information.

**Chapel.** One of the historic distinctives of Asbury University is the gathering of the entire student body in chapel three times a week, during which the great themes of the Bible, human intellect, and the world intersect and are addressed by a wide range of speakers. Chapel remains the most central time when we proclaim Christ Jesus as Savior. We also hear amazing preaching and teaching that invites students into spiritual formation – into the ongoing process of being shaped by the Holy Spirit into the image of Christ. Exalting Jesus Christ as our Cornerstone, we believe students leave Asbury with a greater understanding and experience of Scripture, holiness, stewardship and mission. This worship hour is sacred as students, faculty, and staff are challenged to listen, think, believe, and commit to the calling of Christ to be His people in a broken world, being transformed by the work of the Holy Spirit to holy lives. See Academic Policies: Courses & Attendance, Chapel Attendance section, visit [asbury.edu/chapel](http://asbury.edu/chapel), or call ext. 2200 for more information.

## **Office of Housing and Community Life**

Asbury University is committed to the residential university experience for traditional undergraduates and thus expects full-time single students to live in University housing. Go to [asbury.edu/housing](http://asbury.edu/housing) or call ext. 2322 for additional information.

Students who want to live off campus must meet one or more of the following criteria to be eligible to apply:

- Students who are classified as "Independent" (a legal designation through the Financial Aid Office)
- Students who are 23 or older
- Students who live with parents, close relatives, or a legal guardian
- Students who are working in an approved home for their room and board but who make no cash payment for said room and board
- Students who are fifth year seniors

An *Application to Live Off-Campus* must be filed at least one week prior to the beginning of the academic term to avoid a late filing fee. Forms are available in the Student Accounts Office (ext. 2330) and Business Affairs Office (ext. 2151).

The University offers a limited number of one- and two-bedroom units for married and other non-traditional students, all unfurnished. Students who desire this type of housing should contact the Office of Community Life (ext. 2322) at the earliest possible date, as there may be a wait list.

### **Office of Student Leadership Development**

**Leadership Development Programs.** Based on the belief that all students are potential leaders, Asbury University offers a leadership development program open to all students, which includes a variety of different elements designed to encourage personal involvement in the community and leadership development. The co-curricular program provides experiences and workshops allowing students to develop their leadership theory, skills, and application. The Asbury University Center for Adventure Leadership also promotes leadership development in the form of adventure-based learning. Students participating in the leadership program receive a co-curricular transcript detailing their involvement in leadership activities, co-curricular activities and service projects. See the *Handbook for Student Leadership Opportunities*, visit [asbury.edu/leadership](http://asbury.edu/leadership), or call ext. 2117 for more information.

**Welcome Week.** The Asbury University community is committed to the success and overall development and satisfaction of the students enrolled. Therefore, all new first-time and transfer students enrolling full-time in the traditional undergraduate program fall or spring semester are expected to attend an orientation program designed to provide the information and support needed to make a successful transition into the academic, spiritual, cultural, and social climate of the University. Visit [asbury.edu/orientation](http://asbury.edu/orientation) or call ext. 2127 for additional information.

**Transition And Guidance Program.** New traditional undergraduate students receive support through the Transition And Guidance Program (T.A.G.). Pairs of trained peer mentors, known as T.A.G. Leaders, assist small groups of first-time or transfer students during Welcome Week and throughout their initial semester to successfully acclimate and integrate into campus life in and out of the classroom. T.A.G. Leaders are prepared to work closely with the students in their group and provide information regarding campus services, programs, and personnel available to help students grow and develop personally and spiritually, manage academic challenges, and/or cope with personal issues, so that they can thrive while at the University and achieve their personal best. The T.A.G. Leaders also offer social opportunities for the students in their group through weekly dinners and monthly activities. Call ext. 2127 for additional information.

**Student Organizations.** Organizations and clubs are an important part of life at Asbury University. Most students become active members of at least one organization or club. These groups are typically formed along Christian, cultural, personal or educational interests. Go to [asbury.edu/clubs](http://asbury.edu/clubs) for additional information.

### **Office of Intercultural Programs**

International, U.S. ethnic, and third-culture students all provide a richness of culture that is integral to the University. With an institutional commitment to be inclusive and embrace all people, the Office of Intercultural Programs sponsors and advises ethnic student organizations and provides individual support for international, third-culture, and U.S. ethnic students, as well as offers cultural programs and experiences for the entire campus community that impact student learning by increasing awareness, understanding, respect, and/or appreciation of cultural diversity. Go to [asbury.edu/intercultural](http://asbury.edu/intercultural) or call ext. 2314 for additional information.

**Cultural Programs.** A variety of educational and social cultural activities, events, as well as service opportunities are offered to the campus community. Each year students can attend cultural festivals and programs on campus and in the surrounding community, see a cultural movie, participate in a diversity dialogue with guest speakers or faculty members, worship with an ethnic congregation, or serve as a volunteer for a Martin Luther King Jr. Day community service project.

**Ethnic Student Organizations.** International, third-culture, and U.S. ethnic students can find support and opportunities for social interaction through one of five student organizations sponsored by the office—Alpha Sigma Alpha (Asian-American Student Alliance), Beta Sigma Alpha (Black-American Student Alliance), Iota Sigma Alpha (International Student Alliance), Lambda Sigma Alpha (Latina/o-American Student Alliance), and MuKappa (Third-Culture Student Alliance).

**Individual Support Services.** Individual support that is responsive to the specific needs of international, U.S. ethnic, and third-culture students is provided to assist them in acquiring the knowledge and skills necessary to grow and develop personally and to be academically successful while at the University.

**Intercultural New Student Orientation.** Prior to Welcome Week each fall, a special program is offered for new international students and students who have lived outside the U.S. during the previous three or more years. The program is designed to address the immediate needs and cultural issues related to collegiate life these new students may encounter upon entering the U.S. All new international and third-culture students are expected to attend both Intercultural New Student Orientation and Welcome Week. Transfer student participation in Intercultural New Student Orientation is determined by the office on an individual basis.

**Emerging Leader-Scholar Program.** Through a competitive selection process, outstanding high school African-American, Asian-American/Pacific-Islander, American-Indian/Alaskan-Native, and Latina/o-American students are invited to participate in the Emerging Leader-Scholar Program (ELSP) throughout their four years as undergraduate students at the University. Participants in the program demonstrate a commitment to their personal development and growth as a leader by achieving academically, actively participating in ELSP support services and monthly activities, and engaging in campus leadership opportunities.

**Asbury Initiative Grant.** The University provides a valuable co-curricular opportunity for students to experience international service work during the summer break. Competitive grants for expenses and a stipend are awarded in the spring of each year to juniors, seniors, and graduating seniors to impact the global community through sustainable initiatives in developing countries in the areas of international community development, social and economic development, public wellness and treatment, literacy and education, and other public services.

## **Student Health Services**

As a provider of Christ-centered, competent and compassionate healthcare, Asbury University Student Health Service is dedicated to enhancing the educational process by: modifying or removing health-related barriers to learning, promoting an optimal level of wellness, and enabling students to make informed decisions about health-related concerns. The University maintains a well-equipped health center with a competent staff of experienced registered nurses and a part-time physician for the traditional undergraduate population while school is in session. The Health Service is open 35 hours per week and nurse triage phone consultation is available for emergencies after hours. Students may see the physician or nurses by appointment at no additional expense, except for certain prescription medications, diagnostic tests, and immunizations. Excellent medical facilities exist in nearby Lexington

in case of serious injury or illness. Go to [asbury.edu/health](http://asbury.edu/health), email [health.services@asbury.edu](mailto:health.services@asbury.edu), or call ext. 2277 for additional information.

### **Student Publications**

The Asbury Collegian (student newspaper), Asbury Review (literary review magazine) and the Asburian (yearbook) are published by student staffs. The publications are produced under the direction of a student/faculty Publications Committee and are also related to the journalism program of the University. For more information, contact the faculty advisor of each publication: The Asbury Collegian, ext. 2397; Asbury Review, ext. 2189; Asburian, ext. 2191.

# UNIVERSITY ACADEMIC POLICIES & PROCEDURES

Asbury University students in all program levels are subject to all academic policies unless the policy is specifically labeled for actions and requirements unique to a particular program.

## **Becoming A Student**

In order to be an Asbury student with access to class registration you must have completed all admissions requirements, and be confirmed as “accepted and final” by the appropriate admissions office for the applied for program level. Students must submit all official transcripts and documents to be fully admitted.

## **Program Levels**

A. All students enter Asbury University through one of the following program levels.

- Traditional Undergraduate [TUG] – undergraduate level – primarily on campus, face-to-face with some online classes.
- Asbury Academy [ACAD] – for high school dual enrollment within the traditional undergraduate level.
- Adult Professional Studies Undergraduate [APS] – undergraduate level – adult learners, primarily online classes.
- Graduate Studies [GRAD] – all graduate level programs. Online or on campus based on specific program.

B. Selection of a program level will determine admissions requirements, program costs, financial aid availability, and academic calendar of courses. Specific course, major, and degree availability is determined by the program level. Students must apply to and meet the requirements for acceptance at each program level.

C. Students are considered “Active” in only one program level at a time. When applying to move to a new level, the start and end dates of registered classes in the current and future program levels may not overlap.

## **Official Communication Through Asbury University Email Account**

Asbury email is the official means of communication between students, office representatives, and faculty at Asbury University. An Asbury email account will be created for all students; the required log in identifies communications as being from the student. Students are responsible for reviewing and responding to emails in a timely manner. Students should pay close attention to email from the representatives of the offices of registrar, financial aid, or student accounts; these are often time sensitive.

## **Advising**

The role of the academic advisor is to aid students in the choice of courses as well as to provide general guidance. The academic advisor should normally be the person of first recourse for a student who needs help in any area of adjustment to University life. Prior to each semester’s registration, students should discuss a proposed schedule with a faculty advisor in the major to review the semester’s class choices. The purpose of this personal attention is to help students make successful academic progress toward graduation.

- All undergraduate [TUG, APS] students are assigned a faculty member as an academic advisor based upon the student’s major field of study. Traditional undergraduate students who are undecided in their major will be advised by the Coordinator of New Student Advising.
- The APS Advising Center provides a contact point for adult learners in the APS program both on campus and online. All APS undergraduates, and especially those who are undecided majors, can contact the APS Advising Center as an additional resource. Email: [advisingcenter@asbury.edu](mailto:advisingcenter@asbury.edu)

- All graduate program students will be assigned an advisor within the program entered. All steps in the graduate program will be accomplished in consultation with the advisor. It is the responsibility of the graduate student to become thoroughly informed about the general regulations and policies governing the master's program. The graduate student is also responsible for completing all program requirements within the permitted time limit.
- The Office of the Registrar is available to all university students for general help and advising on academics. Residential students may seek help from the Office of Student Development for personal matters.

### **Disability Services**

Disability Services provides reasonable and appropriate accommodations for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Students in the Disability Services Program (DSP) are granted eligibility for accommodations on a case-by-case basis. Students in the DSP must complete the same course requirements as all students; accommodations will not interfere with the fundamental objectives of the course.

At the post-secondary level, students who wish to receive academic accommodations must self-identify/report their disability to Disability Services. While a student may self-identify to his or her professor, it is important that the student self-identify to Disability Services. The student should contact the Disability Services Coordinator for information about services: [pamela.downing@asbury.edu](mailto:pamela.downing@asbury.edu)

Disability information will remain confidential. Any information the student provides the professor is to be used solely and specifically for arranging reasonable accommodations for the course.

Students with physical limitations needing accommodations can be successful at Asbury University. Students with physical disabilities who are considering attending the University must contact the Vice President of Student Development/Dean of Students (ext. 2116) to discuss their situation and accommodation needs.

### **ACADEMIC INTEGRITY**

Academic integrity, the embodiment of the moral and spiritual principles to which we adhere, is the essential basis of the Asbury University academic community. Integrity, as partially defined by the Student or Program Handbook on Community Life Expectations, is “both knowing the right thing to do and doing it regardless of the circumstances.” This definition may be applied to all of the scholastic interactions of the academic community. Every member of the community shares responsibility for maintaining mutual trust, respect, and integrity. Violations of such trust and specific acts of academic dishonesty will be subject to disciplinary action.

All university community members—faculty, students (graduate, undergraduate—on campus, online, APS), administrators, professional staff, support staff and volunteers —share the following responsibilities:

- knowing academic integrity policies and consequences;
- knowing where policies are available for view;
- modeling integrity;
- being able to identify violations of academic integrity;
- knowing to whom to report violations of academic integrity;
- knowing the appeal process for violations of academic integrity.

Particular community members will be faced with academic integrity issues more often and in more specific ways than will the larger community. Faculty members are expected to live a life of personal integrity inside and outside of the classroom to make students aware of what constitutes honesty and dishonesty in academic work. Course syllabi should include definitions of academic integrity, cheating, and plagiarism and what penalties will occur if a student engages in academic dishonesty. Issues related to academic integrity might include, but are not limited to, class notes, papers, examinations, projects, presentations, and labs.

Asbury students need to be honest in their endeavors and be good examples to their peers. Students are expected to live a life of integrity that includes intentional and specific attention to academic honesty. For purposes of clarification, students will find in the Student/Program Handbook a list of acceptable and not acceptable actions during the creation and implementation of a project, lab, paper, or presentation. Students need to check with individual professors for specifics or variations from the list and for specifics related to take-home and in-class essay exams and other projects.

### **Academic integrity policies and consequences**

#### **a. Plagiarism**

1. Definition of plagiarism: The use of another's ideas, words, thoughts, or organization without appropriate credit and documentation.
2. Consequences for plagiarism: If you are found to have plagiarized at Asbury University, you will be subject to one or more of the following consequences: lowered grade, F or 0% on paper or project, meeting with the Dean of the appropriate school; F in course; meeting with Academic Integrity Committee, suspension or expulsion from AU
3. The point: Whether intentionally or unintentionally, if you do not clarify from where or from whom you take information that you use for a project, paper, presentation, or exam, you are being dishonest (taking credit for what someone else worked hard to discover and record).

#### **b. Other types of academic dishonesty**

1. unauthorized collaboration
2. fabrication of data
3. unauthorized access to sources on an exam
4. excessive revision by someone other than the student
5. re-use of previous work without permission
6. other situations as described by faculty for specific classes

#### **c. Specific consequences for academic dishonesty (incidences of academic dishonesty are recorded on student's permanent record)**

1. Plagiarism/unauthorized collaboration consequences
  - 1<sup>st</sup> offense—lowered grade, F or 0% on paper or project; meeting with Dean of the school
  - 2<sup>nd</sup> offense—F in course; meeting with Academic Integrity Committee
  - 3<sup>rd</sup> offense—suspension from AU
2. Cheating on exams consequences
  - 1<sup>st</sup> offense—F or 0% on exam; meeting with Dean of the school
  - 2<sup>nd</sup> offense—F in course; meeting with Academic Integrity Committee
  - 3<sup>rd</sup> offense—suspension from AU

#### **d. Communication of academic integrity policies and procedures**

1. Academic integrity policies are listed on AU's website and in the AU *Bulletin*
2. Faculty members will communicate to students definitions of and consequences for plagiarism and other academic integrity violations
3. Faculty members will communicate to students specific instructions related to take-home and in-class essay exams and other projects.

#### **e. Process for academic integrity violations**

1. Faculty member confronts student with evidence



2. Faculty member explains consequences to student
  3. Faculty member sends report of violation to the Dean of the appropriate school
  4. Dean of the school meets with student
- f. Appeal process for violations of academic integrity: Student follows Academic Appeals process listed in Bulletin
1. Meet with faculty member in whose class the alleged violation has occurred
  2. If issue is not resolved, meet with chair of the department in which the alleged violation has occurred
  3. If issue is not resolved, meet with Dean of School.
  4. If issue is not resolved, file a written appeal to Dean of School within 30 days of meeting with the Academic Dean
  5. Academic Dean will review the appeal, and if unable to resolve the matter to the satisfaction of the student, will refer the matter to the Academic Petitions Sub-committee of the Academic Policies and Curriculum Committee.
  7. The student will receive a decision in writing. The decision of the Academic Policies and Curriculum Committee will be considered final.

## **ACADEMIC RESIDENCY REQUIREMENT FOR A DEGREE**

(Minimum Semesters/Courses That Must Be Completed At Asbury)

### **Associate's degree candidates**

1. Must be admitted directly to the degree or must be declared while an enrolled student at Asbury University and before earning 60 credits.
2. Must complete the final two full-time semesters at Asbury University.
3. Must complete a minimum of 30 semester hours at Asbury University for the degree. Transfer credit limited to 30 semester hours from all sources.
4. If finishing an emphasis 50% must be completed at Asbury University.
5. Must complete their last full-time semester through Asbury University. Permission may be granted to take a maximum of 9 credits elsewhere to finish requirements after leaving Asbury enrollment within the 30 hour maximum transfer limit from all sources. See Academic Policies: "Transfer Credit Requirements & Limitations"

### **Bachelor's degree candidates**

1. Must be registered at Asbury at least three sequential semesters (excluding summer) as a full-time student, including two semesters as a senior.  
[Exceptions: students completing a Pre-Nursing major or Engineering Math (UK) major. These students must meet the residency requirement in the three semesters through their junior year prior to transferring off campus.]
2. Must complete at least 50% of each of their listed majors' and minors' requirements with courses at Asbury.
3. Must complete their last full-time semester through Asbury University. Permission may be granted to take a maximum of 9 credits elsewhere to finish requirements after leaving Asbury enrollment within the 75 hour maximum transfer limit from all sources.
4. Must complete a minimum of 49 hours in courses at Asbury University (may not count institutional credit). See Academic Policies: "Transfer Credit Requirements & Limitations"

### **Master's degree candidates time limitation**

A master's degree should be completed within five years from the time of start in the specific graduate program. Students taking longer must apply through their program director to extend their academic time.

# UNDERGRADUATE TRANSFER & NON-CLASS CREDIT [TUG, APS]

Credit from outside sources includes transfer from other colleges, examination credit (AP, IB, CLEP), credit from military, Credit for Prior Learning, or institutionally awarded credit.

## OFFICIAL DOCUMENTATION OF CREDIT FROM OTHER INSTITUTIONS

All official transcripts, whether high school or college, and official test scores for outside credit must be sent directly from the institution to Asbury University. Student delivered transcripts and scores may be used for advising; however, they are NOT acceptable as final, official transcripts and scores for the transfer of credit.

### General policies for credit from all outside sources

1. Credit can only be transferred from final, official transcripts mailed by the other institution or sent by official electronic transfer. Credit will not be accepted from faxed, copied, emailed or hand delivered transcripts.
2. Undergraduate program courses must have grades of "C" or above to transfer. Courses which are graded under a pass-fail system are not accepted for transfer without official validation that the minimum passing grade is "C" (Exception: Physical Activity courses can be transferred with a passing grade of "P").
3. Grades for transfer courses are not used when determining a student's cumulative grade point average at Asbury University.
4. Asbury University grants non-college advance credit (AP, CLEP, IB, Military, CPL) only from original documentation, and does not grant credit based on advanced or institutional credit on other college or university transcripts.
5. Courses taken more than three years prior to enrollment which involve current technology/equipment or which satisfy current regulating agency or state requirements are subject to not be transferred due to out of date content. These courses will be reviewed case by case.
6. After matriculation to Asbury University, bachelor level students may not transfer more than 6 semester hours of independent study course work from another institution.
7. Asbury University will not accept transfer college credits taken more than two years prior to graduation from high school, unless student demonstrates continued educational progress at college level.
8. In the case of transfer courses from a regionally unaccredited institution, each institution is reviewed on an individual basis to evaluate the rigor, content, and faculty in their programs before deciding if any credit may be transferred.
9. Credits taken at a school using a quarter hour calendar transfer by a factor of 2/3 (x 0.667) when transferred and converted to semester hours.
10. For the **associate's degree** a maximum of 30 semester hours may be transferred from a total combined from all sources (regionally accredited institutions, AP, CLEP, IB, CPL credit, military credit, and institutional credit). Student must complete at least 30 semester hours of course work at AU.
11. For the **bachelor's degree** a maximum of 75 semester credit hours of transfer credit may be transferred from a total combined from all sources (regionally accredited institutions, AP, CLEP, IB, CPL credit, military credit, and institutional credit). Student must complete at least 49 semester hours of course work at AU. Fifty percent of all undergraduate major or minor requirements must be completed at Asbury University. Final year seniors must meet residency requirement (12 of final 21 credits added must be completed at Asbury).

### KCTCS School Associate of Arts or Associate of Science Degrees

Any student accepted into Asbury University who presents an Associate of Arts (A.A.) or Associate of Science (A.S.) degree awarded by one of the Kentucky Community and Technical College System schools will be deemed to have satisfied the Asbury University Foundational requirements. After all

eligible courses are transferred, student is allowed to waive remaining foundational requirements with the exception of the Bible/Theology courses (9 credits), and the Foreign Language for the degrees that require it. *[This agreement does not apply to a KCTCS associate of applied science (A.A.S.) degree.]* Any foundational course which is also required for a major or minor cannot be waived. Asbury University does not guarantee transfer of all credit hours completed in the KCTCS degree, but evaluates specific courses by regular transfer restrictions. Asbury will not transfer credits for courses which have grades below "C", are remedial, or are usually not accepted in transfer. 50% of Asbury major program must be completed coursework at Asbury University. **Students with waivers of any foundational requirements must still meet the minimum credits required for graduation (60 for Associate's, and 124 for Bachelor's degree).**

### **Dual Enrollment Credit Completed While In High School**

Any college credit completed prior to high school graduation may be considered for transfer. Dual Enrollment credit completed in the Asbury Academy is automatically applied towards future enrollment in an undergraduate degree program. The student is still considered a first time freshman when enrolling in their first college class after their high school graduation date.

1. Dual enrollment credit cannot be transferred from the high school transcript, but must be documented on the official college transcript from the grading institution.
2. The student is responsible to request that final official transcript to be sent from the originating institution (college). An official transcript must be sent directly to the Asbury University Admissions Office. Student-delivered transcripts are not accepted as official.
3. All above transfer policies and limitations apply to dual enrollment college transfer credit.

### **CURRENT UNDERGRADUATES REQUESTING TO TAKE CREDITS ELSEWHERE [TUG, APS]**

Students currently enrolled in an undergraduate program desiring to earn credits at another institution to transfer and apply toward graduation from Asbury University must receive approval from the Registrar at Asbury University prior to enrolling. The University is not obliged to transfer courses for which prior approval has not been secured. [Graduate students may not take credits elsewhere for transfer after matriculating into the Asbury graduate program.]

### **Credits Elsewhere Policies [TUG, APS]**

Students should complete credits elsewhere before starting their final full time semester when no more than 9 of the final 21 credits can be taken elsewhere.

1. Courses must be taken through regionally accredited institutions.
2. The student must provide the name and city/state of other school, as well as specific course prefix, number and title for the other school's courses to have these reviewed for transfer.
3. The student must be eligible to register and continue at Asbury for a letter of good standing to be issued. A minimum GPA of 2.00 is recommended.
4. Credits registered elsewhere do not count towards the student's full-time status at Asbury. Financial aid can only be awarded from one institution in a semester.
5. The student must not have exceeded the limit for transfer credits for their program (prior to and during enrollment at Asbury). Limits for undergraduates: 75.0 total credits combined from all sources (regionally accredited institutions, AP, IB, CLEP, CPL credit, military credit, and institutional credit).
6. The maximum credits that can be taken elsewhere during a fall or spring semester is usually one class, 3-4 credits, for traditional undergraduates; two classes, 6 credits, for APS undergraduates. Traditional undergraduates may take 9 credits during summer term.
7. Students will not be permitted to take an overload of courses (Asbury + other school) over 19 credit hours for traditional undergraduates for a fall or spring semester, and not over 21 credits for APS undergraduates.

8. To finish a degree undergraduates may transfer no more than 9 credits from another school after they stop attending Asbury; 12 credits of a student's final 21 required credits must be completed at Asbury University. Students should complete credits elsewhere prior to their final full time semester.
9. Foundational courses and needed elective credits are the best candidates for credits taken elsewhere. Departmental approval may be required to take major/minor courses elsewhere.
10. A course must have earned a letter grade of C or better to transfer.
11. Courses are transferred for credit only; the grades will not be included in the GPA at Asbury University.
12. Credits taken at a school using a quarter hour calendar transfer by a factor of 2/3 (x 0.667) when transferred and converted to semester hours.
13. The student is responsible to request a final transcript be sent from the other school immediately upon completion of the course/s. An official transcript must be mailed directly to the Asbury University Registrar's Office. Student delivered transcripts are not accepted as official.
14. Seniors cannot graduate until official transcripts for courses elsewhere have been received and processed.

### **CREDIT FROM MILITARY FOR UNDERGRADUATES [TUG, APS]**

Undergraduate level students may receive elective credits from military training through the American Council on Education (ACE) recommendations. Student must request an official copy of their (ACE) military transcript be sent directly to Asbury University. Maximum credit from military service is 24 credits. In the traditional undergraduate program, military service can satisfy PED 100 and PE 111. Any more specific courses being credited from the military transcript would be based on a case by case examination.

### **CREDIT BY EXAMINATION PROGRAMS FOR UNDERGRADUATES [TUG, APS]**

Incoming undergraduate students may be granted academic credit on the basis of tests administered by the following examination programs: the College Board Advanced Placement Program (**AP**), the College Level Examination Program (**CLEP**), and the International Baccalaureate (**IB**). Credit for AP, CLEP, and IB is included in the maximum 75 hours limit for credit allowed from transfer and all outside sources.

1. Asbury University grants credit for AP, CLEP, and IB only on the basis of original documentation from the examination program. As part of the admission process student should arrange to have original documents for AP, CLEP, and/or IB scores and grade reports sent directly to Asbury University.
2. Asbury University does not grant transfer credit for institutional credit given by other colleges or universities.
3. Student score reports directly from the student are not considered official.
4. Future CLEP Tests NOTE: Any student who plans to take CLEP tests for additional credit after matriculating into Asbury University, should complete CLEP exams so that Asbury University receives the scores before the student reaches senior status (90.0 credits).
5. Asbury University grants equivalent credit in AP, CLEP, and IB only for current courses offered at Asbury. No elective credit will be awarded. Refer to the charts below for specific accepted AP and CLEP tests with required scores. IB tests are accepted on a case by case bases.

**International Baccalaureate (IB):** Asbury University recognizes the International Baccalaureate program and may grant credit on a course by course basis to students with appropriate scores of 5, 6, or 7 on these examinations. Credit is awarded for SL and HL courses. For foreign language proficiency, students must take the Asbury University language placement exam to determine final credit awarded.

### **Advanced Placement (AP) tests accepted for credit**

Asbury University grants credit for the following College Board Advanced Placement examinations:

AP Examination	Minimum Score	Asbury Course(s)	Credit Granted
Art Studio 2D	3	ART 111	3

AP Examination	Minimum Score	Asbury Course(s)	Credit Granted
Art Studio 3D	3	ART 112	3
Art Studio Drawing	3	ART 123	3
Art History	3	ART 251	3
Biology	3	BIO 100/101	4
Biology	4	BIO 201, 203	4
Biology	5	BIO 201/203, 202/204	8
Calculus AB	3	MAT 132	3
Calculus AB	4	MAT 181	4
Calculus BC	2	MAT 132	3
Calculus BC	3	MAT 181	4
Chemistry	3	CHE 111/113	4
Chemistry	4	CHE 121/123	4
Chemistry	5	CHE 121/123, 122/124	8
Chinese	3	CHN 102, 201	6
Chinese	4	CHN 102, 201, 151	9
Computer Science	3	CSC 121	4
Comparative Gov/Pol	3	PS 301	3
Economics/Micro	3	ECN 272	3
Economics/Macro	3	ECN 273	3
English (Lang/Comp)*	4	ENG 110	3
English (Lang/Comp)*	5	ENG 151	3
English (Lit/Comp)*	4	ENG 110	3
English (Lit/Comp)*	5	ENG 151, 205	6
Environmental Science	3	BIO 217, 219	4
European History	3	HIS 102	3
European History	4	HIS 101, 102	6
French	3	FRN 102, 201	6
French	4	FRN 102, 201, 291	9
Government/Politics	3	PS 101	3
Human Geography	3	GEO 211	3
Latin	3	LAT 102, 201	6
Latin	4	LAT 102, 201, 202	9
Music Theory	4	MTH 111, 121	3.5
Physics B	3	PHY 201	4
Physics B	4	PHY 201, 202	8
Physics C Mech	3	PHY 211	5
Physics C E & M	3	PHY 212	5
Psychology	3	PSY 101	3
Spanish	3	SPN 102, 201	6
Spanish	4	SPN 102, 201, 291	9
Statistics	3	MAT 232	3
U. S. History	3	HIS 201	3
U. S. History	4	HIS 201, 202	6
World History	3	HIS 350	3

\*Qualifying scores in Both English Lang/Comp & English Lit/Comp earns 3.0 extra ENG elective credits

**College Level Examination Program CLEP:** Asbury University does not recognize the General College Level Examination Program but does recognize a number of the CLEP Subject Examinations as in the chart below.

CLEP TEST	Minimum Score	Asbury Course(s)	Credit granted
American Government	50	PS 101	3

CLEP TEST	Minimum Score	Asbury Course(s)	Credit granted
American Literature	50	ENG 261	3
Analyzing and Interpreting Literature	50	ENG 230	3
General Biology	55	BIO 100, 101	4
Calculus	50	MAT 181	3
College Algebra	50	MAT 111	3
College Composition (not Modular)	50	ENG 110	3
English Literature	50	ENG 231	3
French Language	50	FRN 201	3
French Language	66	FRN 201, 291	6
Human Growth and Development	50	ED 230	2
Introductory Psychology	50	PSY 101	3
Introductory Sociology	50	SOC 100	3
Precalculus	50	MAT 112	3
Principles of Macroeconomics	50	ECN 273	3
Principles of Microeconomics	50	ECN 272	3
Spanish Language	50	SPN 201	3
Spanish Language	66	SPN 201, 291	6
U.S. History I: Early Colonization to 1877	50	HIS 201	3
U.S. History II: 1865 to the Present	50	HIS 202	3
Western Civ I: Ancient Near East to 1648	50	HIS 101	3
Western Civ II: 1648 to the Present	50	HIS 102	3

### **Future CLEP Tests after starting at Asbury**

Future CLEP Tests NOTE: Any student who plans to take CLEP tests for additional credit after matriculating into Asbury University, should complete CLEP exams so that Asbury University receives the scores before the student reaches senior status (90.0 credits).

### **INSTITUTIONAL CREDIT FOR PRIOR LEARNING**

#### **Adult Professional Studies Undergraduates Only [APS]**

Students entering the APS degree completion program may earn a maximum of 24 credit hours towards graduation through Credit for Prior Learning (CPL). This may be submitted based on a variety of different sources including, but not limited to, military training (separate from the ACE transcript evaluation), workshops, seminars, self-study, non-credit classes, training programs, courses taken through non-accredited institutions, and work experience completed prior to attending Asbury University. Asbury University will consider submitted CPL documentation, but is not obligated to accept credit for prior learning.

1. APS students wishing to apply for CPL credit will be expected to attend a workshop describing the process and expectations before beginning the process of a CPL application. This is available as part of the APS Orientation course, UNV 201.
2. The student will coordinate the Credit by Prior Learning process with the Adult Professional Studies Program Director.

3. The University evaluates appropriate units for the student's actual learning (not just the experience) from the submitted sources. Asbury University will reference the criteria recommended by the American Council on Education (ACE) and the Council for Adult and Experiential Learning (CAEL) when evaluating student submissions for credit.
4. All documentation for CPL credits must be submitted and the review completed before the student's final year at Asbury, preferably before the student reaches senior status (90.0 credits).
5. The assembled documentation is reviewed by the Dean of Graduate & Professional Studies. The Dean may require further review by additional faculty members or area experts based on the type of prior learning requested.
6. If CPL credit is approved the Dean of GPS shall submit a CPL credit form with recommendation letter to the registrar for processing.
7. The University assess a Portfolio Evaluation Fee based on requested credit hours at the following rates:
  - 1-9 credits \$30.00 per credit
  - 10-19 credits \$300.00 flat fee
  - 20-24 credits \$600.00 flat fee
 Students are assessed the appropriate CPL fee regardless of whether the amount of credit applied for is granted.

### **INSTITUTIONAL CREDIT IN FOREIGN LANGUAGE FOR UNDERGRADUATES [TUG]**

A degree seeking traditional undergraduate who takes the institutionally administered language placement exam and places out of foundational language courses may purchase the credit value of those courses at Asbury University. Eligible language courses are: 101, 102, 201 and the fourth semester course (202 or 291) as listed for the language. (3.0 to 12.0 credits)

Requirements and procedures:

1. Take the proficiency examination given by the Department of Ancient & Modern Languages and receive a score qualifying for advanced placement.
2. Take a higher language course at Asbury University as indicated by placement test.
3. Earn at least a "C-" in that first Asbury University language course. If this is not achieved, the student may follow the repeat course policy.
4. Submit application for credit purchase. Contact the Ancient & Modern Languages Department Office for the official application to purchase language credits.
5. A processing fee of \$20.00 per credit received for any eligible language courses will be posted to the student's account when the application is processed.
6. Only the above listed language courses are eligible for purchase
7. This credit purchase option is only available for languages offered at Asbury University.

### **INSTITUTIONAL CREDIT IN HORSEBACK RIDING FOR UNDERGRADUATES [TUG]**

Degree-seeking Equine Studies majors or minors may apply for and be granted academic credit for EQM 130 (Beginning Horseback Riding) and/or EQM 131 (Intermediate Horseback Riding) by meeting the following requirements:

1. Take the necessary departmental proficiency examination and receive a score qualifying for institutional placement.
2. Complete EQM 251 (Horse Training) with a grade of C- or above.
3. Receive final approval and documentation from the chair of the HPER Department for form.
4. Submit to the Registrar's Office an application for Horseback Riding Credit.
5. A \$20.00 per hour processing fee will be posted to the student's account when the application is processed.
6. These credits apply only to the Equine Studies major/minor (EQS). Purchased horseback riding credit DOES NOT satisfy the foundational physical education (PE) activity requirement.

# GRADUATE PROGRAM TRANSFER & NON-CLASS CREDIT [GRAD]

## OFFICIAL DOCUMENTATION OF CREDIT FROM OTHER INSTITUTIONS

All official transcripts, whether high school or college, and official test scores for outside credit must be sent directly from the institution to Asbury University. Student delivered transcripts and scores may be used for advising; however, they are NOT acceptable as final, official transcripts and scores for the transfer of credit.

### General policies for graduate credit from all outside sources

Graduate transfer credit is processed based on the recommendation of the specific graduate program director who evaluates the official transcripts from the incoming student's prior institutions. The graduate program director forwards the recommendation to the Registrar for approval and processing under the graduate program policy:

- A. All graduate students must have earned the equivalent of at least 30 hours of graduate level coursework to earn a graduate level degree.
- B. No more than 35% of required graduate hours may come from work outside the Asbury University graduate program. Most programs can only take 9 hours or less from other sources. At least 65% of the credit for the graduate degree must be met by completed coursework at Asbury University.
- C. Each individual graduate program may have stricter limits on transfer credit from other institutions and outside sources. Refer to each specific graduate programs.

### D. Transfer of Courses From Another Graduate Program

1. Outside credit can only be transferred from official transcripts mailed by the other institution or sent by official electronic transfer. Credit will not be accepted from faxed, copied, emailed or hand delivered transcripts.
2. Only credits completed at a regionally-accredited graduate school may be transferred to the graduate program. Transfer courses must be equivalent to Asbury University courses, and meet all accreditation requirements for the respective program.
3. Only graduate courses with a grade of B or better may be transferred.
4. No graduate courses may be taken elsewhere to transfer back after matriculating into the Asbury University graduate program.
5. Graduate courses used to satisfy the major requirements for another Asbury degree or credential may not be applied to a graduate program unless specifically indicated and approved by the Academic Dean.

### E. Graduate course work completed as an undergraduate at Asbury University

A limited number of graduate level courses may be completed while an undergraduate student at Asbury University that then may be considered to meet the requirements in a graduate program with certain stipulations.

1. Graduate courses used to satisfy the major requirements for another Asbury degree or credential may not be applied to a graduate program unless specifically indicated and approved by the Academic Dean. [The Dean of the School of Education approves all prior coursework for the education licensure credential.]
2. Limit of 9 graduate level credits for use in a graduate program may be completed prior to earning the bachelor's degree.
3. The graduate course must earn a grade of B to be used in a graduate program.
4. Graduate courses taken as an undergraduate will count only in the undergraduate GPA and will not factor into the graduate GPA.



## **GRADUATE CREDIT BY PRIOR LEARNING**

### **Specific Graduate Programs Only [GRAD]**

Credit for Prior Learning (CPL) is not offered in all graduate program offerings. Please refer to specific programs for details and eligibility.

Credit is potentially awarded for knowledge gained through employment, training, and life experiences as self-assessed and documented in a portfolio. Students write about what they learned in the work environment at a level that evidences graduate credit. Any credit awarded is academic recognition of graduate-level learning done outside the formal classrooms of Asbury University. There will be a cost to apply for CPL credit. The cost will vary by program area, faculty time required, and number of faculty involved in the learning assessment. A typical review takes 3 hours and is done by 2 faculty members.

1. Consideration to award CPL is contingent upon applicant showing what learning occurred through the experience. The experience itself does not warrant credit. Faculty reviewers look for academic proficiencies (what was learned) and not for AU course equivalency:
  - Evaluators will look for acquired skills and competencies (what has been learned);
  - Evaluators will make recommendations to the respective school or college dean to award credit for competencies demonstrated by the student in the self-assessment and documentation.
2. Candidates can only use experiences which occurred within the previous seven years prior to starting in the graduate program, and after the completion date of their latest undergraduate degree, whichever is most recent.
3. No more than 25% of the degree (9 credits for a 36 hour program) – rounded to the lower credit amount – can be counted towards a master's degree through a combination of transfer credit and CPL. Specific graduate programs may have stricter limits on CPL usage.
4. Credit is awarded only for documented student achievement corresponding to academic proficiencies for specific courses within the Asbury's graduate curricular offerings. The award letter identifies the specific competencies awarded, the credit hours for that competency, and the graduate level of the award.
5. CPL is granted by the school or college dean only upon the recommendation of appropriately qualified teaching faculty for the course. Persons whose responsibility is primarily recruitment are excluded from portfolio reviews intended for graduate CPL.
6. Credit granted for prior experiential learning appears on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements.
7. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's full review process.

## **STUDENT STATUS**

### **CLASSIFICATION OF STUDENTS**

#### **Undergraduate Program Classifications**

Undergraduates completing degrees (associate degrees, bachelor degrees)

FRESHMAN: has completed 0 - 29 semester hours.

SOPHOMORE: has completed 30 - 59 semester hours.

JUNIOR: has completed 60 - 89 semester hours.

SENIOR: has completed 90 or more semester hours.

Undergraduates not completing degrees who are considered Non-Degree for reporting

POST-BACCALAUREATE: Students pursuing a specific course of study beyond a bachelor's degree subsequent to graduation such as elementary teacher certification. Based upon the program these students may be considered degree seeking for financial aid purposes.

SPECIAL NON-DEGREE SEEKING: Student taking a course for personal interest, or a transient student based at another college taking courses intended to transfer to that institution, who would not be expected to continue beyond that semester. Non-degree students wishing to continue for

more than two semesters, or beyond 12 semester hours, must receive regular approval from the registrar to continue.

VISITING: Full time students visiting, with proper permission from their home institution, for study at Asbury University's Wilmore campus, or Study Abroad programs.

AUDITOR: Students taking non-activity classes for no academic credit. [See 'Auditing Courses' below.]

DUAL ENROLLMENT HIGH SCHOOL STUDENTS – Current high school students taking classes through the ASBURY ACADEMY in the Traditional Undergraduate semester prior to high school graduation.

### **First-Time, Full-Time Freshmen [TUG, APS]**

Undergraduate students who enroll full-time at Asbury University, and who have not attempted academic credit at another college or university since graduation from high school, are designated as first-time, full-time freshmen for reporting and financial aid. This is true regardless of years since high school graduation, or credits earned during high school, or completion of non-college or military training since high school graduation. 'First time Freshmen' are required to provide a high school transcript or GED. First time freshmen may simultaneously hold a higher grade level classification (sophomore, etc.) based on credits awarded from dual enrollment or advanced placement.

### **Graduate Program Classifications**

#### Graduates completing degrees (masters, specialist)

GRADUATE: Post bachelor's degree student who is earning credits to complete a first or additional master's level degree.

#### Graduates not completing degrees who are considered Non-Degree for reporting

GRADUATE CERTIFICATION ONLY: Students pursuing a specific course of study beyond a master's degree subsequent to graduation such as further teacher certification. These students may be considered degree seeking for financial aid purposes.

GRADUATE SPECIAL NON-DEGREE: Students taking a course that will not apply to an Asbury University degree. Not all graduate programs allow non-degree students. Student must meet the non-degree status admission requirements of the specific graduate program, and may not be enrolled in courses in more than one graduate program simultaneously.

AUDITOR: Approved to attend non-activity classes for no academic credit. [See 'Auditing Courses' below.] Not all graduate programs allow auditors.

### **STUDENT FULL-TIME LOAD DEFINITION**

#### **Undergraduate [TUG, ACAD, APS] Enrollment Statuses**

- 12 or more hours a semester is considered full-time for all undergraduates. The normal, expected academic load is 15-17 semester hours for a fall or spring semester.
- 9-11 hours a semester is considered three-quarter time.
- 6-8 hours a semester is considered half-time.
- Under 6 hours a semester is less than half-time.

#### **Graduate [GRAD] Enrollment Statuses**

- 9 or more hours a semester is considered full-time for all graduate programs. The normal academic load varies by specific graduate program.
- 5-8 hours a semester is considered half-time.
- Under 5 hours a semester is less than half-time.

## **MAJORS AND MINORS; PROGRAMS OF STUDY**

All students receiving a degree must declare a major [TUG, APS] or program of study [GRAD].

The requirements for graduation for any chosen major or minor, or program of study are listed in this Bulletin and on the major/minor sheets which are available online:

<http://www.asbury.edu/offices/registrar>.

**It is the student's responsibility to fulfill all degree requirements.**

### **UNDERGRADUATE PROGRAMS:**

- a. Only one major is required for the BA or BS degree. Students are not required to have a minor.
- b. Majors and minors must be officially declared to be listed on the student's record and official transcript. To declare, change, drop or add a major or minor, students must contact the Registrar's Office or email: [registrar@asbury.edu](mailto:registrar@asbury.edu)
- c. Undergraduate Students are expected to declare a major by the beginning of the junior year (60 hours completed).
- d. Associate degree must be declared before the beginning of the junior year (60 hours completed).
- e. Students in undergraduate programs may choose to complete up to two (2) majors. Each added major should require 24 unique, additional credits not part of the student's other major. Freshmen are expected to complete their first semester before adding a second major.
- f. Students in the undergraduate programs may choose to complete up to two (2) minors. Each added minor should require 12 unique, additional credits not part of the student's majors or other minors.
- g. Fifty percent of the course requirements for each undergraduate major or minor must be completed at Asbury University.

### **GRADUATE PROGRAMS:**

- a. Graduate students apply and are enrolled in only one program of study at a time. Students who complete their degree must reapply to take additional courses or to start a second degree.
- b. Graduate programs are expected to complete approximately 65% or more of all program of study course requirements at Asbury University for a degree. Stricter limits may be set by the specific program on accepted outside credit counted towards a graduate degree.
- c. No more than 9.0 graduate credits may be shared and count towards a second master's degree.
- d. A master's degree should be completed within five years from the time of start in the specific graduate program. Students taking longer must apply through their program director to extend their academic time.

### **Majors, Minors listed on Transcripts and in Commencement**

To be listed with an associate's degree or with a bachelor's degree major or minor in commencement all must be officially declared in the registrar's office by October 15 prior to December graduation or by February 1 of the student's commencement year for May or August graduation. After the deadline and/or after commencement, second majors and minors may be dropped in order to graduate, but no new majors or minors may be added causing an extension of the student's academic time.

## **CREDIT HOURS AND COURSE NUMBERING**

Note: The University reserves the right to change degree requirements, major and minor requirements, and course offerings, and to cancel any course not elected by a sufficient number of students at the time offered.

### **ACADEMIC CALENDAR AND CREDITS**

Asbury University operates under a semester calendar. All course credit hours are in semester hours.

#### **Definition Of Credit Hour**

Asbury University's definition of the credit hour observes the principles set forth in the federal definition

and is the unit used in assigning course credits. Work represented in intended learning outcomes and verified by evidence of student achievement is equivalent to:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in point (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Asbury University has established the credit hour to be represented by minutes of guided faculty instruction and minutes of student work across all forms of instructional delivery resulting in equivalent learning opportunity. A semester credit normally represents one hour of class work per week for one semester or its equivalent in other terms of instruction. The understanding of contact time and student work effort is the same across all formats of coursework including face-to-face, online, hybrid.

### **COURSE NUMBERING GENERAL GUIDELINE**

100-199 Introductory courses usually considered first year or sophomore level.

200-299 Intermediate courses usually considered freshmen and sophomore level.

300-399 Advanced courses for sophomores and juniors.

400-499 Advanced courses normally taken by juniors and seniors.

500 Graduate level. Some 500 level courses may be available to qualified undergraduate seniors by department permission.

600+ Graduate upper level

### **Common Course Numbers Departments May Use With Any Course Prefix**

\_\_\_293/593 Seminar Course (1 – 6)

Sophomore level or beginning master's level, non-regular course offered occasionally which covers topics selected by the department.

\_\_\_391/491/691 Independent Study (0.5 – 6)

Individualized study of a topic of interest beyond the content of regular course offerings, involving a minimum of 1 – 3 meetings with instructor during semester. Available to Juniors or above. *Contract required.*

\_\_\_392/492/692 Directed Study (0.5 – 6)

A faculty directed individualized offering of a regular course not available in a semester, or an individualized course on a topic of interest beyond the content of regular course offerings, involving a minimum of 50 minutes per week with instructor during semester. Available to Juniors or above.

*Contract required.*

\_\_\_393/693 Seminar Course (1 – 6)

Junior level or above, or upper masters level, non-regular course offered occasionally which covers topics selected by the department.

\_\_\_435/635 Internship (0.5 – 9)

Course and grade based on time spent in practical experience; required in several major and minor programs. *Contract required.*

\_\_\_799 Graduate Thesis/Project (1 – 9)

Course to allow graduate students working on master's level research, theses or creative projects to remain enrolled until satisfactory completion of the requirement. Credit/No Credit. *Contract required.*

### **EXAMINATIONS - FINALS**

Students must take final examinations within the official final examination period as designated. To apply for a change of examination time within this period, students should contact their instructors and the chair of the department within which the course in question is offered.

No examinations (including final exams) or tests may be given during the final week of classes.

# COURSE REGISTRATION PROCEDURES

**It is the student's responsibility to verify that the classes they are actually attending are registered on their course schedule.** Students will NOT receive a grade or credit for courses in which they are not properly registered. Students may confirm their class schedules on the student portal: [portal.asbury.edu](http://portal.asbury.edu) Courses may not be registered or added to the schedule after the fact.

## REGISTRATION CHANGES DURING DROP/ADD

1. A student can unregister a class during the official Drop/Add period through online registration on the student portal, and will have the course cancelled and will not be charged for that particular course. *If the student wishes to completely withdraw from all courses at the institution any time after the first day of classes please see Academic Policies: Withdrawal from the University to completely withdraw.*
2. The Drop/Add period is the first week of the program term even for classes that start later in the term. Classes starting on a date after the official drop/add period closes may only be withdrawn or exchanged.
3. The Drop/Add period is based on the start date of the term for each respective program (Traditional Undergrad, APS, Graduate programs). The official Drop/Add periods and the dates of the Last Day to Drop or Add a class for each program are listed in the respective academic calendars found at the front of this Bulletin.
4. Students in APS or Graduate program with classes having start dates after the drop/add period ends may be allowed to exchange or add classes that have yet to begin, at the discretion of the registrar.
5. No course can be unregistered after the Drop/Add deadline. After the Last Date to Drop or Add a class the class can be withdrawn with a grade of W up to the deadline for withdrawing a class listed in the calendar or up to two thirds of the class has passed. (See Academic Policies: Withdrawal From A Course below).
6. Students in APS or Graduate program who wish to drop a course that meets early in the term but retain a course that meets later in the term, even dropping during the drop/add period, must contact financial aid to ensure continuation of aid.

NOTE: Changing enrollment status— from full-time, to three-quarter time, to half-time, or less – when unregistering or dropping a course will impact financial aid eligibility. It is the student's responsibility to contact financial aid to see if any change in registration will affect aid.

## REGISTERED CREDIT HOURS RESTRICTIONS [TUG, APS]

- All undergraduate Students with a GPA below 2.75 and all first semester students may not register for more than 17 hours in a fall or spring semester.
- Traditional undergraduate students are not permitted to take more than 19 hours in their fall or spring semester.
- Traditional undergraduate Summer registration is limited to 9 hours. If online classes are included see "Online Registration Limits" for traditional undergraduates below.
- APS undergraduate students are not permitted to take more than 21 hours in their longer fall or spring semester.

## ONLINE COURSE REGISTRATION LIMITS DURING REGULAR FALL OR SPRING [TUG]

### For Traditional Undergraduates Only

To register for online classes full-time traditional undergraduate students are required to take 12 hours of on-campus courses in a fall or spring semester. If students choose to take additional hours in online courses, the meeting dates for each online course may not overlap. In the summer, student may take a maximum of two online courses that meet simultaneously.

## AUDITING COURSES

A degree student may request to audit one class free of charge within their regular full-time semester.

A non-degree student who only registers for audited classes is classified and billed as an auditor.

1. Prior to auditing any course a student must have applied and been admitted to the University through one of the Program Offices of Admissions.
2. Students must request to audit a particular course during the registration for a program's term. Audit requests must be made to the registrar's office before the end of the program's Drop/Add period.
3. The registrar's office will seek instructor approval to add an auditor and will determine if there will be room in the class for an auditor after regular enrollment is completed. Priority seating is given to for-credit students.
4. No more than one course may be audited by degree students per semester. Non-degree students may audit more than one class.
5. Only lecture type, on-campus courses may be audited. Online courses may not be audited. "Activity" courses may not be audited. Activity courses are defined as classes which require use of equipment, or materials, or which require actual participation to attend such as, but not limited to, all laboratories, computer programming, physical education, internships, adventure recreation, and any studio art.
6. Neither class discussion nor taking of examinations is expected or permitted except by special arrangement with the instructor.
7. If an auditor submits daily assignments, the instructor is not obligated to read or correct them.
8. No credit hours or quality points shall be awarded for courses audited. Courses completed as audit may not be converted to credit at a later time.
9. Full-time degree students incur no audit course cost additional to regular tuition for auditing a course. The cost to audit a course for less than full-time degree students and non-degree students is \$40 per credit hour.

## AFFILIATE COURSE REGISTRATION

An affiliate course is a class taught at another school with whom Asbury University has a cooperative agreement wherein Asbury students may gain visiting-student admission to the affiliate institution to register for designated classes. These affiliate classes are also registered as Asbury courses for purposes of financial aid and tuition. Courses are predetermined to meet Asbury University program requirements.

1. Students must first be approved by Asbury University before registering for an affiliate course. Students should consult with their advisor for information on the procedure. Approval is granted by the academic department or office over the program.
  2. Process for registration varies by program. The student may be required to complete an application at the affiliate school for admission as a visiting student.  
Current programs with affiliate classes:
    - EDS courses for Moderate & Severe Disability Education – See School of Education
    - EMA courses for Engineering Math program – See Mathematics Department
    - ATS seminary courses for Master of Social Work – See MSW Office
    - AMS or AFS courses – See ROTC
- For the course to be added to the Asbury registration, and included in the credits and tuition for the semester, verification of enrollment in the affiliate class at the other school must be provided to the registrar's office either by the student or the overseeing department. Students may be asked to provide a copy of their class schedule and tuition bill from the affiliate school showing the classes for which they have registered.
  - In most cases, student will pay the tuition to Asbury at the usual rate for the credits enrolled. Through the cooperation agreement, Asbury University arranges to transfer payment of tuition for the class at the affiliate institution. If tuition at the affiliate institution is higher than Asbury tuition, student will be charged that amount. Student is responsible to pay any required course fees at the affiliate institution associated with the course.

- Unless otherwise arranged as part of the affiliate program, the student is required to request an official transcript from the affiliate institution to be sent to Asbury University registrar for the course grade to be entered on the record at Asbury. Any applicable fees associated with transcript requests are the responsibility of the student. If transcripts are not requested and received by 60 days after the close of the term, all affiliate course grades left 'in process' may revert to withdrawn, "W".

### **Off-Campus Programs And Study Abroad Courses [TUG]**

Asbury University offers traditional undergraduate students the opportunity to participate in a variety of off-campus, semester long programs both within the United States and abroad. See the Global Engagement Office (GEO) section of the bulletin under Special Undergraduate Programs for Study Abroad and Off-Campus Programs procedures, and requirements for application and registration in these courses.

### **UNDERGRADUATE STUDENTS TAKING GRADUATE LEVEL COURSES**

Qualified undergraduate seniors who demonstrate outstanding scholastic ability, may be permitted to enroll for a graduate course (500-level) simultaneously with undergraduate courses. (Specific graduate programs may have stricter regulations.) The following stipulations apply:

1. Student must be classified as a senior (90.0 credit hours) when taking a 500-level course.
2. Student must have a 3.00 cumulative GPA.
3. Student must have satisfied all prerequisites for the graduate course. [Completion of pre-requisites for enrollment in graduate courses will be monitored by the Graduate School admissions advisor.]
4. No more than one graduate course may be taken at a time.
5. Student may take up to 9 credits at the 500-level during the undergraduate senior year prior to completing the bachelor's degree. Note: Specific graduate programs may have stricter limitations on number of pre-graduation credits allowed.
6. A 500-level graduate course may not count in the major in both the bachelor's degree and in the master's degree. A 500-level course that is to be reserved for the master's program may not be used for undergraduate elective credit to reach the 124.0 credit requirement.
7. The 500-level course must earn a grade of B or better in the undergraduate registration to be eligible to transfer to the graduate program.
8. The GPA of graduate courses taken at the undergraduate level does not transfer to or add to the graduate program GPA.

### **COURSE EXCHANGES**

In the programs that have modular classes which have classes starting later in the term students may have the option to exchange future courses which have not yet begun.

1. The exchange must occur prior to the start date of both courses involved.
2. Both courses involved in the exchange must be worth the same number of credits.
3. Students must contact the registrar's office to make this adjustment to their official registration.
4. Students should not attend courses for which they are not registered officially.

### **SENIOR CITIZENS WAIVER [TUG]**

#### **Traditional Undergraduate Course Registration Only**

- Students enrolled in the traditional undergraduate program who are at least 62 years of age and who are U.S. citizens may receive a waiver of tuition for a maximum of 4.0 credit hours per academic semester (including summer). This does not apply to APS or Graduate registrations.
- The following stipulations apply: (1) the waiver includes only tuition and does not apply to other fees; (2) if the person desires to audit the class all the rules and restrictions for audited courses apply, but the \$40 per credit hour audit cost is waived. (3) If the person desires credit for the class, all pre-requisites and requirements must be met; (4) credits earned may apply toward a degree program; (5) housing must be secured off campus.

- Senior citizens auditing classes are not required to submit final official transcripts for admission as an auditor. Those taking courses for credit are required to submit final official transcript as part of the admission process.

### **REGISTERING TO REPEAT A COURSE**

Registering to repeat a course requires assistance from the registrar's office. [See Repeat Course Policy under Grades section below.]

### **REGISTERING FOR A CONTRACT COURSES**

Contract courses are defined as all non-classroom instruction for which credit is given. This includes some courses with scheduled times, but the majority will require arranged times for meeting with faculty. The contract course is usually arranged on demand on a student by student basis. Contract courses include but are not limited to: Independent Studies, Directed Studies, Directed Substitutions, Practicum, and Internships.

#### **General Contract Procedures**

1. All contract courses must be set up under the control of an appropriately completed contract between student and instructor with approval of the department chair of the program using the course.
2. The completed course contract requires the approval of the faculty member, the advisor, the department chair, and the Dean of the appropriate college/school prior to submission.
3. A student may register for a contract course by submitting a contract, appropriately approved, to the Registrar's Office prior to the drop/add deadline for the term.
4. All contract courses will be subject to the same policies as regular classroom courses with reference to Drop/Add and submission of grades deadlines.

#### **Contracted Independent/Directed Studies**

INDEPENDENT AND DIRECTED STUDIES are for students at junior or senior standing, and are differentiated by the amount of faculty time invested.

1. Independent Study is individualized study of a topic of interest beyond the content of regular course offerings, involving a minimum of 1 – 3 meetings with instructor per semester.
2. Directed Study is a faculty directed study of a topic of interest beyond the content of regular course offerings, involving a minimum of 50 minutes per week with instructor during semester.

#### Requirements and Limitations:

- Independent studies used as requirements in a major or minor should have specific pre-requisites and maximum credits limitations set by the department.
- Each department may limit the number of credit hours a student may take as independent or directed study, and may set additional requirements for an independent or directed study in their department.
- In addition to hours counting toward a major or minor, no more than 9 elective semester hours of the 124 semester hours required for a degree may be earned through independent studies with no more than 6 semester hours of any one prefix.
- All independent study work on the 300 level presumes at least 12 semester hours of classroom instruction with the same prefix as a pre-requisite.
- All independent study work on the 400 level presumes at least 18 semester hours of classroom instruction with the same prefix as a pre-requisite.
- All students seeking to take independent study must be juniors and have a 2.75 grade point average.
- A student may not take more than 3 semester hours of independent study outside the major or minor in any one semester.

#### **Contracted Directed Substitutions**

- A junior or senior needing a course in their major/minor which is not currently being offered or is in schedule conflict may seek approval from the appropriate Dean/Department Chair and instructor for permission to register for a directed substitution of the needed course using the course's regular



syllabus. The following factors will govern the decisions, which will be made by the Dean/Department Chair:

validity of need (i.e. required for graduation)

inability to substitute an offered course

availability of a teacher

student's ability and willingness to meet the demands of directed study

- Directed Substitutions will use the regular course's number and description, and involve a minimum of 50 minutes per week with instructor during semester.

### **Contracted Internships/Practicum**

- Courses based on time spent in practical experience, are required in several major or minor programs. Requirements for these courses are under the major department's control and approval.
- Students should work with their advisor and department chair to establish an internship's requirements in hours, location, and graded documentation.
- Students are required to register for an internship during the academic term within which the internship activity ends when grades will be expected.

### **PASS/FAIL OPTION FOR SENIORS [TUG]**

1. A senior in a traditional undergraduate program with a cumulative grade point average of at least 3.25 may take up to 4 semester hours per semester of general elective credit on a pass/fail basis.
2. Courses under this option may not be in the student's major or minor department and may not be used to meet any major, minor, or foundational requirements.
3. The decision to take a course pass/fail must be made by the end of the Drop/Add period and may not be subsequently changed.
4. The pass/fail student will be identified to the faculty member. The student must meet the same requirements as other students enrolled in the course. This is not an audit.
5. A grade of C or higher is required to pass with a grade of P. Failing to receive a grade of C or higher will result in the lower grade of C-, D, or F.
6. A grade of P does not affect the GPA. A grade of D or F does affect the GPA.

### **PHYSICAL EDUCATION ACTIVITY COURSES POLICIES [TUG]**

1. PED 100 is a pre-requisite for all PE activity courses except for PE 108 Varsity Sports
2. PED 100 and one credit hour of physical activity (PE or KHP) is required for graduation in a traditional undergraduate program. This activity course should be completed by the end of the sophomore year.
3. No more than one (1) semester hour of PE credit may be taken in any one semester.
4. The letter grades received in the physical education activity classes will be included in determining GPA.
5. No more than four semester hours total of physical education activity courses (PE prefix) may apply toward graduation. This includes credit for Varsity Athletics (PE 108) and KHP 107.

## **WITHDRAWING FROM (DROPPING) A COURSE AFTER DROP/ADD**

1. **A student must contact the Registrar's Office to withdraw from any class.**

Email [registrar@asbury.edu](mailto:registrar@asbury.edu)

The instructor cannot withdraw the student, so notifying the instructor does not constitute official withdrawal. A student who stops attending a class without giving official withdrawal notice to the registrar's office will remain registered and receive an "F" in that course at the end of the semester.

2. **Any full-time student wishing to withdraw/drop a course that leaves them completing less than full-time hours must be cleared by the Registrar prior to withdrawal. Students**

**completing below full-time hours may have their financial aid reduced, and should, therefore, check with financial aid before making the decision to withdraw the course.**

3. Students may not unregister/cancel enrollment in a class after the Drop/Add period for their program; they can only withdraw from the class. The class and hours remain on the schedule as part of their original registered hours for billing and financial aid.
4. A grade of "W" is recorded on the transcript for any withdrawn course. The course will not factor into the calculation of the GPA, but may factor into progress for financial aid.
5. Students receive no refund of tuition and fees for an individual course which is withdrawn after the official Drop/Add date unless completely withdrawing from all courses at the institution.
6. Students must withdraw before their program's posted last day to withdraw without an "F" as listed in the academic calendar, or before two thirds of the class period has passed for modular classes. After that point student must receive the earned grade for the class.
  - a. Traditional Undergraduate Students must withdraw before the published "last day to withdraw from a class with a grade of W" in the academic calendar for each semester.
  - b. APS and Graduate Students must withdraw from a class before 2/3 of the class sessions have elapsed. (See also the option for Course Exchanges for modular classes that start later in the term listed under Course Registration in Academic Policies)
7. Students in APS or Graduate program who wish to withdraw from the beginning or middle modular courses in a semester should contact financial aid to insure continuation of aid in classes that follow the withdrawn class in the semester.
8. Once a course ends and a grade is recorded the course may not be withdrawn.

## **WITHDRAWAL FROM THE UNIVERSITY**

1. A student may completely withdraw from the University any time before the end of their final class period of the semester.
2. **To completely withdraw from the University a student must complete the appropriate form with the Office of the Registrar.**
3. A student who officially withdraws from the University after the end of the Drop/Add period is assigned the grade of "W" in all scheduled courses in the current term that are in process or are still scheduled to start. The student will keep any final grades that were posted for classes that finished prior to the withdrawal date.
4. Courses registered for the next or future terms will be unregistered. This may affect future financial aid.
5. Tuition refund percentages for a student who withdraws from the University are described in the FEES AND EXPENSES/STUDENT ACCOUNTS section of the Bulletin. See also FINANCIAL AID REFUNDS.
6. Students who withdraw from the University are no longer Asbury University students and therefore a letter of good standing cannot be issued to another institution.
7. All students who withdraw from the University **must re-apply and be readmitted to register for any subsequent semester - even the next immediate semester.**

### **ADMINISTRATIVE WITHDRAWAL**

A student can be involuntarily withdrawn for academic reasons, including failure to act like a student, financial or administrative reasons, and for violation of regulations (disciplinary reasons).

#### **Non-Returning Students:**

Students who know they do not plan to return for the next regular semester (Fall or Spring) are asked to inform the Office of the Registrar of this fact.

# ATTENDANCE AND CHAPEL

## CLASS ATTENDANCE AND OFFICIAL ABSENCE EXCUSES

In order to assure maximum benefit from class instruction, it is important for students to attend class and complete readings and assignments. Instructors will explain to students at the beginning of each course their attendance expectations and grading policies with respect to absences from class sessions. Students are personally responsible for class attendance, including punctuality, participation, collegiality, etc. Instructors will report excessive absences to the registrar's office to allow the university time to determine if the school can render any assistance that can aid the student's academic success.

In the case of: (a) hospitalization or serious illness (as determined by a physician), (b) Asbury University approved group event or travel, (c) death or serious illness of family member, or (d) other unusual circumstance, a student may request prior to the last class date and within 3 weeks of the absence for the registrar to issue an excused absence (with permission to make up work) to be presented to the instructor. Students may not be penalized for any absence approved by the registrar's office, but it is the responsibility of the student to notify the professor of the absence, to arrange make-up work, and submit missed assignments and/or exams .

Decisions regarding absences resulting from such circumstances as travel difficulties, bad weather, issues with technology, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, job interviews, discretionary trips (such as weddings), and family responsibilities will be left to the discretion of the instructor.

## CHAPEL ATTENDANCE & REQUIREMENTS [TUG]

### For Traditional Undergraduates Only

In the Traditional Undergraduate program Asbury University operates on a policy of required chapel attendance. Attendance records are kept from the first chapel with punctual and regular attendance expected. Students are expected to keep track of their own chapel attendance and to be familiar with the attendance policy.

1. Chapel meets Monday, Wednesday, and Friday at 10:00 a.m. in Hughes Auditorium. Students are counted present only when sitting in their assigned seats by 10 AM for the duration of chapel.
2. **Eight chapel absences per semester** are permitted for full-time students. (Full-time status is set by student's registered hours at the end of Drop/Add. Any later course withdrawal or change in registered hours will not change the chapel attendance requirement for the remainder of the semester.) Students are advised to **save their absences** for such unexpected or unforeseen situations as travel difficulties, bad weather, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, job interviews & graduate school interviews, discretionary trips (such as weddings), and family responsibilities.
3. Part-time students will have a reduced requirement based on their number of academic hours. (This will be based on the registered academic hours at the close of Drop/Add. Any later course withdrawal or change in registered hours will not change the chapel attendance requirement for the remainder of the semester.)
4. Disruptive behavior such as being tardy, studying in chapel, sleeping, use of any electronic device, etc. – can result in a mark against your attendance – from 1/3 to a full absence. This includes breaking the standards for appropriate dress in chapel – no baseball caps and no shorts are permitted.
5. In the case of: (a) hospitalization or serious illness (as determined by a physician), (b) institutionally approved group event or travel, (c) death or serious illness of family member, or other unusual circumstances, a student may petition Chapel Attendance to have such absences excused.

6. Permission to sit out of an assigned seat – **for any reason** - is reserved for students in good standing and will only be granted at the discretion of Chapel Attendance. Permission must be secured in the Chaplain's office **before** the CHAPEL period. Students should not approach the chapel checker or the Chaplain at the beginning of chapel for permission to sit elsewhere. A special area is designated for students with family guests or visitors.
7. All students who are required to attend will be registered for chapel (CH 021) for zero credit hours. Students will receive a P (passing) by attending the appropriate number of chapel services and an N (not passing) if they do not. This will appear on a student's transcript as a part of their permanent record.
8. Any student who earns an "N" will be placed on **Chapel Probation** for the following semester. Any student who earns a grade of "N" for two semesters may be suspended from the University for one semester.
9. A student who flagrantly violates the chapel attendance policy with more than 14 unexcused absences may be suspended without a period of probation. ("Flagrantly" is defined here not only in terms of total absences, but also in failure to respond to requests to address the problem.)
10. **Last-semester seniors are expected to satisfy their final semester chapel attendance requirement.** You must have a passing grade in your final chapel registration in order to graduate. Any seniors who do not meet this requirement must petition the Academic Policies and Curriculum Committee concerning the right to graduate. Additional requirements (such as papers or reviews) may be placed upon a student by the Campus Chaplain in order to meet the chapel attendance requirement prior to graduation.
11. Students who are parents of young children living at home will be granted a reduction of one chapel per week, which would change a full-time student from 8 absences to 15 absences (Forms for this purpose are available at [www.asbury.edu/chapel](http://www.asbury.edu/chapel) and must be submitted prior to the start of the semester.
12. A student may appeal chapel suspension to the Academic Petitions Sub-Committee. These written appeals should be addressed to the Campus Chaplain, who will refer them to the Academic Petitions Sub-Committee. The decision of the Academic Petitions Sub-Committee will be considered final.
13. Students with unique circumstances (e.g., student teaching, internship, work) may request Special Chapel Consideration. Forms for this purpose are available at [www.asbury.edu/chapel](http://www.asbury.edu/chapel) and must be submitted prior to the start of the semester.

### **Summer Chapel Attendance**

1. Students who are living on campus and commuter students who attend morning classes on campus are required to attend chapel during the weeks that they are attending class.
2. You will receive a P (passing) if you attend the appropriate number of chapel services and an N (not passing) if you do not. This will appear on your transcript as a part of your permanent record.
3. Probation: Any student who earns an "N" in summer chapel will be placed on chapel probation for the following semester.
4. Graduating seniors who have a summer chapel before finishing must meet the attendance requirement to graduate.

## **GRADES**

### **GRADING TIMEFRAME**

Grades are issued no later than three weeks after the last day of a class. Any perceived discrepancies must be reported to the Registrar's Office in writing within 30 days of the posting of the grade.

## GRADE SCALE

The grades which are assigned to student performance in a particular course are listed below with their respective quality point values. Scholastic standing is defined as the ratio of total quality points to the total semester hour credits attempted, excluding transfer hours and non-graded credit hours (credit in a credit/no-credit course). For each hour of graded credit, quality points are assigned as follows:

Grade	Description	Quality Points
A	Excellent	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C+		2.30
C	Average	2.00
C-		1.70
D	Passing	1.00
F	Failure	0.00

The following grades are not counted in the calculation of the grade point average.

I	Incomplete
W	Withdrew
P	Passing credit/no credit course
N	Not passing credit/no credit course
L	Load credit for ongoing master's research
S	Satisfactory audit
U	Unsatisfactory audit

## INCOMPLETE GRADES

1. A temporary grade of incomplete ("I") may be granted by the Dean of the appropriate college/school where the course resides. An incomplete may be granted, at the instructor's recommendation, due to extenuating circumstances such as equipment breakdown or medical crisis. Quality of work or more time is not a criterion for an incomplete and will not be granted on such basis. A student seeking an incomplete in more than one course may only be granted by the Academic Dean.
2. Faculty or students anticipating the need for an incomplete should contact the appropriate Dean of the college prior to the completion of the course. Once approved by the appropriate Dean, the faculty member submits the incomplete request to the Registrar.
3. An incomplete cannot be granted to a student after the course's end date. Once an incomplete is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A student who receives an "I" must complete the work within 60 days of the course's end date. A final grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

## REPEAT COURSE POLICY

- 1a. Students in all Undergraduate programs may repeat twice any course in which a grade of "C-", "D" or "F" was received at Asbury University. [TUG, APS]
- 1b. Students in all Graduate programs may repeat a grade of "C" or below. No more than two graduate courses may be repeated by a student in a graduate program. [GRAD]
2. The repeated course must be repeated at Asbury University and with a course deemed equivalent by the Registrar's Office.
3. The higher earned grade in any repeated course will count in the computation of the cumulative point standing.

4. Credit hours in repeated courses will count only once academically. Financial Aid will count the both course attempts in total attempted credits for financial aid calculations.
5. Repeated courses will be so indicated as such on the permanent record.
- 6.A Graduate level course taken as an undergraduate student counts for grade and GPA only on the undergraduate transcript. Therefore courses taken in the Graduate program, including repeats of graduate courses taken as an undergraduate, will not affect the undergraduate GPA.

### **CHANGE OF A GRADE**

Final course grades may be changed only in the case of miscalculation of points. Re-evaluation of a student's work or late submission of work by a student is not normal grounds for changing a final course grade. Within 30 days of the beginning of the next academic term, an instructor may change a final course grade by filing the appropriate form with the registrar. This change must be submitted by the instructor and approved by the responsible department chair. After 30 days of the beginning of the next term, an instructor desiring to change a final course grade must seek approval of the responsible dean over their department and file such a request with the Academic Policies and Curriculum Committee. Decisions of the Academic Policies and Curriculum Committee will be considered final.

### **GRADE RESTRICTIONS FOR PARTICIPATION IN ACTIVITIES AND STUDENT GOVERNMENT**

A student not meeting the standards of the academic progress scale as listed under Probations and Suspensions, or not meeting the chapel attendance requirement for traditional undergraduates (as listed in the previous section) may not:

1. Participate in inter-collegiate competition (athletic or other)
2. Participate in public programs (on or off campus) given by any Asbury University department, organization, or class (unless such participation is a clear academic course requirement)

Also, in order to hold a student body office, a student must have a minimum cumulative grade point average of 2.50. For a class office, the GPA requirement is 2.25.

## **HONORS AND COMMENCEMENT PARTICIPATION**

### **UNDERGRADUATE TERM HONORS IN SCHOLARSHIP [TUG, APS]**

**Dean's List:** "Dean's List" is noted on the semester grade record and the transcript of all students who have passed a minimum of 12 semester hours with a grade point average of 3.50 or higher. The 12 hours must be passed with a letter grade. A student with fewer than 12 hours of graded work is ineligible for this notation.

### **UNDERGRADUATE GRADUATION HONORS [TUG, APS]**

Students completing a Bachelor's degree are graduated:

- with honors (cum laude) if they attain a standing of 3.5 to 3.79,
- with high honors (magna cum laude) if they attain a standing of 3.8 to 3.96.
- with highest honors (summa cum laude) if they attain a standing of 3.97

To be eligible for graduation honors a student must have earned at least 62 semester hours of graded course work hours at Asbury University. Transfer credit and credit-no credit hours are not counted in calculating standing (GPA). Students who have completed less than 62 semester hours at Asbury, but who meet the GPA standing for honors as listed above, will be listed with "honorable mention." The final actual honors earned upon degree completion will be posted on the graduate's transcript.

However, when the May commencement list is formed in February spring classes are still in progress. Calculation of honors for commencement participants will be based on the posted cumulative GPA totals on a student's academic record as of the last completed course at the posted graduation

application deadline (February 15). Courses in progress at that time do not yet factor into the cumulative GPA and are therefore not included in honors calculation for the commencement ceremony. However, in progress course hours (current spring semester) will be projected when determining total graded hours at Asbury towards minimum 62 hours required for honors when calculating this for the commencement ceremony.

## **COMMENCEMENT PARTICIPATION AND PROCEDURE**

### **All Degree Candidates**

All students who are in the final year of completing a degree must complete the graduation application by the stated deadline. Graduation/Commencement Application may be completed at: [www.asbury.edu/offices/provost/commencement](http://www.asbury.edu/offices/provost/commencement)

- To graduate in December and be listed in commencement the following May (regardless of commencement participation), the graduation application deadline is October 15.
- To graduate in May or August and be listed in May Commencement of the same year (regardless of commencement participation), the graduation application deadline is February 15.
- To be listed in commencement in spring prior to student teaching/attending in fall as a student teacher December graduate the graduation application deadline is February 15. Only student teachers may walk in commencement prior to finishing in a fall semester.

Final decisions regarding participation eligibility for the annual May Commencement are made each year on February 15. Eligibility is based on remaining graduation requirements, commencement participation criteria, and the information provided by the student on the graduation application.

### **Requirements for Associate's and Bachelor's Candidates [TUG, APS]**

To participate in the annual May Commencement a student must meet the following criterion:

1. Has a cumulative GPA of at least 2.00.
2. Will have completed, or have approved plans to complete, all requirements for a degree by one of the following:
  - A. Has already completed ALL degree requirements and graduated the previous fall semester.
  - B. Is enrolled in the current spring semester for ALL remaining requirements which will be completed by the May commencement.
  - C. Will have no more than 9 required semester hours remaining to complete in any way after the May Commencement.
    - a. The 9 hours may be registered at Asbury University to be completed in the regular summer semester after the May Commencement (traditional undergraduates)
    - b. The 9 hours may be registered at Asbury University to be completed in the remainder of the current spring semester after the May Commencement. (APS)
    - c. The 9 hours may be courses approved by the registrar to be completed at another institution after the May Commencement. NOTE: credit from CLEP scores must be completed and entered before February 1 of the commencement year to be counted in commencement eligibility that same year. All CLEP tests must be completed and scores received in the registrar's office before student reaches senior status (90 credits).
    - d. A combination of any of these methods may not exceed 9 semester hours to be completed after the May Commencement
    - e. Special permission to walk in commencement may be needed if any of these remaining 9 semester hours are not available in the summer requiring the student to return in the fall.
  - D. Or is an education major who will student teach in the following fall semester and
    - a. Is registered for all requirements to be completed by the May Commencement date with only the student teaching requirement remaining to complete after the May commencement.
    - b. Has no more than 7 semester hours to be completed after the May Commencement date. Student must be registered for these remaining hours at Asbury University as part of the

regular summer semester (traditional undergraduate) or as part of the regular spring semester (APS) in courses that clearly end before the start of student teaching in the fall. NOTE: Taking courses at other institutions after the May Commencement , but before fall student teaching, may prevent walking in commencement early.

3. Complete the graduation application for the current commencement year by the posted deadline listed above.

### **Requirements for Master's Candidates [GRAD]**

To participate in the annual May Commencement a student must meet the following criterion:

1. Has a cumulative GPA of at least 3.00.
2. Will have completed all requirements for a degree by one of the following specific requirements:
  - A. has completed all degree requirements and graduated the previous fall semester.
  - B. is enrolled in the current spring semester for ALL remaining requirements which will be completed by the May commencement.
  - C. will have no more than 7 semester hours remaining to complete at Asbury University after the May Commencement AND should be able to complete those 7 hours in the summer term. [For the MA and MAT in Education: student must be complete or be enrolled in spring in EDG 680 Research and Development BEFORE the May Commencement.]
  - D. NOTE: Some graduate programs may have stricter criteria or may require all work to be completed before participating in the commencement ceremony. [Ed.S degree must complete all requirements prior to participating in commencement.]
3. Has approval for graduation by the program faculty (see specific graduate program degree requirements).
4. Completed the graduation application for the current commencement year by the posted deadline listed above.

### **Ordering Commencement Ceremony Regalia**

Ordering commencement regalia is completed in the graduation application process.

Undergraduate commencement cap & gown are covered in student activity fees.

Graduate commencement master's hood & gown must be purchased for a fee by each graduate candidate participating in commencement.

## **TRANSCRIPT RELEASE POLICY**

1. Transcripts of a student's academic record are issued by the Office of the Registrar.
2. Currently enrolled students may request official transcripts free of charge through the Office of the Registrar.
3. Students no longer enrolled at Asbury University may request official transcripts online through the National Student Clearinghouse, [www.getmytranscript.com](http://www.getmytranscript.com). (a fee is required). Go to [www.asbury.edu/offices/registrar/transcripts](http://www.asbury.edu/offices/registrar/transcripts) for more transcript request information.
4. A request for a transcript must bear the signature of the individual whose permanent record is involved. If the name is only typed or printed, the request will not be honored. Telephone requests will not be accepted. This policy is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment).
5. Unofficial transcripts may be accessed (free of charge) by currently enrolled students on the student portal.

**NOTE: DIPLOMAS AND OFFICIAL TRANSCRIPTS WILL BE RELEASED ONLY AFTER ALL FINANCIAL OBLIGATIONS TO THE UNIVERSITY ARE PAID.**





# PROBATION, SUSPENSION AND APPEALS

## PROBATION AND SUSPENSION

The Registrar's Office has the responsibility to monitor academic progress for all students enrolled in the University.

### **ACADEMIC STANDARDS FOR ALL UNDERGRADUATE PROGRAMS [TUG, ACAD, APS]**

1. An undergraduate academic progress scale outlines the expected grade point average for a student to remain in good academic standing based on the total number of credits attempted. Students who fail to meet the scale are subject to academic probation and/or academic suspension. (Traditional residential undergraduate students are also expected to be in accord with the chapel attendance requirement or be subject to chapel probation or suspension.)
2. Some specific major programs within the University require a higher minimum grade point average to be admitted or to remain enrolled in those programs. Each academic department having a higher GPA requirement is responsible to monitor the progress of students enrolled in the program and to notify students of any problems related to the requirement, including the possibility that the student may be dropped from the program.
3. At the end of each semester (including summer), the academic progress of all students is reviewed. Incomplete grades will be taken into consideration, but calculations for probation begin as soon as final grades are entered during the semester. Decisions are not made until the official end of the semester. [Note: the Ministry Management/Non-profit Management program has a specific, yearly timing for probation review which is outlined in the APS Special Programs section of this Bulletin.]
4. A student who does not meet the minimal standards of the academic progress scale at the end of the review semester will be placed on academic probation for the next semester, and may be required to attend an academic support class (UNV205/305). The student is expected to remedy the probation in their subsequent semester.
5. Undergraduate students in Non-Degree-Seeking programs (High School Academy, Auditor, the Non-Degree Seeking major) with less than 9 attempted hours in a semester are exempt from probation policy (withdrawn hours are not counted)
6. The academic progress toward the completion of a degree requires the meeting of minimal standards both in semester hours completed (withdrawn hours are not counted) and in cumulative grade point average.

The Undergraduate **Academic Progress Scale** is as follows:

Hours Attempted	Cumulative GPA
1 – 24	1.70
25 – 37	1.80
38 – 59	1.90
60 or more	2.00

**[NOTE Financial Aid eligibility will include withdrawn hours. See 'Academic Progress and Financial Aid']**

7. A student who earns a grade point average of less than 1.0 (D average) in a single semester at Asbury University is subject to academic probation, and may be subject to suspension at the end of that semester without a period of academic probation.
8. During the fall or spring semester any student who does not pass at least 67% of hours attempted in a semester (withdrawn hours excluded from calculation) will be placed on academic probation without respect to cumulative grade point average. A student in this category who does not pass 67% of semester hours attempted during the probationary semester may be subject to academic suspension. This policy does not apply to summer term registration. **[NOTE Financial Aid eligibility does take into account withdrawn hours. See 'Academic Progress and Financial Aid']**

9. The student is expected to remedy the probation in their subsequent semester. The probationary academic standing may be cleared only with grade points earned at Asbury University. Transfer credits are not used in calculating GPA.
10. Any students who does not meet the standards of the academic progress scale at the end of the probationary semester will be subject to academic suspension for a period of one semester (not counting summer).
11. The academically suspended student is ineligible for re-admission to Asbury University until one semester has elapsed (not including summer). A student who has been dismissed for academic reasons may apply for readmission for any semester following the suspended semester.
12. A student who has been readmitted following a period of academic suspension, will remain eligible for continuing as long as his/her GPA for each semester is 2.30 or better while carrying a minimum of 12 semester hours, even though his/her cumulative standing may be below the academic progress scale. Students re-admitted in this category may not enroll for more than 14 semester hours until they achieve satisfactory standing, and may be required to attend an academic support class (UNV205/305). **[NOTE: Financial Aid requirements vary from Academic requirements. Students may be cleared academically to register, but not be eligible for financial aid.]**
13. A student who is placed on academic suspension may appeal in writing to the Academic Dean to be permitted to continue enrollment for the next semester. The appeal will be considered by the Academic Policy and Curriculum Committee. The student will receive a written response from the Academic Dean. If permission to enroll is granted, the student's status will be become "academic probation".

### **ACADEMIC STANDARDS FOR GRADUATE STUDENTS [GRAD]**

Scholarship standards outline expectations for graduate students to remain in good academic standing based on grade point average.

Credit hours earned with a grade less than C will not count as credit toward the graduate degree. The master's degree requires a cumulative grade point average of 3.00 on all course work. At the end of each academic term (including summer session), the academic standing of all master's students will be reviewed by the Academic Dean. A student who falls below the 3.00 cumulative grade point average requirement will be placed on probation for the next term of attendance. Two consecutive terms of failure to maintain a 3.00 standing will result in the student's suspension from graduate study for a period of one calendar year. Any student readmitted after such a suspension must maintain at least a 3.30 term average until his/her cumulative grade point average reaches the required 3.00. A student will not be re-admitted after a second suspension.

### **ACADEMIC APPEALS**

The *Academic Appeals* section listed in this Bulletin exists to enable students to resolve academic concerns. For issues other than academic standards, a complaints procedure is available to any student who believes a school decision or action has adversely affected his/her status, rights or privileges as a student. The purpose is to provide a prompt and equitable process for resolving non-academic student grievances. Contact the Office of Student Development for non-academic complaints.

### **ACADEMIC APPEALS PROCEDURES**

1. The channel for academic appeals should begin with the faculty or office where the issue originated, and follow the steps below. If the issue is not resolved following these steps the student may then submit a written appeal to the Academic Dean. Letters of appeal should be addressed to the Academic Dean and should be filed within thirty days of the conference with the faculty or office where the issue originated.

- A. Procedures for concerns about matters related to an academic course (class assignments, materials, procedures, or grades) first contact the faculty member involved and then, if no

resolution is achieved, contact the chair of the department within which the faculty member teaches. If still unresolved, refer the issue to the Dean of the College where the department is housed. If still unresolved refer the issue by written appeal to the Academic Dean.

- B. Procedures for concerns about matters related to meeting Foundational Course requirements, first contact the Registrar. The Registrar may review the matter with the Department Chair which supervises the required course. If still unresolved refer the issue by written appeal to the Academic Dean.
- C. Procedures for concerns about matters related to meeting major or minor requirements first meet with the academic advisor or with the Department Chair who supervises that major or minor. If still unresolved refer the issue to the Dean of the College or School where the department is housed. If still unresolved refer the issue by written appeal to the Academic Dean.
- D. Procedures for traditional undergraduates wishing to appeal a Cross-Cultural Engagement (CCE) decision first submit a CCE Appeal Form to the Global Engagement Office to be reviewed by the CCE Committee. If still unresolved refer the issue by written appeal to the Academic Dean.
- E. Procedures for issues related to broader institutional academic policies and procedures and requirements not listed above refer the issue by written appeal to the Academic Dean.

2. Letters of appeal should be addressed to the Academic Dean and should be filed within thirty days of the conference with the faculty or office where the issue originated.

3. The Academic Dean will review the written appeal and if unable to resolve the matter to the satisfaction of the student, will refer the matter to the Academic Policies and Curriculum Committee. The student will receive a decision in writing. The decision of the Academic Policies and Curriculum Committee will be considered final.

# COMPLIANCE NOTIFICATIONS

This bulletin is for informational purposes and does not constitute a contract. Announcements in this bulletin concerning regulations, fees, curriculum, or other matters, are subject to change without notice.

Asbury University does not discriminate on the basis of race, color, gender, age, national or ethnic origin, or disability in the admission of students, educational policies and programs, employment policies, and activities. In addition, Asbury University does not discriminate on the basis of religion in the admission of students and student access to educational programs. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources, Asbury University, Wilmore, KY 40390; 859-858-3511, ext. 2357.

In conformity with the pertinent requirements of **Title IX of the Education Amendments of 1972** enacted by the Congress of the United States, Asbury University does not within the context of its religious principles, its heritage, its mission and its goals discriminate on the basis of sex in the areas of employment, admission, educational programs, or other activities. Inquiries concerning the application of Title IX to Asbury University may be addressed to the responsible employee named pursuant to Section 86.8 of the Regulations.

As a Christian liberal arts university, the academic programs at Asbury are dedicated to exploring all knowledge and are committed to the ideal that "all truth is God's truth." From time to time in this exploration of knowledge and commitment to know God's truth, topics and opinions may be addressed by professors and through course assignments which conflict with biblical teaching and campus behavioral expectations. Students should expect that their own personal understanding of truth may need to be stretched and questioned throughout the educational process. This is not always an easy process and may lead to some discomfort. Students are encouraged to interact with their professors and advisors when such situations arise. Students experiencing significant tension regarding these matters and who do not feel that their concerns are being resolved are encouraged to follow the relevant appeals processes outlined in this *Bulletin*.

It is the policy of Asbury University to comply with students' rights to privacy and access regarding their educational records as provided in the **Family Educational Rights and Privacy Act of 1974 (FERPA)**, commonly known as the Buckley Amendment. A complete statement of the official University policy is available in the Registrar's Office.

Current information, known as "directory information," may be disclosed to third parties in accordance with the provision of the Buckley Amendment. The following categories of student information have been determined by the University to be "directory information" and may be released without the student's consent and with no record made of the inquiring party: student name, street address, telephone number, e-mail address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, most recent previous school attended and photograph. Currently enrolled students may, however, direct the University not to disclose the items of information above by notifying the Office of the Registrar, in writing, by the end of the Drop/Add period of the fall semester.

As required by the **Student Right-to-Know Act (101-542)**, Asbury University hereby reports that the graduation rate for the cohort of first-time (new), full-time freshmen who entered in Fall 2001 cohort is 64.0%; the graduation rate for the Fall 2002 cohort is 71.2%; the graduation rate for the Fall 2003 cohort is 65.1%; the graduation rate for the Fall 2004 cohort is 62.9%; the graduation rate for the Fall 2005 cohort is 70.3%; the graduation rate for the Fall 2006 cohort is 75.7%; the graduation rate for the Fall 2007 cohort is 64.1%; the graduation rate for the Fall 2008 cohort is 65.5%; and the average for these eight cohorts is 67.2%. This represents the number of students in the cohort who earned a degree within six years of freshmen matriculation. Questions regarding these statistics should be addressed to the registrar.

In compliance with the **Equity in Athletics Disclosure Act (1994)**, Asbury University completes the *Report on Athletic Program Participation Rates and Financial Support Data* (34 CFR 668.47). Copies of this report may be requested from the Director of Athletics, Asbury University.

# UNIVERSITY ACADEMIC STRUCTURE

All students enter Asbury University through one of the following program levels.

- **Traditional Undergraduate [TUG]** – associate’s and bachelor’s level – primarily on campus, face-to-face and some online classes. Offering the Associates of Arts, Bachelor of Arts, and Bachelor of Science for non-language education majors.
- **Asbury Academy [ACAD]** – high school dual enrollment are included within the traditional undergraduate level.
- **Adult Professional Studies Undergraduate [APS]** – associate’s and bachelor’s level – adult learners, primarily online classes. Offering the Associate of Science, and Bachelor of Science.
- **Graduate Studies [GRAD]** – master’s level programs. Online or on campus depending on degree and program. Degrees offered in Social Work (Master of Social Work), Business (Master of Business Administration), Communications (Master of Arts) and Education (Master of Arts, Master of Arts in Teaching, and Education Specialist).

The undergraduate and graduate programs are overseen by the following four academic areas:

## COLLEGE OF ARTS & SCIENCES

Ancient & Modern Languages  
Art  
Behavioral Sciences  
Christian Studies & Philosophy  
English  
Health, Physical Education & Recreation  
History  
Mathematics  
Music  
Natural Sciences  
Social Sciences & History  
University Studies

## HOWARD DAYTON SCHOOL OF BUSINESS

Business

## SCHOOL OF COMMUNICATION ARTS

Media, Journalism & Digital Storytelling  
Communication, Worship & Theatre Arts

## SCHOOL OF EDUCATION

Education

The **SCHOOL OF GRADUATE & PROFESSIONAL STUDIES (GPS)** offers additional delivery options and select programs in degree completion and graduate work.

# ADMISSIONS

[See also Admissions for specific programs in the School of Graduate & Professional Studies for non-traditional degree completion program and the various Graduate Studies programs.]

## TRADITIONAL UNDERGRADUATE ADMISSIONS

### CAMPUS VISIT

Prospective students and their families are strongly encouraged to visit. This provides an opportunity to explore the campus and meet the people who make Asbury University unique. The Admissions Office offers a variety of scheduled campus visitation days or will design an individual visit based on the needs and interests of the prospective student.

Individual or group visits may be scheduled by contacting the Admissions Office at 1-800-888-1818 or 1-859-858-3511, ext. 2374, weekdays from 8:00 a.m. to 5:00 p.m. The office may also be reached by e-mail at: [admissions@asbury.edu](mailto:admissions@asbury.edu) or by FAX at 859-858-3921. Visits may also be scheduled online at [www.asbury.edu/visit](http://www.asbury.edu/visit). Directions to the campus, hotel and restaurant information along with sites of local interest are available at [www.asbury.edu/visit](http://www.asbury.edu/visit) as well.

### WHEN TO APPLY

Asbury University has a rolling admission policy. Applications for admission are accepted throughout the calendar year. Students are encouraged to apply for admission at the earliest possible date. An early application for admission provides optimal opportunity for financial aid awards, course selection, and campus housing. High school students are encouraged to apply in the fall of their senior year and may apply during the spring of their junior year of high school. Applications are accepted for the fall, spring, or summer semesters.

### HOW TO APPLY

To obtain application materials and information, contact the Admissions Office by phone, 1-800-888-1818 or 1-859-858-3511; e-mail, [admissions@asbury.edu](mailto:admissions@asbury.edu); FAX, 859-858-3921; or online at [www.asbury.edu/apply](http://www.asbury.edu/apply). Completed materials may be mailed to:

Undergraduate Admissions  
Asbury University  
One Macklem Drive  
Wilmore, Kentucky 40390

## APPLICATION PROCESS

The following are needed to complete the application process:

1. Application for admission that includes an affirmation of the community standards.
2. Official test scores from the (SAT) Scholastic Assessment Test of the College Examination Board or (ACT) American College Testing Program Assessment. This is required of all freshman class applicants and transfers who have earned less than 30 hours of college credit. Asbury University's SAT University code number, **1019**, should be placed on the examination for the official reporting of the scores. The ACT University code number is **1486**.

If five or more years have passed since high school graduation, this requirement may not be applicable.

Information regarding registration, test dates, and location may be obtained from a high school guidance counselor, the Asbury University Admissions Office, or from the following:

College Board (SAT), PO Box 6200, Princeton, New Jersey 08541  
or [www.collegeboard.org](http://www.collegeboard.org)

American College Testing Program (ACT), 2201 N. Dodge Street, PO Box 451, Iowa City, Iowa 52243  
or [www.act.org](http://www.act.org)

**3. An official high school transcript** sent directly from the school or test scores from the General Educational Development Test (GED) sent directly from the testing agency are required of all applicants to the freshman class and transfer students who have earned fewer than 30 semester hours of university credit.

In order for high school transcripts (Public, Private, and Home School) to be considered official, a transcript must include: full name of student; birth date; home address; high school name; high school address; high school telephone number; indication of whether public, private, or homeschool; cumulative grade point average; grade 12 final grades; and the high school graduation date (not the date the transcript was issued).

High School Transcripts are evaluated on a four-point scale [A (4.0), B (3.0), C (2.0), D (1.0), F (0.0)]. The cumulative point standing based on this evaluation should be 2.50 or above. Variation from this scale is granted only when the transcript specifies a different evaluation. Weighted averages are taken into account for admission and for scholarships.

**Home school Transcripts** - Candidates to the freshman class or transfer students with fewer than 30 semester hours of university credit who have completed any portion of their secondary education through home schooling are required to provide certification of completion of a home schooling program and documentation of all course work completed.

**NOTE: Official, final high school transcripts (that include a high school graduation date and official signatures) are required for students to receive the full benefit of the financial aid package.**

**All athletes, including home schooled students, must submit an official final high school transcript in order to be eligible for participation.** [*Home school students seeking to participate in intercollegiate athletics will need additional documentation from their home state.*]

**NAIA policy states:** "*Home school students must receive a certificate (or equivalent) granted by the state verifying successful completion of home schooling requirement...*"

**4. An official transcript from each college and university attended** should be sent directly from the institution to the Asbury University Admissions Office. This does include transcripts from the college attended for any dual credit courses taken during high school. These classes cannot transfer from the high school transcript.

College Transcripts are evaluated on a four-point scale [A (4.0), B (3.0), C (2.0), D (1.0), F (0.0)]. The cumulative point standing based on this evaluation should be 2.50 or above.

5. A signed and completed Christian Character Recommendation Form is recommended. The Admissions office reserves the right to require a recommendation in order to make an admission decision.

6. A personal interview and/or references may be required of selected candidates.

7. To be considered for full admission in good standing, applicants must supply evidence of likely success as an Asbury University student.

8. Satisfy the requirements for admission as outlined below for type of admission.

[*ALL TRANSCRIPTS, whether high school or University, must be sent directly from that institution to the Admissions Office of Asbury University. Hand-carried transcripts may be used for evaluation. They are NOT acceptable as final, official transcripts.*]

**NOTE: further requirements are included below for international student applications**



## **ADMISSION AS A NEW FIRST TIME FRESHMAN**

A student who has not attempted academic credit at another college or university since graduation from high school must apply for admission as a first time freshman.

To be admitted as a freshman, an applicant must submit:

- An academic record indicating graduation from high school with a cumulative grade point average of at least 2.5 (on a 4.0 scale) or completion of the GED.
- The SAT combined score (Critical Reading and Math) of at least 1020 or an ACT composite score of at least 22.
- Applicants should have completed a college preparatory curriculum including:
  - English - four years including one year of Composition
  - Mathematics - three to four years including Algebra
  - Social Studies - two years including one year of History
  - Laboratory Science - two to three years
  - Foreign Language - two years of the same language

## **ADMISSION AS A TRANSFER STUDENT**

A student who has attempted any semester hours of academic credit at another college or university following graduation from high school needs to apply for admission as a transfer student.

- To be admitted as a transfer student, an applicant must submit an official academic record indicating a cumulative grade point average of at least 2.5 (on a 4.0 scale) from each college or university attended.
- A maximum of 75 semester credit hours of transfer credit may be transferred for the bachelor's degree from all sources (regionally accredited institutions, AP, CLEP, IB, CPL credit, military credit and institutional credit)
- Applicants with fewer than 30 semester hours of college credit will be classified as a Freshman Transfer and should also submit a high school academic transcript indicating a cumulative grade point average of at least 2.5 (on a 4.0 scale) and the SAT combined score (Critical Reading and Math) of at least 1020 or an ACT composite score of at least 22.

## **RE-ADMISSION AS A FORMER STUDENT**

Former Asbury University students who have withdrawn from the University or have failed to maintain continuous enrollment may apply for re-admission. Students applying for re-admission must submit:

- A completed Asbury University Application for re-admission.
- An official transcript of all post-secondary grades and course work from all institutions attended since the last Asbury University enrollment.

To be re-admitted, an applicant must be in good standing academically, socially and financially at Asbury University. An applicant not in good standing in one or more of these categories will be referred to the Admissions Review Committee for consideration.

## **ADMISSION AS AN INTERNATIONAL STUDENT**

International students applying for admission to Asbury University as a freshman or a transfer student must:

- Complete an Asbury University application for admission.
- Submit official copies of all secondary and post-secondary academic records to the Office of Admissions
- **Preferred English Proficiency Tests: International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL)** - International students must demonstrate their English proficiency to Asbury University.

Applicants must present a minimum score of **80 on the internet-based Test of English as a Foreign Language (TOEFL) or 550 on the paper-based TOEFL** before they can be admitted. For the **International English Language Testing Service (IELTS)**, applicants must present a **minimum score of 6.5**.

If the applicant is a native speaker of English and is a citizen of Great Britain, Australia, Canada, New Zealand or the British West Indies, **SAT or ACT scores** are required instead of the TOEFL or IELTS.

If the applicant has studied as a full-time student in one of the countries mentioned above within the last two years (or at a school where English is the language used in classroom teaching), has taken at least one English class with a grade of B or better, and has a good academic record at the school attended, he or she has the option to submit **SAT or ACT scores** to determine whether the English Proficiency Test may be waived.

**TOEFL (School Code: 1019; [www.toefl.org](http://www.toefl.org)) and the IELTS ([www.ielts.org](http://www.ielts.org)).**

- A signed and completed Christian Character Reference form is recommended.
- Submit the Asbury University Statement of Financial Responsibility form. Applicants must also submit a certified bank document verifying a current balance in USD.
- An international transfer student interested in receiving credit for previous college or university work must submit authenticated copies of all post-secondary academic records to the Office of Admissions through the World Education Services credential services clearinghouse. Applicants must order the WES ICAP (International Credential Advantage Package) evaluation package and verified transcript, and must request a Course-By-Course Report. (BASIC evaluation packages and Document-By-Document Reports will not be acceptable.) When completing the application, Asbury University must be selected as a recipient institution. Applicants may access this service and submit a U.S. Credential Evaluation Application at [www.wes.org/application/apply\\_now.asp](http://www.wes.org/application/apply_now.asp). Applicants are responsible for paying the Credential Services Fee for the WES ICAP Course-By-Course Evaluation, as well as the appropriate delivery fee to the World Education Services through the above website. **NOTE:** Fees are **not refundable** and are subject to change. Under certain circumstances, additional administrative fees may be charged.
- Once accepted, students must submit a tuition deposit equal to one semester of full-time tuition, fees, room, & board less financial aid. This substantial deposit provides for the student's first semester cost of attendance at Asbury University and **must be submitted in full before an I-20 document may be created** and sent to the student. International students **do not** have to submit the \$200 pre-tuition deposit
- Once accepted, students must send a copy of their valid passport to the Office of Admissions.

### **ADMISSION AS A NON-DEGREE SEEKING STUDENT**

Students who are not seeking a degree or who are enrolled in another institution and wish to take a course from Asbury University may apply, completing the Special Status Application online at [www.asbury.edu/apply](http://www.asbury.edu/apply). Non-degree seeking student applicants must have completed a secondary school or hold a General Educational Development Test Certificate. In either case, the applicant must submit appropriate verification of his or her status. Applicants must be in good standing academically, socially, and financially from all prior institutions attended. Applicants not in good standing in any of these categories will be referred to the Admissions Review Committee for evaluation. Students who wish to maintain non-degree seeking student status may accumulate up to 12 semester hours over no more than two semesters.

A non-degree seeking applicant must submit:

- A completed non-degree seeking student application for Admission.
- An official high school transcript or GED if holding less than 30 semester hours from institutions of higher learning.
- Official academic transcripts from all post-secondary institutions attended.

Non-degree seeking students may be admitted as:

- a. Post-Baccalaureate: Students who hold a bachelor's degree and are earning further credits just to complete an additional major or certification.
- b. Special: (1) students taking courses for personal interest or development, or (2) Students who may not meet admissions requirements but have been admitted by special action of the Director of Admissions and/or the Admissions Review Committee for a specified period of time.
- c. Auditor: Students attending non-activity courses for personal enrichment and not for academic credit may refer to Auditing Courses policy under the Academic Policies section of this Bulletin. Only lecture-type courses or the lecture part of laboratory courses may be audited. Activity courses may not be audited.
- d. Visiting: Full time students visiting, with proper permission from their home institution, for study at our Wilmore campus, Paris Study Abroad, or China Study Abroad programs.

## ADMISSION DECISION

Each candidate for admission is reviewed individually with careful consideration given to academic records, test scores, application essays, references and the ability to benefit from and contribute to the opportunities offered at Asbury University. Asbury University does not discriminate on the basis of race, color, gender, age, national or ethnic origin, or handicap in the admission of students, in its educational policies or in its activities. In addition, Asbury University does not discriminate on the basis of religion in the admission of students and in student access to educational programs. Asbury University reserves the right to deny admission to any applicant when that decision is determined to be in the best interest of the student or the institution.

When a candidate has completed the application process, one of the following decisions will be made:

- Admission in Good Standing
- Conditional Admission. Applicants who fail to meet the minimum admission criteria may, in some instances, be granted conditional admission. Students granted conditional admission are usually subject to provisions designed to promote academic achievement. These provisions may include a reduction in course load, and/or enrollment in specific classes or support programs.
- Provisional Admission. In some cases, students will be given provisional admission based on self-reported information or unofficial documents pending receipt of official documentation to complete their application file. Students will be required to complete and sign a provisional admission agreement that confirms self-reported information and provides a deadline for the submission of official documents. If official documentation arrives in the time period outlined in the agreement, and is consistent with prior information, the student will be granted admission in good standing or conditional admission. If official documentation fails to arrive in the time period allowed, the student faces the potential of immediate suspension and, in any event, will not be allowed to register for the next semester.
- Denied Admission. The Director of Admissions may deny admission to any student whose academic records and standardized test scores indicate little likelihood of academic success at Asbury University. Asbury University also reserves the right to deny admission to any applicant when that decision is determined to be in the best interest of the student or the institution. An applicant who has been denied admission has the right to appeal that decision in writing to the Admissions Review Committee provided the applicant can present relevant additional information in support of his or her application.

# NOTIFICATION

Candidates for admission who have completed the application process will receive written notification of their admissions status. Information on the following will be included in this communication:

- A pre-tuition deposit of \$200.00 is required of all full-time, non-international students in order to confirm intention for enrollment. Pre-tuition payments for the fall semester are refundable until May 1 and until December 1 for the spring semester.
- A completed Asbury University Report of Medical History and Physical is required and due by August 1 for the fall semester and December 1 for the spring semester.
- An official, final high school transcript is required for candidates to the freshman class by August 1 for the fall semester and December 1 for the spring semester.
- An official, final transcript of all post-secondary work completed by applicants admitted as transfer students is required by August 1 for the fall semester and December 1 for the spring semester.

## ASBURY ACADEMY ADMISSION

### ADMISSION AS A HIGH SCHOOL STUDENT FOR DUAL ENROLLMENT

Asbury Academy is an “Early Access to University” program for high school juniors and seniors. This program provides opportunities for high school seniors to take general education requirements at the University level (100- and some 200-level courses), enabling them to complete high school and earn University credit through dual enrollment. Students may participate in Asbury Academy during either both the fall and spring semesters (not during summer).

### ON-CAMPUS ASBURY ACADEMY

Asbury University offers Asbury Academy **on-campus** to local students.

High school **seniors** may take **four (4) free credit hours** each semester of their senior year. Additional courses may be taken at 50% of the regular tuition rate.

High school **juniors** may take on-campus courses for 50% of the regular tuition rate. (See University Tuition and Expenses in this *Bulletin*).

On-campus students choose from over 80 course offerings in the 100 and 200 level classes. On-Campus Academy students must be able to provide their own transportation.

### ONLINE ASBURY ACADEMY

Asbury Academy also offers courses online. Online classes are offered in an 8 week intensive format. Due to the concentrated nature of these classes, a student may only be enrolled in one online course at a time. Academy students may take two consecutive online courses each semester. The online classes are offered at a special reduced tuition charge for Asbury Academy Online students (see University Tuition and Expenses in this *Bulletin*).

### ASBURY ACADEMY ADMISSION REQUIREMENTS, ON-CAMPUS AND ONLINE:

1. A completed application. [www.asbury.edu/admissions/asbury-academy/apply](http://www.asbury.edu/admissions/asbury-academy/apply)
2. An official high school transcript showing a weighted cumulative grade point average for seniors of 3.00 or higher, and a weighted cumulative grade point average for juniors of 3.25 or higher.  
**[Please note: Students should submit a high school transcript with final prior year grades that indicates reaching the junior or senior status prior to Asbury Academy orientation.]**

3. Official examination scores from the ACT or SAT are required for admittance to ENG OR MAT classes:

- ENG 100 Introduction to Composition - ACT English 17 / SAT Critical Reading 340
- ENG 110 Exposition and Research - ACT English 22 / SAT Critical Reading 510
- ENG 151 Advanced Exposition and Research - ACT English 27 / SAT Critical Reading 660
- MAT 100 Introduction to Problem Solving – ACT Math below 21/SAT Math below 510
- MAT 120 Concepts of Mathematics and Technology - ACT Math 22 / SAT Math 510
- MAT 131 Finite Mathematics for Business - ACT Math 22 / SAT 510

4. Academic recommendation letter (must be from a non-relative)

5. Written permission from a parent or guardian to enroll in the program

6. Signed Master Promissory Note. The Master Promissory Note covers additional fees such as lab fees, library fines, parking passes, etc. (The Promissory Note is mailed to the student with his or her acceptance letter.)

**Asbury Academy Admission Procedures:**

Applications and other required information should be submitted to the Asbury University Admissions Office. Applications for the Fall and Spring semesters can be submitted up to one week prior to the first day of class, but students who apply early are more likely to enroll in the class of their choice.

A required orientation day for Asbury Academy students taking on campus classes will be scheduled one week prior to the first day of classes for the Fall and Spring semesters.

Contact Kim Okesson, Asbury Academy Coordinator with questions or for more information. [academy@asbury.edu](mailto:academy@asbury.edu) or (859) 858-3511, ext. 2506

# TRADITIONAL UNDERGRADUATE DEGREES & ACADEMIC REQUIREMENTS

Fulfillment of all degree requirements is the student's responsibility.

## ASSOCIATE OF ARTS DEGREE REQUIREMENTS

Admission standards for the associate's degree are the same as the bachelor's degree. There is no difference between courses offered for the associate's degree and the bachelor's degree. A student who holds a bachelor's degree may not be awarded an associate's degree. A student may not be awarded a bachelor's degree and an associate's degree at the same commencement. A student must declare for an associate's degree before their junior year. Students who obtain their associate's degree from Asbury University and continue towards their B.A. or B.S. degree in the traditional undergraduate program at the University will be required to satisfy the Cross-Cultural Engagement requirement.

All candidates for an undergraduate associate's degree to be conferred must meet the following requirements:

1. Complete a minimum total of 60 semester hours
2. Earn a minimum 2.00 cumulative grade point average
3. Satisfy the residency requirement (two final full time semesters at Asbury); 12 of the final 21 credits must be completed at Asbury.
4. Fulfill all liberal arts core requirements with the exception of the Cross Cultural Engagement.
5. Of the total hours, complete a minimum 30 hours of course-work (not institutional credit) at Asbury University.
6. Complete comprehensive examinations and assessment tests as required by individual departments and programs or the University administration.
7. Must receive a passing grade of "P" in their final registration in chapel (including summer semester).
8. Students must graduate under the requirements of the Bulletin in effect at the time of first enrollment (note exceptions)
  - a. Students may be graduated under new requirements placed in effect while enrolled. Students are expected to meet all of the requirements (foundational, major, and minor) for a particular *Bulletin*.
  - b. A student who re-enrolls or requests permission to complete degree requirements after an absence of two years becomes subject to degree requirements in effect at the time of re-enrollment or requested completion.
9. Students may choose to complete an emphasis using an undergraduate minor. A minor is optional. All requirements for the minor must be complete to graduate with the emphasis. 50% of the hours/courses for any elected emphasis (minor) must be completed at Asbury University.
10. Students must file a "**Graduation Application**" form in the Registrar's Office by posted deadline for the commencement year and their expected graduation date (Oct. 15 for December graduation, and Feb. 15 for May or August graduation). Application may be located online: [www.asbury.edu/offices/provost/commencement](http://www.asbury.edu/offices/provost/commencement)

Note: Cross-Cultural Engagement Policy - Students who earn their associate's degree from Asbury University and continue towards their B.A. or B.S. degree in the traditional undergraduate program at the University will be required to satisfy the Cross-Cultural Engagement.

**Students with waivers of any foundational requirements must still complete the total 60.0 credits required for graduation with an associate's degree.**

## **BACHELOR OF ARTS and BACHELOR OF SCIENCE DEGREE REQUIREMENTS**

All candidates for an undergraduate Bachelor's degree must meet the following requirements to graduate:

1. Complete a minimum total of 124 semester hours.
2. Earn a minimum 2.00 cumulative grade point average
3. Satisfy the residence requirement (three semesters at Asbury in sequence including two as a senior); 12 of the final 21 credits must be completed at Asbury.
4. All majors except for non-language education majors must fulfill all liberal arts core requirements, including Foreign Language, to receive the Bachelor of Arts.
5. Non-language education majors must fulfill all liberal arts core requirements excluding Foreign Language requirement to receive the Bachelor of Science. However, if these majors complete the Foreign Language requirement they will be awarded the Bachelor of Arts.
6. Fulfill the requirements for at least one major. All majors and minors on a student's record must be completed to graduate with these listed on record. Second majors and minors are not required for graduation and may be dropped by the student in order to graduate.
7. Must receive a passing grade of "P" in their final registration in chapel (including summer semester).
8. Students must file a "**Graduation Application**" form in the Registrar's Office by posted deadline for the commencement year and their expected graduation date (Oct. 15 for December graduation, and Feb. 15 for May or August graduation). Application may be located online: [www.asbury.edu/offices/provost/commencement](http://www.asbury.edu/offices/provost/commencement)
9. Complete a minimum of 49 hours of course work (not institutional credit) at Asbury University.
10. 50% of the hours/courses for all majors and minors must be completed at Asbury University.
11. Complete comprehensive examinations and assessment tests as required by individual departments and programs or the University administration.
12. Students must graduate under the requirements of the Bulletin in effect at the time of first enrollment (note exceptions)
  - a. Students may be graduated under new requirements placed in effect while enrolled. Students are expected to meet all of the requirements (foundational, major, and minor) for a particular *Bulletin*.
  - b. A student who re-enrolls or requests permission to complete degree requirements after an absence of two years becomes subject to degree requirements in effect at the time of re-enrollment or requested completion.
  - c. Students changing to or adding newly approved majors or minors may be required to move to the newer bulletin.

### **Additional requirements for education majors seeking certification.**

Education majors earn the bachelor's degree by meeting the above requirements. Additional requirements must be required to complete teacher certification.

See details at the School of Education.

### **Fulfillment of all degree requirements is the student's responsibility.**

**Note:** The University reserves the right to change degree requirements, major and minor requirements, and course offerings, as well as to cancel any course not selected by a sufficient number of students (low enrollment) at the time offered.

# FOUNDATIONAL UNDERGRADUATE REQUIREMENTS

## For All Undergraduate Degrees

### MISSION

The mission of Asbury University, as a Christian Liberal Arts University in the Wesleyan-Holiness tradition, is to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership and service to the professions, society, the family and the Church, thereby preparing them to engage their cultures and advance the cause of Christ around the world.

Value Proposition: Academic Excellence and Spiritual Vitality

### FOUNDATIONAL LIBERAL ARTS PROGRAM

Asbury University's Foundational Liberal Arts Program organizes around five (5) key conceptual areas. Each of the five areas clearly identifies a Student Learning Outcome (SLO) crucial to the liberal arts vision and overall academic mission of the University. While each conceptual category is distinct, and supports a clearly defined learning outcome, none of categories is to be considered as isolated from the other, nor static. They are of a piece, all interconnected, inseparable, and dynamic. They invite reflection on the whole person, not on some disaggregated set of aptitudes or skills. Thus Christian faith and culture sheds light on and informs human thought and creative expression. Yet neither the religious nor the creative life unfolds in a vacuum. A person in search of knowledge, meaning, and wisdom must necessarily engage society and answer the call to public and global responsibility, while also recognizing that informed citizenship requires critical thinking, analysis, and problem solving. Social responsibility, in turn, entails a deep awareness that human persons are very obviously situated in human circumstances and communities, which must be sustained by productive learning, living, and well-being. Thus, the following conceptual framework for the Foundational/Liberal Arts Program at Asbury University is designed to highlight these intersections, to open new pathways of thought, to promote an interdisciplinary approach to liberal arts study, and, ultimately, to keep alive the enduring questions of human life and meaning:

#### 1. Integrating Christian Faith and Culture

At Asbury University, the Foundational Liberal Arts Program takes shape within the context of Christian revelation. Asbury's Christian (Wesleyan) theological tradition invites students to apprehend God's revelation through scripture, reason, tradition, and experience. These common inquiries challenge students to explore the rich relationship between Christian belief and practice, between Christian theological foundations and traditions. As a crucial part of this theological education, students will use critical approaches and interpretive skills necessary to establish life-long Biblical literacy.

***SLO 1: Students will demonstrate Biblical literacy and theological understanding as they inform human life.***

#### 2. Discovering Human Thought and Creative Expression

Works of literature, art, music, and philosophy raise enduring questions about humankind. This area of study will help students ask and address fundamental questions relating to humankind and the varieties of human experiences. Essential to this area of inquiry is a sustained program of reading deeply in and writing about influential thinkers—artists, poets, philosophers, and historians—who have posed questions and expressed ideas about such perennial human concerns as art and beauty, truth and goodness, history and culture, and morality and ethics.

***SLO 2: Students will use aesthetic, historic, linguistic, and philosophical forms and expressions to interpret the human condition.***



### 3. Engaging Society and Global Responsibility

For millennia humans have organized themselves in families, communities and states – for protection, to meet needs, expand material wealth and promote social wellbeing. This category attempts to understand the human experience with regard to social and political organization and the responsibility of individuals and groups to sustain and alter the social order.

***SLO 3: Students will demonstrate how key concepts from the social and behavioral sciences help to identify and address real-world problems of human persons, communities, and nations, including the origin of such problems.***

### 4. Achieving Quantitative and Critical Literacy

The modern age presents humans not just with mass society, but also with an outpouring of data about every element of that society, as well as tools that enable individuals and groups to analyze and interpret these data. Increasingly, success in the professions and in personal life will depend upon a person's ability to utilize these tools to facilitate critical thinking and problem solving. This area of inquiry will challenge students to comprehend and evaluate mathematical and statistical information, perform problem-solving operations on qualitative and quantitative data, and describe the challenges of using technology and managing information.

***SLO 4: The student will demonstrate critical thinking and problem solving through the interpretation and analysis of data.***

### 5. Searching the Natural World and the Environment

Scientific discoveries in the recent era have led to an explosion of knowledge of the natural world. Though such knowledge has enabled humans to conquer diseases and to construct infrastructures that promote human well-being, the scientific era has also raised moral, ethical, religious, and environmental questions regarding human practices, habitations, circumstances, and environments. Scientific discovery and practicing the scientific method are crucial for a life of productive learning and living. Students, then, will explore foundational principles and concepts in the natural sciences and use them in critically thinking about such related areas as personal wellness, environmental stewardship, culture formation, and moral and ethical decision making.

***SLO 5: Students will use the scientific method to engage in an exploration of the natural world, including a close examination of practices that promote environmental stewardship and personal well-being.***

### SATISFYING THE FOUNDATIONAL REQUIREMENTS

1. Courses in the Foundational areas are required for all undergraduate degree.
2. Some courses required in a major may satisfy a foundational course. Students meeting any foundational requirements with major courses, or by waivers of any kind, **must still meet the minimum credits required for graduation (60 for Associate's, and 124 for Bachelor's degree).**
3. LA 100, Engaging the Liberal Arts, is required only of the following:
  - a. all new students who are first time, full-time in college since high school graduation even those having college credits exceeding 30.0.
  - b. all new transfer students with less than 30.0 college credits.

# FOUNDATIONAL COURSES FOR TRADITIONAL UNDERGRADUATES

## FOUNDATIONAL REQUIREMENTS (39-52)

**Introduction** - required for new first time, full-time college students and new freshmen transfers.

\_\_ 1 LA 100 Engaging Liberal Arts

### SLO 1: Integrating Christian Faith & Cult. (12)

Complete Biblical Studies

\_\_ 3 NT 100 Und New Testament

\_\_ 3 OT 100 Und Old Testament

Complete one philosophy:

\_\_ 3 PHL 200 Intro to Philosophy

PHL 231 Ethics

Complete theology:

\_\_ 3 TH 250 Fndatns of Christian Thought

Plus every semester:

\_\_ 0 CH 021 Chapel Attendance

(Automatically added to schedule each semester)

### SLO 2: Discovering Human Thought & Creative Expression (12)

Complete one fine arts:

ART 100 Understanding Art

ART 251, 252, or 394 Art History

\_\_ 3 FA 100 Music & Art Appreciation

MHL 251, 252, or 353 Music History

MUS 100 Understanding Music

Complete one composition:

\_\_ 3 ENG 110 Expos & Research

ENG 151 Adv Expos & Research

Complete literature:

\_\_ 3 ENG 205 Literature & Culture

Complete one communication:

\_\_ 3 COM 130 Cult. Infl. Of Media

COM 150 Intro to Comm

### SLO 3: Engaging Society & Global Responsibility (6-15)

Complete one history:

HIS 101 Western Civ I

\_\_ 3 HIS 102 Western Civ II

HIS 201 U.S. History to 1876

HIS 202 U.S. History Since 1876

Complete one social science:

ECN 100 Principles of Economics

PS 101 American Politics & Gov

\_\_ 3 PSY 101 General Psychology

SOC 100 Intro Sociology

SOC 112 Intro Anthropology

Complete Foreign Language:

Satisfy the 201 level in one language (0-9)

CHN, FRN, GRK, HEB, LAT, OR SPN

\_\_ 3    \_\_\_    101 \_\_\_\_\_  
\_\_ 3    \_\_\_    102 \_\_\_\_\_  
\_\_ 3    \_\_\_    201 \_\_\_\_\_ (level required)

[Not required of the non-language education majors]

Fulfill Cross Cultural Engagement:

\_\_ 0    CCE    073    Cross-Cultural Engagement  
[Not required for Associate's degree]  
(See Global Engagement Office section of Bulletin for more information)

**SLO 4: Achieving Quantitative & Critical Literacy (0-4)**

Complete quantitative requirement:

          MAT    120    Concepts Math & Tech  
\_\_ 3-4    MAT    131 or above  
          CSC    121 or above (4)

OR

\_\_ 0    Satisfied by ACT/SAT Math score of 26/600

**SLO 5: Searching the Natural World and the Environment (6)**

Complete one science with lab:

\_\_ 4    BIO, CHE, ESC, or PHY Lab Science

Complete Health and Physical Activity

\_\_ 1    PED    100    Theory of Wellness  
\_\_ 1    PE    \_\_\_    Physical Activity

In addition

**Complete 3 Credits in LIBERAL ARTS ENRICHMENT:**

Choose any **ONE 3 credit course** from those listed above, not otherwise taken, and not in major (may also use a Foreign Language course above 201).

\_\_ 3    \_\_\_    \_\_\_\_\_

**POSSIBLE PRE-REQUISITE COURSES:**

If ACT/SAT English score is 21/500 or lower take:

\_\_ 3    ENG    100    Intro to Comp

If ACT/SAT Math score is of 21/500 or lower take:

\_\_ 3    MAT    100    Intro to Problem Solving

**Proficiency Standards Required to start English & Math**

1. All students are required to satisfy foundational requirements in English Composition (ENG 110 or ENG 151) and Mathematics/Computer Science (MAT 120 or above, or CSC 121 or above).
2. Prior to being admitted to these classes, students must demonstrate that they have met the basic writing, ENG 100, and basic math, MAT 100, requirements.
3. ACT/SAT test scores are used to determine proficiency.  
    ACT/SAT English score is 21/500 or less, ENG 100 is required  
    ACT/SAT Mathematics score is 21/500 or less, MAT 100 is required

# COLLEGE OF ARTS AND SCIENCES

Dr. Stephen Clements, Dean

Dr. Daniel Strait, Associate Dean

The departments within the College of Arts & Sciences span the humanities, social studies, and sciences – from the study of the origins of the universe to the latest scientific and technological discoveries to encompassing the history, literature, language, politics and creative expressions of the world’s cultures. Faculty in the College of Arts and Sciences believe that a broad exposure to our cultural heritage, shaped by a Wesleyan understanding of human nature and grace, provides the strongest foundation possible for successful experiences in the professions, society, the family, and the church. All of our courses from biology to English to physical education are taught within a structure that promotes the integration of faith and learning.

## COLLEGE OF ARTS & SCIENCES UNDERGRADUATE MAJORS

### ANCIENT & MODERN LANGUAGES DEPARTMENT

Ancient Languages  
French  
French Grades P-12  
Latin Grades P-12  
Spanish  
Spanish Grades P-12

### ART DEPARTMENT

Art  
Art Grades P-12  
Pre-Art Therapy

### BEHAVIORAL SCIENCES DEPARTMENT

Psychology  
Social Work

### CHRISTIAN STUDIES & PHILOSOPHY DEPARTMENT

Bible-Theology  
Christian Ministries  
Missions  
Philosophy  
Youth Ministry

### ENGLISH DEPARTMENT

Creative Writing  
English  
English Grades 8-12

### HEALTH, PHYSICAL EDUCATION & RECREATION DEPARTMENT

Equine Studies  
Exercise Science – Human Performance  
Health and Physical Education Grades P-12  
Pre-Physical/Occupational Therapy  
Recreation

**MATHEMATICS DEPARTMENT**

Actuarial Mathematics  
Computational Mathematics  
Engineering Mathematics  
Mathematics  
Mathematics Grades 8-12

**MUSIC DEPARTMENT**

Music  
Music Grades P-12

**NATURAL SCIENCES DEPARTMENT**

Biochemistry  
Biological Science Grades 8-12  
Biology  
Chemistry  
Chemistry Grades 8-12  
Pre-Nursing

**SOCIAL SCIENCES & HISTORY DEPARTMENT**

History  
Political Science  
Social Studies Grades 8-12  
Sociology

# ANCIENT & MODERN LANGUAGES

Dr. Shelby Thacker, Chair

All humans possess the gift of language, and true comprehension of this fundamental aspect of ourselves is not easily achieved by the monolingual. Greatly enhanced understanding of ourselves - our thought processes, our linguistic abilities, our culture - and of those who are unlike us comes through the study of another language. We are richer, more capable persons if we develop the ability to understand and communicate with those in another linguistic and cultural setting. We are better prepared to understand the world and to respond to life's changing opportunities if we break free from some of the limitations that ethnocentricity and monolingualism tend to impose on any people. The Scriptures, classical texts, and modern works of literature and thought are better understood in the original language and with knowledge of the cultures that produced them. Living cultures and individuals are better understood and closer relations are established if the language barrier is down.

Modern transportation and communication technologies are bringing the world to us and taking us to the world. International business, scholarship, travel, government work, missionary activity, Christian and other organizations, all bring us into contact with speakers of other languages. Today's instant communications bring to us the documents of the world - past and present - and offer us the possibility of real-time contact with individuals we would never have encountered in the past.

In light of these facts, Asbury University maintains its commitment to foreign language study as a vital part of a liberal arts education. The Ancient & Modern Language Department offers six languages which may be used to fulfill the core foreign language requirement: Chinese, French, Greek, Hebrew, Latin and Spanish. We offer majors in Ancient Languages, French, and Spanish. There are teaching majors in French, Latin, and Spanish, and students may minor in Biblical Languages, Classical Languages, French, Greek, Latin, and Spanish. These programs offer opportunities for students to acquire practical language skills, scholarly tools, and understanding of the literatures, cultures, and linguistic distinctives of the languages studied.

## FOREIGN LANGUAGE FOUNDATIONAL REQUIREMENT

[Note: Students are advised to take a foreign language in high school. Students completing two years of a high school foreign language with a grade of C generally place into 102. Students completing three years of a high school foreign language with a grade of C generally place into 201.]

1. All students pursuing the A.A. or B.A. degree must demonstrate proficiency in a foreign language to the 201 level.
2. A student meets the foreign language requirement in one of the following ways:
  - a. By completing a 101, 102, 201 sequence of language study at Asbury University.
  - b. By transferring a 201 level foreign language course from another accredited university.
  - c. Submitting AP or CLEP scores equivalent to the 201 level. IB scores (5, 6, or 7) may be considered to waive the requirement without credit hours; placement test required. Credit from these examination programs applies only to foreign languages offered at Asbury University.
  - d. Taking the Department of Ancient & Modern Languages placement test and achieving a placement at the fourth-semester level, 202 or above. [Placement tests - All students who have had the equivalent of at least one year of a foreign language on the high school level and who wish to continue with that same language will be required to take a placement examination. Those who achieve advanced placement to the 102 or 201 level are expected to continue their study at the level assigned until the requirement is met. By-passing any course in the sequence will not be permitted without special petition.
3. Under certain special circumstances, the foreign language requirement for the B.A. degree may be waived:

- a. Students with an unusual background in a foreign language may petition for a language requirement waiver, especially if such competency is in a language other than those taught at Asbury. Approval for the waiver will depend upon evaluation by the Department and may include an advanced-level proficiency examination.
- b. International students whose native language is not English will satisfy the foreign language requirement by successfully completing the Foundational requirements in English and Communication.

## **PURCHASING FOREIGN LANGUAGE CREDITS**

Traditional undergraduates who take the department's language placement exam and places out of foundational language courses may purchase the credit value of those courses at Asbury University. Eligible language courses are: 101, 102, 201 and (202 or 291) as listed for the language. (3.0 to 12.0 credits)

Requirements and procedures:

1. Take the proficiency examination given by the Department of Ancient & Modern Languages and receive a score qualifying for advanced placement.
2. Take a higher language course at Asbury University as indicated by placement test.
3. Earn at least a "C-" in that first Asbury University language course. If this is not achieved, the student may follow the repeat course policy.
4. Submit application for credit purchase. Contact the Ancient & Modern Languages Department Office for the official application to purchase language credits.
5. A processing fee of \$20.00 per credit received for any eligible language courses will be posted to the student's account when the application is processed.
6. Only the above listed language courses are eligible for purchase
7. This credit purchase option is only available for languages offered at Asbury University.

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

## **ANCIENT LANGUAGES (ANC)**

MAJOR REQUIREMENTS (37-43)

AREA OF CONCENTRATION (Choose one):

### **A. BIBLICAL LANGUAGES (40)**

Choose one course:

___	3	CLA	211	Classical Mythology
___	3	CLA	212	Classical Culture & Civ
___		CLA	223	Survey of Classical Lit

And Take:

___	1	CLA	475	Senior Seminar
___	3	GRK	101	Elementary Greek I
___	3	GRK	102	Elementary Greek II
___	3	GRK	201	Intermediate Greek I
___	3	GRK	202	Intermediate Greek II
___	3	GRK	301	Readings in Greek Lit. I
___	3	GRK	302	Readings in Greek Lit. II
___	3	HEB	101	Elementary Hebrew I
___	3	HEB	102	Elementary Hebrew II
___	3	HEB	201	Intermediate Hebrew
___	3	HEB	301	Advanced Hebrew Reading

Choose two courses from:

___	3	HIS	320	Ancient History
___	3	NT	210	Growth NT Church
___	3	OT	210	History of Israel

**B. CLASSICAL LANGUAGES (43)**

__ 3	CLA	211	Classical Mythology
__ 3	CLA	212	Classical Culture & Civ
__ 3	CLA	223	Survey of Classical Lit
__ 1	CLA	475	Senior Seminar
__ 3	GRK	101	Elementary Greek I
__ 3	GRK	102	Elementary Greek II
__ 3	GRK	201	Intermediate Greek I
__ 3	GRK	202	Intermediate Greek II
__ 3	LAT	101	Elementary Latin I
__ 3	LAT	102	Elementary Latin II
__ 3	LAT	201	Intermediate Latin I
__ 3	LAT	202	Intermediate Latin II

Take two courses in same language:

__ 3	GRK	301	Readings in Greek Lit. I
__ 3	GRK	302	Readings in Greek Lit. II

or

__ 3	LAT	301	Readings in Latin Lit. I
__ 3	LAT	302	Readings in Latin Lit. II

Choose one course:

__ 3	ENG	370	Medieval Literature
__ 3	HIS	320	Ancient History
__ 3	PHL	211	Ancient/Medieval Philosophy

**C. LATIN (37)**

__ 3	CLA	211	Classical Mythology
__ 3	CLA	212	Classical Culture & Civ
__ 3	CLA	223	Survey of Classical Lit
__ 1	CLA	475	Senior Seminar
__ 3	LAT	101	Elementary Latin I
__ 3	LAT	102	Elementary Latin II
__ 3	LAT	201	Intermediate Latin I
__ 3	LAT	202	Intermediate Latin II
__ 3	LAT	301	Readings in Latin Lit. I
__ 3	LAT	302	Readings in Latin Lit. II
__ 3	LAT	401	Readings in Latin Lit. III
__ 3	LAT	402	Readings in Latin Lit. IV

Choose one course:

__ 3	ENG	370	Medieval Literature
__ 3	HIS	320	Ancient History
__ 3	PHL	211	Anc. & Medieval Philosophy

**FRENCH (FRN)****MAJOR REQUIREMENTS (37)**

__ 3	FRN	101	Elementary French I
__ 3	FRN	102	Elementary French II
__ 3	FRN	201	Intermediate French
__ 3	FRN	291	Adv Intermediate French
__ 3	FRN	301	French Comp/Conv
__ 3	FRN	302	Adv French Grammar/Comp
__ 3	FRN	311	Survey French Lit I
__ 3	FRN	312	Survey French Lit II
__ 3	FRN	323	Intro French Civilization
__ 3	FRN	403	French Linguistics
__ 3	FRN	430	Adv French Lit Topics



\_\_\_1     FRN     475     Senior Seminar  
 Take 3 hours of FRN not used above  
 \_\_\_3     FRN     \_\_\_     \_\_\_\_\_

## **FRENCH GRADES P-12 (FRNE)**

### MAJOR REQUIREMENTS (70)

___2	ED	200	Intro to Education
___1	ED	201	Struct Inquiry Clinical
___2	ED	220	Tech for Education
___2	ED	230	Human Growth/Development
___1	ED	301	Guided Inquiry Clinical
___3	ED	320	Exceptional Learner
___1	ED	401	Open Inquiry Clinical
___3	ED	405	Learning/Perform Assess
___2	ED	410	Classroom Manage
___3	ED	420	Secondary/P-12 Methods
___2	ED	428	Interventions for Differentiation
___6	ED	498	Student Teaching
___6	ED	499	Student Teaching
___3	FRN	101	Elementary French I
___3	FRN	102	Elementary French II
___3	FRN	201	Intermediate French
___3	FRN	291	Adv Intermediate French
___3	FRN	301	French Comp/Conv
___3	FRN	302	Adv French Grammar/Comp
___3	FRN	311	Survey French Lit I
___3	FRN	312	Survey French Lit II
___3	FRN	323	Intro French Civilizations
___3	FRN	403	French Linguistics
___3	FRN	410	French Teaching Methods

Take 3 hours of FRN not used above

\_\_\_3     FRN     \_\_\_     \_\_\_\_\_

## **LATIN GRADES P-12 (LATE)**

### MAJOR REQUIREMENTS (74)

___3	CLA	211	Classical Mythology
___3	CLA	212	Classical Culture & Civ
___3	CLA	223	Survey of Classical Literature
___2	ED	200	Intro to Education
___1	ED	201	Struct Inquiry Clinical
___2	ED	220	Tech for Education
___2	ED	230	Human Growth/Development
___1	ED	301	Guided Inquiry Clinical
___3	ED	320	Exceptional Learner
___1	ED	401	Open Inquiry Clinical
___3	ED	405	Learning/Perform Assess
___2	ED	410	Classroom Management
___3	ED	420	Secondary/P-12 Methods
___2	ED	428	Intervent/Differentiation
___6	ED	498	Student Teaching
___6	ED	499	Student Teaching
___3	LAT	101	Elementary Latin I
___3	LAT	102	Elementary Latin II
___3	LAT	201	Intermediate Latin I

__ 3	LAT	202	Intermediate Latin II
__ 3	LAT	301	Readings in Latin Lit. I
__ 3	LAT	302	Readings in Latin Lit. II
__ 3	LAT	401	Readings in Latin Lit. III
__ 3	LAT	402	Readings in Latin Lit. IV
__ 3	LAT	410	Latin Teaching Methods
__ 1	LAT	475	Senior Seminar

Choose one:

__ 3	ENG	370	Medieval Literature
__ 3	HIS	320	Ancient History
	PHL	211	Ancient/Medieval Philosophy

## SPANISH (SPN)

### MAJOR REQUIREMENTS (37)

__ 3	SPN	101	Elementary Spanish I
__ 3	SPN	102	Elementary Spanish II
__ 3	SPN	201	Intermediate Spanish
__ 3	SPN	291	Adv Intermediate Spanish
__ 3	SPN	301	Spanish Comp/Conv
__ 3	SPN	302	Adv Spanish Gram/Comp
__ 3	SPN	322	Culture/Civ Span America
__ 3	SPN	323	Culture/Civ Spain

Choose one:

__ 3	SPN	331	Spanish Lit I
	SPN	332	Spanish Lit II

Choose one:

__ 3	SPN	341	Spanish American Lit I
	SPN	342	Spanish American Lit II

Also take:

__ 3	SPN	403	Spanish Linguistics
__ 3	SPN	430	Masterpieces/Spanish Lit
__ 1	SPN	475	Senior Seminar

## SPANISH GRADES P-12 (SPNE)

### MAJOR REQUIREMENTS (73)

__ 2	ED	200	Intro to Education
__ 1	ED	201	Struct Inquiry Clinical
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth/Develop
__ 1	ED	301	Guided Inquiry Clinical
__ 3	ED	320	Exceptional Learner
__ 1	ED	401	Open Inquiry Clinical
__ 3	ED	405	Learning/Perform Assess
__ 2	ED	410	Classroom Management
__ 3	ED	420	Secondary/P-12 Methods
__ 2	ED	428	Intervent/Differentiation
__ 6	ED	498	Student Teaching
__ 6	ED	499	Student Teaching
__ 3	SPN	101	Elementary Spanish I
__ 3	SPN	102	Elementary Spanish II
__ 3	SPN	201	Intermediate Spanish
__ 3	SPN	291	Adv Intermediate Spanish
__ 3	SPN	301	Spanish Comp/Conv
__ 3	SPN	302	Adv Spanish Gram/Comp
__ 3	SPN	322	Culture/Civ Spanish America

__ 3	SPN	323	Culture/Civ Spain
Choose one:			
__ 3	SPN	331	Spanish Lit I
	SPN	332	Spanish Lit II
Choose one:			
__ 3	SPN	341	Spanish American Lit I
	SPN	342	Spanish American Lit II
Also take:			
__ 3	SPN	403	Spanish Linguistics
__ 3	SPN	410	Spanish Teaching Methods
__ 3	SPN	430	Masterpieces/Spanish Lit

## **BIBLICAL LANGUAGES MINOR (BIBL)**

### MINOR REQUIREMENTS (24)

Choose one:

	CLA	211	Classical Mythology
__ 3	CLA	212	Classical Culture & Civ
	CLA	223	Survey of Classical Lit
__ 3	GRK	101	Elementary Greek I
__ 3	GRK	102	Elementary Greek II
__ 3	HEB	101	Elementary Hebrew I
__ 3	HEB	102	Elementary Hebrew II

Choose one:

	HIS	320	Ancient History
__ 3	NT	210	Growth of NT Church
	OT	210	History of Israel

Take two courses in same language:

__ 3	GRK	201	Intermediate Greek I
__ 3	GRK	202	Intermediate Greek II

Or

__ 3	HEB	201	Intermediate Hebrew
__ 3	HEB	301	Advanced Hebrew Reading

## **CLASSICAL LANGUAGES MINOR (CLAL)**

### MINOR REQUIREMENTS (24)

Choose 2 classes from:

__ 3	CLA	211	Classical Mythology
__ 3	CLA	212	Classical Culture & Civ
	CLA	223	Survey of Classical Lit

Take:

__ 3	GRK	101	Elementary Greek I
__ 3	GRK	102	Elementary Greek II
__ 3	LAT	101	Elementary Latin I
__ 3	LAT	102	Elementary Latin II

Take two courses in same language:

__ 3	GRK	201	Intermediate Greek I
__ 3	GRK	202	Intermediate Greek II

Or

__ 3	LAT	201	Intermediate Latin I
__ 3	LAT	202	Intermediate Latin II

## **FRENCH MINOR (FRN)**

### MINOR REQUIREMENTS (24)

__ 3	FRN	101	Elementary French I
__ 3	FRN	102	Elementary French II
__ 3	FRN	201	Intermediate French
__ 3	FRN	291	Adv Intermediate French
__ 3	FRN	301	French Comp/Conv

Choose one:

	FRN	311	Survey French Lit I
__ 3	FRN	312	Survey French Lit II
	FRN	430	Adv French Lit Topics

Choose 6 more hours from FRN above 301:

\_\_ 3 (x2) FRN \_\_\_\_\_

## **GREEK MINOR (GRK)**

### MINOR REQUIREMENTS (24)

__ 3	GRK	101	Elementary Greek I
__ 3	GRK	102	Elementary Greek II
__ 3	GRK	201	Intermediate Greek I
__ 3	GRK	202	Intermediate Greek II
__ 3	GRK	301	Readings in Greek Lit I
__ 3	GRK	302	Readings in Greek Lit II

Choose one Option:

Option A:

__ 3	GRK	401	Read Greek Lit III
__ 3	GRK	402	Read Greek Lit IV

Option B:

Choose 6 hours from:

__ 3	CLA	211	Classical Mythology
__ 3	CLA	212	Classical Culture & Civ
	CLA	223	Survey of Classical Lit

## **LATIN MINOR (LAT)**

### MINOR REQUIREMENTS (24)

__ 3	LAT	101	Elementary Latin I
__ 3	LAT	102	Elementary Latin II
__ 3	LAT	201	Intermediate Latin I
__ 3	LAT	202	Intermediate Latin II
__ 3	LAT	301	Readings in Latin Lit I
__ 3	LAT	302	Readings in Latin Lit II

Choose one Option:

Option A:

__ 3	LAT	401	Readings in Latin Lit III
__ 3	LAT	402	Readings in Latin Lit IV

Option B:

Choose 6 hours from:

__ 3	CLA	211	Classical Mythology
__ 3	CLA	212	Classical Culture & Civ
	CLA	223	Survey of Classical Lit

## SPANISH MINOR (SPN)

### MINOR REQUIREMENTS (24)

__ 3	SPN	101	Elementary Spanish I
__ 3	SPN	102	Elementary Spanish II
__ 3	SPN	201	Intermediate Spanish
__ 3	SPN	291	Adv Intermediate Spanish
__ 3	SPN	301	Spanish Comp/Conv

Choose one:

	SPN	302	Adv Spanish Grammar/Comp
	SPN	303	Intro to Literature
__ 3	SPN	331	Spanish Lit I
	SPN	332	Spanish Lit II
	SPN	341	Spanish American Lit I
	SPN	342	Spanish American Lit II

Choose 6 more hours of SPN above 301:

\_\_ 3 (x2) SPN      \_\_\_      \_\_\_\_\_

# ART

Mr. Keith Barker, Chair

The department offers a wide variety of courses to enrich the student's understanding and appreciation of art and to develop his or her creative and intellectual abilities. Majors in Art and Art Education are offered for students who demonstrate interest, aptitude and proficiency in art. A major in Pre-Art Therapy prepares students seeking certification in Art Therapy through an accredited graduate program elsewhere. Minors are offered in Art, Art History, Graphic Design, and Photography & Digital Imaging. Asbury University offers areas of specialization for majors in painting, sculpture, ceramics, graphic design, photography and digital imaging, drawing, and art history.

Students who are considering Art or Art Education as a major should begin the freshman year with ART 111, 112, 123 and take the following courses in sequence: ART 231, 233, 292, 300. Art History should be taken during the sophomore or junior year. Art minor students should also follow the number sequence.

Students must submit a portfolio for review by the art faculty during the Spring Semester of the sophomore year (or after having taken at least four of the six basic courses) for evaluation of progress, and guidance. Spring review is repeated in the junior year. All studio students must exhibit work during the senior year through ART 476/477 Senior Exhibit.

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

## ART MAJOR (ART)

### MAJOR REQUIREMENTS (57)

__ 3	ART	111	Intro 2D Form/Design
__ 3	ART	112	Intro 3D Form/Design
__ 3	ART	123	Intro to Drawing
__ 3	ART	231	Intermediate Design
__ 3	ART	251	Art History Survey I
__ 3	ART	252	Art History Survey II
__ 3	ART	292	Working in the Visual Arts
__ 3	ART	300	Art Theory & Criticism
__ 1	ART	396	Contemporary Art Seminar
__ 1	ART	396	Contemporary Art Seminar
__ 3	ART	456	Adv Topics in Art History
__ 1	ART	475	Senior Seminar
__ 3	ART	476	Senior Exhibit Directed Study
__ 3	ART	477	Senior Exhibit/Presentation

Select 9 hours from Studio Courses not in concentration:

	ART	212	Stained Glass
	ART	222	Ceramics I
	ART	233	Figure Drawing
	ART	242	Watercolor
	ART	266	Photography I
	ART	322	Ceramics II
__ 3	ART	340	Photography II
__ 3	ART	354	Graphic Design I
__ 3	ART	372	Sculpture
	ART	381	Painting
	ART	390	Printmaking
	ART	394	Summer Seminar
	ART	403	Studies in Painting/Drawing

ART	406	Photography III
ART	452	Graphic Design II
ART	456	Adv Topics in Art History

AREA OF CONCENTRATION (Choose one):

A. CERAMICS (12)

__ 3	ART	322	Ceramics II
__ 3	ART	492	Directed Study in Ceramics

Choose two courses:

__ 3	ART	___	Studio Course* (per advisor)
__ 3	ART	435	Internship
__ 3	ART	492	Directed Study in Ceramics

B. DRAWING (12)

__ 3	ART	233	Figure Drawing
__ 3	ART	403	Studies in Painting/Drawing
__ 3	ART	492	Directed Study in Drawing
__ 3	ART	492	Directed Study in Drawing

C. GRAPHIC DESIGN (12)

__ 3	ART	452	Graphic Design II
__ 3	ART	492	Directed Study in Graphic Design
__ 3	MC	225	Interactive Media I

Choose one course:

__ 3	ART	390	Printmaking
__ 3	ART	406	Photography III
__ 3	ART	435	Internship
__ 3	ART	492	Directed Study in Graphic Design

D. PAINTING (12)

__ 3	ART	233	Figure Drawing
__ 3	ART	403	Studies in Painting/Drawing
__ 3	ART	492	Directed Study in Painting
__ 3	ART	492	Directed Study in Painting

E. PHOTO & DIGITAL IMAGING (12)

__ 3	ART	340	Photography II
__ 3	ART	406	Photography III
__ 3	ART	492	Directed Study in Photography

Choose one course:

__ 3	ART	390	Printmaking
__ 3	ART	435	Internship

F. SCULPTURE (12)

__ 3	ART	492	Directed Study in Sculpture
__ 3	ART	492	Directed Study in Sculpture

Choose two courses:

__ 3	ART	___	Studio Course* (advisor approval)
__ 3	ART	___	Studio Course* (advisor approval)
__ 3	ART	492	Directed Study in Sculpture

G. ART HISTORY (12)

__ 3	ART	456	Adv Topics in Art History
__ 3	ART	492	Directed Study in Art History
__ 3	ART	492	Directed Study in Art History

Choose one course:

	ART	___	Studio Course* (advisor approval)
___ 3	ART	394	Summer Seminar
	ART	435	Internship

## ART GRADES P-12 (ARTE)

### MAJOR REQUIREMENTS (82)

___ 3	ART	111	Intro 2D Form/Design
___ 3	ART	112	Intro 3D Form/Design
___ 3	ART	123	Intro to Drawing
___ 3	ART	231	Intermediate Design
___ 3	ART	292	Working in the Visual Arts
___ 3	ART	300	Art Theory & Criticism
___ 1	ART	396	Contemporary Art Seminar
___ 1	ART	396	Contemporary Art Seminar
___ 1	ART	475	Senior Seminar
___ 3	ART	476	Senior Exhibit Directed Study
___ 3	ART	477	Senior Exhibit/Presentation

Select 6 hours from the following:

___ 3	ART	251	Art History Survey I
___ 3	ART	252	Art History Survey II
	ART	456	Adv Topics in Art History

Select 6 hours from the following:

	ART	212	Stained Glass
	ART	222	Ceramics
	ART	233	Figure Drawing
	ART	242	Watercolor
___ 3	ART	266	Photography I
	ART	322	Ceramics II
	ART	340	Photography II
___ 3	ART	354	Graphic Design I
	ART	372	Sculpture
	ART	381	Painting
	ART	390	Printmaking
	ART	394	Summer Seminar
	ART	403	Studies in Painting/Drawing
	ART	406	Photography III
	ART	452	Graphic Design II
	ART	456	Adv Topics in Art History

### COMPLETE EDUCATION REQUIREMENTS

___ 2	ED	200	Intro to Education
___ 1	ED	201	Struct Inquiry Clinical
___ 2	ED	220	Tech for Education
___ 2	ED	230	Human Growth/Development
___ 1	ED	301	Guided Inquiry Clinical
___ 3	ED	320	Exceptional Learner
___ 1	ED	401	Open Inquiry Clinical
___ 3	ED	405	Learning/Performing Assess
___ 2	ED	410	Classroom Manage
___ 3	ED	421	Art Methods
___ 2	ED	428	Interventions for Differentiation
___ 6	ED	498	Student Teaching
___ 6	ED	499	Student Teaching



AREA OF CONCENTRATION (Choose one):

A. CERAMICS (9)

__3	ART	322	Ceramics II
__3	ART	492	Directed Study Ceramics

Choose one course:

__	ART	__	Studio course (advisor approval)
__3	ART	435	Internship
__	ART	492	Directed Study Ceramics

B. DRAWING (9)

__3	ART	233	Figure Drawing
__3	ART	403	Studies in Painting/Drawing
__3	ART	492	Directed Study Drawing

C. GRAPHIC DESIGN (9)

__3	ART	452	Graphic Design II
__3	ART	492	Directed Study Graphic Des

Choose one course:

__	ART	390	Printmaking
__3	ART	406	Photography III
__	ART	435	Internship

D. PAINTING (9)

__3	ART	233	Figure Drawing
__3	ART	403	Studies in Painting/Drawing
__3	ART	492	Directed Study Painting

E. PHOTO & DIGITAL IMAGING (9)

__3	ART	340	Photography II
__3	ART	406	Photography III
__3	ART	492	Directed Study Photography

F. SCULPTURE (9)

__3	ART	492	Directed Study in Sculpture
__3	ART	492	Directed Study in Sculpture

Choose one course:

__3	ART	492	Directed Study in Sculpture
__	ART	__	Studio course (Advisor approval)

**PRE-ART THERAPY MAJOR (ARTT)**

MAJOR REQUIREMENTS (72)

__3	ART	111	Intro 2D Form/Design
__3	ART	112	Intro 3D Form/Design
__3	ART	123	Intro to Drawing
__3	ART	231	Intermediate Design
__3	ART	292	Working in the Visual Arts
__3	ART	300	Art Theory & Criticism
__1	ART	396	Contemporary Art Seminar
__1	ART	396	Contemporary Art Seminar
__1	ART	475	Senior Seminar
__3	ART	476	Senior Exhibit Directed Study
__3	ART	477	Senior Exhibit/Presentation

Choose 6 hours from:

__3	ART	251	Art History Survey I
__3	ART	252	Art History Survey II
__	ART	456	Adv Topics in Art History

Select 6 hours from Studio Courses:

	ART	212	Stained Glass
	ART	222	Ceramics I
	ART	233	Figure Drawing
	ART	242	Watercolor
	ART	266	Photography I
	ART	322	Ceramics II
	ART	340	Photography II
__ 3	ART	354	Graphic Design I
__ 3	ART	372	Sculpture
	ART	381	Painting
	ART	390	Printmaking
	ART	394	Summer Seminar
	ART	403	Studies in Painting/Drawing
	ART	406	Photography III
	ART	452	Graphic Design II
	ART	456	Adv Topics in Art History

Complete courses in Psychology (24)

__ 3	PSY	201	Developmental Psychology
__ 3	PSY	220	Stress Management
__ 3	PSY	351	Counseling I
__ 3	PSY	352	Counseling II
__ 3	PSY	360	Abnormal Psychology
__ 3	PSY	452	Psychology of Personality
__ 3	PSY	454	Expressive Therapies
__ 3	PSY	462	Psychological Assessment

AREA OF CONCENTRATION (Choose one):

A. CERAMICS (9)

__ 3	ART	322	Ceramics II
__ 3	ART	492	Directed Study in Ceramics

Choose one course:

	ART	___	Studio Course* (advisor approval)
__ 3	ART	435	Internship
	ART	492	Directed Study in Ceramics

B. DRAWING (9)

__ 3	ART	233	Figure Drawing
__ 3	ART	403	Studies in Painting/Drawing
__ 3	ART	492	Directed Study in Drawing

C. GRAPHIC DESIGN (9)

__ 3	ART	452	Graphic Design II
__ 3	ART	492	Directed Study Graphic Des

Choose one course:

	ART	390	Printmaking
__ 3	ART	406	Photography III
	ART	435	Internship

D. PAINTING (9)

__ 3	ART	233	Figure Drawing
__ 3	ART	403	Studies in Painting/Drawing
__ 3	ART	492	Directed Study in Painting

E.	<u>PHOTO &amp; DIGITAL IMAGING (9)</u>		
__ 3	ART	340	Photography II
__ 3	ART	406	Photography III
__ 3	ART	492	Directed Study in Photography

F.	<u>SCULPTURE (9)</u>		
__ 3	ART	492	Directed Study in Sculpture
__ 3	ART	492	Directed Study in Sculpture

Choose one course:

__ 3	ART	___	Studio Course* (advisor approval)
	ART	492	Directed Study in Sculpture

## ART MINOR (ART)

[May not be completed by ART, ARTE or ARTT majors.]

Minor requires 25 semester hours

__ 3	ART	111	Intro to 2D Form/Design
__ 3	ART	112	Intro to 3D Form/Design
__ 3	ART	123	Intro to Drawing
__ 3	ART	___	200-300 level course
__ 3	ART	___	200-300 level course
__ 3	ART	392	Directed Study
__ 1	ART	396	Contemporary Art Seminar

Choose two from:

__ 3	ART	251	Art History Survey I
__ 3	ART	252	Art History Survey II
	ART	456	Adv Topics in Art History

## ART HISTORY MINOR (ARTH)

Minor requires 25 semester hours

[May not be completed by ART, ARTE or ARTT majors.]

__ 3	ART	111	Intro to 2D Form/Design
__ 3	ART	112	Intro to 3D Form/Design
__ 3	ART	251	Art History Survey I
__ 3	ART	252	Art History Survey II
__ 3	ART	300	Art Theory & Criticism
__ 3	ART	392	Directed Study
__ 3	ART	___	Art History or advisor approved course
__ 3	ART	456	Adv Topics in Art History
__ 1	ART	396	Contemporary Art Seminar

## GRAPHIC DESIGN MINOR (GRD)

[May not be completed by ART, ARTE or ARTT majors.]

Minor requires 25 semester hours

__ 3	ART	111	Intro to 2D Form/Design
__ 3	ART	354	Graphic Design I
__ 3	ART	390	Printmaking
__ 1	ART	396	Contemporary Art Seminar
__ 3	ART	452	Graphic Design II
__ 3	MC	225	Interactive Media I

Choose one from:

__ 3	ART	435	Internship
	ART	492	Directed Study in Graphic Design
	ART	406	Photography III

Choose two from:

<input type="checkbox"/>	3	ART	251	Art History Survey I
<input type="checkbox"/>	3	ART	252	Art History Survey II
<input type="checkbox"/>		ART	456	Adv Topics in Art History

## PHOTOGRAPHY & DIGITAL IMAGING MINOR (PHO)

[May not be completed by ART, ARTE or ARTT majors.]

Minor requires 25 semester hours

<input type="checkbox"/>	3	ART	111	Intro to 2D Form/Design
<input type="checkbox"/>	3	ART	266	Photography I
<input type="checkbox"/>	3	ART	340	Photography II
<input type="checkbox"/>	3	ART	_____	200-300 level studio course
<input type="checkbox"/>	3	ART	392	Directed Study
<input type="checkbox"/>	1	ART	396	Contemporary Art Seminar
<input type="checkbox"/>	3	ART	406	Photography III

Choose two from:

<input type="checkbox"/>	3	ART	251	Art History Survey I
<input type="checkbox"/>	3	ART	252	Art History Survey II
<input type="checkbox"/>		ART	456	Adv Topics in Art History

# BEHAVIORAL SCIENCES

Dr. David Cecil, Chair

The Behavioral Sciences Department contains undergraduate programs in Psychology and Social Work. Faculty expertise, skills and professional experience prepare students for a variety of careers and/or graduate study. A commitment to the integration of faith and learning provides a rich environment for both personal and professional growth.

## PSYCHOLOGY

The Psychology Department presents psychology from Christian and scientific perspectives. The program intentionally evaluates psychology from within Christian frameworks. As we model in our academic program, we prepare and expect students to integrate psychology and their faith both professionally and personally.

Within this integrative approach, the Psychology program has established the following goals.

1. The program will provide students with an overall knowledge of psychology, including, but not limited to, motivation, emotion, intelligence, health, social behavior, learning, physiological studies, sensation, perception, consciousness, development, memory, thinking, personality, psychological disorders, and psychotherapy.
2. The program will prepare students for professions in the following areas (not exhaustive) – residential care, social and human services, management, marketing, sales, human resources, health-care related positions, corrections, etc. – and for professions requiring graduate study in the following areas (not exhaustive) – clinical or counseling psychology, experimental psychology, pastoral and Christian ministries, child or school counseling, forensic psychology, expressive (art or music) therapies, student development, medicine, nursing, legal professions, teaching, etc.
3. In addition, reflecting the institutional purpose to develop the whole person, the program encourages all psychology majors to grow in their personal-social-spiritual development.
4. Finally, the program provides students with an awareness of ethical problems in the application and acquisition of psychological knowledge and prepares and expects them to act ethically.

In addition, students may enrich their psychology major by adding one or more emphases. Each of these emphases allows the students to tailor their psychology elective courses and nine of their general elective credit hours around their intrinsic and vocational interests. The emphases include:

- Clinical/Counseling Psychology Concentration – for students interested in psychology as applied in the assessment and treatment of psychological issues.
- Christian Counseling/Psychology Concentration – for students interested in Christian models of counseling and/or in working in Christian settings.
- Child Psychology Concentration – for students interested in psychology as applied in work with children and/or within the school system.
- Forensic Psychology Concentration – for students interested in psychology as applied in the justice and correctional systems.
- Biological Psychology Concentration – for students interested in the interrelationship between biological and psychological processes.
- Social Psychology Concentration – for students interested in a more in-depth understanding of the interpersonal dynamics of behavior, culture, and mental life.

- Student Development Psychology Concentration – for students interested in the application of psychology to understanding and working with college/university students.
- Equine Facilitated Mental Health Concentration – for students interested in the application of psychology to mental health and therapy models that incorporate the utilization of horses.

### Admission Requirements

For full admission into the psychology program, students are required to obtain signatures from instructors of PSY375 and PSY376 before being admitted to those classes. Obtaining signatures is dependent upon successful completion of PSY101, PSY275, and PSY276 with a minimum grade of “C” in each class (if a student fails to achieve a grade of C in PSY101, students may either re-take the PSY101 class OR achieve a grade of 60% on the Asbury University General Knowledge of Psychology Test).

Psychology faculty meet annually in early January to review sophomore “applicants” for admission into PSY375 and PSY376 the following year (the scheduling of PSY101, PSY275, and PSY276 allows for students who do not initially achieve a “C” or higher an opportunity to take the class again prior to the spring of their junior year; when they would be expected to enroll in PSY375 and PSY376).

### SOCIAL WORK

The mission of the Asbury University Undergraduate Social Work Program is to prepare graduates who are rooted in the liberal arts, the Christian and Wesleyan perspectives, social work values and ethics, and prepared for generalist social work practice as agents of change in a variety of settings. The Social Work Program is accredited by the Council on Social Work Education (CSWE).

**NOTE:** All undergraduate social work students are **required** to complete **BIOLOGY** (either BIO 100/101 or 201/203) as their choice of the various sciences listed under the Asbury University Core Requirements. In addition, it is **highly recommended** that students take a wide variety of courses in the areas of anthropology, economics, recent American history, political science, psychology, and sociology. Finally, all graduate MSW schools require applicants to have completed a satisfactory course in Statistics. Therefore students are **strongly encouraged** to take PSY 315 “Statistics for Behavioral Science”.

In order to provide a quality, generalist social work education, the program’s faculty has established the following goals for beginning generalist practitioners through the curriculum’s knowledge, ethics, and practice with diverse populations.

1. Provide the knowledge, values, skills, and ethics to serve diverse client systems of all sizes and types, integrating knowledge about how individuals, families, groups, communities, and organizations grow, change, and function together within the context of their environment.
2. Develop generalist social work practitioners who are both knowledgeable and understanding of diverse client systems of all sizes including; minorities of color and ethnicity, social and economic status, women, mentally and/or physically disabled, gay and lesbian populations, whether individuals, families, groups, or communities.
3. Infuse throughout the curriculum social work values and ethics as stated in the NASW Code of Ethics to prepare graduates for professional practice.
4. Prepare graduates who can think critically about knowledge, and practice, integrating social work history, values, research, skills in practice, and who value continuing learning and professional development throughout their careers.
5. Develop practitioners who understand, integrate knowledge, and practice in evaluation of programs and client systems of all sizes.

6. Develop practitioners who will use their knowledge and practice base to work as advocates and agents of change at all levels of service and organizations and with diverse cultural groups.

### **Admission Requirements**

1. Any student who wishes to enter the social work program will be impartially considered. Students interested in the social work major should declare their interest by Spring semester of their Sophomore year or no later than the start of the Fall semester of their Junior year. The assigned Social Work faculty advisor will then guide the student through the admission process.
2. Application for admission to the Social Work program: to begin the formal admission process the student completes the application materials found on the undergraduate social work web pages in the Behavioral Sciences Department. The application is completed in consultation with the faculty advisor and submitted to the BSW Program Director's office. Completion of the following criteria is necessary for admission to the program.
  - a. Minimum GPA of 2.50 overall.
  - b. Completion of the program application form.
  - c. Applicants may be asked to obtain clearance from the Office of Student Development concerning moral, ethical, and social behavior acceptable to University community standards and the community at large.
  - d. Recommendations by three persons familiar with the applicant.
  - e. Recommendation from one non-social work faculty member.
  - f. Interview by a minimum of two social work faculty.
  - g. Recommendation by social work faculty.
3. Students will be considered to be admitted to the social work program when they have completed the application process and have received a formal letter of acceptance from the Social Work Program Director.
4. Continuance in the Social Work Program is not guaranteed. Students must maintain an acceptable level of performance according to community, academic, and professional social work standards. Reviews of student performance are held prior to SW 340 Field Practicum, prior to graduation, or other times as required. Students are responsible for completing forms and scheduling performance reviews through their individual faculty advisors. Probationary status may be assigned to students not meeting program criteria. A student who is on probation will not be allowed to do field practicum until student is off probation.
5. Continuance in the Social Work program includes meeting the following criteria:
  - a. Maintain academic standing according to the academic progress scale of category two (2) under the academic progress scale listed under the policies section of the Asbury University Bulletin.
  - b. Demonstrate personal and professional qualities consistent with working with people. These qualities which will be assessed upon entry to the program, through references and interview, and prior to the first field practicum will include, but are not limited to:
    - value system consistent with the ethical standards of the social work profession.
    - sensitivity to needs of people.
    - self-awareness.
    - responsibility in class work, contributions to University and community life.

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

### **PSYCHOLOGY (PSY)**

#### MAJOR REQUIREMENTS (41-42)

[Required General Education Course: PSY 101]

\_\_ 3      PSY      210      Social Psychology

__ 1	PSY	275	Survey of Psych Careers
__ 1	PSY	276	Writing for Behavioral Science
__ 3	PSY	315	Statistics for Behavioral Science
__ 3	PSY	341	History & Systems
__ 3	PSY	360	Abnormal Psychology
__ 3	PSY	372	Experimental Psychology
__ 1	PSY	373	Experimental Psychology Lab
__ 1	PSY	375	Integration & Vocation Seminar
__ 1	PSY	376	Pre-Professional Seminar
__ 2	PSY	475	Senior Seminar

Choose 19-20 additional hours of PSY 200 or higher:

[No more than 5 hours of independent study or practicum may apply toward major]

__ 3 (x6)	PSY	__	_____
__ 1-2	PSY	__	_____

**OPTIONS:**

Choose a concentration as guideline for the 20-21 hours in PSY

**A. CLINICAL/COUNSELING PSYCHOLOGY (29)**

__ 3	PSY	201	Developmental Psychology
__ 3	PSY	351	Counseling I
__ 3	PSY	352	Counseling II
__ 3	PSY	452	Psychology of Personality
__ 3	PSY	462	Psychological Assessment

Choose 14 hours from:

__	PSY	220	Stress Management
__ 3	PSY	320	Psychology of Gender
__ 3	PSY	342	Cross-Cultural Psychology
__ 3	PSY	368	Child & School Psychology
__ 3	PSY	365	Adolescence & Emerging Adult
__ 2	PSY	435	Clinical/Counseling Practicum
__	PSY	436	Research Practicum
__	PSY	300+	_____

**B. CHRISTIAN COUNSELING/PSYCHOLOGY (29)**

__ 3	PSY	201	Developmental Psychology
__ 3	PSY	351	Counseling I
__ 3	PSY	352	Counseling II
__ 3	PSY	442	Psychology of Religion
__ 3	PSY	445	Christian Counseling Methods

Choose 5 hours minimum from:

__ 3	PSY	220	Stress Management
__	PSY	393	Seminar
__ 2-3	PSY	435	Clinical/Counseling Practicum
__	PSY	300+	_____

Recommended 9 hours from:

__ 3	CM	201	Dynamics of Spiritual Growth
__ 3	PHL	361	Philosophy of Religion
__ 3	TH	340	Pastoral Theology
__	PSY	300+	_____

**C. CHILD PSYCHOLOGY (29)**

__ 3	PSY	201	Developmental Psych
__ 3	PSY	351	Counseling I
__ 3	PSY	462	Psychological Assessment
__ 3	PSY	472	Learning & Motivation
__ 3	PSY	368	Child & School Psychology

Choose 5 hours minimum from:



__ 3	PSY	352	Counseling II
__ 2-3	PSY	435	Clinical/Counseling Practicum
	PSY	300+	

Recommended 9 hours from: PSY, ED, SOC, SW, or EM where courses focus on children or teens such as:

	ED	320	Exceptional Learner
	ED	338	Intro to LBD
__ 3	ED	405	Learning/Performance & Assess
__ 3	ED	428	Interventions for Differentiation
__ 3	EM	340	Children's Ministry
	PSY	365	Adolescence & Emerging Adult
	SOC	252	Juvenile Delinquency
	PSY	300+	

**D. FORENSIC PSYCHOLOGY (29)**

__ 3	PSY	340	Forensic Psychology
__ 3	PSY	351	Counseling I
__ 3	PSY	352	Counseling II
__ 3	PSY	452	Psychology of Personality
__ 3	PSY	462	Psychological Assessment

Choose 5 hours minimum from:

__ 3	PSY	342	Cross-Cultural Psychology
__ 2-3	PSY	435	Clinical/Counseling Practicum
	PSY	300+	

Recommended 9 hours from Natural sciences, SOC, or SW such as:

	BIO	280	Scientific/Medical Terminology
__ 3	SOC	252	Juvenile Delinquency
__ 3	SOC	421	Sociology of Crime & Corrections
__ 3	SOC	300+	
	Science	300+	

**E. BIOLOGICAL PSYCHOLOGY (29)**

[Recommended science gen ed: BIO 201/203 (4)]

__ 3	PSY	201	Developmental Psychology
__ 3	PSY	330	Cognitive Psychology
__ 3	PSY	381	Physiological Psychology
__ 3	PSY	462	Psychological Assessment
__ 3	PSY	472	Learning & Motivation

Choose 5 hours minimum from:

__ 3	PSY	220	Stress Management
__ 2-3	PSY	435	Clinical/Counseling Practicum
	PSY	300+	

Recommended 8 hours from: Natural sciences, SOC, or SW such as:

	BIO	262	Human Physiology
__ 3	BIO	331	Human Anatomy
__ 3	BIO	280	Scientific/Medical Terminology
	Science	300+	

**F. SOCIAL PSYCHOLOGY (29)**

[Recommend leadership gen ed: SOC 230 (3)]

__ 3	PSY	320	Psychology of Gender
__ 3	PSY	342	Cross-Cultural Psychology
__ 3	PSY	442	Psychology of Religion
__ 3	PSY	452	Psychology of Personality

Choose 8 hours minimum from:

__ 3	PSY	393	Seminar
__ 2-3	PSY	435	Clinical/Counseling Practicum
__ 3	PSY	300+	

Recommended 9 hours from SOC such as:

	SOC	312	Intercultural Relations
__ 3	SOC	341	Marriage & Family Studies
__ 3	SOC	375	Sociological Theory
__ 3	SOC	300+	_____
	or COM	251	Intercultural Communications

#### G. STUDENT DEVELOPMENT PSYCHOLOGY (29)

[Recommend leadership gen ed: SOC 230 (3) or CM 411 (3)]

__ 3	PSY	201	Developmental Psychology
__ 3	PSY	342	Cross-Cultural Psychology
__ 3	PSY	351	Counseling I
__ 3	PSY	352	Counseling II
__ 3	PSY	365	Adolescence & Emerging Adult

Choose 5 hours minimum from:

	PSY	220	Stress Management
	PSY	320	Psychology of Gender
__ 3	PSY	342	Cross-Cultural Psychology
__ 2-3	PSY	472	Learning & Motivation
	PSY	435	Clinical/Counseling Practicum
	PSY	300+	_____

Recommended 9 hours from GEN, COM, Leadership, or YM/EM such as:

	COM	220	Interpersonal Communication
__ 3	COM	331	Group Communication/Leadership
__ 3	COM	350	Organizational Communication
__ 3	UNV	320	The Peer Instructor
	SOC	230	Leading Groups
	YM/EM	350	Youth Ministry
	other	300+	_____

For Student Dev Psych, students strongly encouraged to pursue leadership position on campus as a Peer Educator, a TAG Coordinator or Leader, a Spiritual Life Advisor, a member of Student Government, a Practicum Counselor in the Center for Career and Calling, or another campus position deemed appropriate by the psychology faculty.

#### H. EQUINE FACILITATED MENTAL HEALTH (29)

__ 3	PSY	201	Developmental Psychology
__ 3	PSY	322	Equine Facilitated Mental Health
__ 3	PSY	351	Counseling I
__ 3	PSY	352	Counseling II
__ 3	PSY	472	Learning & Motivation

Choose 5 hours minimum from:

	PSY	220	Stress Management
__ 3	PSY	320	Psychology of Gender
__ 2-3	PSY	393	Seminar
	PSY	435	Clinical/Counseling Practicum
	PSY	300+	_____

Recommended 9 hours from EQM such as:

__ 3	EQM	208	Intro Therapeutic Riding
__ 3	EQM	245	Riding Instructor Cert
__ 3	EQM	300+	_____

The Equine Facilitated Mental Health (EFMH) concentration is separate from the Equine Facilitated Wellness Track. Equine Facilitated Wellness Track requirements include a dual major in Equine Studies and Psychology with the EFMH Studies concentration (above).

## SOCIAL WORK (SW)

### MAJOR REQUIREMENTS (58)

Choose one:

__ 4	BIO	100/101	Biological Science
	BIO	201/203	General Biology I

Take:

__ 3	SW	100	Intro to Social Wrk
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__ 3	SW	211	Social Serv Systems
__ 3	SW	251	Human Beh Soc Envir I
__ 3	SW	252	Human Beh Soc Envir II
__ 3	SW	302	Contemp Issues In SW
__ 3	SW	310	SW Practice Theory I
__ 3	SW	331	Intro Res Methods
__ 5	SW	340	Practicum I
__ 3	SW	402	Soc Welfare Policies
__ 3	SW	410	SW Practice Theory II
__ 8	SW	440	Practicum II
__ 2	SW	475	Senior Seminar
Choose 12 hours from:			
	HIS	202	U.S. History Since 1876
	MIS	201	Christianity/World Religion
	MIS	322	Christianity/Culture
	MIS	330	Latin Amer Culture/Religion
	PHL	343	Political/Social Philosophy
__ 3	PS	300	Washington Federal Seminar
	PSY	210	Social Psychology
	PSY	315	Stats for Behavioral Science
	PSY	340	Forensic Psychology
	PSY	360	Abnormal Psychology
__ 3	SOC	201	Social Problems
	SOC	230	Leading Groups
	SOC	252	Juvenile Delinquency
	SOC	311	Sociology of Religion
	SOC	312	Intercultural Relations
	SOC	322	Rural Studies
__ 3	SOC	323	Urban Studies
	SOC	341	Marriage & Family
	SOC	353	International Social Issues
	SOC	372	Sociological Theory
	SOC	414	Perspectives on Aging
	SOC	421	Crime & Corrections
__ 3	SW	311	Social Services for Child/Family
	SW	351	Family Life Education
	SW	385	Spiritual Formation & SW
	SW	391	Independent Study
	SW	393	Seminar
	SW	422	SW Administration
	SW	435	Senior SW Practicum

## PSYCHOLOGY MINOR (PSY)

### MINOR REQUIREMENTS (24)

__ 3	PSY	101	General Psychology
__ 3	PSY	210	Social Psychology
__ 3	PSY	341	History & Systems

Choose 15 hours of PSY 200 or above:

\_\_ 3 (x5) PSY      \_\_\_\_\_

# CHRISTIAN STUDIES & PHILOSOPHY

Dr. Clair Budd, Chair

Fulfilling the Great Commission requires active intellectual life, strong leadership, and the ability to engage the world's cultures in a time of ever-increasing diversity and change. With this calling in mind, our Department seeks to deepen students' understanding of the Christian faith and shape their worldview in ways that are rooted in Scripture, theology, and philosophy. Recognizing the deep connection between faith and practice, faculty use classroom and experiential learning contexts to prepare students for effective ministry in a wide range of callings. As part of a full-orbed liberal arts education, the majors supported by the Department are thus designed to prepare students for service in the church, the academy, society, and throughout the world.

The **BIBLE AND THEOLOGY PROGRAM** offers an in-depth exploration of biblical content and theology. The major prepares men and women for vocational ministry and theological scholarship.

1. The **Pre-seminary concentration** equips students for seminary and graduate level education. Men and women in this program have opportunity to develop the writing and research skills necessary to succeed in graduate school and ultimately to serve in pastoral and other leadership roles in church and society.
2. The **Pre-ministry concentration** seeks to prepare men and women for ministry immediately following college. These students take courses, among others, in preaching, pastoral theology, biblical interpretation, and Christian Ministries in order to be as equipped as possible to enter some types of ministry without further seminary education.

Each of these tracks emphasizes biblical content and background, theological understanding, and exegetical skills. Both facilitate interpreting the Bible in its historical, cultural context and the ability to apply biblical principles to ministry in everyday life. In addition to studying individual books of the Old and New Testaments, students explore the rich historical and theological legacy of the Church and its implications for today.

As part of our goals for our students, the department provides opportunities for study abroad and cross-cultural experiences. In recent years our faculty members have sponsored study-tours to Greece, Turkey, and Israel. Some of our students have spent a semester in Israel earning course credit in biblical history and archaeology.

The **CHRISTIAN MINISTRIES PROGRAM** offers opportunity to increase understanding and thoughtful participation in the work of the church, with particular focus on the educational, discipleship, and missional components of that work. Majors demonstrate special concern for exploring ways to meet spiritual needs, from a Biblical perspective, as they exist individually and socially in various cultures.

A core of courses anchors students in Biblical/theological studies, including basic understandings of the Church and its mission in the world, in foundational practices of Bible study and other spiritual disciplines, and in experiences leading to effective ministry. Each program requires students to participate in a ministry internship. Students may major in Christian Ministries, Missions, or Youth Ministry; minors are also available in each of these areas. The department's Resource Center makes a wide variety of materials available for student study, as well as for applied ministry.

1. The **Christian Ministries Major** prepares students for leadership in the disciple-making and teaching ministry of the church and parachurch. Preparation is supported through study of human developmental

patterns and ministry approaches throughout the life cycle. A concern for organizational leadership and curricular resources contributing to spiritual formation is reflected in course offerings. Experiential learning occurs throughout the program.

2. The **Missions Major** prepares students for cross-cultural ministry in an international setting or among ethnic groups in the United States. This program seeks to equip students with knowledge and understanding of the issues of intercultural interaction in general and cross-cultural communication of the Christian gospel in particular. Using a multidisciplinary approach, students learn to analyze intercultural problems, work within the arena of cultural diversity, and form the conceptual framework and practical skills needed for effective cross-cultural communication and ministry. Students complete a core of classes, then select one of three areas of concentration to complete the major: **Cross-cultural Ministry** prepares students to work within church and para-church settings; **Social Justice** equips students to engage in ministry among the poor, the oppressed, and the abused; **Business as Mission** provides a new mission tool for reaching the unreached world through an integration of spiritual and social concerns with the purpose of addressing needs of the least resourced peoples of the world.

3. The **Youth Ministry Major** prepares students for leadership roles in ministry with adolescents in church and parachurch. Rooted in theological reflection and the study and understanding of the unique developmental journey of youth, this major equips students for evaluating various models of ministry with adolescents and developing their own consistent approach. A focus on teaching and mentoring youth is supported by study and practice in evangelism, discipleship, counseling, recreation, and assessment of cultural systems and influences that affect youth, with a goal of guiding youth to Christian maturity and participation in the Church's ministry.

4. **Leadership & Ministry Major** - The Christian Studies and Philosophy Department also offers a major in LEADERSHIP & MINISTRY through the ADULT PROFESSIONAL STUDIES PROGRAM (APS). For information on that program see the Adult Professional Studies section.

The purpose of the **PHILOSOPHY PROGRAM** is to acquaint the student with the field of philosophy, including its relevance to the formation of a Christian worldview. In this process, philosophy becomes an important element in preparation for both meaningful vocation and general intellectual life.

The curriculum in philosophy acquaints the student with the history of philosophy, the world's great philosophers, basic schools of thought, key areas of philosophy, and the classic questions in the field. In addition to the information conveyed in the curriculum, philosophy at Asbury seeks to develop key cognitive skills in the student: clear thinking, analysis, logical argumentation, critique. Beyond the level of skill acquisition, the curriculum is also designed to nurture the higher intellectual functions of understanding and valuing, which have traditionally been associated with wisdom.

Philosophy serves as an attractive major or minor as well as an enriching elective for any other field of study. As an undergraduate major, philosophy serves as a basis for graduate work in philosophical, theological, or divinity programs. A student can also major in philosophy in order to do graduate work in other fields, provided that he or she has done the necessary preparation in that other field. Philosophy is a beneficial second major as well, since it equips the student with cognitive skills and expands his or her understanding. As a minor, philosophy fits well with any major, since it is flexible and provides additional insight into one's first major and into intellectual issues more broadly. Simply taking some philosophy courses as electives helps the student in pursuing intellectual interests outside his or her major field.

Some career options open to philosophy majors are law, medicine, business, politics, government service, journalism, and writing. Historically, only philosophy majors score 5% or more above the mean on these important exams: LSAT, GMAT, GRE Verbal, and GRE Quantitative. Philosophy majors as a

group have a higher mean score on the GRE Verbal than students in any other major. Surveys of medical schools indicate that philosophy is the preferred major for applicants who are otherwise qualified in chemistry and biology.

Philosophy is essential to being a truly educated person -- that is, to being a person who understands our cultural heritage, sees life holistically, discerns and critiques the assumptions of competing world views, and acts upon principle. This kind of education lays a ground work for success in any career because it enhances one's ability to deal with a wide variety of ideas and perspectives represented among different people, to solve complex problems, and to articulate a vision.

*OT 100, NT 100, and TH 300 are Foundational course requirements for all students and do not apply to the majors and minors listed below.*

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

**BIBLE-THEOLOGY (BTH)**

MAJOR REQUIREMENTS (43-49)

\_\_ 1 BTH 475 Senior Seminar

Choose one philosophy:

\_\_ 3 PHL 231 Ethics  
 PHL 361 Phil of Religion

Take 6 hours of Bible and Theology (not BTH 435, 475):

\_\_ 3 BTH \_\_\_\_\_  
 \_\_ 3 BTH \_\_\_\_\_

Take 9 hours of New Testament (not NT 100):

\_\_ 3 NT \_\_\_\_\_  
 \_\_ 3 NT \_\_\_\_\_  
 \_\_ 3 NT \_\_\_\_\_

Take 9 hours of Old Testament (not OT 100):

\_\_ 3 OT \_\_\_\_\_  
 \_\_ 3 OT \_\_\_\_\_  
 \_\_ 3 OT \_\_\_\_\_

Take 6 hours of Theology (not TH 250; not in concentration):

\_\_ 3 TH \_\_\_\_\_  
 \_\_ 3 TH \_\_\_\_\_

AREA OF CONCENTRATION (choose one):

**A. PRE-SEMINARY (9)**

Choose one:

\_\_ 3 CM 201 Dyn Spiritual Growth  
 CM 380 Organ Strat in Min  
 CM 331 Principles of Preaching  
 MIS 201 Christianity & Wrld Rel  
 MIS 311 Strat Intercult Com

Choose one:

\_\_ HIS 313 Hist of Rel Amer  
 HIS 320 Ancient History  
 HIS 321 Hist of Christnty  
 \_\_ 3 PHL 211 Ancient & Med Phil  
 PHL 231 Ethics  
 PHL 361 Phil of Religion

Take:

\_\_ 3 TH 400 Historical Theology

**B. PRE-MINISTRY (15)**

__ 3	BTH	435	Internship
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Choose one:

__ 3	CM	201	Dyn of Spiritual Growth
	CM	211	Instr Bible Study
	CM	213	Intro to Worship
	CM	380	Organ Strat in Min
	CM	411	Leadership in Min

Choose one:

__ 3	MIS	201	Christianity & Wrld Rel
	MIS	311	Strat Intrcult Comm

Take:

__ 3	CM	331	Principles of Preaching
__ 3	TH	340	Pastoral Theology

**CHRISTIAN MINISTRIES (CM)****MAJOR REQUIREMENTS (51)**

__ 3	CM	100	Ministry and Mission
__ 3	CM	201	Dyn of Spiritual Growth
__ 3	CM	211	Instruct Bible Study
__ 1	CM	235	CM Practicum
__ 3	CM	380	Organiz Strategies
__ 3	CM	435	Internship
__ 3	CM	475	Senior Seminar
__ 3	EM	220	Teaching in the Church
__ 3	EM	280	Foundations Ed Min
__ 3	MIS	201	Christianity & World Rel

Choose 9 hours from:

__ 3	EM	340	Children's Ministry
__ 3	EM	350	Youth Ministry
__ 3	EM	360	Adult Ministry
	SW	351	Family Life Educ

Choose 5-6 additional hours of CM/EM:

__ 3 (x2)	CM/EM	_____	_____
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Choose 6 hours of NT/OT: (not 100)

__ 3 (x2)	NT/OT	_____	_____
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Choose 3 hours of BTH or TH: (not BTH 475; not TH 250)

__ 3	BTH/TH	_____	_____
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**MISSIONS (MIS)****MAJOR REQUIREMENTS (45-51)**

__ 3	CM	100	Ministry and Mission
__ 3	CM	201	Dyn of Spiritual Growth
__ 3	CM	211	Instruct Bible Study
__ 3	CM	475	Senior Seminar
__ 3	MIS	210	Cross-Cultural Min
__ 3	MIS	311	Strat Intercult Com
__ 3	MIS	435	Internship

AREA OF CONCENTRATION (choose one):

**A. CROSS-CULTURAL MINISTRY (24)**

__ 3	MIS	201	Christianity & Wrld Rel
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\_\_ 3 MIS 312 Mission Theo & Strat

Choose 6 hours from:

- ENG 200 Intro Teach ESL
- MIS 322 Christianity & Culture
- \_\_ 3 MIS 323 Ministry in 2/3 World
- \_\_ 3 MIS 330 Lat Amer Cult & Rel
- MIS 339 Business as Mission
- MIS 340 Urban Ministry
- SOC 112 Intro Anthropology

Choose 12 hours of NT/OT:

- \_\_ 3 NT/OT \_\_\_\_ (not 100)
- \_\_ 3 NT/OT \_\_\_\_ (not 100)
- \_\_ 3 NT/OT \_\_\_\_ (not 100)
- \_\_ 3 NT/OT \_\_\_\_ (not 100)

**B. BUSINESS AS MISSION (30)**

- \_\_ 3 ACC 201 Principles of Accounting
- \_\_ 3 BU 211 Principles Management
- \_\_ 3 BU 312 Small Business Management
- \_\_ 3 BU 241 Principles of Marketing
- \_\_ 3 ECN 272 Microeconomics
- \_\_ 3 MIS 201 Christianity & World Religions
- \_\_ 3 MIS 339 Business as Mission

Choose 3 hours from:

- ECN 393 Sem: Internatl Business Dev
- \_\_ 3 ECN 471 International Economics

Complete:

- \_\_ 3 NT/OT/BTH \_\_\_\_ (not 100; not BTH 475)
- \_\_ 3 BTH 300 Bible, Culture, and Justice

**C. SOCIAL JUSTICE (30)**

- \_\_ 3 MIS 312 Mission Theology & Strategy
- \_\_ 3 SOC 100 Intro to Sociology
- \_\_ 3 SOC 260 Social Justice Issues
- \_\_ 3 SW 100 Intro to Social Work
- \_\_ 3 SW 251 Human Behavior I
- \_\_ 3 SW 252 Human Behavior II

Choose 3 hours from

- MIS 340 Urban Ministry
- \_\_ 3 SOC 201 Social Problems
- SOC 322 Rural Studies
- SOC 323 Urban Studies

Choose 3 hours from:

- PS 302 International Relations
- \_\_ 3 SOC 353 International Social Issues
- SW 402 Social Work Policies

Complete:

- \_\_ 3 NT/OT/BTH \_\_\_\_ (not 100; not BTH 475)
- \_\_ 3 BTH 300 Bible, Culture, and Justice

**PHILOSOPHY (PHL)**

**MAJOR REQUIREMENTS (30)**

Choose 9 hours from:

- \_\_ 3 PHL 211 Ancient & Medieval Phil
- \_\_ 3 PHL 212 Modern Philosophy



\_\_ 3 PHL 221 Logic  
PHL 231 Ethics

Choose 9 hours of PHL (300 or above):

\_\_ 3(x3) PHL \_\_\_\_\_

Choose 12 additional hours PHL (other than PHL 200):

\_\_ 3(x4) PHL \_\_\_\_\_

## YOUTH MINISTRY (YM)

### MAJOR REQUIREMENTS (51)

\_\_ 3 CM 100 Ministry and Mission  
\_\_ 3 CM 201 Dyn of Spiritual Growth  
\_\_ 3 CM 211 Instruct Bible Study  
\_\_ 3 CM 380 Organiz Strat  
\_\_ 3 CM 475 Senior Seminar  
\_\_ 3 EM 220 Teaching in the Church  
\_\_ 3 EM 280 Foundations Ed Min  
\_\_ 3 MIS 201 Christnty & Wrld Rel  
\_\_ 1 YM 235 CM Practicum  
\_\_ 3 YM 350 Youth Ministry  
\_\_ 3 YM 435 Internship

Choose one:

\_\_ 2 YM 360 Youth Culture  
YM 370 Pastoral Care of Youth

Choose one:

\_\_ 3 EM 360 Adult Ministries  
SW 351 Family Life Educ

Choose 6 additional hours of CM, EM, or YM:

\_\_ 3 (x2) CM/EM/YM \_\_\_\_\_

Choose 6 hours of NT/OT: (not 100)

\_\_ 3 (x2) NT/OT \_\_\_\_\_

Choose 3 hours of BTH or TH: (not BTH 475; not TH 250)

\_\_ 3 BTH/TH \_\_\_\_\_

## LEADERSHIP & MINISTRY (LMN)

The Department of Christian Studies & Philosophy also offers a major in LEADERSHIP & MINISTRY through the ADULT PROFESSIONAL STUDIES PROGRAM (APS). For information on that program see the ADULT & PROFESSIONAL STUDIES section.

## BIBLE-THEOLOGY MINOR (BTH)

NT 100, OT 100, and TH 250 do not apply

Minor requires 18 semester hours

\_\_ 3 BTH \_\_\_\_\_  
\_\_ 3 NT \_\_\_\_\_  
\_\_ 3 OT \_\_\_\_\_  
\_\_ 3 TH \_\_\_\_\_

Choose 6 additional hours of any BTH, NT, OT, or TH:

\_\_ 3(x2) \_\_\_\_\_

## **CHRISTIAN MINISTRIES MINOR (CM)**

### MINOR REQUIREMENTS (18)

[May not be completed by YM majors]

__ 3	CM	100	Ministry and Mission
__ 3	CM	201	Dynamics Spiritual Growth
__ 3	CM	380	Org Strategies in Ministry

Choose one:

__ 3	EM	340	Children's Ministry
__ 3	EM	350	Youth Ministry
	EM	360	Adult Ministry

Choose 6 hours of CM or EM:

\_\_ 3(x2) CM/EM \_\_\_\_\_

## **MISSIONS MINOR (MIS)**

### MINOR REQUIREMENTS (18)

__ 3	CM	100	Ministry and Mission
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Choose 15 hours from MIS:

\_\_ 3(x5) MIS \_\_\_\_\_

## **PHILOSOPHY MINOR (PHL)**

### MINOR REQUIREMENTS (18)

Choose 18 hours of PHL 211 or above:

\_\_ 3(x6) PHL \_\_\_\_\_

## **YOUTH MINISTRY MINOR (YM)**

### MINOR REQUIREMENTS (20)

[May not be completed by CM majors]

__ 3	CM	100	Ministry and Mission
__ 3	CM	211	Inst Bible Study
__ 3	CM	380	Org Strategies in Ministry
__ 3	YM	350	Youth Ministry

Choose one:

__ 2	YM	360	Youth and Culture
	YM	370	Pastoral Care of Youth

Choose 6 hours of CM, EM, or YM:

\_\_ 3(x2) CM/EM/YM \_\_\_\_\_

# ENGLISH

Dr. Charles Gobin, Chair

The Department of English has a central role in Asbury University's objective of the integration of faith and learning. Fundamental to the growth of any student is the ability to communicate effectively in oral and written forms.

Additionally, instructors endeavor to encourage student appreciation for literature as an aesthetic discipline affirming humanity's quest for increased knowledge of itself and its world. Literature is a witness to the full gamut of human needs, joys, longings, and conflicts and thus serves as a witness to the spiritual dimension within mankind. Concurrently, the Department seeks to assist students in developing a Christian worldview through an integration of historical and Biblical perspectives that, in turn, foster a more cogent articulation of a Christian value system to the modern world.

## ENGLISH COMPOSITION

### Policy

1. All undergraduates must satisfy ENG 110 or 151 or the equivalent to meet the foundational requirement in composition.
2. Students are placed in English Composition based upon their ACT/SAT English scores by the following scale:

ACT/SAT ENGLISH SCORE	ENGLISH COMPOSITION PLACEMENT
21/500 or less	ENG 100 Introduction to Composition
22/510 – 26/650	ENG 110 Exposition and Research
27/660 or higher	ENG 151 Advanced Exposition and Research
3. Students placed in ENG 100 must complete ENG 100 before enrolling in ENG 110.
4. Students assigned to ENG 100 will be enrolled concurrently in the Writing Center's tutorial program.

### The Writing Center

The Writing Center, a service of the Center for Academic Excellence, helps students from all disciplines and at all levels of proficiency improve their writing skills through individual sessions with competent staff. As trained peer readers, Writing Center staff can help students understand grammatical and usage principles and help them better plan, revise, and edit their own writing. Although some students are required to enroll in the Writing Center Tutoring Program, any student may take advantage of the Writing Center's services free of charge.

## C. S. LEWIS UNDERGRADUATE STUDY PROGRAM

The C. S. Lewis Study Undergraduate Study Center at Asbury University offers three courses devoted to the thought and writings of Lewis as well as other lectures and events open to the entire student body. The classes are PHL 293 Philosophy of C. S. Lewis, ENG 423 C. S. Lewis and the Oxford Circle, and ENG 391 Independent Study (which may focus on additional writings of Lewis). The program offers C. S. Lewis Scholarships on a competitive basis to incoming freshmen. (Dr. Devin Brown, Director)

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

## CREATIVE WRITING (WRI)

### MAJOR REQUIREMENTS (39-40)

__3	ENG	230	Introduction to Literature
__3	ENG	241	Creative Writing–Fiction
__3	ENG	242	Creative Writing–Poetry
__1	ENG	403	Creative Writing Practicum

__2	ENG	450	Adv Studies in Creative Writing
__3	JRN	390	Creative Writing – Non-Fiction
Choose 9 hours from:			
__3	ENG	231	British Lit I
__3	ENG	232	British Lit II
__3	ENG	261	American Lit I
	ENG	262	American Lit II
Choose one:			
__3	ENG	300	Writing for the Professions
	JRN	303	Feature Writing and Reviews
Choose 3 hours from:			
	ENG	311	English Novel
	ENG	322	Victorian Period
__3	ENG	340	Modern Poetry
	ENG	342	American Novel
	ENG	345	Modern Novel
	ENG	348	Contemporary Literature
Choose one:			
__3	ENG	371	Interm Wri Fiction/Nonf
	ENG	372	Interm Wri Poetry
Choose one:			
__3-4	ENG	353	Writing for Children/Young Adults
	MC	282	Screenwriting Fundamentals
Choose one additional of ENG 300 or above:			
__3	ENG	___	_____

## ENGLISH (ENG)

### MAJOR REQUIREMENTS (39)

__3	ENG	230	Intro to Lit
__3	ENG	231	Brit Lit Trad I
__3	ENG	232	Brit Lit Trad II
__3	ENG	261	American Lit I
__3	ENG	262	American Lit II
__3	ENG	410	Shakespeare
__3	ENG	431	Literary Criticism
__3	ENG	475	Senior Seminar
Choose one:			
	ENG	311	English Novel
	ENG	322	Victorian Period
__3	ENG	342	American Novel
	ENG	382	Reason & Revolution: 18 <sup>th</sup> Century
Choose one:			
	ENG	370	Medieval Lit
__3	ENG	375	Renaissance Lit
	ENG	378	Milton & the 17 <sup>th</sup> Century
Choose one:			
	ENG	340	Modern Poetry
__3	ENG	345	Modern Novel
	ENG	348	Contemporary Lit
Choose 6 hours from ENG 200 or above: (Not ENG 205)			
__3 (x2)	ENG	___	_____

# ENGLISH GRADES 8-12 (ENGE)

## MAJOR REQUIREMENTS (79)

### Complete Education Requirements:

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth & Devel
__ 1	ED	301	Guided Inquiry Clinical
__ 3	ED	320	Exceptional Learner
__ 3	ED	385	Read/Writ Curriculum
__ 1	ED	401	Open Inquiry Clinical
__ 3	ED	405	Learn Performance & Assess
__ 2	ED	410	Classroom Manage
__ 3	ED	420	Sec Methods-English
__ 2	ED	428	Interventions for Differentiation
__ 12	ED	499	Student Teaching

### Take:

__ 3	ENG	230	Intro to Lit
__ 3	ENG	231	Brit Lit Tradit I
__ 3	ENG	232	Brit Lit Tradit II
__ 3	ENG	250	Writing for Teachers
__ 3	ENG	261	American Lit I
__ 3	ENG	262	American Lit II
__ 3	ENG	331	Des Ling & Adv Gram
__ 3	ENG	361	Adolescent Literature
__ 3	ENG	410	Shakespeare
__ 3	ENG	431	Literary Criticism

### Choose 9 hours from:

	ENG	311	English Novel
	ENG	322	Victorian Period
__ 3	ENG	340	Modern Poetry
	ENG	342	The American Novel
	ENG	345	Modern Novel
__ 3	ENG	348	Contemporary Literature
	ENG	362	American Multi-Ethnic Lit
	ENG	370	Medieval Literature
	ENG	375	Renaissance Literature
__ 3	ENG	378	Milton & the 17th Century
	ENG	382	Reason & Revolution: 18 <sup>th</sup> Cent
	ENG	393	Seminar (may be selected only once)
	ENG	423	C.S. Lewis & Oxford Circle

### Choose one:

	ENG	200	Intro to ESL
	ENG	241or242	Intro Creative Writing
__ 3	ENG	300	Writing for the Professions
	JRN	210	Foundations of Journalism
	JRN	333	Advanced Newsgathering
	THA	151	Acting I
	THA	382	World Theatre Forum

## **CREATIVE WRITING MINOR (WRI)**

### MINOR REQUIREMENTS (21)

[May not be completed by ENG or ENGE majors or by LIT minors.]

__ 3	ENG	230	Intro to Literature
__ 3	ENG	300	Writing for Professions
__ 3	ENG	241	Intro Creative Writing - Fiction
__ 3	ENG	242	Intro Creative Writing – Poetry
__ 3	JRN	390	Creative Nonfiction

Choose 6 hours from:

__ 3	ENG	231	Brit Literature Trad I
__ 3	ENG	232	Brit Literature Trad II
__ 3	ENG	261	American Literature I
__ 3	ENG	262	American Literature II

## **ENGLISH AS A SECOND LANGUAGE MINOR (ESL)**

### MINOR REQUIREMENTS (18)

__ 3	ED	418	Tchg ESL Methods/Culture
__ 3	ENG	200	Intro to Tchg Eng as Sec Language
__ 3	ENG	331	Linguistics & Advanced Grammar
__ 3	ENG	335	Sounds Systems of Language
__ 3	ENG	336	Grammatical Structure of Language
__ 3	ENG	402	ESL Practicum

## **LITERATURE MINOR (LIT)**

### MINOR REQUIREMENTS (21)

[The Literature minor may not be completed by ENG or ENGE majors]  
[No Foundational courses may count toward minor]

__ 3	ENG	230	Intro to Lit
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Choose 6 hours from:

__ 3	ENG	231	Brit Lit Trad I
__ 3	ENG	232	Brit Lit Trad II
__ 3	ENG	261	American Lit I
__ 3	ENG	262	American Lit II

Choose 12 hours of ENG 200 or higher:

__ 3 (x4)	ENG	_____	_____
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# HEALTH, PHYSICAL EDUCATION, & RECREATION

Dr. Ken Pickerill, Chair

The Department of Health, Physical Education, and Recreation at Asbury University has a strong commitment to a program of quality. The program offers the student both depth and breadth in Equine Studies, Exercise Science, Pre-Physical/Occupational Therapy, Health and Physical Education, and Recreation-Public and Adventure Leadership emphases. Five majors and five minors are available.

A. The HPER majors include the following:

The **EQUINE STUDIES MAJOR** prepares graduates for serving in the horse industry as riding instructors, stable and/or farm managers, and in ministry settings, as well as for pursuing graduate school in related fields of study. Students will also be introduced to facility and event management, business operations, and equestrian organizations. Three concentration areas are offered: Management, Equine Science, and Equitation/Training. A dual track major may be pursued in Equine Facilitated Wellness by completing the Equine Studies major in combination with a Psychology major.

The **EXERCISE SCIENCE – HUMAN PERFORMANCE MAJOR** prepares the student for entry level positions in a growing number of career opportunities. This major provides for preparation in health, fitness and movement areas, thus providing academic and field experience internships in such areas as corporate, commercial, private and clinical based fitness/wellness, and athletic strength and conditioning in high schools, colleges and sports medicine clinics. This major provides the academic preparation to sit for certification by the leading organizations in the field, such as the American College of Sports Medicine or The National Strength and Conditioning Association.

The **PRE-PHYSICAL/PRE-OCCUPATIONAL THERAPY MAJOR** is designed to prepare the student for graduate school and ultimately employment in such professions as physical therapy, occupational therapy, and other health areas. Employment settings might include public schools, rehabilitation clinics, and extended care facilities.

The **HEALTH AND PHYSICAL EDUCATION MAJOR** prepares the students for positions as kindergarten through high school teachers in both health and physical education. Dual certification may be obtained. This area of study combines pedagogy courses from the Department of Education and content classes from HPER.

The **RECREATION MAJOR** prepares the students for positions in parks and recreation administration, facility planning and design, outdoor leadership, and recreation programming. More specifically, two areas of concentration are available: **Public Recreation** and **Adventure Leadership**. The first provides preparation for city/county parks, camps, church, and other non-profit agencies for positions in leadership, supervision, instruction, and programming. The Adventure Leadership concentration combines a core of recreation classes with theoretical and skill-based field courses. It provides transferable leadership skills and is especially well-suited to be combined with minors from other academic departments. Both emphases may also prepare a student to seek graduate studies in a variety of areas.

B. The HPER student majors are encouraged to become involved in state and national professional organizations related to their major. Students are encouraged to attend professional conventions, hear guest lectures, and gain work experience in their area of interest.

C. The **HPER minors** include Adventure Leadership, Coaching, Equine Studies, Exercise Science, and Recreation. Each provides core knowledge in their respective areas for potential employment or further

educational pursuits. The Coaching Minor prepares both the education and the non-education major for coaching opportunities in the middle school and high school settings as well as the non-school setting. The Equine Management Minor provides the unique educational opportunity for students desiring to pursue an interest in the equine profession.

D. A **tumbling team**, which performs gymnastic exhibitions and witnesses in schools and churches, is also a part of the department. The tumbling team travels on a tour to the surrounding states during spring break and performs at a homecoming show, "Jym Jamboree," upon return to campus.

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

**EQUINE STUDIES (EQS)**

MAJOR REQUIREMENTS (45)

__ 3	EQM	100	Equine Studies
__ 3	EQM	200	Horsemanship Ministry
__ 3	EQM	201	Conformation & Selection
__ 3	EQM	202	Stable Management
__ 3	EQM	206	Equine Health/First Aid
__ 3	EQM	251	Horse Training
__ 6	EQM	435	Equine Field Experience
__ 1	EQM	475	Equine Senior Seminar
__ 3	HED	231	Injury Care & Safety
__ 1	PE/EQM	130	Horseback Riding I
__ 1	PE/EQM	131	Horseback Riding II

AREA OF CONCENTRATION (Choose one):

**A. EQUINE SCIENCE (15)**

__ 3	EQM	205	Forage Mgmt & Feeding
__ 3	EQM	261	Equine Anat & Physiology
__ 3	EQM	306	Equine Diseases
__ 3	EQM	406	Lameness & Hoof Care
__ 3	EQM	420	Equine Reproduction
__ 3	EQM	451	Equine Exercise Phy & Cond

**B. EQUINE MANAGEMENT (15)**

__ 3	BU	211	Principles of Management
__ 3	EQM	310	Farm & Ranch Management
__ 3	EQM	320	Equine Administration
__ 3	EQM	340	Equine Law

Choose one additional course from EQM or any courses listed in other emphases.

\_\_ 3 \_\_\_\_\_

**C. EQUITATION & TRAINING (15-16)**

[Use this concentration and dual major with PSY for equine facilitated wellness]

__ 3	EQM	208	Intro to Therapeutic Riding
__ 3	EQM	245	Riding Instructor Certification
__ 1	EQM	311	Adv Instruction in Therapeutic Riding
__ 3	PSY	322	Eqn Facilitated Mental Health

Choose two additional courses from EQM or any courses listed in other emphases.

\_\_ 3 (x2) \_\_\_\_\_



## EXERCISE SCIENCE – HUMAN PERFORMANCE (EXS)

### Specific Core recommended for this major

__ 3	BIO	201	General Biology I
__ 1	BIO	203	General Biology I lab
__ 3	PSY	101	Psychology for Everyday Life

### **MAJOR REQUIREMENTS (58)**

__ 3	BIO	262	Human Physiology
__ 3	BIO	331	Human Anatomy
__ 1	BIO	333	Human Anatomy lab
__ 1	EXS	228	Practicum I
__ 1	EXS	229	Practicum II
__ 3	EXS	350	Phy Fit Assess/Presc
__ 3	EXS	371	Motor Learn/Develop
__ 3	EXS	393	Sem: Adv Strength/Condition
__ 4	EXS	420	Physiology of Exercise
__ 3	EXS	428	Human Functional Anatomy
__ 4	EXS	431	Kinesiology/Biomechanics
__ 3	EXS	435	Internship
__ 2	EXS	475	Senior Seminar
__ 3	HED	231	Injury Care & Safety
__ 3	HED	312	Nutrition/Health/Human Perf
__ 3	HED	332	Adv Sport Nutrition
__ 3	PED	210	Foundations of HPE
__ 3	PED	275	Principles Admin in EXS
__ 3	PED	461	Stats & Eval PE/Exer Science
__ 3	SPM	400	Sports Law

Choose one:

__ 3	PED	360	Sports Skills I or
	PED	361	Sports Skills II

### **Suggested Optional Electives**

__ 3	PED	261	Psy & Soc of PE/Sport
__ 3	PED	200	Introduction to Coaching
__ 2	PED	3__	Coaching _____
__ 3	PSY	201	Developmental Psychology

## HEALTH & PHYSICAL EDUCATION GRADES P-12 (HPHE)

### **MAJOR REQUIREMENTS (82)**

Complete Education Requirements

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical
__ 2	ED	220	Technology for Educ
__ 2	ED	230	Human Growth & Dev
__ 1	ED	301	Guided Inquiry Clinical
__ 3	ED	320	Exceptional Learner
__ 1	ED	401	Open Inquiry Clinical
__ 3	ED	405	Learn Performance & Assess
__ 2	ED	410	Classroom Management
__ 3	ED	422	Instr Teach Phys Ed, P-12
__ 2	ED	428	Interventions for Differentiation
__ 6	ED	498	Student Teaching
__ 6	ED	499	Student Teaching

**Take:**

__ 3	EXS	371	Motor Learning & Develop
__ 4	EXS	420	Physiology of Exercise
__ 4	EXS	431	Kinesiology/Biomechanics
__ 3	HED	231	Injury Care and Safety
__ 3	HED	282	Community Environ Health
__ 3	HED	299	Contemporary Health Issues
__ 3	HED	312	Nut for Hlth & Human Perf
__ 2	HED	322	HPE in the Elem School
__ 3	HED	393	Health Seminar
__ 3	HED	400	Human Behaviors & Relation
__ 3	PED	200	Intro to Coaching
__ 1	PED	205	Coaching Practicum I
__ 3	PED	210	Intro to HPE
__ 1	PED	321	Adaptive PE
__ 3	PED	360	Teaching Sport Skills I
__ 3	PED	361	Teaching Sport Skills II
__ 3	PED	461	Stats & Eval in PE/EXS

**PRE-PHYSICAL/OCCUPATIONAL THERAPY (PPT)**Specific General Education needed for this major (14)

__ 3	BIO	201	General Biology I
__ 1	BIO	203	General Biology I Lab
__ 4	MAT	181	Calculus I

**MAJOR REQUIREMENTS (72)**

__ 3	BIO	202	General Biology II
__ 1	BIO	204	General Biology II lab
__ 3	BIO	280	Sci/Medical Terminology
__ 3	BIO	331	Human Anatomy
__ 1	BIO	333	Human Anatomy lab
__ 2	BIO	341	Ethical Issues
__ 4	BIO	352+354	Physiology
__ 3	CHE	121	General College Chemistry I
__ 1	CHE	123	General College Chem I lab
__ 3	CHE	122	General College Chemistry II
__ 1	CHE	124	General College Chem II lab
__ 1	EXS	228	Practicum I
__ 1	EXS	229	Practicum II
__ 3	EXS	350	Phy Fit Assess/Presc
__ 3	EXS	371	Motor Learn/Develop
__ 3	EXS	393	Sem: Adv Strength/Condition
__ 4	EXS	420	Physiology of Exercise+lab
__ 3	EXS	428	Human Functional Anatomy
__ 4	EXS	431	Kinesiology/Biomechanics +lab
__ 3	EXS	435	Internship (120 clock hours)
__ 2	EXS	475	Senior Seminar
__ 3	HED	312	Nutrition Health/Perform
__ 3	PED	261	Psy & Soc of PE/Sport
__ 4	PHY	201	Intro Physics
__ 4	PHY	202	Intro Physics
__ 3	PSY	201	Developmental Psychology
__ 3	PSY	315	Stats for Behavioral Science

# RECREATION (REC)

## MAJOR REQUIREMENTS (45)

__ 3	REC	112	Theories Outdoor/Experiential Ed
__ 3	REC	312	Outdoor Christian Leadership
__ 3	REC	342	Recreation Programming
__ 3	REC	422	Plan/Design/Main Rec Facili
__ 4-6	REC	435	Internship
__ 3	SPM	400	Sport Law

AREA OF CONCENTRATION (choose one):

### A. PUBLIC RECREATION (30)

[24.0 plus 6.0 internship]

__ 3	HED	231	Injury Care and Safety
__ 3	PED	275	Princ of Admin Sport & Rec
__ 1	PED	321	Adaptive PE
__ 1	REC	228	Practicum
__ 3	REC	252	Princ of Church Recreation

Choose one:

__ 3	PED	360	Teaching Sport Skills I
	PED	361	Teaching Sport Skills II

Choose one:

	PE	130	Beginning Horseback Riding
__ 1	PE	131	Interm Horseback Riding
	PE	280	Lifeguard Training
	PE	300	WSI/FIT

Choose 9 hours from:

	EQM	202	Stable Management
	EQM	245	Riding Instructor Cert
__ 3	EQM	251	Horse Training
__ 3	EXS	350	Physical Ftnss Assmnt & Presc
__ 3	REC	173	Outdoor Living Skills
	REC	231	Therapeutic Recreation
	REC	362	Challenge Course Facilitation
	REC	393	Seminar

### B. \*ADVENTURE LEADERSHIP (30)

[26.0 plus 4.0 internship]

__ 3	REC	173	Outdoor Living Skills
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#### BLOCK SEMESTER

Completion of REC 112, REC 173 and **Proof of Lifeguard Certification** required for participation in these five courses

__ 3	REC	270	Wilderness First Responder
__ 3	REC	271	Adventure Skills I
__ 3	REC	272	Adventure Skills II
__ 3	REC	274	Expedition Leadership
__ 3	REC	275	Outdoor Ed & Stewardship

Choose one:

__ 3	REC	231	Therapeutic Recreation
	REC	362	Challenge Course Facilitation

Complete:

__ 2	REC	410	Leader, Facilitator & Guide
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Choose one from:

	BU	211	Principles of Management
	COM	220	Interpersonal Communication
	COM	331	Group Comm & Leadership
	EQM	202	Stable Management
	EQM	310	Farm & Ranch Management
__ 3	PED	275	Princ Admin Exercise Professions
	PSY	201	Developmental Psychology
	PSY	210	Social Psychology
	SOC	252	Juvenile Delinquency
	SW	351	Family Life Education
	YM	350	Youth Ministry

*\*ADL concentration recommended General Education*

__ 4	BIO	217/219	Environmental Science & lab
__ 3	PSY	101	Psychology Everyday Life
__ 3	SOC	230	Leading Groups & Organizations

## \*ADVENTURE LEADERSHIP MINOR (ADL)

MINOR REQUIREMENTS (24)

__ 3	REC	112	Theories of Outdoor/Experiential Ed
__ 3	REC	173	Outdoor Living Skills
__ 3	REC	312	Outdoor Christian Leadership

### BLOCK SEMESTER

Completion of REC 112, REC 173 and **Proof of Lifeguard**

Certification required for participation in these five courses

__ 3	REC	270	Wilderness First Responder
__ 3	REC	271	Adventure Skills I
__ 3	REC	272	Adventure Skills II
__ 3	REC	274	Expedition Leadership
__ 3	REC	275	Outdoor Ed & Stewardship

*\*ADL concentration recommended Foundation courses*

__ 4	BIO	217/219	Environmental Science & lab
__ 3	PSY	101	Psychology Everyday Life

## COACHING MINOR (COA)

MINOR REQUIREMENTS (24)

__ 3	HED	231	Injury Care & Safety
__ 3	PED	200	Intro to Coaching
__ 2	PED	205	Coaching Practicum I
__ 2	PED	206	Coaching Practicum II
__ 3	PED	261	Psy/Soc of PE/Sport
__ 2	PED	300	Sports Officiating

Choose one:

	EXS	371	Motor Learn & Develop
__ 3	EXS	420	Physiology of Exercise
	EXS	431	Kinesiology/Biomechanics
	PED	275	Princ Admin Sport/Rec

Choose 6 hours from:

	PED	301	Coaching Individ/Dual Sports
__ 2	PED	302	Coaching Baseball/Softball
__ 2	PED	303	Coaching Basketball
__ 2	PED	304	Coaching Soccer
	PED	305	Coaching Volleyball
	PED	330	Communication in Sport

## **EQUINE STUDIES MINOR (EQS)**

### MINOR REQUIREMENTS (20)

__ 1	PE/EQM	130	Beginning Horseback Riding
__ 1	PE/EQM	131	Interm Horseback Riding
__ 3	EQM	100	Equine Studies
__ 3	EQM	200	Horsemanship Ministry
__ 3	EQM	201	Equine Conformation
__ 3	EQM	202	Stable Management
__ 3	EQM	251	Horse Training
__ 3	HED	231	Injury Care & Prevention

## **EXERCISE SCIENCE MINOR (EXS)**

### MINOR REQUIREMENTS (18)

__ 3	EXS	350	Physical Fit Assess & Pres
__ 3	EXS	371	Motor Learning/Development
__ 3	EXS	420	Physiology of Exercise
__ 3	EXS	431	Kinesiology/Biomechanics
__ 3	PED	275	Principles of Administration

Choose one:

	PED	261	Psy/Soc of PE & Sport
__ 3	PSY	335	Psychology of Sport

## **RECREATION MINOR (REC)**

### MINOR REQUIREMENTS (21)

__ 3	REC	112	Principles of Recreation
__ 3	PED	275	Princ of Adm in Sport & Rec
__ 3	REC	231	Intro to Therapeutic Rec
__ 3	REC	252	Princ of Church Recreation
__ 3	REC	422	Plan/Design/Maint of Rec Facilities

Choose 6 hours of REC 300 or above:

__ 3 (x2)	REC	__	_____
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# MATHEMATICS

Dr. Towanna Roller, Chair

The Department of Mathematics at Asbury University has a strong commitment to a program of quality. The curriculum offers the student breadth in mathematics and its applications. Five majors and one minor are available.

1. The **COMPUTATIONAL MATHEMATICS MAJOR** prepares the student to enter a career in industry, government, or business immediately upon graduation or to enter graduate school in computational science, or related areas of applied mathematics such as statistics, management science, operations research, actuarial science or computational biology. This major couples a strong emphasis on applied mathematics with the computational and programming skills necessary to solve practical problems. These skills are in high demand in the private sector and in government employment. The Computational Mathematics major is designed to allow the student flexibility in choosing a minor area of study as an application of the computational and mathematical skills learned in Department courses. Suggested minors range from the sciences (physics, chemistry, computer science or biology) to business management to art/media communications.
2. The **MATHEMATICS MAJOR** prepares the student for graduate study in mathematics, mathematical physics, or a related area that relies heavily upon theoretical mathematics. Eventual employment opportunities for persons with this background include teaching and research at the college or university level or being a member of a research team in government or industry. The Department has a rich history of graduates who have been successful in graduate school and subsequent academic and research careers.
3. The program content of the **MATHEMATICS GRADES 8-12 MAJOR** follows the recommendations of the National Council of Teachers of Mathematics and the Mathematical Association of America and meets teacher certification requirements in most states. Teachers of mathematics in both public and private middle and high schools are very much in high demand.
4. In recent years, the need for additional analytical and technical skills in financial and risk analysis has grown significantly. The technical nature of modern financial and economic analysis requires a student with a strong mathematical and computational background in addition to strong skills in business and economics. The **ACTUARIAL MATHEMATICS MAJOR** is designed to provide the student with these skills. The marketplace is also demanding this new combination of skills. Alumni and friends of Asbury University have advised that the need for technically savvy analysts is large and growing. Professional opportunities for actuaries are always near the top of employment projections. The continued spread of free-market economies, furthermore, increases the potential for these graduates to have international impact in an environment that seeks those who have a worldview shaped by the classical liberal arts and complemented by cutting-edge financial analysis.
5. **ENGINEERING MATHEMATICS MAJOR** Asbury University offers a dual-degree program in Engineering in cooperation with the University of Kentucky which is located in nearby Lexington. Students in this program take courses at Asbury for three years and then transfer to the University of Kentucky for an additional two to three years to complete the requirements for one of seven engineering degrees (agricultural, chemical, civil, electrical, mechanical, mining, or materials science). The student receives a Bachelor of Arts degree in Engineering Mathematics (a major offered only to students in this program) from Asbury University upon satisfactory completion of the first year of studies at University of Kentucky. (Official UK transcript of first year in engineering credits must be sent to Asbury University in order to receive the Engineering Mathematics degree.) Upon completing the remaining requirements in

engineering, the student receives a Bachelor of Science degree in engineering from UK. A minimum GPA of 2.5 must be maintained to participate in this program. Some engineering programs may have a higher GPA requirement. Please consult the department chair for more information.

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

## **ACTUARIAL MATHEMATICS (MACT)**

### MAJOR REQUIREMENTS (50)

__ 3	BU	211	Principles of Management
__ 4	CSC	121	Computer Science I
__ 4	CSC	122	Computer Science II
__ 3	ECN	272	Intro Microeconomics
__ 3	ECN	273	Intro Macroeconomics
__ 3	ECN	372	Fin Mkts & Monet Ecn
__ 3	ECN	472	Applied Economics
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	252	Diff Equations/Modeling
__ 3	MAT	271	Linear Algebra
__ 3	MAT	281	Probability
__ 3	MAT	351	Applied Mathematics I
__ 1	MAT	474	Senior Seminar

Choose 6 hours from:

	ACC	361	Management Info Systems
	BU	321	Business Law I
__ 3	BU	331	Human Resource Management
__ 3	BU	451	Principles of Finance
	BU	452	Principles of Investment
	MAT	352	Applied Mathematics II

## **COMPUTATIONAL MATHEMATICS (CMP)**

### MAJOR REQUIREMENTS (51)

__ 4	CSC	121	Computer Science I
__ 4	CSC	122	Computer Science II
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	241	Logic & Sets
__ 3	MAT	252	Diff Equations/Modeling
__ 3	MAT	271	Linear Algebra
__ 3	MAT	281	Probability
__ 3	MAT	351	Applied Mathematics I
__ 3	MAT	352	Applied Mathematics II
__ 3	MAT	442	Numerical Analysis
__ 1	MAT	475	Senior Seminar
__ 3	MAT	482	Complex Analysis
__ 5	PHY	211	General Physics I
__ 5	PHY	212	General Physics II

## ENGINEERING MATHEMATICS (EMAT)

[Joint Engineering program with University of Kentucky]

(Minimum cum GPA of 2.50 must be maintained)

### MAJOR REQUIREMENTS (78)

__ 3	CHE	121	Gen College Chemistry I
__ 1	CHE	123	Gen College Chemistry Lab I
__ 3	CHE	122	Gen College Chemistry II
__ 1	CHE	124	Gen College Chemistry Lab II
__ 4	CSC	121	Computer Science I
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	252	Diff Equations/Modeling
__ 3	MAT	271	Linear Algebra
__ 3	MAT	351	Applied Math I
__ 3	MAT	352	Applied Math II
__ 5	PHY	211	General Physics I
__ 5	PHY	212	General Physics II
__ 3	PSY	101	Psychology in Everyday Life
__ 3	SOC	100	Intro Sociology

Choose one:

	HIS	352	His Latin America
__ 3	MIS	330	Lat Am Cul & Rel
	SPN	322	Cult & Civ Sp Am

Complete Engineering Year

\_\_ 27 Plus 27 hours in chosen engineering major at  
University of Kentucky during 4<sup>th</sup> year

(18 hours must be at 200 level or above)

## MATHEMATICS (MAT)

### MAJOR REQUIREMENTS (51)

__ 4	CSC	121	Computer Science I
__ 4	CSC	122	Computer Science II
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	241	Logic & Sets
__ 3	MAT	252	Diff Equations/Modeling
__ 3	MAT	271	Linear Algebra
__ 3	MAT	351	Applied Math I
__ 3	MAT	352	Applied Math II
__ 3	MAT	471	Abstract Algebra
__ 1	MAT	475	Senior Seminar
__ 3	MAT	481	Real Analysis
__ 3	MAT	482	Complex Analysis
__ 5	PHY	211	General Physics I
__ 5	PHY	212	General Physics II

## MATHEMATICS GRADES 8-12 (MATE)

### MAJOR REQUIREMENTS (73)

Complete education requirements:

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical
__ 2	ED	220	Tech for Education



__ 2	ED	230	Human Growth & Devel
__ 1	ED	301	Guided Inquiry Clinical
__ 3	ED	320	Exceptional Learner
__ 3	ED	385	Read/Writ Across Curric
__ 1	ED	401	Open Inquiry Clinical
__ 3	ED	405	Lrn Th Perf Assess
__ 2	ED	410	Classroom Manage
__ 3	ED	420	Sec Methods Course-Math
__ 2	ED	428	Interventions for Differentiation
__ 12	ED	499	Student Teaching

Take:

__ 4	CSC	121	Computer Science I
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 4	MAT	232	Probability & Stat
__ 3	MAT	241	Logic & Sets
__ 3	MAT	271	Linear Algebra
__ 4	MAT	362	Modern Geometry
__ 4	MAT	371	Algebraic Structures
__ 3	MAT	462	Topics in Math for HS

Choose one:

__ 3	MAT	461	Topics in Math for MS
	MAT	252	Diff Equations/Modeling

## **MATHEMATICS MINOR (MAT)**

### MINOR REQUIREMENTS (20-21)

__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	252	Diff Equations/Modeling
__ 3	MAT	271	Linear Algebra

Choose 6-7 hours from:

__ 3	CSC	121	Computer Science I
__ 3-4	MAT	200 or above	_____

# MUSIC

Dr. Mark Schell, Chair

Asbury University is an accredited institutional member of The National Association of Schools of Music and offers two majors in the area of music.

1. The Bachelor of Science in Education, Integrated Music P-12 prepares students for positions as teachers of vocal, general, and/or instrumental music in the public and private schools.
2. Within the Bachelor of Arts in Music, five emphases are offered: Church Music Leadership, Composition/Arranging, Performance, Music History, and Pre-Music Therapy. Students may choose one of these, may minor in some subject outside music, or may use general electives to complete the degree requirements without an area of concentration.

The faculty of the Music Department is committed to helping students gain a high level of performance proficiency, a firm theoretical and historical foundation, a solid preparation for a music career and/or graduate study, and a fusion of Christian faith and practice with the students' musical pursuits.

Students accepted into the Music Department as a major or minor fulfill requirements listed both here and in the "Music Department Student Handbook", which functions as a comprehensive addendum to this Bulletin.

## ENTRANCE AND AUDITION PROCEDURES

All students who wish to major or minor in music must have the approval of the music faculty, based on an entering performance audition. A student who successfully passes the entrance audition will be admitted to the music program through the sophomore level, at which time a second audition will determine eligibility for upperclassman standing. A student may also enter the program with a probationary standing. A student is removed from musical probation on the recommendation of his/her Area Coordinator and the Chairman of the Music Department after receiving a minimum of a B average in the semester jury examination combined with a minimum of a B average in the semester grade given by the private lesson instructor. A student may remain in the music degree program on musical probation for no more than two semesters.

### Audition Requirements

Auditions on campus are generally held during prospective student visit weekends. Applicants may also submit a video audition (DVD or online). Audition requests may be submitted online at this website: <http://www.asbury.edu/academics/departments/music/auditions-scholarships>. Students who desire consideration for Music Performance Scholarships (which are available to future music majors, music minors, and other musically gifted students as well) must complete a successful musical performance audition, and must complete the application for a Music Performance Scholarship found on this web page: <http://www.asbury.edu/academics/departments/music/auditions-scholarships>.

The audition process for each specific vocal/instrumental type is described below.

#### A. Instrumental Auditions

##### i. Wind and Stringed Instruments

Students should be prepared to perform major and minor scales through four sharps and four flats, a chromatic scale covering the entire range of the instrument, and selected solos representing at least two styles of music (e.g.: Baroque, Classic, Romantic, Twentieth Century, or technical and lyrical styles). Students will also perform a simple sight-reading exercise.

##### ii. Percussion Instruments

Percussion students should be prepared to perform major scales through three flats and three sharps on bells, marimba or xylophone. Students with snare and/or timpani experience should also be

prepared to demonstrate rudiments and/or timpani tuning and basic technique. Percussionists will also play two solos or solo movements demonstrating contrasting musical styles.

### **B. Organ Auditions**

Students who wish to be admitted to the study of organ may or may not have had previous training on the instrument. For those who have had private organ studies, two contrasting pieces of repertoire from the following collections are suggested: Eight Little Preludes and Fugues by J.S. Bach (Krebs); Ten Trios by Josef Rheinberger, and Eleven Chorale Preludes by Johannes Brahms. Those who have little or no organ study should demonstrate proficiency on the piano in at least two stylistic periods (e.g.: Baroque, Classic, Romantic, Twentieth Century) with levels of difficulty equal to the following: a two-part invention by J.S. Bach; any standard sonata by Mozart, Haydn, or Beethoven; a waltz by Chopin; a piano composition by a modern composer such as Bartok or Kabalevsky.

### **C. Piano Auditions**

Students should be prepared to sight-read a short piece, play several major scales (hands together, four octaves), and perform two pieces representing literature from two stylistic periods. The literature should either equal or exceed the level of challenge of works listed here: 1) Baroque--J. S. Bach, Two-Part Invention, No. 13, in A Minor; 2) Classic--Beethoven, Sonata in C Minor, Op. 13, movement III; 3) Romantic--Brahms, Rhapsody in G Minor, Op. 79, No. 2; 4) Twentieth-Century--Debussy, Arabesque No. 1 in E Major. Other appropriate literature might be found in anthologies, such as the following: 1) Agay, Denes, ed. Early Advanced Classics to Moderns, Volume 47, New York: Consolidated Music Publishers, 1969; 2) Bigler, Carole; and Lloyd-Watts, Valery, ed. Recital Winners, Volume Two, Van Nuys, CA: Alfred, 1993; 3) Olson, Lynn Freeman, Applause, Book Two, Van Nuys, CA: Alfred, 1986.

### **D. Vocal Auditions**

Prospective students performing a vocal audition sing two selections – one in English and a second item in a foreign language. For scholarship consideration, the two songs should present contrasting styles of classical-tradition art songs from the Baroque, Classic, Romantic, and/or Twentieth-Century periods of music history. An accompanist will be provided for on-campus vocal auditions, though a student may bring his or her own accompanist if desired. (Recorded accompaniments are not acceptable.) Following the prepared solos, vocalists should also be prepared for two short sight-singing demonstrations.

Students who wish to submit a video audition will be asked to provide contact information for an accompanist or other music mentor who would be willing to administer the sight-singing portion of the video audition after the solo songs have been recorded.

### **E. Auditions for Class Enrollment**

**NOTE: Any auditions required to enroll in specific courses must occur before the first day of classes.** The Music Department uses many part-time instructors who need to be hired in advance of the start of the semester. Current students should contact the Coordinator of Vocal Studies to schedule an audition. Information regarding auditions for prospective students may be found on the Music Department's web pages at this site: [www.asbury.edu/academics/departments/music/auditions-scholarships](http://www.asbury.edu/academics/departments/music/auditions-scholarships)

## **GENERAL MUSIC INFORMATION**

**Non-Music Majors:** Students not majoring in music are encouraged to enroll in music courses and to participate in the choral and instrumental ensembles. They may also take private lessons and other music courses with the department.

### **Ensembles**

Primary ensembles at Asbury are those that exist in support of the degree requirements for music majors and minors. The Asbury University Orchestra is the primary performing ensemble for students whose instrumental area of study is an orchestral stringed instrument. The Concert Band is the primary performing ensemble for students whose instrument is a wind or percussion instrument. The Chorale is the primary performing ensemble for students whose major instrument is voice. Primary Ensembles are

not specified for majors and minors who study other instruments; however, those students must meet ensemble credit requirements. Such additional ensembles as Handbell Choir, Jazz Ensemble, Men's Glee Club, and Women's Choir also meet ensemble requirements for music majors, minors, and students who receive Music Performance Scholarships. Students must not only register for an ensemble but also meet that ensemble's membership requirements in order to participate. All ensembles, however, are open for participation by all students whether or not they are pursuing a major or minor in music.

Music majors, for whom a primary ensemble is required, must participate in that primary ensemble for the first 75% of the total ensemble semesters required for the degree. For example, majors who are required to receive 8 semesters of credit for an ensemble (MUS) must register for at least 6 semesters in Concert Band, Chorale or Orchestra, as defined above. Majors who are required to receive 7 semesters of credit for an ensemble (MUSE) must register for at least 6 semesters in Concert Band, Chorale or Orchestra, as defined above. Music minors, who are required to receive 4 semesters of credit for an ensemble, register for at least 3 semesters in Concert Band, Chorale or Orchestra, as defined above.

In some circumstances, a major or minor may be permitted to have an auxiliary ensemble count toward a primary ensemble requirement. All exceptions, however, must be recommended by the advisor to the Area Coordinator, and then presented to the music faculty for approval.

Depending upon such factors as student interest, faculty loads, budget, etc., the Music Department also offers a wide variety of other ensembles to enrich the musical life of the University and to offer additional performing experiences for students of all majors. The various instrumental chamber ensembles are offered for credit under the title of "Collegium Musicum" and may include such diverse offerings as Brass Ensemble, Flute Choir, Guitar Ensemble, Handbell Duets/Trios/Quartets, Percussion Ensemble, String Ensemble, Trumpet Choir, Woodwind Ensemble, etc.

Further information about Asbury University Music Ensembles may be found on our website: <http://www.asbury.edu/academics/departments/music/music-ensembles>.

## RECITALS

**Recital Requirement:** All music majors must present a recital of high caliber in accordance with music department standards. These standards are found in the "Recital Requirements & Guidelines" document on the Music Department's website ([www.asbury.edu/academics/departments/music/music-home/current-student-forms](http://www.asbury.edu/academics/departments/music/music-home/current-student-forms)).

**Recital Attendance:** All music majors and minors are required to attend a minimum number of recitals. Students with majors in the Music degree program must pass eight semesters of recital attendance. Students in the Education, Integrated Music P-12 degree program must pass seven semesters, because the student teaching semester is exempt. Those in the Music Minor program must pass four semesters of recital attendance. Transfer music majors will be required to enroll in RCT 041 every semester.

**Language Requirement:** French and German are the languages of music; therefore these are the recommended languages for the Music majors. Music Education majors are exempt from the language requirement.

## PIANO REQUIREMENTS FOR ALL MUSIC MAJORS

1. Non-keyboard music majors must enroll in Functional Piano (151, 152, & 251) concurrently with the freshman and sophomore music theory courses; this enrollment in Functional Piano must continue without interruption until all required courses have been passed.

2. Keyboard music majors are required to take: PNO 161, 162, 261, 262. (Church music keyboard majors take PNO 130 instead of PNO 261, 262).

3. No student will be permitted either to register for student teaching or to request a senior recital hearing until he/she passes all Functional Piano requirements.

## PRIVATE LESSONS

Private music lessons are available on piano, organ, voice, handbells, all orchestral and band instruments, and guitar. A private lesson fee per credit is charged in addition to tuition credit. Students should register for private lessons using INS 999, ORG 999, PNO 999, or the appropriate VOC number.

## Vocal Lessons

Vocal faculty in the Asbury University Music Department approach the training of the singing voice primarily through repertoire and methodology associated with classical vocal study. Though students may bring in items of vocal literature for consideration by their voice teacher, the standard content, repertoire and methodology for voice lessons is determined by the teacher within the guidelines described for the various vocal lesson tracks. In the first semester of vocal study, at the discretion of the teacher, students may be given an optional assignment in place of the performance requirement, allowing a longer period to develop vocal technique in preparation for singing before an audience. Students with Opera or Musical Theatre roles may, if approved by and channeled through the private instructor, make prior request for evaluations during these performances, enabling them to fulfill part or all of the performance requirements for the semester. All voice lesson courses may be repeated. Students without prior training first take VOC 100 or VOC 104 as a pre-requisite to voice lessons.

**Juries and Public Performance Requirement:** Music majors and minors participate in a jury exam for private instrument or vocal study at the end of each semester of required private lessons. The evaluation of the non-music major receiving private instruction can be an examination, a jury, or a studio or student recital performance. In addition, music majors and minors have an annual public performance requirement. Departmental recital performances in the last four weeks of the semester, or any public recital for which credit is taken, may substitute for either the entire jury examination or for part of the jury.

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

## MUSIC (MUS)

### MAJOR REQUIREMENTS (46.5-49)

**Ensemble** participation required at least 8 times (ENS) (0-1)

\_\_ (x8) ENS \_\_ (-7 must correspond with major instrument)

Take:

__ 2	CON	311	Basic Conducting
__ 2	CON	312	Advanced Conducting
__ 1.5	FA	101	Art & Culture

Take:

__ 3	MHL	251	Hist & Lit of Music I
__ 3	MHL	252	Hist & Lit of Music II

Choose 1 class:

	MHL	351	Chamber Music
	MHL	352	Symphonic Literature
__ 2	MHL	353	Choral Masterworks
	MHL	354	Music Since 1900
	MHL	355	World Music Survey
	MHL	356	Opera and Musical Theatre

Plus take:

__ 2	MTH	111	Written Theory I
__ 2	MTH	112	Written Theory II
__ 1.5	MTH	121	SS/Aural Train I
__ 1.5	MTH	122	SS/Aural Train II
__ 4	MTH	231	Adv Musicianship I
__ 4	MTH	232	Adv Musicianship II
__ 2	MTH	311	Form & Analysis

Also:

__ 1	MTH	331	Orchestration
			[or Composition/Arranging Emph- take: MTH 332 (2)]

Plus take:

__ 1	MUS	150	Music Technology
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**Recital** attendance required every semester – 8 times (RCT)

__ 0(x8)	RCT	041	Recital Attendance
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Also:

__ 0.5-1	RCT	480-483	Senior Recital
			[or Performance Emph- take RCT 484 or RCT 485 (2)]

**PIANO REQUIRED:**

NON-KEYBOARD majors

__ 1	PNO	151	Beg Functional Piano
__ 1	PNO	152	Elem Functional Piano
__ 1	PNO	251	Inter Functional Piano

KEYBOARD majors

__ 1	PNO	161	Adv Functional Piano I
__ 1	PNO	162	Adv Functional Piano II

KEYBOARD majors must also choose:

__ 1	PNO	261	Piano Accompanying I (0.5) and
			Piano Accompanying II (0.5)
			[or Church Music Leadership may take:
	PNO	130	Piano Service Playing (1)]

PIANO Majors must also take:

__ 1	PNO	361	Piano Pedagogy I
__ 1	PNO	362	Piano Pedagogy II

**MUSIC LESSONS REQUIRED:**

Major Instrument INS, ORG, or PNO

Private Music Lessons (8 required\*)

\*Students with Music History or Composition/Arranging Concentration require only 2 semesters 400 level lessons.

__ 1-2(x4)	_____	211	_____
__ 1-2(x4)	_____	411	_____

Major Instrument VOC

Private Voice Lessons: (8 required\*)

+Students may substitute VOC 100 for the first semester of private lessons, depending upon audition results.

\* Students with Music History or Composition/Arranging Concentration require only 2 semesters 400 level lessons.

__ 1-2(x4)	VOC	200 level	vocal lessons
__ 1-2(x4)	VOC	400 level	vocal lessons

Plus take:

__ 1	VOC	105	Diction for Vocal I
__ 1	VOC	106	Diction for Vocal II

**Optional** – May choose one area of concentration (12-15 additional):

**A. CHURCH MUSIC LEADERSHIP (12-13)**

__ 2	CHM	210	Music in Worship
__ 2	CHM	312	Church Music Administration
__ 2	CHM	472	Songs of the Church
__ 3	CHM	435	Internship
__ 3	MED	303	Train Children's Voices, P-5

plus take:

__ 1	PNO	130	Piano Service Playing (KEYBOARD majors only)
__ 0	VOC	200	Proficiency* (met by 4 hours of VOC lessons or examination)

\* If the Vocal Proficiency requirements are not completed by the end of the sophomore year, students must enroll in voice lessons beginning with the first term of the junior year.

**B. COMPOSITION/ARRANGING (12)**

__ 2	MTH	293	Intro to Comp & Arranging
__ 2	MTH	332	Adv Orchestration
__ 2	MTH	393	Composition Seminar
__ 2	MTH	393	Composition Seminar
__ 2	MTH	393	Composition Seminar
__ 2	MTH	393	Composition Seminar

**C. MUSIC HISTORY (12)**

Choose 3 courses:

	MHL	351	Chamber Music
__ 2	MHL	352	Symphonic Lit
__ 2	MHL	353	Choral Masterworks
__ 2	MHL	354	Music since 1900
	MHL	355	World Music Survey
	MHL	356	Opera & Musical Theatre

plus take:

__ 3	MHL	391	Independent Study
__ 3	MHL	475	Senior Seminar

**D. PERFORMANCE (12-15)**

NON VOCAL MAJORS – (INS, ORG, or PNO)

8 extra lesson credits: Take Private Music Lessons courses at 2.0 credits each

\_\_ 4 extra lesson credits in 211 for four semesters

\_\_ 4 extra lesson credits in 411 for four semesters

plus take:

__ 1	__	461	Pedagogy and Lit (INS, ORG)
__ 1	__	462	Pedagogy and Lit (INS, ORG)
__ 1	RCT	380	Junior Recital
__ 2	RCT	484	Senior Performance Recital

VOCAL MAJORS – (VOC)

6-8 extra lesson credits: Take Private Music Lessons courses at 2.0 credits each

\_\_ 2- 4 extra lesson credits in 212 for minimum two semesters

\_\_ 4 extra lesson credits in 422 for four semesters

plus take:

__ 1	RCT	380	Junior Recital
__ 2	RCT	485	Senior Vocal Performance Recital
__ 1-2	VOC	300	Opera Workshop
__ 1	VOC	461	Vocal Pedagogy I
__ 1	VOC	462	Vocal Pedagogy II

**E. PRE-MUSIC THERAPY (18)**

\_\_0 VOC 200 Proficiency\*  
(met by 4 hours of voice lessons grade B or higher)

Satisfy one:

\_\_1 INS 100 Class Guitar  
INS 201/211 Private Lessons/Majors  
(or demonstrated proficiency on guitar)

Also take:

\_\_3 MED 302 Intro to Elementary Music Teaching  
\_\_2 MED 243 Percussion Methods  
(or demonstrated proficiency on percussion)  
\_\_2 MTP 200 Introduction to Music Therapy  
\_\_1 MTP 201 Music Therapy Practicum  
\_\_3 PSY 201 Developmental Psychology  
\_\_3 PSY 351 Counseling and Psychotherapy I  
\_\_3 PSY 360 Abnormal Psychology

Also Recommended:

\_\_3 PSY 315 Statistics for Behavioral Science

**INTEGRATED MUSIC GRADES P-12 (MUSE)**MAJOR REQUIREMENTS (86 – 93)

Complete education requirements:

\_\_2 ED 200 Intro to Education  
\_\_1 ED 201 Structured Inquiry Clinical  
\_\_2 ED 220 Technology for Educ  
\_\_2 ED 230 Human Growth/Dev  
\_\_1 ED 301 Guided Inquiry Clinical  
\_\_3 ED 320 Exceptional Learner  
\_\_1 ED 401 Open Inquiry Clinical  
\_\_3 ED 405 Learn Perf & Assess  
\_\_2 ED 410 Classroom Mgmt  
\_\_2 ED 428 Interventions for Differentiation  
\_\_6 ED 498 Student Teaching  
\_\_6 ED 499 Student Teaching

Complete:

**Ensemble** participation required at least 7 times (ENS) (0-1)

\_\_(x7) ENS\_\_(- 6 must correspond with major instrument)

Take:

\_\_2 CON 311 Conducting I  
\_\_2 CON 312 Conducting II  
\_\_3 MHL 251 Music Hist Surv I  
\_\_3 MHL 252 Music Hist Surv II

Choose one [\*MHL 355 recommended]

MHL 351 Chamber Music  
MHL 352 Symphonic Literature  
\_\_2 MHL 353 Choral Masterworks  
MHL 354 Music since 1900  
MHL\* 355 World Music Survey  
MHL 356 Opera & Music Theatre

Plus take:

\_\_2 MTH 111 Music Theory I  
\_\_2 MTH 112 Music Theory II  
\_\_1.5 MTH 121 SS/Aural Train I  
\_\_1.5 MTH 122 SS/Aural Train II  
\_\_4 MTH 231 Advanced Musicianship I



__ 4	MTH	232	Advanced Musicianship II
__ 2	MTH	311	Form & Analysis
__ 1	MTH	331	Orchestration
__ 1	MUS	150	Music Technology

**Recital** attendance every semester except when student teaching

__ 0(x7)	RCT	041	Recital Attendance
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Also take:

__ 0.5-1	RCT	483	Senior Recital
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### **PIANO REQUIREMENT**

#### Non-keyboard majors:

__ 1	PNO	151	Beg Functional Piano
__ 1	PNO	152	Elem Functional Piano
__ 1	PNO	251	Inter Functional Piano

#### Keyboard majors:

__ 1	PNO	161	Adv Funct Piano I
__ 1	PNO	162	Adv Funct Piano II
__ 0.5	PNO	261	Piano Accompanying I
__ 0.5	PNO	262	Piano Accompanying II
__ 1	PNO	361	Piano Pedagogy

### **REQUIRED LESSONS**

#### MAJOR INSTRUMENT (INS, ORG, PNO)

__ 1-2(x4)	_____	211	_____
__ 1-2(x3)	_____	411	_____

#### MAJOR INSTRUMENT (VOC):

__ 1	VOC	106	Diction for Vocal II
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+Students may substitute VOC 100 for the first semester of private lessons, depending upon audition results.

__ 1-2(x4)	VOC	200	level vocal lessons
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__ 1-2(x3)	VOC	400	level vocal lessons
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Also take:

__ 1	VOC	461	Vocal Pedagogy & Lit I
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CHOOSE ONE TRACK:

#### **A. INSTRUMENTAL (15-17)**

__ 2	MED	241	Brass Methods
__ 2	MED	242	String Methods
__ 2	MED	243	Percussion Methods
__ 2	MED	244	Woodwind Methods
__ 2	MED	363	H.S. Instrumental Methods
__ 2	MED	364	Marching Band Methods
__ 2	MED	365	Elem/MS Instr Methods

Plus 1-3 credits from the following:

__ 1-3	MED	302	Intro to Elem Music Teach
__ 1-3	MED	303	Training Children's Voices
__ 1-3	MED	304	Choral Music Pedagogy
__ 1-3	MED	305	Secondary General Music

#### **B. VOCAL/CHORAL (13)**

__ 3	MED	302	Intro to Elem Music Teach.
__ 3	MED	303	Training Children's Voices
__ 2	MED	304	Choral Music Pedagogy
__ 1	MED	305	Secondary General Music
__ 1	VOC	105	Diction for Music Majors

All take 2 credits from the following:

	MED	241	Brass Methods
	MED	242	String Methods
	MED	243	Percussion Methods
__ 2	MED	244	Woodwind Methods
	MED	363	H.S. Instrumental Methods
	MED	364	Marching Band Methods
	MED	365	Elem/M.S. Instr. Methods

Also take:

If Principal Instrument is ORG or PNO:

__ 0	VOC	200	Vocal Proficiency*
__ 1	PNO	362	Piano Pedagogy OR
	VOC	461	Vocal Pedagogy and Lit

If Principal Instrument is VOC:

__ 1	PNO	361	Piano Pedagogy OR
	VOC	462	Vocal Pedagogy and Lit

### **C. GENERAL MUSIC (14-16)**

__ 3	MED	302	Intro to Elem Music Teaching
__ 1	MED	305	Secondary General Music
__ 0	VOC	200	Vocal Proficiency*

Plus choose 10 credits from the following:

	INS	100	Class Guitar
__ 2	MED	241	Brass Methods
	MED	242	String Methods
__ 2	MED	243	Percussion Methods
	MED	244	Woodwind Methods
__ 2	MED	303	Training Children's Voices
	MED	304	Choral Music Pedagogy
__ 2	MED	363	HS Instrumental Methods
	MED	365	Elem/MS Instr Methods
__ 1	PNO	361	Piano Pedagogy
	PNO	362	Piano Pedagogy (361 prereq)
__ 1	VOC	461	Vocal Pedagogy
	VOC	462	Vocal Pedagogy (461 prereq)

If Principal Instrument is VOC also take:

__ 1	VOC	105	Diction for Vocal Majors
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### **D. COMBINED INSTRUMENTAL/VOCAL (18)**

__ 3	MED	302	Intro to Elem Music Teach.
__ 2	MED	365	Elem/MS Instr Methods
__ 0	VOC	200	Vocal Proficiency*

Plus choose 13 credits from the following:

	INS	100	Class Guitar
	MED	241	Brass Methods
	MED	242	String Methods
__ 2	MED	243	Percussion Methods
__ 2	MED	244	Woodwind Methods
__ 2	MED	303	Training Children's Voices
__ 2	MED	304	Choral Music Pedagogy
__ 2	MED	305	Secondary General Music
__ 2	MED	363	HS Instrumental Methods
__ 1	MED	364	Marching Band Methods
	VOC	105	Diction for Music Majors
	VOC	461	Vocal Pedagogy and Lit

\*If the Vocal Proficiency requirements are not completed by the end of the sophomore year, students must enroll in voice lessons beginning with the first term of the junior year.

## MUSIC MINOR (MUS)

### MINOR REQUIREMENTS (23)

[May not be completed by MUS or MUSE majors.]

**Ensemble** participation required at least 4 times (ENS) (0-1)

__ (x4)	ENS__	(must correspond with major instrument)
__ 2	CON	311 Conducting I
__ 3	MHL	251 Music Hist Surv I
__ 3	MHL	252 Music Hist Surv II
__ 2	MTH	111 Written Theory I
__ 2	MTH	112 Written Theory II
__ 1.5	MTH	121 SS/Aural Train I
__ 1.5	MTH	122 SS/Aural Train II

**Recital** attendance required every semester – 4 times (RCT)

__ 0(x4)	RCT	041 Recital Attendance
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### **Piano Requirement**

#### Non-keyboard majors:

__ 1	PNO	151 Beg Functional Piano
__ 1	PNO	152 Elem Functional Piano

#### Keyboard majors:

__ 1	PNO	161 Adv Funct Piano I
__ 1	PNO	162 Adv Funct Piano II

### **Required Lessons**

Major Instrument is INS, ORG, or PNO

Complete INS, ORG, or PNO lessons:

__ 1-2 (x4)	_____	211 _____
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Major Instrument is VOC

Complete VOC 200 level vocal lessons:

[Students may substitute \*VOC 100 for the first semester of private lessons, depending upon audition results.]

__ 1-2 (x4)	VOC	200 level vocal lessons
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# NATURAL SCIENCES

**Dr. Bobby Baldrige, Chair**

Dr. Bruce Branan, Health Professions Advisor

The Department of Natural Sciences includes programs in biology, chemistry, physics and pre-nursing. Many Asbury science students go on to graduate programs or medical school. Asbury also has a long tradition of preparing students for service in medical missions.

Students receive personal attention in both introductory and upper division classes. The curriculum is challenging. The Department has well equipped labs for studies in anatomy, physiology, microbiology, analytical chemistry, biochemistry, organic chemistry and physical chemistry. All of our students conduct a senior research project, some at Asbury and others at research centers around the world.

## **Biology Programs**

The degree in biology prepares students for entry level work in the life sciences, medical school, or graduate programs such as anatomy, physiology, genetics, microbiology, and plant sciences.

Students interested in Environmental Science take an introductory environmental science course at Asbury and then choose 7 credits of elective coursework offered during the summer at the AuSable Institute in Michigan. AuSable is a cooperative CCCU program described in the Special Programs portion of the Bulletin. Students can also receive credit for approved field experiences abroad.

## **Chemistry Programs**

The most popular chemistry program at Asbury is Biochemistry. The biochemistry major includes basic and intermediate courses in chemistry and upper level work in the chemistry of DNA, proteins and other molecules important to cellular structure and function. The job market in biochemistry is steadily growing.

The traditional chemistry major prepares students for entry level work or for graduate programs. Most graduate programs in chemistry provide full scholarships.

## **Science Education Programs**

Asbury is well known for the quality of its education programs, and science teachers are in demand. The natural science department offers majors leading to grades 8-12 certification in either Biology or Chemistry.

Students interested in middle school certification choose two concentration areas (minors), one of which can be Science.

## **Health Professions**

Medical, dental and veterinary schools do not require a science major, but a strong preparation in science is required. While medical schools do not have a prescribed list of science courses applicants must take, a sound understanding of the following areas is required: a) biological, biochemical, chemical, and physical foundations of living systems, b) psychological, social, and biological foundations of behavior, and c) critical analysis and reasoning skills." Asbury students interested in medicine are assigned to the health professions advisor, who assists them in planning their schedule and meeting other admissions requirements.

## **Pre-Nursing Program**

Asbury University offers a major in Pre-Nursing which provides options to students interested in pursuing a career in nursing.

1. Students may complete an Asbury University degree by transferring to and completing credits at an approved school of nursing in their fourth year. Students take a prescribed course of study (PNR) and the AU foundational courses at Asbury University. The PNR major must transfer to an accredited

4-year school of nursing. Upon completing a full-time (30 hours) year of professional nursing courses the credits must be transferred back to Asbury University to complete the Bachelor of Arts degree in Pre-Nursing. Asbury has an arrangement with UK-CON, but other Schools of Nursing may be used.

- A. University of Kentucky - College of Nursing (UK-CON) – Students can complete two degrees in five years. Students who successfully complete this 5 year program will earn a Bachelor of Arts in Pre-Nursing from Asbury and a Bachelor of Science in Nursing from the University of Kentucky. Participating students take the prescribed course of study at Asbury, including the foundational courses, and then transfer to University of Kentucky -College of Nursing. To complete the Asbury University degree in Pre-Nursing the first full-time year of nursing courses from UK must be officially transferred to Asbury University upon completion.
  - B. Other schools of Nursing – Students may transfer to other approved nursing schools although there is no agreement on admission or programs at these other schools. The Asbury degree is completed by the official transfer of the year of nursing hours (30.0). Degrees and requirements for the other nursing schools vary. The school must be approved for use in the Pre-Nursing degree program.
2. Students may complete the pre-nursing requirements and seek admission to a nursing program without completing the Asbury three year pre-nursing curriculum and the foundational requirements. This option will not lead to a degree from Asbury. No transfer of nursing courses would be needed.
  3. Students with other Asbury majors may complete pre-nursing requirements without declaring the PNR major. Contact the Health Professions Advisor if you are interested in any nursing/medical related field.

#### Pre-Nursing Program restrictions\*

1. PNR Student completes the major requirements at Asbury. PNR majors transfer to an accredited 4-year school of nursing to complete the major and the AU degree by finishing one full-time year (30.0 hours) of nursing courses. Student must request an official transcript from the nursing institution for these credits must be officially transferred back to Asbury University to receive an AU degree. Students must have 124.0 total hours to receive an AU degree.
2. PNR Student may not have a double major. If completing any other Asbury major the Pre-Nursing major will not be listed. Student will complete and graduate from Asbury University in the other major only. However, any student who is preparing to apply for nursing or medical schools should contact the Health Professions advisor about taking required pre-nursing or pre-medical courses outside their declared major.
3. Transfer course restrictions: 50% of the PNR major must be completed at Asbury University. With the transferred nursing hours accounting for 50% of the major, 33.0 hours of qualified major courses must be done at Asbury University. If any of the below listed major courses are transferred in from other schools the student will be required to take additional Asbury University course hours in BIO, PSY, CHE, or SOC to account for the 50% at Asbury credits.
4. The 75.0 hours maximum transfer rule applies and includes the 30.0 nursing hours which limits all other transfer hours and institutional credit to 45 hours.
5. All Pre-Nursing students are reviewed at the end of the sophomore year (60.0 cumulative hours). After 2 years, students should have no grade below a "C" in all BIO and CHE courses, a minimum science GPA of 2.75, and a cumulative GPA of 2.75, in order to continue in the program.
6. Changing out of the PNR major - A student who decides not to pursue nursing needs to make this decision by their junior year to allow sufficient time to complete the courses needed for another major. Discuss major changes with the Health Professions advisor.

## **MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

### **BIOCHEMISTRY (BCHY)**

#### MAJOR REQUIREMENTS (72)

Take:

__ 3	BIO	201	General Biology I
__ 1	BIO	203	General Biology Lab I
__ 3	BIO	202	General Biology II
__ 1	BIO	204	General Biology Lab II

Choose one:

__ 4	BIO	352+354	Physiology
	BIO	272	Principles Plant Biology

Choose one:

__ 3	BIO	322	Genetics
	BIO	379	Immunology

Also take:

__ 2	BIO	341	Ethical Issues
__ 4	BIO	372	Cell and Molecular Biology
__ 1	BIO/CHE	399	Intro Research
__ 2	BIO/CHE	400	Senior Research
__ 1	BIO/CHE	475	Senior Seminar
__ 3	CHE	121	Gen College Chemistry I
__ 1	CHE	123	Gen College Chemistry Lab I
__ 3	CHE	122	Gen College Chemistry II
__ 1	CHE	124	Gen College Chemistry Lab II
__ 4	CHE	201	Organic Chemistry
__ 4	CHE	202	Organic Chemistry
__ 4	CHE	321	Analytical Chemistry
__ 3	CHE	322	Chemical Instrumentation
__ 4	CHE	371	Biochemistry
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 4	PHY	201	Intro Physics
__ 4	PHY	202	Intro Physics

Choose one:

__ 4	CHE	421	Physical Chemistry
	CHE	422	Physical Chemistry

### **BIOLOGICAL SCIENCE GRADES 8-12 (BIOE)**

#### MAJOR REQUIREMENTS (86-92)

__ 3	BIO	201	General Biology I
__ 1	BIO	203	General Biology Lab I
__ 3	BIO	202	General Biology II
__ 1	BIO	204	General Biology Lab II
__ 3	BIO	322	Genetics
__ 2	BIO	341	Ethical Issues
__ 1	BIO	399	Intro to Bio Research
__ 2	BIO	400	Senior Research

Choose one:

__ 4	BIO	217+219	Environmental Science
	BIO	221+223	Ecology

Choose one:

	BIO	227+229	Aquatic/Wetland Biology
__ 4	BIO	242	Plant Taxonomy
	BIO	272	Princ Plant Biology

Choose one:

- 4 BIO 211+213 Microbiology
- BIO 331+333 Human Anatomy & Lab

Choose 2 classes not used above:

- BIO 211+213 Microbiology
- BIO 262 Human Physiology
- 3-4 BIO 280 Scientific Terminology
- 3-4 BIO 331+333 Human Anatomy & Lab
- BIO 352+354 Physiology
- BIO 372 Cell & Molecular Biology

Take:

- 3 CHE 121 Gen College Chemistry I
- 1 CHE 123 Gen College Chemistry Lab I
- 3 CHE 122 Gen College Chemistry II
- 1 CHE 124 Gen College Chemistry Lab II
- 3 ESC 150 Earth Science
- 1 ESC 151 Earth Science Lab
- 4 PHY 201 Intro Physics I

Complete Education requirements:

- 2 ED 200 Intro to Education
- 1 ED 201 Structured Inquiry Clinical
- 2 ED 220 Tech for Education
- 2 ED 230 Human Growth & Devel
- 1 ED 301 Guided Inquiry Clinical
- 3 ED 320 Exceptional Learner
- 3 ED 385 Read/Writ Across Curric
- 1 ED 401 Open Inquiry Clinical
- 3 ED 405 Learning Perform & Assess
- 2 ED 410 Classroom Manage
- 3 ED 420 Sec Methods-Biology
- 2 ED 428 Interventions for Differentiation
- 12 ED 499 Student Teaching

Satisfy math proficiency for major:

- 0 Met by ACT/SAT score of 24/580

OR

If MATH ACT/SAT score is below 24/580-

Complete:

- MAT 111 College Algebra
- 3-4 MAT 112 Precalculus
- MAT 132 Calculus for Business
- MAT 181 Calculus

Please note that MAT 111 and MAT 112 do NOT satisfy the Foundational MAT course requirement.

## BIOLOGY (BIO)

### MAJOR REQUIREMENTS (63-65)

- 3 BIO 201 General Biology I
- 1 BIO 203 General Biology Lab I
- 3 BIO 202 General Biology II
- 1 BIO 204 General Biology Lab II
- 2 BIO 341 Ethical Issues
- 4 BIO 352+354 Physiology
- 1 BIO 399 Intro Bio Research
- 2 BIO 400 Senior Research
- 1 BIO 475 Senior Seminar

Choose one:

__ 4	BIO	217+219	Environmental Science
	BIO	221+223	Ecology

Choose one:

	BIO	227+229	Aquatic/Wetland Biology
__ 4	BIO	242	Plant Taxonomy
	BIO	272	Princ Plant Biology

Choose one:

	BIO	322	Genetics
__ 3-4	BIO	372	Cell and Molec Bio
	BIO	___	AuSable Institute

Choose one:

	BIO	211+213	Microbiology
__ 3-4	BIO	331+333	Human Anatomy
	BIO	379	Immunology
	BIO	___	AuSable Institute

Also Take:

__ 3	CHE	121	Gen College Chemistry I
__ 1	CHE	123	Gen College Chemistry Lab I
__ 3	CHE	122	Gen College Chemistry II
__ 1	CHE	124	Gen College Chemistry Lab II
__ 4	CHE	201	Organic Chemistry
__ 4	CHE	202	Organic Chemistry
__ 4	MAT	181	Calculus I
__ 4	PHY	201	Intro Physics I
__ 4	PHY	202	Intro Physics II
__ 3	PSY	315	Stats for Behav Sci

## CHEMISTRY (CHE)

### MAJOR REQUIREMENTS (57-65)

__ 2	BIO	341	Ethical Issues
__ 3	CHE	121	Gen Chemistry I
__ 1	CHE	123	Gen Chemistry Lab I
__ 3	CHE	122	Gen Chemistry II
__ 1	CHE	124	Gen Chemistry Lab II
__ 4	CHE	201	Organic Chemistry
__ 4	CHE	202	Organic Chemistry
__ 4	CHE	321	Analytical Chem
__ 3	CHE	322	Chemical Instrum
__ 4	CHE	421	Physical Chemistry
__ 4	CHE	422	Physical Chemistry
__ 1	CHE	475	Senior Seminar

Choose one:

__ 4	BIO	372	Cell & Molecular Bio
	CHE	371	Biochemistry

Take:

__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II

Choose one:

__ 4-5	PHY	201	Intro Physics I
	PHY	211	General Physics I

Choose one:

__ 4-5	PHY	202	Intro Physics II
	PHY	212	General Physics II



Choose one of the following tracks:

A. STANDARD TRACK (3)

__ 1	CHE	399	Intro Scien Research
__ 2	CHE	400	Senior Research

B. AMERICAN CHEMICAL SOCIETY  
CERTIFICATION TRACK (9)

__ 3	CHE	382	Inorganic Chemistry
__ 3	CHE	435	Internship
__ 3	MAT	252	Diff Equations/Modeling

## CHEMISTRY GRADES 8-12 (CHEE)

### MAJOR REQUIREMENTS (94)

__ 3	BIO	201	General Biology I
__ 1	BIO	203	General Biology Lab I
__ 2	BIO	341	Ethical Issues

Choose one:

__ 4	BIO	372	Cell & Molecular Bio
	CHE	371	Biochemistry

Also take:

__ 3	CHE	121	Gen Chemistry I
__ 1	CHE	123	Gen Chemistry Lab I
__ 3	CHE	122	Gen Chemistry II
__ 1	CHE	124	Gen Chemistry Lab II
__ 4	CHE	201	Organic Chemistry
__ 4	CHE	202	Organic Chemistry
__ 4	CHE	321	Analytical Chemistry
__ 1	CHE	399	Intro to Chemical Research
__ 2	CHE	400	Senior Research

Choose one:

__ 4	CHE	421	Physical Chemistry
	CHE	422	Physical Chemistry

Take:

__ 3	ESC	150	Earth Science
__ 1	ESC	151	Earth Science Lab
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 4	PHY	201	Intro Physics I
__ 4	PHY	202	Intro Physics II

Complete Education Requirements:

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth & Devel
__ 1	ED	301	Guided Inquiry Clinical
__ 3	ED	320	Exceptional Learner
__ 3	ED	385	Read/Writ Curric
__ 1	ED	401	Open Inquiry Clinical
__ 3	ED	405	Learning Perform & Asses
__ 2	ED	410	Classroom Manage
__ 3	ED	420	Sec Methods-Chemistry
__ 2	ED	428	Interventions for Differentiation
__ 12	ED	499	Student Teaching

## PRE-NURSING PROGRAM (PNR)\*

**\*see all restrictions for this program listed above in Natural Sciences.**

[If any of the specific listed major courses other than nursing courses are transferred in student will be required to take additional Asbury University courses in BIO, PSY, CHE, or SOC to satisfy required hours at Asbury.]

### MAJOR REQUIREMENTS (65)

Choose 1 course:

__ 4	BIO	100+101	Biological Science
	BIO	201+203	General Biology

Take:

__ 4	BIO	211+213	Microbiology
__ 3	BIO	252	Nutrition
__ 3	BIO	262	Human Physiology
__ 3	BIO	331	Human Anatomy
__ 2	BIO	341	Ethical Issues
__ 4	CHE	115+117	Chem for Health Sci
__ 3	PSY	101	General Psychology
__ 3	PSY	201	Developmental Psych
__ 3	SOC	100	Intro to Sociology

Choose 1 course:

__ 3	PSY	315	Stat for Beh Science
	MAT	232	Probability & Stat

Complete and transfer back:

(T) \_\_ 30+ Credits transferred from an accredited four-year school of nursing

**Additional courses below can count towards the 33.0 hours of Asbury University PNR major credits in place of transfer courses.**

__ 4	BIO	202+204	General Biology II
__ 3	BIO	280	Scientific & Medical Terminology
__ 3	BIO	322	Genetics
__ 4	BIO	372	Cell & Molecular Biology
__ 3	BIO	379	Immunology
__ 3	CHE	121	Gen College Chemistry I
__ 1	CHE	123	Gen College Chemistry Lab I
__ 3	CHE	122	Gen College Chemistry II
__ 1	CHE	124	Gen College Chemistry Lab II
__ 4	CHE	201	Organic Chem I
__ 4	CHE	202	Organic Chem II
__ 3	PSY	220	Stress Management
__ 3	PSY	342	Cross Cultural Psychology
__ 3	PSY	351	Counseling I
__ 3	PSY	352	Counseling II
__ 3	PSY	360	Abnormal Psychology
__ 3	SOC	201	Social Problems
__ 3	SOC	230	Leading Groups & Organizations
__ 3	SOC	312	Issues in Intercultural Relations
__ 3	SOC	353	International Social Issues
__ 3	SOC	414	Perspectives on Aging

## BIOLOGY MINOR (BIO)

### MINOR REQUIREMENTS (24)

__ 4	BIO	201+203	General Biology I
__ 4	BIO	202+204	General Biology II
__ 4	BIO	___	300 or above

Choose one:

__ 4	BIO	217+219	Environmental Science
	BIO	221+223	Ecology

Choose two courses:

__ 4 (x2)	BIO	___	200 or above
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## CHEMISTRY MINOR (CHE)

### MINOR REQUIREMENTS (23-24)

__ 4	CHE	121+123	Gen College Chem
__ 4	CHE	122+124	Gen College Chem
__ 4	CHE	201	Organic Chemistry
__ 4	CHE	202	Organic Chemistry
__ 4	CHE	321	Analytical Chem

Choose one:

	BIO	372	Cell & Molecular Biology
	CHE	322	Chemical Instrumentation
__ 3/4	CHE	371	Biochemistry
	CHE	421	Physical Chemistry I
	CHE	422	Physical Chemistry II

## PHYSICS MINOR (PHY)

### MINOR REQUIREMENTS (30-32)

__ 4	CHE	421	Physical Chem I
__ 4	CHE	422*	Physical Chem II
			* CHE 421 is not a pre-requisite for CHE 422
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	252	Diff Eqns & Modeling
__ 5	PHY	211	General Physics I
__ 5	PHY	212	General Physics II

Choose one:

	MAT	351	Applied Math I (3)
__ 1-3	PHY	382	Analyt Vector Mech (3)
	PHY	400	Spec Prob/Physics (1-2)

# **SOCIAL SCIENCES & HISTORY**

## **Dr. Stephen Clements, Chair**

The early twenty-first century world presents thoughtful observers with a staggering array of developments and challenges, from vast, well-functioning metropolitan centers that produce and channel billions of dollars' worth of goods and services into global markets to troubled nation-states whose leaders preside over civil strife among rival people groups and pre-modern economies. The faculty of the Department of Social Science and History at Asbury University seek to understand the sources of social, political, and economic conditions among nations, people groups, and communities by utilizing the modes of inquiry available through the disciplines of Political Science, Sociology, and History. By studying the world through the lenses of these disciplines, and within the context of a broad liberal arts education, a student can be well prepared to engage the culture at home or abroad through work in the professions, government, missions, or with non-profit organizations.

At present, the Department offers residential undergraduate students majors and minors in all three of these academic fields. These disciplines and programs are detailed below.

## **HISTORY & SOCIAL STUDIES**

History is the story of human community as it has developed through time. It is a narrative and interpretive study, based upon documentary evidence. History plays a central role in the liberal arts curriculum because of its value in illustrating the human condition through time, and because it integrates into a comprehensible whole the range of activities that have formed the human experience. In addition to its contribution to the foundational liberal arts program at Asbury, the History Department offers specialized courses. The History major has recently been revised, with a course distribution requirement across American History, European History, Non-Western History, and a methodology class. The Social Studies Teacher Education (SSTE) major is a collaboration between the SSH Department and Asbury's School of Education, and draws from courses across the social sciences as well as those that prepare individuals for the high school classroom. The History major prepares students for a number of occupations and postgraduate studies, including secondary and college teaching, Law, the Christian ministry, government and public service. In addition, History courses can be taken as electives by students in other majors. The History Department sponsors Phi Alpha Theta, an active national honor society for History and SSTE Majors.

## **POLITICAL SCIENCE**

Through the systematic study of politics—the examination and analysis of various regime types, rival political philosophies, and the historical experiences of peoples and nations over time—students equip themselves for many possible roles in society, from law, to government, to work in corporate settings, to positions in non-governmental organizations or cross-national agencies. Asbury's baccalaureate program in political science includes a core of courses within the discipline, as well as emphases in international affairs or American politics. The faculty encourages all majors to engage in internships in government and politics at the local, state, or national levels, and will work to help place students. A minor in political science is also available, and includes the core courses and one additional elective course.

## **FRANKFORT SEMESTER INTERNSHIP PROGRAM (Frankfort, KY, OFC 317)**

This is a full semester internship opportunity in state government, available during the spring semester of each odd numbered year (e.g. 2013, 2015). An initiative of the Association of Independent Kentucky Colleges and Universities (AIKCU), the Frankfort Semester Internship program seeks to enhance students' academic, civic, and professional skills through internship experiences, public policy symposia, academic seminars and exposure to the ideas and perspectives of a variety of notable citizens. The interns work directly with state legislators, government officials, and government liaisons

in the crafting and passing of legislation. The program is intended for upper-division students, regardless of major. Students must be motivated learners, have a deep curiosity about current events and the policy-making process, and be committed to fulfilling the requirements of the internships and seminars. <http://www.aikcu.org/frankfortsemesterinternships/> Contact Dr. Stephen Clements.

### LEGISLATIVE RESEARCH COMMISSION INTERNSHIP PROGRAM

This is a full semester internship opportunity with Kentucky's legislature, the General Assembly, available by competitive application during the spring semester of each even numbered year (e.g. 2014, 2016), when the Assembly operates its biannual 60-day legislative session. This internship is operated by the staff arm of the General Assembly, the Legislative Research Commission (LRC), and involves 20 undergraduate students from Kentucky's colleges and universities (Asbury has successfully placed one or two students in each of the past several cycles). Selected students are officially enrolled at AU, but spend the semester assigned to a legislative committee or subcommittee, participate in 6 credits worth of courses supervised by a senior LRC official, and accumulate an additional 6-9 credits of coursework that can apply to a students' major, minor, or electives. The LRC also pays each student a stipend for living expenses, which is generally used to reside in Frankfort during the legislative session. [http://www.lrc.ky.gov/lrc/Intern-Brochure\\_2016.pdf](http://www.lrc.ky.gov/lrc/Intern-Brochure_2016.pdf) Contact Dr. Stephen Clements.

### PRE-LAW STUDIES

*The Pre-Law Handbook: The Official Guide to U.S. Law Schools* states that most law schools do not recommend "pre-law" majors because they believe that "courses designated 'pre-law' tend to be a less effective means of preparing for law school". For this reason, Asbury University does not have such a major. *The Handbook* further states: "While no single curricular path is the ideal preparation for law school, a broadly based undergraduate program that includes training in analytical reasoning and writing will serve you well. Law schools want students who can think, read and write and who have some understanding of the forces that have shaped human experience". Asbury University has a number of majors that will accomplish the above objectives, and especially recommends the fields of study in the Social Science and History department. Interested students should contact Dr. Stephen Clements, the current law-school advisor.

### SOCIOLOGY

The mission of Asbury's Sociology program is to equip students to effectively engage and work within various social, cultural, and global systems, organizations, and institutions that involve understanding the diversity of human social contexts and interactions. The program further prepares students for professional work and graduate study in a broad range of areas such as: sociology, social work, law, ministry and missions, criminal justice and juvenile delinquency, nonprofits, families, leadership, government, social research, and other related fields.

Sociology majors can concentrate their studies in one of two tracks. The Classical track offers the student a broad array of courses to choose from and the ability to tailor the program to their individual interests. The Global Studies & Engagement track offers the student course work that will specifically inform their interest in working in a global context such as: nonprofit, relief, governmental, social, and community development type organizations. Both tracks maintain the same required core courses to ensure that students have the sociological foundation needed to be successful.

[A non-traditional degree completion program in **Criminal Justice** (online) is being completed through the ADULT PROFESSIONAL STUDIES PROGRAM (APS) by students who matriculated prior to Fall 2014. For information on that program see the Adult Professional Studies section of the 2014 Bulletin.]

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

**HISTORY (HIS)**

**MAJOR REQUIREMENTS (33)**

__ 3	HIS	201	History of US to 1876*
__ 3	HIS	202	History of US from 1876*
__ 3	HIS	375	Study of History

\*If HIS 201 or 202 is used for Foundational HIS requirement, then an additional American history course must be taken as a substitute.

Choose one American History course:

	HIS	298	The American Civil War
	HIS	311	War in the American Memory
__ 3	HIS	313	History of Religion in US
	HIS	316	The US in the 1960s
	HIS	319	History Amer South to 1865
	HIS	393	Seminar

Choose two European History courses:

	HIS	321	History of Christianity
	HIS	322	Medieval Civilization
__ 3	HIS	323	History of Early Britain
	HIS	325	Caesar to Charlemagne:
	HIS	326	History of Modern Germany
__ 3	HIS	327	Renaissance & Reformation
	HIS	335	Revolutionary Europe
	HIS	393	Seminar

Choose one Non-Western History courses:

	HIS	320	Ancient History
__ 3	HIS	350	Nonwestern Cultures
	HIS	352	History of Latin America
	HIS	393	Seminar

Choose additional 12 hours HIS 200 or higher (not 201 or 202). May include 6 hours PS 200 or higher.

\_\_ 3 (x4) HIS      \_\_\_\_\_

*The History Department strongly recommends that the history major take HIS 375 in the Sophomore year.*

**POLITICAL SCIENCE (PS)**

**MAJOR REQUIREMENTS (39)**

__ 3	PHL	343	Political/Social Philosophy
__ 3	PS	101	American Politics & Govt
__ 3	PS	202	Hist/Pol of U.S. Constitution
__ 3	PS	205	Markets & Politics
__ 3	PS	301	Comparative Politics
__ 3	PS	302	International Relations

Choose 3 hours from any courses listed below not used in chosen Concentration. May also choose approved course in HIS.

\_\_ 3      \_\_\_\_\_

AREA OF CONCENTRATION (choose one):

## A. AMERICAN POLITICS (18)

Choose 18 hours from:

	COM	342	Comm Campaigns
	PS	201	State & Local Politics
__ 3	PS	300	Washington Federal Seminar
__ 3	PS	303	Pres Leadership/Power
__ 3	PS	304	Amer Pol Ideology/Culture
__ 3	PS	305	Politics & Public Policy
__ 3	PS	307	American Foreign Policy
__ 3	PS	393	Seminar
	PS	435	Internship in Politics
	PS	475	Capstone in Politics

## B. INTERNATIONAL AFFAIRS (18)

Choose 18 hours from:

	ECN	273	Intro to Macroeconomics
__ 3	HIS	350	Non-Western Cultures
__ 3	PS	300	Washington Federal Seminar
__ 3	PS	307	American Foreign Policy
__ 3	PS	393	Seminar
__ 3	PS	435	Internship in Politics
__ 3	PS	475	Capstone in Politics
	SOC	353	International Social Issues

## **SOCIAL STUDIES GRADES 8-12 (SSTE)**

### MAJOR REQUIREMENTS (85)

Complete Education Requirements

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth & Devel
__ 1	ED	301	Guided Inquiry Clinical
__ 3	ED	320	Exceptional Learner
__ 3	ED	385	Read/Writ Across Curriculum
__ 1	ED	401	Open Inquiry Clinical
__ 3	ED	405	Learn Perf & Assess
__ 2	ED	410	Classroom Mgmt
__ 3	ED	420	Secondary Methods Course
__ 2	ED	428	Interventions for Differentiation
__ 12	ED	499	Student Teaching

Take:

__ 3	ECN	100	Principles of Economics
__ 3	ECN	272	Intro to Microeconomics
__ 3	ECN	273	Intro to Macroeconomics
__ 3	GEO	211	Principles of Geography
__ 3	HIS	201	History of U.S. to 1876
__ 3	HIS	202	History of U.S. since 1876
__ 3	HIS	350	Survey of Non-West Cultures
__ 3	HIS	352	History of Latin America
__ 3	HIS	375	The Study of History

Choose one:

	HIS	313	History of Religion in the U.S.
__ 3	HIS	316	U.S. in the 1960s
	HIS	319	Hist of the Am South to 1865

Choose one:

	HIS	320	Ancient History
	HIS	321	History of Christianity
	HIS	322	Medieval Civilization
__ 3	HIS	323	Hist of Early Britain
	HIS	325	Origins of France
	HIS	326	History of Modern Germany
	HIS	327	Renaissance & Reformation

Also take:

__ 3	PS	101	American Politics & Govt
__ 3	PS	300	Washington Federal Seminar
__ 3	PSY	101	Psychology in Everyday Life
__ 3	SOC	100	Introduction to Sociology

Choose one:

__ 3	PSY	210	Social Psychology
	SOC	112	Intro to Anthropology

## **SOCIOLOGY (SOC)**

### MAJOR REQUIREMENTS (35)

__ 3	SOC	100	Intro to Sociology
__ 3	SOC	201	Social Problems
__ 3	SOC	331	Research Methods
__ 3	SOC	372	Sociological Theory
__ 2	SOC	475	Senior Seminar

### AREA OF CONCENTRATION (choose one):

#### A. Classical Sociology (21)

Choose 21 hours in SOC, or use courses below

\_\_ 3 (x7) \_\_\_\_\_

May also choose from:

PS	101	American Politics & Govt
PSY	210	Social Psychology
PSY	315	Stats for Behavioral Science
SW	351	Family Life Education

#### B. Global Studies & Engagement (21)

__ 3	SOC	260	Social Justice/Community Dev
__ 3	SOC	312	Intercultural Relations

Choose one:

__ 3	SOC	323	Urban Studies
	SOC	253	International Social Issues

Choose 12 more hours in SOC, or courses below

\_\_ 3 (x4) \_\_\_\_\_

May also choose from:

COM	251	Intercultural Comm
HIS	350	Non-Western Cultures
MIS	201	Christianity/World Religion
MIS	311	Strategies Intercultural Comm
PS	301	Comparative Politics
PS	302	International Relations



## HISTORY MINOR (HIS)

### MINOR REQUIREMENTS (18)

#### AMERICAN HISTORY (9)

Complete

__ 3	HIS	201	History of US to 1876*
__ 3	HIS	202	History of US from 1876*

\*If HIS 201 or 202 used for Foundational HIS requirement then an additional American history course must be taken as a substitute.

Choose additional 3 hours from:

	HIS	298	The American Civil War
	HIS	311	War in the American Memory
__ 3	HIS	313	History of Religion in the United States
	HIS	316	The United States in the 1960s
	HIS	319	History of the American South to 1865
	HIS	393	Seminar

#### EUROPEAN HISTORY (3)

Choose at least 3 hours from:

	HIS	321	History of Christianity
	HIS	322	Medieval Civilization
	HIS	323	History of Early Britain
__ 3	HIS	325	From Caesar to Charlemagne: Origins of France
	HIS	326	History of Modern Germany
	HIS	327	Renaissance and Reformation
	HIS	335	Revolutionary Europe
	HIS	393	Seminar

#### NON-WESTERN HISTORY (3)

Choose at least 3 hours from:

	HIS	320	Ancient History
__ 3	HIS	350	Nonwestern Cultures
	HIS	352	History of Latin America
	HIS	393	Seminar

#### ELECTIVES (3)

Choose additional 3 hours in HIS 200 & above (not 201 or 202).

__ 3	HIS	_____	_____
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## POLITICAL SCIENCE MINOR (PS)

### MINOR REQUIREMENTS (21)

__ 3	PHL	343	Political/Social Philosophy
__ 3	PS	101	American Politics & Govt
__ 3	PS	202	Hist/Politics of U.S. Constitution
__ 3	PS	205	Markets & Politics
__ 3	PS	301	Comparative Politics
__ 3	PS	302	International Relations

Choose additional 3 hours in PS.

__ 3	PS	_____	_____
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May also choose from:

COM	342	Communication Campaigns
ECN	273	Intro to Macroeconomics
HIS	350	Non-Western Cultures
SOC	353	International Social Issues

## **SOCIOLOGY MINOR (SOC)**

### MINOR REQUIREMENTS (21)

__ 3	SOC	100	Intro to Sociology
__ 3	SOC	331	Intro to Research Methods
__ 3	SOC	372	Sociological Theory

Choose 12 more hours in SOC, or courses below

\_\_ 3 (x4)

\_\_\_\_\_  
May also choose from:

COM	251	Intercultural Comm
MIS	201	Christianity/World Religions
MIS	311	Strategies Intercultural Comm
MIS	322	Christianity/Culture
PS	301	Comparative Politics
PSY	210	Social Psychology
PSY	342	Cross-Cultural Psychology

# HOWARD DAYTON SCHOOL OF BUSINESS

Dr. Michael Kane, Dean

## BUSINESS DEPARTMENT UNDERGRADUATE MAJORS

Accounting

Business

Sport Management

Most business schools desire to be the best *in* the world. Our goal is to be the best *for* the world. A simple change of the word “in” to “for” expresses our radical view that we have a greater purpose in The Howard Dayton School of Business provides an opportunity to study the principles of effective business management from the standpoint of the Christian world view. The philosophy of Christian liberal arts education with its breadth of perspective and biblical view of truth is reflected in a distinctly Christian approach to the study of business management. The program makes the biblical principle of stewardship and Christian standards of ethics an integral part of the acquisition of technical knowledge and of the pursuit of excellence in professional skills.

We expect our students to graduate with a deep faith and excellent work skills that are integrated and holistic. Our curriculum is based on the over 3,000 verses in scripture that inform us about God's view of wealth and how to handle our business and finances. To that end our courses are focused on a “triple bottom line” – profit, people, and purpose. Business has both the power to corrupt the rich or to bless the poor. It takes men and women of integrity who are completely surrendered to God's purpose to bring out the best for the world.

Currently the Howard Dayton School of Business (HDSB) offers residential undergraduate students majors in Business, Accounting, and Sport Management, as well as minors in Business, Accounting, Sport Management, and Economics. The HDSB offers non-traditional, degree completion programs in Organizational Management. and an MBA degree in the Graduate program.

### MBA 4+1 Option

The 4+1 MBA degree from Asbury is designed to give students from all areas of study the opportunity to earn their bachelor's degree and MBA in five years. Undergraduate students may take graduate level courses their senior year and be granted “temporary admission status” to give them a fast start on the MBA program. For undergraduate program stipulations please see the “Undergraduate Students taking Graduate Level Courses Guidelines”.

## BUSINESS AND ACCOUNTING

The programs in Business and Accounting at Asbury University provide an opportunity to study the principles of effective business management from the standpoint of the Christian world view. 1. The business curriculum includes (1) courses in the functional areas of management, finance, human relations, economics, marketing and (2) courses in the information processing and the quantitative analysis areas of accounting, computer programming and data processing, statistical methods, and management science and operations research.

2. The HDSB strives to incorporate free market economic concepts and ethical concepts throughout our course offerings.

3. Some of the career opportunities for students of business include (1) positions with accounting firms; (2) positions with such financial organizations as banks, brokerage firms, insurance companies, and savings and loan associations; (3) positions with all types of industrial and commercial organizations; (4) positions in religious organizations as staff accountants, controllers, treasurers, and in various

administrative posts; and (5) positions in government and other not-for-profit organizations such as welfare agencies and hospitals.

4. Asbury requires 124 semester hours for a bachelor's degree. Students interested in an accounting major should be aware that in many states, the Society of Certified Public Accountants requires 150 credit hours to sit for the CPA exam. Our recommendation is that the student complete the undergraduate accounting major from Asbury and obtain the additional hours needed to sit for the CPA exam in a graduate program such as the Asbury 4+1 MBA

5. The course of study in business management pursued in the Christian environment of Asbury University offers young people an education which will enhance and enrich their personal lives and prepare them (1) for Christian service to society, (2) for effective performance in their profession, and (3) success in advanced study at the graduate level.

## **ECONOMICS**

The Howard Dayton School of Business offers students a minor in Economics by completion of 21 credit hours (please see below for options regarding the required course). An economics minor will help you to understand the factors that drive and shape our economy. The students who successfully complete the series of courses will have a solid understanding of how markets work, how to work with the economy in an ethical manner and what they need to do as Christian citizens in an economy where we capture all thoughts and making them obedient to Christ and his kingdom. A solid understanding of economics is essential in many career roles such as, businesses, churches, non-profit organizations, financial institutions, and government organizations. Each of these organizations need decision makers who have a solid knowledge of how our economy works.

## **SPORT MANAGEMENT**

The Sport Management program at the Howard Dayton School of Business is designed to provide the opportunity to develop expertise in business management with an orientation toward the world of sport. People given the opportunity for responsibility in the management of sport programs and facilities must become familiar with the various aspects of sport activities in addition to becoming professional business leaders. The major addresses the emphasis on Christian service in the growing area of world sport business. Opportunities for employment would include a variety of sport organizations involving management, marketing, promotion, and fund raising.

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

## **ACCOUNTING (ACC)**

### MAJOR REQUIREMENTS (58)

__ 3	ACC	201	Financial Accounting
__ 3	ACC	202	Managerial Accounting
__ 3	ACC	301	Inter Accounting I
__ 3	ACC	302	Inter Accounting II
__ 3	ACC	305	Cost Accounting
__ 3	ACC	307	Princ Fed Tax Acct
__ 3	ACC	361	Management Info Sys
__ 3	ACC	402	Basic Auditing
__ 3	BU	211	Princ Management
__ 3	BU	241	Princ Marketing
__ 4	BU	251/252	Applied Business Comm
__ 3	BU	261	Business Analytics I
__ 3	BU	262	Business Analytics II

__ 3	BU	321	Business Law I
__ 3	BU	413	Strat Mgt & Ethics
__ 3	BU	451	Princ Finance
__ 3	ECN	272	Intro Microeconomics
__ 3	ECN	273	Intro Macroeconomics

Choose one:

__ 3	ACC	309	Acct for Non-Profit
__ 3	ACC	401	Adv Accounting
__ 3	ACC	435	Internship

## BUSINESS (BU)

### MAJOR REQUIREMENTS (55)

__ 3	ACC	201	Financial Account
__ 3	ACC	202	Managerial Account
__ 3	BU	211	Princ Management
__ 3	BU	241	Princ Marketing
__ 4	BU	251/252	Applied Business Comm
__ 3	BU	261	Business Analytics I
__ 3	BU	262	Business Analytics II
__ 3	BU	321	Business Law I
__ 3	BU	413	Strat Mgt & Ethics
__ 3	BU	451	Princ Finance
__ 3	ECN	272	Intro Microeconomics
__ 3	ECN	273	Intro Macroeconomics

Select 18 hours from any ACC, BU, ECN, 300 or above

__ 3	ACC/BU/ECN	_____
__ 3	ACC/BU/ECN	_____
__ 3	ACC/BU/ECN	_____
__ 3	ACC/BU/ECN	_____
__ 3	ACC/BU/ECN	_____
__ 3	ACC/BU/ECN	_____

## SPORT MANAGEMENT (SPM)

### MAJOR REQUIREMENTS (53-54)

__ 3	ACC	201	Financial Accounting
__ 3	BU	211	Principles Management
__ 3	BU	241	Principles Marketing

Choose one:

__ 3-4	ACC	361	Management Info Systems
__ 3-4	BU	251/252	Applied Business Comm

Choose 6 hours from:

__ 3	BU	321	Business Law I
__ 3	BU	331	Human Res Manag
__ 3	BU	412	Org Behavior & Structure
__ 3	COM	230	Intro Leadership
__ 3	ECN	272	Intro Microeconomics

Also take:

__ 3	PED	210	Intro to Health/PE
__ 3	PED	261	Psy/Soc of PE & Sports
__ 3	PED	275	Principles of Admin in EXS

__ 3	REC	422	Plan/Design/Maintenance
__ 3	SPM	220	Intro to Sport Mgmt
__ 3	SPM	310	History/Evolut. of Sports Industry
__ 2	SPM	330	Sports Communication
__ 3	SPM	340	Sports Marketing
__ 3	SPM	380	Intro to Sports Analytics
__ 3	SPM	400	Sports Law
__ 3	SPM	410	Sports Economics & Finance
__ 3	SPM	435	Internship

### **BUSINESS (BUA) and ORGANIZATIONAL MANAGEMENT (OM)**

The Howard Dayton School of Business also offers online majors in Business and Organizational Management through the ADULT PROFESSIONAL STUDIES PROGRAM (APS). For information on that program see the Adult Professional Studies section of this bulletin.

### **ACCOUNTING MINOR (ACC)**

#### MINOR REQUIREMENTS (21)

__ 3	ACC	201	Financial Accounting
__ 3	ACC	202	Managerial Accounting
__ 3	ACC	301	Inter Accounting I
__ 3	ACC	302	Inter Accounting II
__ 3	ACC	305	Cost Accounting
__ 3	ACC	307	Princ Fed Tax Acc
__ 3	ACC	___	(300 or 400 level)

### **BUSINESS MINOR (BU)**

#### MINOR REQUIREMENTS (21)

[May not be completed by ACC or BU majors.]

__ 3	ACC	100	Fundamentals of Accounting
__ 3	BU	100	Intro to Business & Personal Finance
__ 3	ECN	100	Principles of Economics

Choose 12 hours in Business (BU)

__ 3(x4)	BU	_____	
			(BU 211 & BU 241 recommended)

### **ECONOMICS MINOR (ECN)**

#### MINOR REQUIREMENTS (21)

__ 3	ECN	272	Intro Microeconomics
__ 3	ECN	273	Intro Macroeconomics
__ 3	ECN	325	Stats for Economics

Choose 12 semester hours from the following:

	ECN	372	Int'l Financial Markets
__ 3	ECN	471	Int'l Economics
__ 3	ECN	472	Applied Econometrics
__ 3	BU	451	Princ Finance
__ 3	PS	325	Public Policy
	PS	205	Markets and Politics
	ECN	___	(300 or higher)

## **SPORT MANAGEMENT MINOR (SPM)**

### MINOR REQUIREMENTS (21-22)

Choose one:

__ 3/4	ACC	361	Mgmt Information Systems
	BU	251	App Business Communication

Take:

__ 3	BU	211	Principles of Management
__ 3	PED	210	Intro Health/PE
__ 3	PED	275	Princ of Admin Sport & Rec
__ 3	SPM	220	Intro to Sports Mgmt
__ 3	SPM	340	Sports Marketing
__ 3	SPM	410	Sports Economics & Finance

# SCHOOL OF COMMUNICATION ARTS

Dr. Jim Owens, Dean

Dr. Doug Walker, Associate Dean

Asbury University recognizes that communication competence is vital to success in every field and strongly encourages the development and understanding of a Christian philosophy of communication. The objective of the School of Communication Arts is to prepare students to communicate truthfully and effectively in this age of diversity. The ability to clearly present information to others is more than a desirable skill, it is also a responsibility. Communication Arts is a multi-dimensional school with two departments that house a major in Media Communication; majors and minors in Communication, Journalism, Theatre & Cinema Performance, and Worship Arts; an APS program online major in Instructional Design; and minors in Leadership, Public Relations, and Social Media.

Together, these six programs help students learn to creatively and effectively communicate with others. The expectation is that students' communications abilities be guided by a deeper understanding of how one's faith in Jesus Christ, the Word made flesh, can shape personal communications. Communication knowledge and skill can enhance student marketability in a variety of professions ranging from law, business, entertainment management, advertising, public relations, film production, electronic and print media, ministry, government/politics, high-technology industries, and international relations. Vocational opportunities in the 21st century demand that employees be able to use their technical expertise to communicate through varied and multiple media.

## SCHOOL OF COMMUNICATION ARTS UNDERGRADUATE PROGRAMS

### **MEDIA, JOURNALISM & DIGITAL STORYTELLING DEPARTMENT MAJORS**

Media Communications  
Instructional Design (APS)  
Journalism

### **COMMUNICATION, WORSHIP & THEATRE ARTS DEPARTMENT MAJORS**

Communications Arts  
Theatre & Cinema Performance  
Worship Arts

## MEDIA, JOURNALISM, & DIGITAL STORYTELLING

Dr. Jim Owens, Chair

The **MEDIA COMMUNICATION MAJOR** is designed to prepare Christ-centered students who think creatively and critically about their messages, their audiences and their communication tools. These men and women will develop competency in using a variety of media to communicate – including the Internet, audio and radio, television and the cinema – and they will seek to engage and transform culture. Recognizing the media's collaborative nature, each student will also develop greater self-understanding, an appreciation of diversity, and the abilities to listen and to work in a team. The program has concentrations in production, performance, management, film studies, multimedia, and audio production.

The **JOURNALISM MAJOR and MINOR** grounds students in an understanding of the power of writing, photo-imaging, video, documentary and graphics to bring meaning in an ever-changing marketplace of



ideas. Students with a journalism major or minor gain not only professional journalistic skills but an understanding of how Christian values can be applied to competent leadership over print, and online, and broadcast media. This convergent journalism programs gives students experience with newspapers, magazines, online news, broadcast news and documentaries.

### **INSTRUCTIONAL DESIGN (ID)**

The School of Communication Arts also offers a major in INSTRUCTIONAL DESIGN through the ADULT PROFESSIONAL STUDIES PROGRAM (APS). For information on that program see the Adult Professional Studies section of this bulletin.

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

### **JOURNALISM (JRN)**

#### MAJOR REQUIREMENTS (37)

__ 3	JRN	210	Foundations of Journalism
__ 3	JRN	214	Intro Video Production
__ 3	JRN	275	Reporters Roundtable
__ 3	JRN	303	Features & Reviews
__ 3	JRN	307	Editing, Publishing & Design
__ 3	JRN	333	Advanced Newsgathering
__ 3	JRN	343	Photo & Video Journalism
__ 3	JRN	375	Documentary Filmmaking
__ 3	JRN	435	Internship
__ 1	JRN	475	Senior Seminar
__ 3	MC	308	Broadcast News

Choose at least 6 hours from:

	ART	266	Photography I
	ART	354	Graphic Design I
	COM	281	Public Relations
	ENG	241	Intro Creative Writing-Fiction
__ 3	ENG	300	Writing for Professionals
__ 3	JRN	285	Travel Journalism
	JRN	390	Creative Nonfiction
	JRN	391	Independent Study
	JRN	393	Seminar
	MC	120	Radio Production
	MC	212	Writing for Media
	MC	225	Interactive Media I
	MC	261	Multi-Camera Television Prod (4)

### **MEDIA COMMUNICATION (MC)**

#### MAJOR REQUIREMENTS (44-50)

__ 3	MC	101	Media & Society
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Choose one:

__ 3	MC	120	Radio Production
	MC	121	Audio Production Basics

Complete:

__ 3	MC	212	Writing for Media
__ 3	MC	225	Interactive Media I
__ 4	MC	261	Multi-Camera Television Production
__ 3	MC	342	Mass Com Theory
__ 3	MC	371	Faith, Media & Calling
__ 0.5	MC	475	Senior Seminar I
__ 0.5	MC	476	Senior Seminar II

Choose one:

___ 3	MC	435	Internship
___ 3	MC	437	Los Angeles Internship

AREA OF CONCENTRATION (Choose one):

**A. TELEVISION & VIDEO PRODUCTION (21)**

___ 3	MC	302	Digital Field Production
___ 3	BU	211	Princ of Management

Choose 15 hours from:

	ART	354	Graphic Design I
	JRN	333	Adv Newsgathering
	ID	450	Project Management (2)
	MC	282	Feature Film Screenwriting
	MC	330	Media Ministry & the Church
___ 3	MC	340	Editing Practice & Theory
	MC	308	Broadcast News
___ 3	MC	228	Live Audio & Sound Reinforce
	MC	324	Sound Design for Sports
___ 3	MC	326	Sports Storytelling
	MC	360	Underwater Cinematography
___ 3	MC	380	Remote TV Production
	MC	395	Sitcom Production
___ 3	MC	392/492	Directed Study
	MC	393	Seminar in Communication
	MC	397	Media Industry Travel
	MC	428	Special Events & Prod
	MC	472	Media Law
	THA	151	Acting I

**B. PRODUCTION DESIGN (21)**

___ 3	BU	211	Princ of Management
___ 3	MC	325	Design for Film, TV, Theatre
___ 3	THA	262	Approach to Design Theatre

Choose one:

___ 3	ART	251	Art History I
	ART	252	Art History II

Choose 9 hours:

	ART	111	Intro to 2D Form & Design
	ART	112	Intro to 3D Form & Design
	ART	231	Interm Design & Color Theory
___ 3	ART	354	Graphic Design I
	ID	450	Project Management (2)
___ 3	MC	332	Sundance: Independ. Cinema
	MC	372	Interactive Media II
___ 3	MC	392/492	Directed Study
	MC	393	Seminar in Communication
	MC	397	Media Industry Travel
	MC	428	Special Events & Prod

**C. MULTIMEDIA (21)**

___ 3	ART	354	Graphic Design I
___ 3	ART	452	Graphic Design II
___ 3	MC	372	Interactive Media II

Choose two:

__ 3	MC	302	Digital Field Production
__ 3	MC	328	Design & Create After Effects
	MC	329	Coding/Develop Multimedia

Choose two:

	ART	340	Photography II
	COM	261	Soc Media & Emerg Tech
	COM	461	Social Media Marketing
__ 3	MC	392/492	Directed Study
	MC	393	Seminar in Communication
__ 3	MC	397	Media Industry Travel
	MC	428	Special Events & Prod
	ID	325	Designing Online Interactions
	ID	375	Learning & Content Mgnt Syst (2)
	ID	410	Assessment & Evaluation
	ID	450	Project Management (2)

**D. PERFORMANCE (18)**

__ 3	MC	211	Media Performance
__ 3	MC	302	Digital Field Production
__ 3	MC	308	Broadcast News
__ 3	THA	151	Acting 1

Choose 6 hours from:

	JRN	333	Adv Newsgathering
	MC	308	Broadcast News (repeatable)
__ 3	MC	326	Sports Storytelling
	MC	393	Seminar
__ 3	MC	397	Media Industry Travel
	MC	472	Media Law
	THA	251	Acting II
	THA	372	Acting for the Camera

**E. ENTERTAINMENT MANAGEMENT (22)**

__ 1	MC	220	Intro Entertainment Mgmt
__ 3	BU	100	Business & Personal Finance
__ 3	BU	241	Principles of Marketing
__ 3	BU	325	Social Entrepreneurship
__ 3	MC	472	Media Law

Choose one:

	MC	320	Inside the Music Business
__ 3	MC	338	Producing for Film
	BU	343	Personal Selling/Sales Mgmt
	BU	312	Small Business Mgmt
	ID	450	Project Management (2)

Choose two (not used above):

	ACC	100	Fundamentals of Accounting
	BU	341	Digital Market/Channel Mgt.
	BU	342	Consumer Behav/Decisions
__ 3	BU	343	Personal Selling/Sales Mgt
	COM	220	Interpersonal Com
__ 3	COM	281	Public Relations
	COM	351	Persuasion
	COM	461	Social Media Marketing
	ECN	100	Principles of Economics
	MC	393	Seminar in Communication
	MC	397	Media Industry Travel

**F. AUDIO PRODUCTION (18)**

*Note: Students in the audio emphasis should take MC 121 in major core requirements.]*

__ 3	MC	222	Digital Audio Editing
__ 3	MC	275	Audio Engineering & Mixing
__ 3	MC	331	Advanced Audio Production
__ 3	MC	352	Multitrack Recording Tech

Choose 6 hours from:

__ 3	MC	228	Live Sound/ Reinforce
__ 3	MC	320	Inside the Music Business
	MC	324	Sound Design for Sports
__ 3	MC	392/492	Directed Study
	MC	344	Sound for Picture

**G. FILM (24)**

__ 3	MC	272	Film Aesthetics
__ 3	MC	302	Digital Field Production
__ 3	MC	310	Cinematography & Lighting
__ 3	MC	340	Editing Practice & Theory
__ 3	MC	341	Directing Narrative Film
__ 3	MC	338	Producing for Film

Choose one:

__ 3	MC	321	American Cinema
	MC	322	International Cinema

Choose one:

	ENG	315	Film as Literature
	JRN	375	Documentary Filmmaking
	MC	282	Feature film Screenwriting (4)
	MC	325	Design for Film, TV, Theatre
	MC	328	Design & Create After Effects
	MC	332	Sundance: Indep Cinema
__ 3	MC	360	Underwater Cinematography
	MC	382	Film Production
	MC	392/492	Directed Study
	MC	393	Seminar in Film
	MC	395	Sitcom Production
	MC	397	Media Industry Travel
	MC	401	Advanced Directing
	MC	435/437	Internship (repeatable)
	MC	344	Sound for Picture
	THA	151	Acting I

**JOURNALISM MINOR (JRN)**

MINOR REQUIREMENTS (18)

__ 3	JRN	210	Foundations of Journalism
__ 3	JRN	214	Intro Video Production
__ 3	JRN	275	Reporters of the Roundtable
__ 3	JRN	303	Feature Stories and Reviews
__ 3	JRN	307	Editing, Publishing & Design
__ 3	JRN	343	Photo and Video Journalism

# COMMUNICATION, WORSHIP & THEATRE ARTS

Dr. Jim Shores, Chair

1. Communications is the number one skill sought in job interviews and is vital for nearly every human interaction. The **COMMUNICATIONS MAJOR and MINOR, and Minors in Leadership, Public Relations, and Social Media**, give students the theory and practice necessary to communicate effectively in multiple environments through appropriate channels. Asbury's program empowers students with ideas and skills that benefit their personal and spiritual lives as well as equips them for professional careers. In the modern world where people increasingly have multiple jobs over a lifespan, Communications delivers flexibility for a broad range of vocations including public relations, politics, event planning and management. Rooted in the ancient traditions of oratory and rhetoric as well as modern social scientific research, Communications majors can concentrate their studies in public relations, leadership, or international communications.

2. The **THEATRE & CINEMA PERFORMANCE MAJOR and MINOR** give students an opportunity to develop and refine acting, directing, and production skills. Students will develop a strong understanding of the history of the theatre and the cinema and their power to influence society and culture. This knowledge enables students to experiment with theatre communication techniques and approaches to audiences that stress excellence in performance and purity of purpose and message.

3. The **WORSHIP ARTS MAJOR and MINOR** equips students theologically, spiritually, and technically to play significant leadership roles in the worship arts in congregations. Building on a foundation of biblically- and theologically-informed study of the church and its worship, the program leads students in personal spiritual growth and in opportunity to develop abilities to lead in music, media ministry, drama, the visual arts, and intra-church relationships in today's church.

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

## COMMUNICATIONS MAJOR (COMS)

### MAJOR REQUIREMENTS (39-51)

__ 3	COM	220	Interpersonal Communication
__ 3	COM	221	Narrat & Ideologies in Hollywood
__ 3	COM	271	Intro to Com Theory
__ 3	COM	331	Group Com/Leadership
__ 3	COM	435	Internship
__ 3	COM	475	Senior Seminar

### AREA OF CONCENTRATION (Choose one):

#### A. LEADERSHIP (24)

__ 3	BU	211	Principles of Management
__ 3	COM	230	Intro to Leadership
__ 3	COM	251	Intercultural Communication
__ 3	COM	351	Persuasion
__ 3	ENG	300	Writing for Professionals

Choose 6 hours from:

	BU	331	Human Resources Mgt
	COM	281	Public Relations Theory
__ 3	COM	342	Communication Campaigns
__ 3	COM	350	Organizational Communication
	COM	397	Global Com Field Trip
	SOC	230	Leading Groups

Choose one:

	CM	411	Leadership in Ministry
	HIS	200	Leadership in History
__ 3	REC	312	Outdoor Christian Leadership
	REC	362	Challenge Course Facilitation
	SOC	201	Social Problems & Globalizatn

**B. PUBLIC RELATIONS (33)**

__ 3	BU	241	Principles of Marketing
__ 3	COM	261	Social Media & Emerging Technologies
__ 3	COM	281	Public Relations Theory
__ 3	COM	342	Communication Campaigns
__ 3	COM	351	Persuasion
__ 3	COM	431	Public Relations Mgt
__ 3	JRN	210	Foundations of Journalism
__ 3	JRN	307	Editing, Publishing & Design
__ 3	MC	225	Interactive Media

Choose one:

	ART	354	Graphic Design I
	JRN	343	Photo & Video Journalism
	MC	120	Radio Production
__ 3	MC	302	Digital and Post Production
	MC	308	Broadcast News
	MC	428	Special Events

Choose one:

	BU	251/252	App in Business Comm (4)
	BU	441	Market Research
__ 3/4	COM	251	Intercultural Communication
	COM	397	Global Com Field Trip
	ENG	300	Writing for the Professions
	MC	212	Writing for the Media

**C. INTERNATIONAL COMMUNICATIONS (21)**

__ 3	COM	251	Intercultural Communications
__ 3	SOC	353	International Social Issues

Choose 12 hours from:

	MIS	201	Christian & Cont World Rel
__ 3	MIS	311	Strategies Intercultural Comm
__ 3	MIS	322	Christianity & Culture
__ 3	PS	301	Comparative Politics
__ 3	PS	302	International Relations
	PSY	342	Cross-Cultural Psychology
	SOC	112	Intro Anthropology

Choose one:

	COM	281	Public Relations Theory
	COM	341	Communication of the Gospel
__ 3	COM	350	Organizational Communication
	COM	397	Global Communications Field Trip
	HIS	393	Sem: International Affairs
	PHL	242	World Religions

**D. SOCIAL MEDIA (24)**

__ 3	ART	354	Graphic Design I
__ 3	COM	261	Social Media & Emerging Technologies
__ 3	COM	351	Persuasion
__ 3	COM	461	Social Media Marketing

__3	JRN	214	Intro Video Production
__3	MC	225	Interactive Media I
Choose two courses from:			
	ART	266	Photography I
	ART	452	Graphic Design II
	BU	241	Principles of Marketing
__3-4	BU	251/252	App in Business Comm (4)
	COM	251	Intercultural Communications
	COM	281	Public Relations Theory & Practice
	COM	342	Communication Campaigns
__3-4	COM	397	Global Communication Field Trip
	JRN	210	Foundations of Journalism
	JRN	343	Photo and Video Journalism
	MC	212	Writing for the Media
	MC	261	Multi-Camera Television Prod (4)
	PSY	210	Social Psychology

## THEATRE & CINEMA PERFORMANCE (THA)

### MAJOR REQUIREMENTS (46-48)

__1	THA	101	Theatre/Cinema Practicum
__1	THA	101	Theatre/Cinema Practicum
__1	THA	101	Theatre/Cinema Practicum
__1	THA	101	Theatre/Cinema Practicum
__3	THA	150	Movement for the Actor
__3	THA	151	Acting I
__3	THA	251	Acting II
__3	THA	262	Approach to Design
__3	THA	321	Auditions
__3	THA	325	Fundamentals of Directing
__3	THA	351	Acting III: Styles
__3	THA	382	World Theatre Forum
__3	THA	351	Acting IV: Shakespeare
__1	THA	475	Senior Seminar

### AREA OF CONCENTRATION (choose one):

#### A. ACTING (16)

__4	MC	282	Screenwriting Fundamentals
__3	THA	371	Acting for the Camera

Choose one:

__3	COM	221	Narrat /Ideolog Hollywood
	MC	371	Faith, Media & Calling

Choose 6 hours from:

	ENG	241	Intro Creative Wri – Fiction (3)
	ENG	410	Shakespeare (3)
	MC	261	Multi-Camera Television Prod (4)
__3	MC	302	Digital Field Production (3)
	MC	395	Sitcom Class (3)
	THA	285	New Works Seminar (4)
	THA	392	Directed Study (1-3)
__3	THA	393	Seminar (1-3)
	VOC	104	Voice Thea & Worship (2)
	VOC	111	Private Lesson (1)
	VOC	112	Private Lesson (2)

**B. MUSICAL THEATRE (14)**

__ 2	MTH	111	Written Theory I
__ 2	MTH	112	Written Theory II
__ 1.5	MTH	121	Sight Singing/Aural Training I
__ 1.5	MTH	122	Sight Singing/Aural Train II

Choose one:

	VOC	104	Voice Theatre & Worship
__ 1-2	VOC	300	Opera Workshop
	VOC	301	Musical Theater Ens

Choose 6 hours from:

	ENS	1__	Ensembles (limit of 2) (1)
	MC	325	Design/Film, Television & Theatre (3)
	MHL	251	History and Lit of Music I (3)
	MHL	252	History and Lit of Music II (3)
__ 3	MHL	356	Opera & Musical Theatre (2)
	PNO	151	Beg Functional Piano (1)
	PNO	152	Elem Functional Piano (1)
__ 3	THA	392	Directed Study (1-3)
	THA	393	Seminar (1-3)
	VOC	111	Private Lesson (1)
	VOC	112	Private Lesson (2)

**WORSHIP ARTS (WA)****MAJOR REQUIREMENTS (41-46.5)**

__ 3	ART	354	Graphic Design I
__ 3	CM	100	Ministry & Mission
__ 3	CM	201	Dyn of Spiritual Growth
__ 3	CM	361	Worship Thru the Ages
__ 3	MC	225	Interactive Media I
__ 3	MC	228	Live Audio & Sound
__ 2	WA	101	Intro to Worship Arts
__ 2	WA	300	Worship Arts Leadership
__ 3	WA	435	Internship
__ 1	WA	475	Senior Seminar

Choose one:

__ 3	JRN	214	Intro Video Production
	MC	302	Digital Field Production

**AREA OF CONCENTRATION (Choose one):****A. VISUAL ARTS (12)**

Choose 12 hours from:

	ART	266	Photography I
__ 3	ART	300	Art Theory & Criticism
	ART	452	Graphic Design II
__ 3	MC	121	Audio Production
	MC	261	Multi-Cam Production
__ 3	MC	371	Faith, Media & Calling
	MC	372	Interactive Media II
__ 3	MC	380	Remote TV Production
	MC	395	Sitcom Production
	THA	262	Approach to Design
	WA	293	Worship Arts Seminar



**B. DRAMATIC ARTS (12)**

__ 3	THA	151	Acting I
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Choose 9 hours from:

	MC	282	Screenwriting Fundantls
__ 3	THA	251	Acting II
__ 3	THA	262	Approach to Design
__ 3	THA	325	Fundamentals of Directing
	WA	293	Worship Arts Seminar

**C. MUSIC (17.5)**

Entry into the Music Emphasis of the Worship Arts major is by audition only. Applicants may audition on guitar, keyboard, bass, drums, or voice. Students who do not pass this may begin their general core classes and re-audition during a later semester.

__ 2	MTH	111	Written Theory I
__ 1.5	MTH	121	Sight/Aural Training I
__ 1	MUS	150	Music Technology
__ 1	PNO	151	Beginning Functional Piano
__ 3	WA	121	Contemp Music Theory I
__ 1	WA	151	Worship Arts Technology
__ 1	WA	211	Worship Band Ensemble
__ 2	WA	321	Introduction to Worship Band
__ 3	WA	322	Contemp Music Theory II

Choose at least 2 hours from:

			Private lessons INS/ORG/PNO/VOC (1-2)
	CHM	210	Music in Worship (2)
__ 1	CHM	472	Songs of the Church (2)
__ 1	ENS	___	Ensemble (1)
	WA	211	Worship Band Ensemble (1)
	WA	293	Worship Arts Seminar(1-3)

**COMMUNICATIONS MINOR (COMS)**MINOR REQUIREMENTS (21)

__ 3	COM	220	Interpersonal Comm
__ 3	COM	221	Narratives in Hollywood
__ 3	COM	271	Intro to Comm Theory
__ 3	COM	331	Group Comm/Leadership
__ 3	COM	351	Persuasion

Choose 6 hours of COM, JRN, MC, or THA 200 or higher:

__ 3 (x2)	COM/JRN/MC/THA	___	(200 or higher)
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**LEADERSHIP MINOR (LED)**MINOR REQUIREMENTS (24)

[May not be completed by COM majors. Must be completed without substitutions.]

__ 3	BU	211	Principles of Management
__ 3	COM	230	Intro to Leadership
__ 3	COM	331	Group Comm/Leadership
__ 3	COM	435	Internship
__ 3	PHL	231	Ethics
__ 3	SOC	201	Social Problems & Globalization

Choose 6 hours from:

	BU	412	Organizational Behavior
	CM	411	Leadership in Ministry
__ 3	COM	281	Public Relations Theory/Prac
__ 3	COM	350	Organizational Communication
	HIS	200	Leadership in History
	PSY	210	Social Psychology
	REC	362	Challenge Course Facilitation

## **PUBLIC RELATIONS MINOR (PR)**

### MINOR REQUIREMENTS (24)

__ 3	BU	241	Principles of Marketing
__ 3	COM	261	Social Media & Emerging Technologies
__ 3	COM	281	Public Relations Theory
__ 3	COM	431	Public Relations Mgmt
__ 3	JRN	210	Foundations of Journalism
__ 3	MC	225	Interactive Media

Choose 6 hours from:

	COM	251	Intercultural Communications
__ 3	COM	342	Communication Campaigns
__ 3	COM	351	Persuasion
	JRN	307	Editing, Publishing & Design
	JRN	343	Photo & Video Journalism

## **SOCIAL MEDIA MINOR (SM)**

### MINOR REQUIREMENTS (21)

__ 3	COM	221	Narratives & Ideologies in Hollywood
__ 3	COM	261	Social Media & Emerging Technologies
__ 3	COM	331	Group Com/Leadership
__ 3	COM	351	Persuasion
__ 3	COM	461	Social Media Marketing

Take 2 of the following:

	ART	266	Photography I
	ART	354	Graphic Design I
	BU	241	Principles of Marketing
	COM	251	Intercultural Communications
__ 3	COM	281	Public Relations Theory & Practice
	COM	342	Communication Campaigns
	COM	397	Global Com Field Trip
__ 3	JRN	210	Foundations of Journalism
	JRN	214	Intro Video Production
	JRN	307	Editing, Publishing, & Design
	MC	212	Writing for the Media
	MC	261	Multi-Camera Television Production
	PSY	210	Social Psychology

## **THEATRE & CINEMA PERFORMANCE MINOR (THA)**

### MINOR REQUIREMENTS (18-20)

__ 1	THA	101	Theatre/Cinema Practicum
__ 1	THA	101	Theatre/Cinema Practicum
__ 3	THA	151	Acting I
__ 3	THA	251	Acting II
__ 3	THA	325	Fundamentals of Directing

__ 3	THA	382	World Theatre Forum
Choose 4-6 hours from:			
	ENG	410	Shakespeare
__ 3	MC	282	Screenwriting Fundamentals
	THA	262	Approach to Design Theatre/Cinema
__ 1-3	THA	285	New Works Seminar
	THA	371	Acting for the Camera
	THA	393	Seminar
	VOC	100	Vocal Fundamentals for Singers
	VOC	201	Private Lessons for Non-Majors

## **WORSHIP ARTS MINOR (WA)**

### MINOR REQUIREMENTS (21-23)

__ 3	CM	100	Ministry & Mission
__ 3	CM	213	Introduction to Worship
__ 2	WA	300	Worship Arts Leadership
Choose 2 classes from:			
	ART	266	Photography I (3)
	ART	300	Art Theory and Criticism (3)
__ 3	ART	354	Graphic Design I (3)
	MC	225	Interactive Media I (3)
	MC	282	Screenwriting Fundamentals (4)
__ 3-4	THA	151	Acting I (3)
	THA	262	Approach to Design (3)
	THA	325	Fundamentals of Directing (3)
Choose one:			
	MC	121	Audio Production Basics (3)
__ 3/4	MC	228	Live Audio & Sound Reinforcement (3)
	MC	261	Multi-Camera Television Production (4)
Choose 4 hours from:			
	CHM	210	Worship in Music (2)
	CHM	472	Songs of the Church (2)
__ 1-3	CM	361	Worship Through the Ages (3)
__ 2-3	WA	211	Worship Band Ensemble (1)
	WA	293	Worship Arts Seminar (1-3)
	WA	321	Introduction to Worship Band (2)

# SCHOOL OF EDUCATION

**Dr. Sherry Powers, Dean of School of Education**

Dr. Mark Butler, Associate Dean; CAEP Coordinator

Dr. Tim Crook, Chair of Instructional Leadership

Dr. Channon Horn, Chair of Educational Specialties; Assessment System Coordinator

Dr. David Riel, Director of Clinical Experiences

## EDUCATION DEPARTMENT UNDERGRADUATE MAJORS

Elementary School Grades P-5

Middle School Grades 5-9

Secondary Education 8-12 (English, Biology, Chemistry, Social Studies, and Math)

P-12 Education (French, Spanish, Latin, Art, Music, and Health/PE)

LBD P-12 Dual Certification (must accompany certification for Elem Ed or Middle School)

MSD P-12 Dual Certification (must accompany Elem Ed or Middle School AND LBD certificate)

The School of Education also offers an online Elementary School Grades P-5 program (based on Kentucky licensure) through the Adult Professional Studies.

Asbury University has a variety of teaching majors leading to either the Bachelor of Science in Education or the Bachelor of Arts degree. The mission of the School of Education is as follows:

*Our mission as the School of Education is to facilitate the preparation of professional educators who embody world-class academic excellence, spiritual integrity, and servant leadership.*

The goal of the School of Education is to provide a strong academic Clinical-Based Preparation Program and to prepare quality educators who are committed to professional excellence and who positively impact P-12 student learning. It is the intent of the School of Education to provide educators who can design instruction, assess student learning, analyze the work of learners, diagnose pupil progress, and prescribe for student success. To accomplish this, candidates in education will have specific and intentional clinical opportunities in each course and will have extended clinical school-embedded experiences integrated throughout the preparation process. The entire program is designed to facilitate education candidates entering a student-centered profession for the 21<sup>st</sup> century.

This commitment is embodied in the School of Education's model: "Facilitators of Student Success," which seeks to prepare educators in response to the Kentucky Teacher Standards who will be able to:

- Demonstrate knowledge of content
- Design/plan instruction
- Create/maintain learning climate
- Implement/manage instruction
- Assess and communicate learning results
- Demonstrate implementation of technology
- Reflect/evaluate teaching/learning
- Collaborate with colleagues/parents/others
- Engage in professional development
- Demonstrate professional leadership
- Demonstrate dispositions that facilitate student learning and success while fostering professional community

An integral facet of the program is education in a Christian context with preparation for service in various educational settings. Addressing a broad range of contemporary educational issues, many courses offer opportunities for working with school-age young people. Cooperating officials of nearby school

systems provide the School of Education staff and students access to practical educational experiences. The School of Education preparation programs are approved and accredited by the Kentucky Education Professional Standards Board and accredited by the National Council for the Accreditation of Teacher Education (NCATE), now changing to the Council for the Accreditation of Educator Preparation (CAEP).

## TEACHER EDUCATION PROGRAM

The Teacher Education Program is administered through a Performance Assessment System built on a continuous improvement cycle which includes four progress check points or “Gates”:

Gate 1—Program Entry; complete Gate 1

Gate 2—Admission to Teacher Education; admission to upper level courses

Gate 3—Admission to Student Teaching; complete Form 2

Gate 4—Program Exit; recommendation for certification

Students seeking a recommendation for a teaching certificate must be accepted into the Teacher Education Program (Gate 2) in order to complete required professional courses (300 or above). Receiving a “proficient” rating at Gate 3 is required to pursue the professional semester and obtain a student teaching assignment. Fulfilling the requirements of Gate 4 (exit from program) results in a recommendation for certification. Student teaching, which is considered to be a full-semester of coursework, involves two weeks of seminars and day-long involvement and participation for 13 weeks during a semester in a local school district. A *minimum grade of 2.75* for all coursework in the cumulative, major, and professional courses GPAs must be maintained for continuation in all education major programs. [The professional courses are as follows: ED/EDA 301, 320, 341, 342, 350, 360, 380, 390, 385, 393, 401, 405, 410, 420, 421, 422, 425, 428, and all Student Teaching courses. Student Teaching is a minimum of 70 days and attendance at 7 seminars.]

### ADMISSION TO TEACHER EDUCATION (GATE 2)

#### **Gate 2 Admission For Traditional Undergraduate- Residential Programs:**

1. Meet Teacher Education Program entry requirements.
2. Obtain a minimum GPA of 2.75 on a 4.0 scale in the cumulative GPA for admission into the Teacher Education Program.
3. Submit a formal application (Form 1) for admission into teacher education.
4. Obtain a grade of “**C**” or above in each of these courses:
  - ENG 110 or ENG 151 (*or ENG equivalent*)
  - COM 130 or 150 (*or equivalent*)
  - MAT 201 (or equivalent) for elementary education majors, or MAT 120 for middle school, secondary, and P-12 education majors (May be met by ACT/SAT Math score of 26/600)
5. Complete the PRAXIS Core Academic Skills for Educators: Reading, Writing, and Math, and obtain KY passing scores.
6. Obtain a grade of “**C**” or above in ED/EDA 200 Introduction to Education.
7. Complete successfully ED/EDA 201 Structured Inquiry Clinical, 60 hours that includes at least one diversity experience with positive teacher recommendations (proficient rating)—including disposition ratings.
8. Obtain clearance from the Office of Student Development concerning moral, social, and ethical behavior.
9. Obtain 2 positive recommendations with disposition ratings for admission into teacher education.
10. Submit completed “Character and Fitness” form that meets Kentucky’s Code of Ethics
11. Complete a successful interview with the Teacher Education Committee (Proficient ranking).
12. Obtain an overall *Proficient* score on the Gate 2 portfolio, which includes Standard XI for dispositions.

**(See variation for Gate 2 Admission For APS Undergraduate Programs – Education P-6)**

### **ADMISSION TO STUDENT TEACHING (GATE 3)**

1. Cumulative GPA 2.75 minimum
2. Major GPA 2.75 minimum
3. Professional GPA 2.75 minimum
4. Complete Form 2--Application to Student Teaching
5. Obtain positive department approval, including disposition ratings
6. Submit completed "Character and Fitness" form that meets Kentucky's Code of Ethics.
7. Complete all professional education courses with a grade of "C" or better
8. Obtain Medical Clearance
9. Complete criminal background check
10. Obtain a *Proficient* rating on each ED/EDA 301 & 401 Clinicals
11. Obtain a *Proficient* rating on the interview
12. Obtain a *Proficient* rating on the portfolio, including Standard XI for dispositions
13. Interview with the Director of Clinical Experiences

### **EXIT FROM PROGRAM – RECOMMENDATION FOR TEACHER CERTIFICATION (GATE 4)**

1. Cumulative GPA minimum of 2.75
2. Major GPA minimum of 2.75
3. Professional GPA minimum of 2.75
4. Complete Certification Application
5. Obtain positive cooperating teacher recommendation, including Standard XI for dispositions
6. Complete and meet the criteria on the "Character and Fitness" Form
7. Complete student teaching with a Proficient rating, including Standard XI for dispositions
8. Obtain a Proficient rating on the interview
9. Obtain a Proficient rating on the portfolio, including Standard XI for dispositions

### **Licensure Examinations:**

All education majors are *required to take* the appropriate PRAXIS II Specialty Area Exam(s) and the respective Principles of Learning and Teaching (PLT).

### **Certification (Gate 4)**

- The Teacher Education Program at Asbury University is accredited by the Kentucky Education Professional Standards Board and the National Council for the Accreditation of Teacher Education (NCATE—now CAEP—Council for the Accreditation of Educator Preparation). Requirements for each teaching area at Asbury University are in compliance with the minimum regulations set forth by the Kentucky Education Professional Standards Board and are subject to change. Each program curricular design responds to the specific NCATE (CAEP) specialty professional associations (SPA).
- Applicants for a Kentucky teaching certificate must complete state approved program requirements and all graduation requirements which provide for meeting the initial academic certification standards. To be recommended for certification, a candidate must pass the Gate 4 interview and the portfolio review with a proficient rating, which includes a rating on candidate dispositions. For certification the candidate must also receive scores that meet or exceed the Kentucky established minimums on the PRAXIS II Specialty Area Assessment(s) and Principles of Learning and Teaching.
- When the approved teacher education program and Kentucky certification testing requirements have been met and when an application for Kentucky certification has been completed, a Statement of Eligibility may be requested from the Kentucky Education Professional Standards Board. Upon securing a teaching contract, the beginning teacher must participate in the Kentucky Teacher Internship Program (KTIP) during the first year of teaching.

When certification is desired in another state, keep in mind that most state Departments of Education request a copy of the teaching certificate obtained from the state in which the teacher education program was completed. Graduates can contact a state's Department of Education to ask for an application for certification and can contact the Certification Specialist at Asbury University for assistance in interpreting individual state certification requirements.

Asbury graduates currently teach throughout the United States and in many foreign countries. Over 60% of the states, including Kentucky, belong to the Interstate Certification Compact.

**Student Teaching Overseas** - Asbury is affiliated with Interaction International/CCTECC (Christian College Teacher Education Coordinating Council) and SEND International. These organizations provide Asbury with an accredited framework to offer overseas student teaching. Dual placement is necessary, with candidates teaching stateside in a local school district with supervision by Education faculty during the first half of the semester. Student teaching overseas occurs during the last half of the professional semester. Careful consideration needs to take place by anyone desiring to student teach overseas. There is an application and stateside training fee. **Candidates must apply at least one full calendar year in advance of student teaching placement.** Contact the Director of Clinical Experiences in the School of Education for details and application specifications.

## MAJOR REQUIREMENTS

The Kentucky Education Professional Standards Board mandates four levels of certification requirements which include Elementary (P-5), Middle School (5-9), Secondary (8-12), and all grade levels (P-12) Education. Students must meet the requirements of one of the prescribed certification programs.

Fifty percent of the major must be taken at Asbury University to receive a degree, and student teaching must be completed in a school district with which Asbury has a contractual agreement. **All program requirements are in response to Kentucky Education Professional Standards Board and are subject to change.**

**MAJORS AND MINORS** See the UNIVERSITY COURSE CATALOG for course descriptions.

## ELEMENTARY SCHOOL GRADES (P-5) (ELEE)

### MAJOR REQUIREMENTS (82)

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical Experience
__ 2	ED	220	Technology for Education
__ 2	ED	230	Human Growth & Dev
__ 3	ED	274	Soc Studies/Science in Classroom
__ 3	ED	276	Arts/Humanities/Practical Living in Class
__ 3	ED	290	Facilitating EL Student Success
__ 1	ED	301	Guided Inquiry Clinical Experience
__ 3	ED	320	Exceptional Learner
__ 2	ED	341	Read/Language Arts
__ 2	ED	342	Teaching of Reading
__ 3	ED	350	Literacy Assessment
__ 2	ED	360	Social Studies Methods
__ 3	ED	380	Elem Math/Science Methods
__ 1	ED	401	Open Inquiry Clinical Experience
__ 3	ED	405	Learn Performance & Assess

__ 2	ED	410	Classrm Management
__ 2	ED	428	Intervention for Differentiation
__ 3	ENG	240	Grammar & Comp Elem Teachers
__ 3	ENG	360	Children's Literature
__ 3	MAT	201	Elem School Math I
__ 3	MAT	202	Elem School Math II
__ 3	MAT	203	Elem School Math III
__ 3	PSY	101	Psychology in Everyday Life

Complete:

__ 6	ED	498	Student Teaching
__ 6	ED	499	Student Teaching

**Choose an ACADEMIC CONCENTRATION**

[12 hours from one of the following areas (foundational and other courses required above may not be used)]

**A. ENGLISH (12)**

\_\_ 3(x4) ENG \_\_\_\_\_

**B. ENGLISH AS A SECOND LANGUAGE (12)**

Choose 12 hours from:

__ 3	ED	418	Teach ESL Methods & Cult
__ 3	ENG	200	Intro to Teaching ESL
__ 3	ENG	331	Linguistics & Adv Grammar
__ 3	ENG	335	Sound Systems of Lang
__ 3	ENG	336	Gram Structure of Lang

**C. FINE ARTS (12)**

[Music and/or ART with 3 hour limit on independent studies, ensembles, private lessons]

\_\_ 3(x4) \_\_\_\_\_

**D. INTERDISCIPLINARY (12)**

[12 hours compiled from the following areas (foundational and other courses required above may not be included)]

__ 3	_____	_____	Communications
__ 3	_____	_____	English
__ 3	_____	_____	Fine Arts
__ 3	_____	_____	Literature
__ 3	_____	_____	Mathematics
__ 3	_____	_____	Philosophy
__ 3	_____	_____	Science
__ 3	_____	_____	Social Studies
__ 3	_____	_____	Foreign Languages

**E. LEARNING & BEHAVIOR DISORDERS (P-12) (12)**

[Completion of all 18 hours provides dual certification in Elementary and Special Education]

__ 3	ED	225	Assistive Technologies
__ 3	ED	330	Behavior Intervention
__ 3	ED	332	Collaboration and Advocacy
__ 3	ED	334	Early Childhood Spec Populations
__ 3	ED	338	Intro to Students with LBD
__ 3	ED	415	Assessment for Spec Ed
__ 3	ED	416	Methods Spec Populations

**F. MATHEMATICS (12)**

\_\_ 3 MAT 460 Topics in Math for Elem

Choose 3 classes:

[MAT 111 or higher; but not MAT 201, 202, 203]

\_\_ 3 (x3) MAT \_\_\_\_\_

**G. SCIENCE (12)**

[BIO, CHE, ESC, and/or PHY]

\_\_ 3 (x4) \_\_\_\_\_



**H. SOCIAL STUDIES (12)**

[HIS, PS, PSY, and/or SOC]

\_\_ 3 (x4) \_\_\_\_\_

**I. FOREIGN LANGUAGE (12)**

[One language]

\_\_ 3 (x4) \_\_\_\_\_

The School of Education also offers a major in **ELEMENTARY SCHOOL GRADES (P-5)** through the ADULT PROFESSIONAL STUDIES PROGRAM (APS). For information on that program see the Adult Professional Studies section in this bulletin.

**MIDDLE SCHOOL GRADES (5-9) (MSE)**

MAJOR REQUIREMENTS (79-90)

Take:

__ 2	ED	200	Introduction to Education
__ 1	ED	201	Structured Inquiry Clinical
__ 2	ED	220	Technology for Education
__ 2	ED	230	Human Growth & Devel
__ 1	ED	301	Guided Inquiry Clinical
__ 3	ED	320	Exceptional Learner
__ 3	ED	385	Read/Write Across the Curric
__ 1	ED	401	Open Inquiry Clinical
__ 3	ED	405	Learn Perform & Assess
__ 2	ED	410	Classroom Management
__ 3	ED	425	Mid Sch Curric/Cont Methods
__ 2	ED	428	Interventions for Differentiation
__ 6	ED	498	Student Teaching
__ 6	ED	499	Student Teaching

**Student must complete TWO of the following five options.** These options satisfy Middle School Education emphases only and cannot be taken outside of the Middle School Education major or an endorsement.

**A. ENGLISH/COMMUNICATION MIDDLE SCHOOL ED. (24)**

__ 3	ENG	230	Intro to Literature
__ 3	ENG	231	British Lit Trad I
__ 3	ENG	232	British Lit Trad II
__ 3	ENG	250	Writing for Teachers
__ 3	ENG	261	American Literature I
__ 3	ENG	262	American Literature II
__ 3	ENG	331	Linguistics/Adv Grammar
__ 3	ENG	361	Adolescent Literature

**B. MATHEMATICS MIDDLE SCHOOL EDUCATION (25)**

__ 4	MAT	181	Calculus I
__ 3	MAT	203	Math for Elem Teachers III
__ 4	MAT	232	Probability & Statistics
__ 4	MAT	362	Geometry
__ 4	MAT	371	Algebraic Structures
__ 3	MAT	461	Topics in Math for MS Teachers
__ 3	MAT	_____	[MAT 112 or above]

**C. SCIENCE MIDDLE SCHOOL EDUCATION (26)**

__ 4	BIO	201+203	General Biology I
__ 4	BIO	221+225	Ecology
__ 2	BIO	341	Ethical Issues
__ 4	CHE	121+123	General Chemistry I
__ 4	CHE	122+124	General Chemistry II
__ 4	ESC	150+151	Earth Science

__ 4	PHY	201	Introductory Physics
<b>D.</b>	<b><u>SOCIAL STUDIES MIDDLE SCHOOL EDUCATION (27)</u></b>		
__ 3	ECN	100	Current Economic Issues
__ 3	GEO	211	Principles of Geography
__ 3	HIS	201	History of US to 1876
__ 3	HIS	202	History of US since 1876
__ 3	HIS	320 – 327	(Choose One)
__ 3	HIS	350	Survey of Non-Western Cultures
__ 3	HIS	352	Latin America

Choose one:

__ 3	PS	101	American Politics & Govt
	PS	300	Washington Federal Seminar

Choose one:

__ 3	PSY	101	Psychology in Everyday Life
	SOC	100	Intro to Sociology

**E. LBD (P-12) DUAL CERTIFICATION WITH MIDDLE SCHOOL (18)**

__ 1	ED	225	Assistive Technologies
__ 2	ED	330	Behavior Intervention
__ 3	ED	332	Collaboration/Advocacy
__ 3	ED	334	Early Childhood Sped Populations
__ 3	ED	338	Intro to Students with LBD
__ 3	ED	415	Assessment for Spec Ed
__ 3	ED	416	Methods Spec Populations

## SECONDARY EDUCATION (8-12) Majors

Students preparing to teach at the secondary level must follow the curriculum as outlined by the departments offering these majors in education. (See individual Departments in the College of Arts & Sciences for details) These majors have the following components: foundational requirements 39-48 hours; professional courses 37 hours; and teaching major 42-56 hours.

Major Fields: **(BIOE) Biological Science, (CHEE) Chemistry, (ENGE) English, (MATE) Mathematics, and (SSTE) Social Studies.**

## P-12 EDUCATION (multiple grade levels) Majors

Students preparing to teach at all levels must follow the curriculum as outlined by the departments offering P-12 majors. (See individual Departments in the College of Arts & Sciences for details). These majors have the following components: foundational requirements 46.5-48 hours; professional courses 28-34 hours; P-12 teaching major 39-61.5 hours.

Major Fields: **(ARTE) Art, (FRNE) French, (HPHE) Health and Physical Education, (MUSE) Integrated Music, (LATE) Latin, and (SPNE) Spanish.**

## DUAL LICENSURE

### Learning and Behavior Disorders (P-12) Dual Certification With Elementary/Middle School

To be completed only with a first major in education:

- Art Grades P-12
- Elementary School Grades P-5
- French Grades P-12
- Health & Physical Education Grades P-12
- Latin Education P-12
- Middle School Grades 5-9
- Music Education P-12
- Spanish Grades P-12

### LBD DUAL MAJOR REQUIREMENTS (18)

__ 1	ED	225	Assistive Technologies
__ 2	ED	330	Behavior Intervention
__ 3	ED	332	Collaboration and Advocacy
__ 3	ED	334	Early Childhood Spec Populations
__ 3	ED	338	Intro to Students with LBD
__ 3	ED	415	Assessment for Spec Ed
__ 3	ED	416	Methods Spec Populations

Note: Student teaching is split between Elementary/Middle School, and Special Education.

### **Moderate And Severe Disabilities (MSD) Certification (19)**

#### **Affiliate program with University of Kentucky**

Undergraduate: Aligns with the LBD Dual Certification P-12 and Endorsement 8-12. Moderate and Severe Disabilities P-12 certification may only be attached to the LBD certification—it is not a standalone certification.

Requires 19 hours. Courses are completed through the University of Kentucky: EDS 530, 546, and 548; Asbury University courses ED 415, ED 416, and EDS 499 for any additional student teaching requirements.

[See the School of Education for details]

### **PRE-EDUCATION MINOR (PREE) [For students completing the Associates of Arts Degree.]**

#### MINOR REQUIREMENTS (18-19)

Take:

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth/Dev.
__ 3	ED	320	Except Learner

#### **Choose one track:**

##### **A.) Elementary Track:**

__ 3	MAT	201	Elem School Math I
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Choose 6 hours from:

__ 3	ED	274	Soc Stds/Sci in Classrm
__ 3	ED	276	Arts/Humanities
__ 3	ENG	240	Gram & Comp Elem Teach
	ENG	360	Children's Literature
	MAT	202	Elem School Math II

##### **B.) P-12 and Middle/Secondary Track:**

Choose 8-9 hours in one content area:

Art, Biology, Chemistry, English,  
French, Health/PE, Latin, Math, Music,  
Social Studies, or Spanish

\_\_ 3 (x3) \_\_\_\_\_

# SPECIAL UNDERGRADUATE PROGRAMS

## ROTC (RESERVE OFFICERS' TRAINING PROGRAM)

Dr. Timothy Campbell, Academic Dean

Asbury University is affiliated with the Army and Air Force ROTC Programs through the University of Kentucky. Substantial scholarships are available to qualified students admitted to these programs.

1. Students interested in Air Force ROTC should contact AFROTC Detachment 290, University of Kentucky, Lexington, Kentucky 40506-0028 (Phone: 859-257-7115) for details.
2. Students interested in Army ROTC should contact ROTC, 101 Barker Hall, University of Kentucky, Lexington, Kentucky 40506 (Phone: 859-257-2696) for details.
3. Students admitted to these programs may cross-register for courses through the University of Kentucky.

Contact the Registrar's Office for information.

### ROTC courses applied to the bachelor's degree.

A maximum of 26 semester credit hours earned in AMS and AFS courses will be accepted towards the 124 minimum number of hours needed for graduation with a baccalaureate degree. AMS 350 (1 credit hour) should only be taken for a maximum of 4 credit hours. Also, a maximum of four credit hours of KHP 107 will count toward the degree requirements. ROTC students who persist through the completion of AFS 311 and AMS 301 will satisfy PED100, while (1) KHP 107 will count for PE 111 in the foundational requirements.

### AEROSPACE STUDIES (AFS)

The Department of Aerospace Studies provides a campus education program through which qualified students can simultaneously earn an Air Force commission and a college degree. Faculty members are experienced, active duty Air Force officers with advanced degrees.

**Admission to the Program** Non-scholarship freshmen and sophomores may register for Air Force Studies (AFS) courses without incurring a military commitment. Students with a minimum of four semesters of school remaining in a graduate or undergraduate status may qualify for Air Force ROTC. For more information, call (859) 257-7115.

**Requirements** An academic major in aerospace studies is not offered. However, by successfully completing the Air Force ROTC program, a qualified student may concurrently earn a commission as an active duty Air Force Second Lieutenant while completing requirements for a degree. Students may enroll in some Aerospace Studies courses without joining the Air Force ROTC cadet corps. For more information, call (859) 257-7115.

**AFROTC Curriculum** The AFROTC curriculum consists of both academic classes and leadership laboratory or seminar classes. The General Military Course (GMC) is a two-year course normally taken during the freshman and sophomore years. The Professional Officer Course (POC) is a two-year course normally taken during the junior and senior years. Along with academic classes each semester, all cadets also take leadership laboratory classes. In the GMC, there are four academic classes (AFS 111, AFS 113, AFS 211, and AFS 213). These cover two main themes – the development of air power and the contemporary Air Force in the context of the U.S. military organization. The GMC academic classes are open to any student. In the POC, there are four academic classes (AFS 311, AFS 313, AFS 411, and AFS 413). These cover Air Force management and leadership and national security studies. Entry into the POC is competitive and is based on Air Force Officer Qualifying Test scores, grade-point

average, and evaluation by the AFROTC Detachment Commander. Only physically qualified students in good academic standing may compete for entry into the POC. Students enrolled as cadets are involved once a week in a one-credit-hour course in the cadet corps training program designed to simulate a typical Air Force organization and its associated functions. During the GMC, the courses are called leadership seminars and include AFS 112, AFS 114, AFS 212, and AFS 214. The POC leadership laboratory classes are AFS 312, AFS 314, AFS 412, and AFS 414. The leadership laboratories are largely cadet-planned and conducted under the concept that they provide leadership training experiences that will improve the cadets' capabilities as Air Force officers. This also involves two hours of physical training each week. Leadership laboratory is open to students who are members of the Air Force Reserve Officer Training Corps or are eligible to pursue a commission as determined by the Air Force ROTC Detachment Commander.

**Field Training** Field training is offered at Maxwell Air Force Base in Alabama. Students receive officer training and leadership development with other students. Simultaneously, the Air Force has an opportunity to evaluate each student as a potential member of its officer corps. Field training courses include cadet orientation, survival training, officer training, aircraft and aircrew orientation, physical training, organizational and functional aspects of an Air Force base, career orientation, small arms familiarization, first aid, and other supplemental training. Students are paid for their time at field training.

**Scholarships** Students interested in AFROTC scholarships should call (859) 257-7115.

## **AMERICAN MILITARY STUDIES (AMS)**

**MILITARY SCIENCE AND LEADERSHIP (Army Officer Commissioning ROTC)** The Army Reserve Officers' Training program at Asbury University in partnership with the University of Kentucky is open to both men and women and follows a general military science curriculum that is normally completed in four years but which may be completed in two years. An academic major in military science is not offered. The program's primary objective is to commission the future leadership of the line branches of the Active Army, Army National Guard, and U.S. Army Reserve.

**Scholarships** Students interested in Army ROTC scholarships should contact the Army ROTC Admissions Officer at (859) 257-6865; or visit 101 Barker Hall on UK campus.

**Academic Program** Successful completion of 20 credit hours of military science courses while simultaneously completing undergraduate or graduate degree requirements qualifies a student to be commissioned as a Second Lieutenant in the U.S. Army. Required program courses are: AMS 101, AMS 102, AMS 211, AMS 212, AMS 301, AMS 302, AMS 341, AMS 342, an approved military history course, a computer science course, and continuous enrollment (or participation) in KHP 107 and AMS 250 or 350 once contracted in the ROTC program. Also, cadets attend a five-week Leadership Development Assessment Course, usually in the summer between the junior and senior years. An alternative two-year program is available for students with at least two academic years remaining until graduation and who have not completed the AMS 100- and AMS 200-level courses. This program is particularly suited to community college students transferring to the University, or students who did not participate in the Basic Program during their freshman and sophomore years. Students should contact the Professor of Military Science about the five week summer Leadership Training Course conducted each summer at Fort Knox, Kentucky. Successful completion of the camp enables students to take AMS 300-level courses and complete the precommission program in two years. In certain cases, veterans or students who have completed Army basic training are also eligible to complete the program in two years.

**The Basic Course:** (100 and 200 levels) are orientational and deal with the Army's role in the U.S. government. American military history, small unit organizations/operations, military geography/ map reading and some adventure training are also addressed. **No military obligation** is incurred by completion of the courses.

**The Advanced Course:** (300 level) focus on leadership, management, and command/staff responsibilities within military organizations. All upper division Army ROTC students receive \$450+ per month tax-free subsistence pay during the academic year. During the summer, students receive about \$700 while attending Camp. Leadership Lab periods, held weekly during the academic year, and on one Saturday per semester, focus on adventure-type training (e.g., orienteering, rappelling, survival training, and basic marksmanship). These activities are offered, subject to availability of equipment and facilities, to provide an opportunity to develop leadership, organizational abilities, and confidence. Professional development and enrichment opportunities are also available through ROTC sponsored university organizations – the Pershing Rifles and Kentucky Rangers. Army ROTC incorporates the dimension of leadership into the academic curriculum and provides training and experience that can be valuable in any profession. For more information, contact the Professor of Military Science, ATTN: Admissions Officer, U.S. Army ROTC, 101 Barker Hall, University of Kentucky, Lexington, KY 40506-0028; or call (859) 257-6864. Visit the Web site at: [www.uky.edu/armyrotc/](http://www.uky.edu/armyrotc/).

See the UNIVERSITY COURSE CATALOG for course descriptions.

# GLOBAL ENGAGEMENT OFFICE

Dr. Timothy Campbell, Academic Dean

Tina Wei Smith, Director

The University seeks to expand students' horizons outward to understand the history and value of other peoples and cultures, and prepares them for involvement in a complex and changing global reality. The Global Engagement Office (GEO) offers curricular and co-curricular opportunities that will challenge students to an increased cultural sensitivity and awareness as they develop cross-cultural competencies to effectively serve Christ in a global society. [www.asbury.edu/geo](http://www.asbury.edu/geo)

The Global Engagement Office administers the Cross-Cultural Engagement (CCE) requirement, which is an academic requirement that all students seeking a Bachelor's must complete in order to graduate. Through GEO students can also register for Study Abroad and Off-Campus Programs. Lastly, the English Language Center (ELC) is also housed within the Global Engagement Office. The ELC is a residential program for select incoming freshmen students with strong academic records but requiring additional support to increase their English proficiency level.

## CROSS-CULTURAL ENGAGEMENT

### **POLICY SUMMARY**

All traditional undergraduate students seeking an Asbury University Bachelor's degree (including transfer students with less than sixty hours of credit at the time of matriculation) will be required to satisfy the Cross-Cultural Engagement. International students or those who have lived extensively outside of the US and Canada may not have to travel to complete their CCE requirement but they must satisfy the paperwork and academic requirements. Students with an Asbury Associate's degree who continue for a Bachelor's must complete the Cross-Cultural Engagement. A student cannot graduate until the Cross-Cultural Engagement has been completed.

### **Intention**

The intention of the Cross-Cultural Engagement (CCE) is to strengthen students' abilities to interact with the world community, to expand their worldview, and to increase their cultural sensitivity with the ultimate goals of a broadened awareness as to how they might fit into God's plan of redemption in other cultures, and a developed competency to effectively serve Christ in a global society.

### **Basic Description**

A Cross-Cultural Engagement is defined as an *immersion* into another culture, engaging the student in a variety of life-spheres (family, education, religion, art, media, economics, and government). Most experiences will expose the student to cultural dynamics outside of the United States. The experience must satisfy one of the options listed and must be of sufficient length and intensity to have an adequate impact upon the worldview of the participant.

### **Criteria Considered for a Cross-Cultural Engagement Requirement**

1. Geographic location: Normally, this will be outside the United States and Canada
2. Exposure to various levels of ethnic and cultural diversity: such as language, customs, and worldviews
3. Time frame: May be completed as early as the summer preceding the senior year of high school
4. Length: Minimum of six consecutive nights in context

### **Options for Satisfying the Cross-Cultural Engagement Requirement**

1. Off-Campus Programs and Study Abroad Programs that are semester/summer-long and approved by the Office of Academic Affairs. Please see the AU Study Abroad Programs and international programs listed under “Study Abroad and Off-Campus Programs”
2. Participation in an approved cross-cultural, short-term travel course, sponsored by an Asbury University faculty member and/or department
3. Participation in an approved cross-cultural mission related or volunteer trip with an Asbury University faculty member and/or staff member
3. Participation in an approved non-Asbury University program that meets the Cross-Cultural Engagement criteria and is sponsored by groups such as: a mission agency, a local church, a denomination, a para-church group, or non-profit organization
4. Participation in the Asbury Initiative Program
5. Individual travel, programs, or projects to be considered on a case-by-case basis

### **Procedures & Process to Complete the CCE Requirement**

1. Prior to traveling, every student must submit a Cross-Cultural Engagement application with the GEO Office and it must meet approval.
2. Asbury University reserves the right to exclude from off-campus participation any student who is involved in conduct leading to disciplinary action or who may have a disability which cannot be accommodated.
3. Depending on the type of travel, students may need to fill out travel and liability forms with Asbury University.
4. All students traveling abroad under Asbury University authority must obtain an International Student Identification Card (**ISIC**), which is available directly through the GEO Office.
5. Before departing, students must meet all paperwork and academic requirements.
6. Upon returning, students must complete their CCE academic requirements and evaluations within 30 days after returning from the trip. For students traveling with outside organizations (non-Asbury), they must also show date verification on their passport or ticket stubs. Students trying to complete their CCE requirements after the 30 day time-period must submit an appeals form to the CCE Committee.
7. Credit for completing the requirement is listed on student’s academic audit with the course designation: CCE 073.

### **Refunds for University Sponsored Trips Travel Costs**

1. If an Asbury University class trip is cancelled due to low enrollment or United States Travel Warning a refund may be requested.
2. Asbury University assumes no responsibility for cancellation or changes in travel and trip schedules or adjustments in announced fees caused by changes in air tariffs, lodging rates, or airfare charged by those engaged for such services.
3. In the event of an act of war, terrorism, strikes, acts of God, or other emergency that causes a trip to be cancelled in whole or in part, any refund due will be determined by Asbury University at its sole discretion.

In the absence of a refund policy by the provider of the trip the following will apply if a student withdraws.

1. January Trips:
  - A. Withdraws before November 15 — 50% of the total trip fee is forfeited.
  - B. Withdraws between November 15 and November 31 — 75% of the total trip fee is forfeited.
  - C. Withdraws after December 1 until departure — 100% of the total trip fee is forfeited.
2. Spring Break, May or Summer Trips:
  - A. Withdraws before February 15 — 50% of the total trip fee is forfeited.



- B. Withdrawals between February 15 and February 28 —75% of the total trip fee is forfeited.
  - C. Withdrawals after March 1 until departure — 100% of the total trip fee is forfeited.
3. If a student withdraws after the airline tickets are negotiated and/or purchased, no refunds or transfer of tickets can be made.

## **OFF CAMPUS STUDY & STUDY ABROAD**

### **GENERAL POLICY**

Participation in all Off-Campus/External programs requires two applications. Successfully completing the application process through Asbury gives the student approval to participate in an approved Off-Campus Program. Students who participate in outside programs without this approval will not be enrolled as a student for the period of the off-campus program and will jeopardize any credits earned. The student must also be formally accepted through the specific program. Registration will take place only upon final approval by the Academic Dean, or designee, and confirmation from the host agency of acceptance into their program.

### **ELIGIBILITY**

#### **Asbury Students:**

1. Students participating in Study Abroad and Off-Campus Programs are required to have completed at least two semesters of college coursework at Asbury. Transfer students must have at least one of the semesters completed at Asbury.
2. Students must have a cumulative GPA of at least 2.75 (please note that some programs have higher GPA requirements).
3. Students must maintain good standing in all areas up to and during participation in the program. Any probation, including chapel probation, will make the student ineligible for participation.
4. Additional fees apply (\$200 for summer; \$500 for fall or spring). Additional tuition rates may apply.
5. Tuition waiver cannot be applied to Off-Campus Program charges. The only exception is made for Asbury University Study Abroad programs; tuition waiver may only be applied to one study abroad opportunity (i.e. Paris or China).
6. Students will pay all charges (except specific program deposits) to Asbury University. All charges must be paid in full by the first day of the semester.
7. Students may not be enrolled in independent/directed studies or online courses through Asbury while participating in an Off-Campus Program. Asbury University Study Abroad programs may have one online course accounted into the curriculum.
8. Students may not participate in the same program more than once and may not participate in more than two fall/spring semester programs.
9. Academy students are not eligible to participate in the Off-Campus Programs or Asbury University Study Abroad programs.
10. Students are responsible to make necessary arrangements to have transcripts sent to the Registrar's Office so that transfer credit can be received for the off-campus coursework. Any applicable fees are also the responsibility of the student. If transcripts are not requested and received by 60 days after the close of the term, all grades will revert to WD.
11. For further information regarding any of these programs contact the Global Engagement Office.

#### **Visiting Students:**

1. Students visiting for the purpose of participating in off-campus programs are required to have completed at least two semesters of college coursework at their respective institution and to have a cumulative GPA of at least 2.75 (please note that some programs have higher GPA requirements).

2. Students will be required to submit the appropriate paperwork including the Home Institution Permission Form, Letter of Good Standing from their home institution, and signed Principles and Expectations of Community Life. Contact the Global Engagement Office for complete details and instructions.
3. Students will submit the appropriate deposits to Asbury University.
4. Because the visiting student technically remains a student at the home institution, except for the initial deposit required by the program, payment for participation is handled through the Business Office of the home campus. All charges must be paid in full by the first day of the semester.
5. For further information contact the Global Engagement Office.

## **APPLICATION PROCESS**

For Asbury students, the application process begins in the Global Engagement Office. Students will be required to submit the appropriate paperwork along with necessary travel forms. For visiting students, the application process begins first in the Admissions Office where they will apply to be a “Visiting Student” and be accepted before continuing their application with the Global Engagement Office. Visiting students will be required to submit the appropriate paperwork including the Home Institution Permission Form, Letter of Good Standing from their home institution, and signed Principles and Expectations of Community Life. For application materials, please contact the Global Engagement Office.

## **CHRISTIAN COLLEGE CONSORTIUM STUDENT VISITOR PROGRAM**

Founded in 1971, the Christian College Consortium is a group of thirteen Christian colleges and universities located across the United States who—through scholarships, conferences and exchange programs—serve the cause of Christ in higher education by encouraging and assisting one another in the pursuit of their respective missions. Through semester-long Consortium programs, such as the Student Visitor Program, students from member institutions study at other Consortium colleges or on off-campus and study abroad programs. In addition, the Vechery Scholarship provides annual awards to students from each Consortium member institution. For program information and for application materials, go to <http://www.cconsortium.org/>. (Dr. T. Campbell)

## **ADDITIONAL TRAVEL & OFF CAMPUS OPPORTUNITIES**

Various departments sponsor short-term travel courses on an occasional basis. Information will be available from the sponsoring department. Clearance and registration through the Registrar’s Office is also required.

Semester programs in Kentucky state government are available through the Social Sciences & History Department.

# **Off Campus & Study Abroad Programs**

## **Asbury University Study Abroad Programs**

### **CHINA STUDY ABROAD (OFC 372, China – Asbury University Program)**

The China Study Abroad program offers a unique opportunity for students in the CCCU family to study and experience China in several destinations over the course of a semester. This term of total immersion begins with 5 weeks in Xi’an, then a week in Northwest China, followed with 5 weeks in Beijing, and finally climaxing with a week in South China. When not in class session, the group engages in weekend excursions, outreach opportunities, and visiting iconic historical sites. Students live in community, and earn a full semester of credit in language studies, China history/culture, and topics

related to cross-cultural ministry and Christianity in China. Prior Mandarin language is not required for the China semester. The program will be led and taught by an Asbury faculty member, who will travel alongside the students and will also disciple them for the semester. Living, learning, and interacting amongst the locals will allow students a unique perspective on this rising global superpower.  
<http://www.asbury.edu/china>

### **SEMESTER IN PARIS (OFC 370, Paris, France – Asbury University Program)**

The Paris Semester provides an international experience in a major cosmopolitan center; a full semester of liberal arts credit; an internship in one's field (such as visual art, music, media, ministry, or French language); a dormitory setting with other Asbury students (offering the security and benefits of a dorm setting back home); and supervision by Asbury faculty. Prior French language is not required to spend a semester with Asbury University in Paris, though the option of French language instruction is available. Courses will regularly incorporate site visits. Paris houses the largest art collections in the world, for example, so regular trips to the Louvre, Pompidou Center and other important cultural centers will be a regular part of the educational experience for the Paris Semester. <http://www.asbury.edu/paris> (Art Department)

### **Approved (Non-Asbury) Study Abroad Off-Campus Programs**

#### **AUSTRALIA STUDIES CENTRE (OFC 325, Brisbane, Australia)**

In 2013, Australia Studies Centre, a Best Semester program, moved from Sydney to Brisbane to begin a partnership with Christian Heritage College. While the Centre's intent is still to transform lives by faithfully relating scholarship and service to biblical truth, the move results in expanded academic options. Courses are offered in the following areas. *Business*: Accounting, Marketing, Management, HR Management. *Education*: Early, Primary, Middle and Secondary. Content-area units are also offered in the areas of English, History, Drama, Business, Accounting and Biblical Studies. *Social Sciences*: Counseling, Youth Work, Human Services, Chaplaincy, Community Development, Human Behavior. *Ministries*: Ministry Foundation, Ministry Formation, Ministry Practice, Ministry Leadership, Social Justice. <http://www.bestsemester.com/asc/> (Academic Affairs)

#### **BOLIVIAN EVANGELICAL UNIVERSITY (OFC 305, Santa Cruz, Bolivia)**

Universidad Evangelica Boliviana was founded in 1980 as the first private university in Bolivia and the first evangelical university in Spanish-speaking South America. It is an affiliate of World Gospel Mission and is fully accredited by the Bolivian government. It has approximately 2,000 students in a variety of undergraduate and graduate programs. <http://www.wgm.org/page.aspx?pid=2507> (Ancient & Modern Languages Department)

#### **CHEZ VOUS SUMMER STUDY IN FRANCE (OFC 302, Franceville, France)**

This program is available through an arrangement with the Jacques LeFevre Institute. Located in a small town on the Normandy coast, the program offers French studies in a Christian atmosphere, opportunities for developing relationships with inhabitants of the area, an extended stay in Paris, and excursions to churches and attractions. Participants enroll for 6 hours of French credit at one of three levels beginning with second-year French. Recommendation by the Asbury Ancient & Modern Languages Department is required. <http://www.chezvoussummer.com/> (Ancient & Modern Languages Department)

#### **CHINA STUDIES PROGRAM (OFC 321, Xiamen University, China)**

Students in this Best Semester program participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students are given opportunities such as assisting Chinese students learning English or helping in an orphanage, allowing for one-on-one interaction. Students choose between

completing a broad Chinese Studies concentration or a Business Concentration that includes a three-week, full-time internship. The program seeks to introduce students to the diversity of China, including Beijing, Shanghai and X-i'an. The program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. <http://www.bestsemester.com/csp/> (Academic Affairs)

#### **DAYSTAR UNIVERSITY (OFC 310, Nairobi, Kenya)**

The University provides courses in accounting, biblical studies, business and management, Christian ministries, communications, community development, education, English, and music disciplines.

Courses are also available that introduce students to the history, culture, literature, politics, art, music, and religions of Africa. All instruction is in English, offered by a faculty composed primarily of African nationals. Approximately 1,700 students are enrolled from a number of African nations.

<http://www.daystar.ac.ke/> (Academic Affairs)

#### **IRELAND – AN TOBAR NUA (OFC 308, Galway, Ireland)**

Foundation in Christ Ministries offers ministry experience through An Tobar Nua. The internship program provides a practical, personal, and biblically-based opportunity for evangelical outreach training in a foreign culture. This area of Ireland has a very secular worldview and a high drug and alcohol abuse culture with the attendant problems of unwanted pregnancy, addictions, life-controlling depression, and lifestyle challenges. The participant will also encounter multiple alternative spiritual belief systems. <http://foundationinchrist.org/> and <http://www.antobarnua.com/> (Academic Affairs)

#### **JACQUES LEFEVRE INSTITUTE SEMESTER PROGRAM (OFC 316, Merville-Franceville, France)**

This program combines enrollment at the University of Caen (U-Caen) along with a ministry internship at the Institute itself. This program and internship provide a full semester of language credit (15-16 hours), while also giving each student a fuller experience of French life and ministry – serving others and helping to strengthen God's work in France. <http://www.jacqueslefevreinstitute.com/> (Ancient & Modern Languages Department)

#### **JERUSALEM UNIVERSITY COLLEGE (OFC 396, Jerusalem, Israel)**

At Jerusalem University College (also known as the American Institute of Holy Land Studies), students have opportunity to study the Christian Scriptures in the context of the land where the events occurred. The campus is located in Jerusalem on Mount Zion. Its buildings rest atop portions of the Herodian Wall with the site of the Essene Gate at one corner. The location provides all the necessities for school life and combines them with unique surroundings, architecture, and a solid foundation for education. Students participate in academic learning from biblical backgrounds, to Middle Eastern cultures, languages, and religions. <http://juc.edu/> (Christian Studies & Philosophy Department)

#### **LATIN AMERICAN STUDIES PROGRAM (OFC 322, San Jose, Costa Rica)**

This Best Semester program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Students live with local families and become part of the day-to-day life. A practicum/internship is chosen from four areas: Latin American Studies (fall and spring), advanced language and literature (for Spanish majors, fall and spring), international business (fall only), and environmental science (spring only). Depending on their concentration, students travel to nearby Central American nations including Nicaragua, Guatemala, Cuba and Panama. <http://www.bestsemester.com/lasp/> (Ancient & Modern Languages Department)

#### **MIDDLE EAST STUDIES PROGRAM (OFC 326, Amman, Jordan)**

This Best Semester program provides the opportunity to study Middle Eastern cultures, religions and conflicts from within this diverse and strategic region. Juniors and seniors participate in interdisciplinary

seminar classes, receive Arabic language instruction and serve as interns with various organizations in Amman. Through travel (typically in Israel, Palestine, Lebanon, Jordan, Syria and Turkey), students are exposed to the diversity and dynamism of the local culture. At a time of tension and change in the Middle East, students are encouraged and equipped to relate to the Muslim, Eastern Christian and Jewish worlds in an informed, constructive and Christ-centered manner.

<http://www.bestsemester.com/mesp/> (Christian Studies & Philosophy Department)

### **OXFORD SUMMER PROGRAMME (OFC 328, Oxford, England)**

As affiliate members of Wycliffe Hall, University of Oxford, students hone reading and writing skills and delve into areas that interest them while exploring the relationship between Christianity and the development of the British Isles. These Best Semester participants do specialized work under expert Oxford academics in the areas of English language and literature, history (including the history of art and history of science), philosophy, political philosophy, theology and the study of religion.

<http://www.bestsemester.com/osp/> (English Department)

### **SCHOLARS' SEMESTER IN OXFORD (OFC 327, Oxford, England)**

As visiting students of Oxford University and members of Wycliffe Hall, students have the privilege to live, study, and learn in one of the university's historic halls. Students develop their academic writing and research skills and explore the disciplines and interests of their choice. This Best Semester program is designed for students interested in the fields of art history, classics, English language and literature, history, modern languages (French, German, Italian, Portuguese, and Russian), musicology, philosophy, and theology. Applicants are generally honors and other very high achieving students. A minimum 3.5 GPA is required. <http://www.bestsemester.com/ssol/> (English Department)

### **SEMESTER IN SPAIN (OFC 334, Seville, Spain)**

Semester in Spain, a program of Trinity Christian College, has offered Spanish courses in Seville, Spain since 1977. The program combines challenging academic study (beginning, intermediate, and advanced levels) with practical opportunities for students to practice what they learn. The program provides a rich academic and cultural experience and fosters lasting relationships between students and their hosts. <http://www.semesterinspain.org/> (Ancient & Modern Languages Department)

### **UGANDA STUDIES PROGRAM (OFC 329, Near Kampala, Uganda)**

Offered in partnership with Uganda Christian University (45 minutes east of the capital city of Kampala), this Best Semester program provides both immersion in a local community and broad exposure to a variety of people and places in Uganda and Rwanda. Students live primarily on campus. Students in the Intercultural Ministry & Mission Emphasis live with host families within walking distance of the university. These relationships give students a firsthand perspective as they explore issues such as poverty, cultural expressions of Christianity and missions, and seek to reconcile the realities of East Africa with their Christian faith. <http://www.bestsemester.com/usp/> (Academic Affairs)

## **Approved (Non-Asbury) State-side Off-Campus Programs**

### **AMERICAN STUDIES PROGRAM (OFC 320, Washington, DC)**

This Best Semester program, based on the principle of integrating faith, learning and living, is designed for juniors and seniors in a wide range of academic majors and vocational interests. Students spend a semester in Washington, D.C. earning academic credit by serving as interns and participating in a contemporary, issue-oriented seminar program. Internships are available in congressional offices, social service agencies, think tanks, cultural institutions and many other organizations. Whether in public policy or strategic communication, students will engage what it means to be in community and to be a leader. <http://www.bestsemester.com/asp/> (Department of Social Science and History)

### **AUSABLE INSTITUTE OF ENVIRONMENTAL STUDIES (OFC 390, Mancelona, Michigan)**

The Institute has locations in the Great Lakes Forest of northern Michigan and also on Puget Sound in the Pacific Northwest. Its mission is to bring healing and wholeness to the biosphere and the whole of Creation through academic programs for college and university students, research projects, environmental education for local school children, and information services for churches, denominations, and the wider world community. Students take courses, engage in scholarship, gain field experience, confer, and develop practical tools for environmental stewardship in programs that take seriously both science and theology. See Biology major for further information. <http://ausable.org/> (Natural Sciences Department)

### **LOS ANGELES TERM (OFC 333, Los Angeles, California)**

L.A. Term is a residential study and service semester in the heart of Los Angeles. It aims to equip students to live out their faith and values in postmodern urban culture. Students live with families in Los Angeles, do an internship at a local community or government organization, and take classes at the L.A. Regional Center in Koreatown. Students earn 15 semester units through a curriculum blending four components: an interdisciplinary urban culture-learning seminar, a survey and analysis of various faiths, a semester-long internship within a community or government organization combined with a weekly seminar, and a survey of the social dimensions of immigration into Southern California. <http://www.apu.edu/laterm/> (Academic Affairs)

## **THE ENGLISH LANGUAGE CENTER**

The English Language Center (ELC) is housed within the Global Engagement Office. The mission of the center is to prepare international students for academic course work toward an undergraduate degree at Asbury University. It is a residential program for select incoming freshmen students with strong academic records but requiring additional support to increase their English proficiency level. Students are conditionally admitted and must successfully complete their ELC courses by earning passing grades and assessments in each of the four core courses. As students move on in their major courses students can continue to draw on the support of the ELC staff. Support includes language lab, writing partners, and conversational partners. ELC course credits count towards full-time status, but the credits do not count towards the 124 semester hour graduation requirement.

# SCHOOL OF GRADUATE & PROFESSIONAL STUDIES

Dr. Bill Hall, Jr., Dean

The School of Graduate & Professional Studies (GPS) oversees the administration of programs for adult non-traditional learners in associate's, bachelor's, and select master's level programs. GPS is committed to providing student-centered care in admissions, advising, and responding to student needs throughout the educational experience personalized for working professionals.

## CAMPUS COMMUNITY

Information regarding Community Expectations for students enrolled in the Adult Professional Studies Program and Graduate Studies can be found in the specific program Student Handbooks.

## OFFICIAL COMMUNICATION THROUGH ASBURY UNIVERSITY EMAIL ACCOUNT

Asbury email is the official means of communication between students, office representatives, and faculty at Asbury University. An Asbury email account will be created for all students. The required log in identifies communications as being from the student. Students are responsible for reviewing and responding to emails in a timely manner. Students should pay close attention to email from the representatives of the offices of registrar, financial aid, or student accounts; these are often time sensitive.

## CAMPUS SUPPORT

### Adult Professional Studies (APS) Advising Center

The APS Advising Center provides a contact point and is an additional resource for adult learners in the APS program both on campus and online. Email: [advisingcenter@asbury.edu](mailto:advisingcenter@asbury.edu)

### Center for Academic Excellence

The Center for Academic Excellence (CAE) exists to support students across all academic disciplines. Online students in the APS program and graduate students are offered free academic support through the CAE—Writing Center, Tutoring Services, Disability Services. Students can request tutoring and other academic support services at any time during a semester through the CAE website, [asbury.edu/academics/cae](http://asbury.edu/academics/cae) or by emailing [tutoring@asbury.edu](mailto:tutoring@asbury.edu). Contact the CAE office, ext. 2196, or your program office for details.

### Center for Career and Calling

The Center for Career and Calling offers the following resources for GPS students:

**Online Job Postings**—Access to the online internship and job board at [www.asbury.edu/career](http://www.asbury.edu/career) (postings from employers specifically interested in candidates from Asbury)

**Career Resources and Job Preparation**—OptimalResume online career resources (resume writing, interview practice, etc.) on our website

**One-on-one Consultation**—Free one-time consultation throughout the academic year with a Career and Calling staff member (by appointment only) in person, by phone or by Skype.

**Career Tools**—Career assessment costs: MBTI and Strong Interest Inventory \$12 at all times, StrengthsFinder \$10 at all times.

Go to [asbury.edu/career](http://asbury.edu/career) for additional information and online resources or contact us at [careerandcalling@asbury.edu](mailto:careerandcalling@asbury.edu) or ext. 2401.

### Center for Counseling

The Center for Counseling endeavors to equip and encourage Asbury University students toward greater personal and community health. Center staff is encouraged to take an active collaborative stance with fellow community agents to build on existing strengths and modify obstacles to student and

community mental health. The Center for Counseling fulfills a vital role in developing the God-given potential of students who are a part of the GPS community by providing a broad range of professional psychological services. A variety of services are also provided in classrooms and administrative meetings. Integrating psychological practice with Christ-centered principles, the office seeks to prepare students for a lifetime of learning, leadership, and service. Services are provided for \$50 per session (no insurance required) to students who are currently enrolled. Go to [asbury.edu/counseling](http://asbury.edu/counseling) or call ext. 2323 for additional information.

## **Complaints**

The Asbury University Student Complaint Policy (SCP) is available to students who request to have a concern resolved about a person or process of the University community not covered by existing policies, such as the grading policy, residency policy, student code of conduct policy, sexual harassment policy, etc. The objective of the Asbury University Student Complaint Policy is to resolve concerns as quickly and efficiently as possible at the level closest to the student.

### *Informal Resolution*

Occasionally, a student will encounter a problem on campus that he or she does not know how to resolve. When this happens, the student should always try to work out the problem by first discussing it with those most appropriately involved with the issue, whether it is faculty, staff member or another student. Dealing with concerns in the most direct and honest fashion should always be the first step toward resolution. Based on the Matthew 18 principle encouraging believers to first go to each other and work out an issue, it is the hope that most issues and complaints could be amicably resolved through a process of discussion and negotiation.

### *Formal Complaint Process*

If the complainant is not satisfied or not willing to address the issue with the individual, a formal process may be initiated. All formal complaints must be in writing using the official Asbury University Student Complaint Form, which is available online and in the Office of Student Development. Complaints should be filed during the semester of occurrence but no later than 30 days after the date of the incident. Process and procedures for the complaint resolution are available in the Office of Student Development, or online at [asbury.edu/complaint-policy](http://asbury.edu/complaint-policy), or email [DeanofStudents@asbury.edu](mailto:DeanofStudents@asbury.edu).

## **Disability Services**

Disability Services provides reasonable and appropriate accommodations for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Students in the Disability Services Program (DSP) are granted eligibility for accommodations on a case-by-case basis. Students in the DSP must complete the same course requirements as all students; accommodations will not interfere with the fundamental objectives of the course.

At the post-secondary level, students who wish to receive academic accommodations must self-identify/report their disability to Disability Services. While a student may self-identify to his or her professor, it is important that the student self-identify to Disability Services. The student should contact the Disability Services Coordinator for information about services. [pamela.downing@asbury.edu](mailto:pamela.downing@asbury.edu)

Disability information will remain confidential. Any information the student provides the professor is to be used solely and specifically for arranging reasonable accommodations for the course.

Students with physical limitations needing accommodations can be successful at Asbury University. Students with physical disabilities who are considering attending the University must contact the Vice



President of Student Development/Dean of Students (ext. 2116) to discuss their situation and accommodation needs.

### **Housing**

The University has a limited amount of housing for APS and graduate students. Contact the Office of Community Life (ext. 2322) at the earliest possible date, as there may be a wait list.

### **Intramural Sports**

The intramural program is open to all Asbury University students, alumni, faculty, and staff. A variety of sports, activities, and special events are available throughout the year. Visit [asbury.edu/intramurals](http://asbury.edu/intramurals) for more information.

### **International Student Support**

International students meet regularly with the staff to answer questions regarding their student visa status and to ensure that they are maintaining compliance with U.S. regulations regarding international student study in the U.S. Individual support that is responsive to the specific needs of each international student is also provided to assist her or him in acquiring the knowledge and skills necessary to grow and develop personally and to be academically successful at the University. Go to [asbury.edu/intercultural](http://asbury.edu/intercultural) or call ext. 2314 for additional information.

### **Student Health Services**

The University maintains a well-equipped health center on the Wilmore campus with a competent staff of experienced registered nurses and a part-time physician. The Health Service is open 35 hours per week during the traditional academic year and offers local GPS students visits to the nurse or doctor on a fee-per-service basis. Since the Health Service does not participate with or bill any insurance, payment is due at the time of service. Call ext. 2277 for an appointment or additional information.

# ADULT PROFESSIONAL STUDIES

Dr. Thomas Josh Fee, Director

The mission of the Adult Professional Studies (APS) and Online Degree Program is to provide a quality academic program, within a Christian context, that equips nontraditional students to Adult Professional Studies professional excellence in their chosen field. The Adult Professional Studies Program prepares students for leadership and service to others, cultivates attitudes of lifelong learning, and fosters spiritual development.

**Students in the APS programs are subject to all Academic Policies unless the policy is specifically labeled for actions and requirements unique to particular programs.**

## ADULT PROFESSIONAL STUDIES UNDERGRADUATE PROGRAMS:

Associate of Science

Bachelor of Science

Leadership & Ministry

Business

Organizational Management

Instructional Design

Elementary Education

Ministry Management (Salvation Army Officer Program)

## ADMISSION

### WHEN TO APPLY

Asbury University has a rolling admission policy. Applications for admission are accepted throughout the calendar year. Applications are accepted for start of the fall or spring semesters. Students are encouraged to apply for admission at the earliest possible date. An early application for admission provides optimal opportunity for financial aid awards, and course selection.

### HOW TO APPLY

To obtain application materials and information go to [www.asbury.edu/gps](http://www.asbury.edu/gps)

Email the APS Admissions Office: [APS@asbury.edu](mailto:APS@asbury.edu)

Phone: (859) 858-3511 ext. 2600

Completed admissions materials may be mailed to:

Adult Professional Studies

Corbitt Hall

Asbury University

One Macklem Drive

Wilmore, Kentucky 40390

### Admissions Requirements

1. Student must be 23 years or older.
2. Have completed a minimum of 12 semester credit hours with a grade C or better average from an accredited institution of higher learning or have credit for prior learning that is equivalent.

3. Students who have not attended college full-time since high school graduation will be considered new freshmen regardless of age, and are required to provide an official high school transcript or GED certificate.
4. Applicants must request each college or university previously attended to send an official transcript directly by mail or official electronic transfer to Asbury University, attn.: Adult Professional Studies Program. Hand carried, faxed, or emailed transcripts are not acceptable.
5. Completed Application form.
6. Two satisfactory references--one from current or previous employer and one personal (non-family) reference.
7. Character and Fitness form required for Elementary Education program applicants.

*[ALL TRANSCRIPTS, whether high school or University, must be sent directly from that institution to the Admissions Office of Asbury University. Hand-carried transcripts may be used for evaluation only. They are NOT acceptable as final, official transcripts.]*

### **Admission Classification**

- A student who has not attended a college or university as a full-time student post high school graduation must apply for admission as a new freshman. Credit from CPLT, military or other non-college sources does not count as college attendance. Students with these credits only will still apply as new freshmen. [A high school transcript or GED is required.]
- A student who has earned at least 12 semester hours of academic credit at another college or university as a full-time student post high school graduation will apply for admission as a transfer student.
- Students with a bachelor's degree who are seeking elementary education certification follow the same application process as transfer students.
- Students who are not seeking a degree, or who are enrolled in another institution, but wish to take an undergraduate online course from Asbury University may apply, completing the Special Status Application online at [www.asbury.edu/apply](http://www.asbury.edu/apply).

### **Readmission**

Former Asbury University students who have withdrawn from the University or in any way failed to maintain continuous enrollment must apply for re-admission. Students applying for re-admission must submit:

1. A completed Asbury University Application for Re-admission.
2. An official transcript of any course work from all institutions attended since the last Asbury University enrollment.

To be re-admitted, an applicant must be in good standing academically, socially and financially at Asbury University. An applicant not in good standing in one or more of these categories will be referred to the Admissions Review Committee for consideration.

**Readmission is not automatically granted. In the event a former student is not readmitted, the university will provide the reason(s) in writing.**

### **Admission Decisions** (See Undergraduate Admissions Decision for details.)

1. Admitted in Good Standing
2. Provisional Admission
3. Denial

Applicants will be notified of the decision in writing.

# IMPORTANT INFORMATION FOR APS STUDENTS

Asbury University students in all program levels are subject to all University Academic Procedures & Policies unless the policy is specifically labeled for actions and requirements unique to a particular program. Sections coded [APS] for Adult Professional Studies apply specifically to the APS students.

See the Academic Policies section for questions about items concerning these important topics.

- Advising, Academic Integrity
- Transfer Credit Requirements & Limitations
- Institutional Credit: Examination credit in AP, CLEP, IB; and Credit by Prior Learning
- Student Status: Classification, Academic Full-time Load, Majors/Minors, Residency/Enrollment Requirements
- Course Registration: Drop/Add, Auditing Courses, Course Exchanges, Withdrawal from a Course, Repeat Courses
- Withdrawal from the University
- Courses: Contract Courses (Independent Studies, Etc.), Examinations, Attendance and Excuses
- Grades: Grading Scale, Incomplete Grades, Grade Changes
- Commencement Participation
- Transcript Release Policy
- Satisfactory Academic Progress, Probation, Suspension and Appeals

See also the Academic Calendar for APS at the front of this Bulletin.

For information on expenses and financial aid see the Tuition, Course Fees see University Tuition & Expenses and the Financial Aid section near the back of the Bulletin.

Some important transfer notes [See Academic Policies > Bringing in Credits From Other Sources for complete details.]

- Transfer courses must have a grade of C or above to transfer.
- A maximum of 30 semester hours may be transferred for the **associate's degree** from a total combined from all sources (regionally accredited institutions, AP, CLEP, IB, CPL credit, military credit and institutional credit). Student must complete at least 30 semester hours at AU.
- A maximum of 75 semester credit hours of transfer credit may be transferred for the **bachelor's degree** from a total combined from all sources (regionally accredited institutions, AP, CLEP, IB, CPL credit, military credit and institutional credit) Fifty percent of all undergraduate major or minor requirements must be completed at Asbury University.
- **All students need to be aware that the Bachelor's degree requires a total 124.0 credits.**
- Students with military service training must request an official copy of their (ACE) military transcript be sent directly to Asbury University same as college transcripts.
- Students wishing to apply for Credit for Prior Learning must provide during the admissions process preliminary documentation to verify they have sufficient prior learning to begin the CPL portfolio process for credit. (See Admission Counselor for assistance.) Limit for CPL credit is 24 credits.
- *[ALL TRANSCRIPTS, whether high school or University, must be sent directly from that institution to the Admissions Office of Asbury University. Hand-carried transcripts may be used for evaluation only. They are NOT acceptable as final, official transcripts.]*

# APS DEGREE PROGRAMS AND REQUIREMENTS

## DEGREE COMPLETION REQUIREMENTS

### ASSOCIATE OF SCIENCE OR BACHELOR OF SCIENCE

All candidates for an undergraduate degree must meet the following requirements to graduate.

Fulfillment of all degree requirements is the student's responsibility.

1. Complete a minimum of 60 semester hours including all Foundational Requirements for the associate's degree; Complete a minimum of 124 semester hours including all Foundational and Major requirements for the bachelor's degree.
2. Maintain a minimum cumulative GPA of 2.00
3. Fulfill all requirements in one major for the bachelor's degree.
4. Satisfy the residency requirement. Must complete final full-time semester at Asbury, 12 of the final 21 credit hours added from all sources. (for more details see Academic Policies > Residency Requirement for a Degree).
5. Submit a "**Graduation Application**" form in the Registrar's Office by posted deadline for the commencement year and their expected graduation date (Oct. 15 for December graduation, and Feb. 15 for May or August graduation). Application may be completed at:  
[www.asbury.edu/offices/provost/commencement](http://www.asbury.edu/offices/provost/commencement)
6. A minimum of 30 hours for the associate's degree and a minimum of 49 hours for the bachelor's degree (not institutional credit or transfer credit) must be completed at Asbury University.
7. 50% of the hours/courses required in the major must be completed at Asbury University.
8. Complete comprehensive examinations and assessment tests as required by individual departments and programs or by the University administration.
9. Students must graduate under the requirements of the Bulletin in effect at the time of first enrollment (with exceptions)
  - a. Students may be graduated under new requirements placed in effect while enrolled. Students are expected to meet all of the requirements for a particular *Bulletin*.
  - b. A student who re-enrolls, or requests permission to complete degree requirements, after an absence of two years becomes subject to degree requirements in effect at that time.
10. Students may not earn an associate's and a bachelor's degree for the same commencement year.

## APS LIBERAL ARTS FOUNDATIONAL COURSES

### MISSION

The mission of Asbury University, as a Christian Liberal Arts University in the Wesleyan-Holiness tradition, is to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership and service to the professions, society, the family and the Church, thereby preparing them to engage their cultures and advance the cause of Christ around the world. Value Proposition: Academic Excellence and Spiritual Vitality

One of the fundamental beliefs of Asbury University is that every university student should have a well-balanced general education in order to prepare for living a full life, regardless of vocation or professional interests. It is intended to develop a logical and discriminating method of thinking to lead to an appreciation of the fine arts, good literature, and life elements that have lasting value; to give an understanding of the social and economic forces that affect life; and to provide an insight into the way various fields of learning contribute to human life.

Asbury University's Foundational Liberal Arts Program organizes around five (5) key conceptual areas. Each of the five areas clearly identifies a Student Learning Outcome (SLO) crucial to the liberal arts vision and overall academic mission of the University. While each conceptual category is distinct, and supports a clearly defined learning outcome, none of the categories is to be considered as isolated

from the other, nor static. They are of a piece, all interconnected, inseparable, and dynamic. They invite reflection on the whole person, not on some disaggregated set of aptitudes or skills. Thus Christian faith and culture sheds light on and informs human thought and creative expression. Yet neither the religious nor the creative life unfolds in a vacuum. A person in search of knowledge, meaning, and wisdom must necessarily engage society and answer the call to public and global responsibility, while also recognizing that informed citizenship requires critical thinking, analysis, and problem solving. Social responsibility, in turn, entails a deep awareness that human persons are very obviously situated in human circumstances and communities, which must be sustained by productive learning, living, and well-being. Thus, the following conceptual framework for the Foundational/Liberal Arts Program at Asbury University is designed to highlight these intersections, to open new pathways of thought, to promote an interdisciplinary approach to liberal arts study, and, ultimately, to keep alive the enduring questions of human life and meaning:

### **1. Integrating Christian Faith and Culture**

At Asbury University, the Foundational Liberal Arts Program takes shape within the context of Christian revelation. Asbury's Christian (Wesleyan) theological tradition invites students to apprehend God's revelation through scripture, reason, tradition, and experience. These common inquiries challenge students to explore the rich relationship between Christian belief and practice, between Christian theological foundations and traditions. As a crucial part of this theological education, students will use critical approaches and interpretive skills necessary to establish life-long Biblical literacy.

***SLO 1: Students will demonstrate Biblical literacy and theological understanding as they inform human life.***

### **2. Discovering Human Thought and Creative Expression**

Works of literature, art, music, and philosophy raise enduring questions about humankind. This area of study will help students ask and address fundamental questions relating to humankind and the varieties of human experiences. Essential to this area of inquiry is a sustained program of reading deeply in and writing about influential thinkers—artists, poets, philosophers, and historians—who have posed questions and expressed ideas about such perennial human concerns as art and beauty, truth and goodness, history and culture, and morality and ethics.

***SLO 2: Students will use aesthetic, historic, linguistic, and philosophical forms and expressions to interpret the human condition.***

### **3. Engaging Society and Global Responsibility**

For millennia humans have organized themselves in families, communities and states – for protection, to meet needs, expand material wealth and promote social wellbeing. This category attempts to understand the human experience with regard to social and political organization and the responsibility of individuals and groups to sustain and alter the social order.

***SLO 3: Students will demonstrate how key concepts from the social and behavioral sciences help to identify and address real-world problems of human persons, communities, and nations, including the origin of such problems.***

### **4. Achieving Quantitative and Critical Literacy**

The modern age presents humans not just with mass society, but also with an outpouring of data about every element of that society, as well as tools that enable individuals and groups to analyze and interpret these data. Increasingly, success in the professions and in personal life will depend upon a person's ability to utilize these tools to facilitate critical thinking and problem solving. This area of inquiry will challenge students to comprehend and evaluate mathematical and statistical information, perform problem-solving operations on qualitative and quantitative data, and describe the challenges of using technology and managing information.

**SLO 4: The student will demonstrate critical thinking and problem solving through the interpretation and analysis of data.**

### **5. Searching the Natural World and the Environment**

Scientific discoveries in the recent era have led to an explosion of knowledge of the natural world. Though such knowledge has enabled humans to conquer diseases and to construct infrastructures that promote human well-being, the scientific era has also raised moral, ethical, religious, and environmental questions regarding human practices, habitations, circumstances, and environments. Scientific discovery and practicing the scientific method are crucial for a life of productive learning and living. Students, then, will explore foundational principles and concepts in the natural sciences and use them in critically thinking about such related areas as personal wellness, environmental stewardship, culture formation, and moral and ethical decision making.

**SLO 5: Students will use the scientific method to engage in an exploration of the natural world, including a close examination of practices that promote environmental stewardship and personal well-being.**

### **FOUNDATIONAL COURSE REQUIREMENTS (48) For Adult Professional Studies Degrees**

Complete any specific courses listed and complete courses within the content areas that satisfy the foundational requirements for each Student Learning Outcome (SLO).

#### **SLO 1: Integrating Christian Faith & Culture (9)**

Biblical Studies (9)

__ 3	OT	100	Old Testament Survey
__ 3	NT	100	New Testament Survey
__ 3	TH	250	Foundations Christian Thought

#### **SLO 2: Discover Human Thought/Creative Expression (21)**

\_\_3 ENG 110 Expos & Research

Plus:

Communications or Writing area (6)

Literature area (3)

Humanities (9) - such as Philosophy, Literature, Cultural Studies, Music/Art/Theatre Appreciation

#### **SLO 3: Engaging Society & Global Responsibility (9)**

History area (3)

Social Sciences area (6) - such as Sociology, Psychology, History, and Political Science

#### **SLO 4: Achieving Quantitative & Critical Literacy (6)**

Mathematics area (3)

Mathematics, Science and/or Computer Technology area (3)

#### **SLO 5: Searching the Natural World and Environment (3)**

Science area (3)

**Note:** It is the student's responsibility to ensure that all degree requirements are met.

### **SATISFYING THE FOUNDATIONAL REQUIREMENTS**

1. Courses in the Foundational areas are required for a degree (associate or bachelor).
2. Some courses required in a major may also satisfy a foundational course. See each individual major for specifics. Students meeting any foundational requirements with major courses, or by waivers of any kind, must still meet the total credit hours required to graduate with a degree.

**Additional requirements for education majors seeking certification.**

The above requirements satisfy the bachelor degree; additional requirements may be necessary to complete teacher certification. See School of Education for details.

**KCTCS School Associate of Arts or Associate of Science Degrees**

Any student accepted into Asbury University who presents an Associate of Arts (A.A.) or Associate of Science (A.S.) degree awarded by one of the Kentucky Community and Technical College System schools will be deemed to have satisfied the Asbury University Foundational requirements. After all eligible courses are transferred, student is allowed to waive remaining foundational requirements with the exception of the Bible/Theology courses (9 credits), and the Foreign Language for the degrees that require it. *[This agreement does not apply to a KCTCS associate of applied science (A.A.S.) degree.]* Any foundational course which is also required for a major or minor cannot be waived. Asbury University does not guarantee transfer of all credit hours completed in the KCTCS degree, but evaluates specific courses by regular transfer restrictions. Asbury will not transfer credits for courses which have grades below "C", are remedial, or are usually not accepted in transfer. 50% of Asbury major program must be completed coursework at Asbury University. **Students with waivers of any foundational requirements must still meet the minimum credits required for graduation (60 for Associate's, and 124 for Bachelor's degree).**

**Fulfillment of all degree requirements is the student's responsibility.**

**Note:** The University reserves the right to change degree requirements, major and minor requirements, and course offerings, and to cancel any course not elected by a sufficient number of students (low enrollment) at the time offered.



# ACADEMIC PROGRAMS IN APS

See the UNIVERSITY COURSE CATALOG for course descriptions.

## COLLEGE OF ARTS AND SCIENCES

### LEADERSHIP & MINISTRY (Online)

Christian Studies & Philosophy Department

Dr. Clair Budd, Chair

The Leadership and Ministry major is intended to provide students with a strong academic background in leadership skills, further Biblical knowledge, and augment ministry expertise. Christian concepts are foundational to the program. In addition, life and work experiences of students add richness to the program. A Christian worldview provides a deeper understanding of the opportunities and challenges in the leadership and ministry areas.

The Curriculum is intended for working adults with about one or two years or more of previously obtained credit and whose purposes for enrolling may include, but are not limited to, (1) individuals wanting to obtain leadership positions, (2) persons who want to work in areas pertaining to ministry, including lay ministry and professional programs, (3) persons who want to build their pastoral skills, and (4) individuals preparing for graduate school or seminary.

### LEADERSHIP & MINISTRY (LMN) (39 foundational + 54 major + 31 electives hours for degree)

FOUNDATIONAL REQUIREMENTS (48)

(9 Foundational hours in Bible and Theology satisfied by required major classes.)

#### Foundational hours needed for this major (39)

Required Composition level (3)

\_\_ 3 ENG 110 Expos & Research

Plus:

\_\_ 3 (X2) Communications and/or writing (6)

\_\_ 3 Literature (3)

\_\_ 3 (X3) Philosophy, Arts Appreciation, Literature (9)

\_\_ 3 History (3)

\_\_ 3 (X2) Social Sciences (6)

\_\_ 3 Mathematics (3)

\_\_ 3 Mathematics, Science and/or Technology (3)

\_\_ 3 Science (3)

#### MAJOR REQUIREMENTS (54)

__ 3	LMN	310	Strategies for Success
__ 3	LMN	322	History of Israel
__ 3	LMN	332	Leadership in Ministry
__ 3	LMN	342	Jesus and the Gospels
__ 3	LMN	352	Studying/Teaching the Bible
__ 3	LMN	362	OT Prophetic Literature
__ 3	LMN	372	Dynamics of Spiritual Growth
__ 3	LMN	378	Growth of NT Church
__ 3	LMN	382	NT Letters
__ 3	LMN	392	Congregational Education
__ 3	LMN	397	Christianity/World Religions
__ 3	LMN	412	History of the Early Church
__ 3	LMN	422	Small Groups
__ 3	LMN	432	Psalms and Wisdom

__ 3	LMN	434	Org. Strategies in Ministry
__ 3	LMN	442	Theology of Mission
__ 3	LMN	462	Church in Contemporary Society
__ 3	LMN	472	Christian Theology

PLUS ELECTIVE HOURS NEEDED FOR THE 124 HOUR DEGREE REQUIREMENT

## **CRIMINAL JUSTICE** - [For finishing students who matriculated prior to Fall 2014]

Social Sciences & History Department

Dr. Stephen Clements, Chair

### **CRIMINAL JUSTICE (CRJ)** 42 Foundational + 48 Major + 34 Elective hours for degree FOUNDATIONAL REQUIREMENTS (48)

(6 Foundational hours in Social Science are satisfied by required major classes.)

[Extra CRJ courses may be taken as electives.]

#### **Foundational Courses needed for this major (42)**

Bible and Theology (9)

__ 3	OT	100	Und. Old Testament
__ 3	NT	100	Und. New Testament
__ 3	TH	250	Foundations Christian Thought

Required Composition level (3)

__ 3	ENG	110	Expos & Research
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Plus:

__ 3	(X2) Communications and/or writing (6)
__ 3	____ Literature (3)
__ 3	(X3) Philosophy, Arts Appreciation, Literature (9)
__ 3	____ History (3)
__ 3	____ Mathematics (3)
__ 3	____ Mathematics, Science and/or Technology (3)
__ 3	____ Science (3)

#### **MAJOR REQUIREMENTS (48)**

__ 3	CRJ	101	Intro to Criminal Justice
__ 3	CRJ	102	Restorative Justice
__ 3	CRJ	302	Family & Domestic Violence
__ 3	CRJ	331	Intro Criminological Research
__ 3	CRJ	401	Criminal Law & Process
__ 3	CRJ	402	Judicial Systems
__ 3	CRJ	403	Criminal Justice Ethics
__ 3	CRJ	404	Fundmntls of Law Enforc & Correctns
__ 3	CRJ	407	Field Experience
__ 3	CRJ	475	Senior Seminar
__ 3	PS	101	American Politics & Government
__ 3	PSY	340	Forensic Psychology
__ 3	SOC	201	Social Problems & Globalization 21 <sup>st</sup> C
__ 3	SOC	252	Juvenile Delinquency
__ 3	SOC	312	Issues in Intercultural Relations
__ 3	SOC	323	Urban Studies

PLUS ELECTIVE HOURS NEEDED FOR THE 124 HOUR DEGREE REQUIREMENT

# HOWARD DAYTON SCHOOL OF BUSINESS

## **BUSINESS (Online)**

### **ORGANIZATIONAL MANAGEMENT (Online)**

Business Department

Dr. Mike Kane, Chair

Dr. Paul Hamilton, Academic Program Director

The Business major in the APS program provides the same basic curriculum in the field as the traditional undergraduate program, but does so in an online format for working adults who are not able to participate in face-to-face classes on the campus. This program provides students with the core competencies in management, accounting, marketing, organizations, and decision making, and does so from the standpoint of Christian virtues and ethics, such that students can be highly effective in their personal and professional lives. A particular advantage of this program is that non-traditional students bring a diverse array of life and work experiences to courses and the interaction of cohorts of students—this adds richness to the program. Encountering business from a Christian perspective provides students with a deeper understanding of the opportunities and challenges in the for-profit and non-profit sectors of the economy and society.

The Organizational Management major in the APS program provides the student with a general overview and function of management within an organization. This program provides students with the core competencies in management, accounting, marketing, organizations, and decision making, and does so from the standpoint of Christian virtues and ethics, such that students can be highly effective in their personal and professional lives. A particular advantage of this program is that non-traditional students bring a diverse array of life and work experiences to courses and the interaction of cohorts of students—this adds richness to the program. Encountering business from a Christian perspective provides students with a deeper understanding of the opportunities and challenges in the for-profit and non-profit sectors of the economy and society.

### **BUSINESS MAJOR (BUA) - 45 Foundational + 55 major + 24 elective hours for degree**

FOUNDATIONAL REQUIREMENTS (48)

(3 Foundational hours in Math/Computer Technology are satisfied by required major classes.)

#### **Foundational Courses needed for this major (45)**

Bible and Theology (9)

__ 3	OT	100	Und. Old Testament
__ 3	NT	100	Und. New Testament
__ 3	TH	250	Foundations Christian Thought

Required Composition level (3)

__ 3	ENG	110	Expos & Research
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Plus:

__ 3	(X2) Communications and/or writing	(6)
__ 3	Literature	(3)
__ 3	(X3) Philosophy, Arts Appreciation, Literature	(9)
__ 3	History	(3)
__ 3	(X2) Social Sciences	(6)
__ 3	Mathematics	(3)
__ 3	Science	(3)

#### **MAJOR REQUIREMENTS (55)**

__ 3	ACC	201	Financial Accounting
__ 3	ACC	202	Managerial Accounting
__ 3	BU	211	Principles of Management

__ 3	BU	241	Principles of Marketing
__ 3	BU	251	Applic Business Comm
__ 1	BU	252	Applic Business Comm Lab
__ 3	BU	261	Business Analytics I
__ 3	BU	262	Business Analytics II
__ 3	BU	321	Business Law I
__ 3	BU	413	Management & Ethics
__ 3	BU	451	Principles Finance
__ 3	ECN	272	Intro Microeconomics
__ 3	ECN	273	Intro Macroeconomics

Select 18 hours - 300 or higher:

\_\_ 3 (x6) ACC/BU/ECN \_\_\_\_\_

PLUS ELECTIVE HOURS NEEDED FOR THE 124 HOUR DEGREE REQUIREMENT

**ORGANIZATIONAL MANAGEMENT (OM)** - 42 Foundational + 34 major + 48 elective hours for degree

FOUNDATIONAL REQUIREMENTS (48)

(3 hours in Social Science and 3 Foundational hours in Math/Computer Technology are satisfied by required major classes.)

**Foundational Courses needed for this major (45)**

Bible and Theology (9)

__ 3	OT	100	Und. Old Testament
__ 3	NT	100	Und. New Testament
__ 3	TH	250	Foundations Christian Thought

Required Composition level (3)

__ 3	ENG	110	Expos & Research
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Plus:

- \_\_ 3 (X2) Communications and/or writing (6)
- \_\_ 3 Literature (3)
- \_\_ 3 (X3) Philosophy, Arts Appreciation, Literature (9)
- \_\_ 3 History (3)
- \_\_ 3 Social Sciences (3)
- \_\_ 3 Mathematics (3)
- \_\_ 3 Science (3)

**MAJOR REQUIREMENTS (34)**

__ 3	ACA	100	Fundamentals of Accounting
__ 3	BUA	100	Intro to Business & Personal Finance
__ 3	ECA	100	Principles of Economics
__ 3	BUA	211	Principles of Management
__ 3	BUA	241	Principles of Marketing
__ 3	BUA	251	Applic Business Comm
__ 1	BUA	252	Applic Business Comm Lab

Select 15 hours BUA 300 level or higher:

\_\_ 3 (x5) \_\_\_\_\_

PLUS ELECTIVE HOURS NEEDED FOR THE 124 HOUR DEGREE REQUIREMENT

# SCHOOL OF COMMUNICATION ARTS

## **INSTRUCTIONAL DESIGN (Online)**

Media, Journalism & Digital Storytelling Department

Dr. Jim Owens, Chair

The online **INSTRUCTIONAL DESIGN** major equips students with knowledge and skills for immediate entry into the Instructional Design field. With an emphasis on theory and practice, the program exposes students to prominent Instructional Design philosophies and the applications of various models in authentic contexts. The program introduces students to the technologies and tools that support the design of instructional systems and solutions. It also connects students with leaders in the field and exposes students to real examples of Instructional Design problems and products. Offered entirely online the program serves both those who wish to pursue employment as an instructional designer and those who are interested in continuing their education at the graduate level.

## **INSTRUCTIONAL DESIGN (ID) - 45 Foundational + 39 major + 40 elective hours for degree**

### **FOUNDATIONAL REQUIREMENTS (48)**

(3 Foundational hours in Math/Computer Technology are satisfied by required major classes.)

#### **Foundational Courses needed for this major (45)**

Bible and Theology (9)

__ 3	OT	100	Und. Old Testament
__ 3	NT	100	Und. New Testament
__ 3	TH	250	Foundations Christian Thought

Required Composition level (3)

__ 3	ENG	110	Expos & Research
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Plus:

__ 3	(X2) Communications and/or writing	(6)
__ 3	__ Literature	(3)
__ 3	(X3) Philosophy, Arts Appreciation, Literature	(9)
__ 3	__ History	(3)
__ 3	(X2) Social Sciences	(6)
__ 3	__ Mathematics	(3)
__ 3	__ Science	(3)

#### **MAJOR REQUIREMENTS (39)**

__ 1	ID	200	Exploring Instructional Design
__ 3	ID	201	Foundations, Theory & Practice
__ 3	ID	202	Instructional Design & Messaging 1
__ 3	ID	211	Technology Issues & Trends
__ 3	ID	212	Instructional Design & Messaging 2
__ 2	ID	230	Information Environment
__ 2	ID	250	Learning Theory
__ 3	ID	325	Designing for Online Interactions
__ 3	ID	350	Multimedia
__ 2	ID	375	LMS/CMS
__ 3	ID	410	Assessments/Evaluation
__ 3	ID	425	Training and Communication
__ 2	ID	450	Project Management
__ 3	ID	470	Guided Experience: Internship
__ 3	ID	485	Capstone Project

**PLUS ELECTIVE HOURS NEEDED FOR THE 124 HOUR DEGREE REQUIREMENT**

## SCHOOL OF EDUCATION

### ELEMENTARY EDUCATION GRADES P – 5 (Online)

Dr. Sherry Powers, Dean

Dr. Mark Butler, Associate Dean; CAEP Coordinator

Dr. Tim Crook, Chair of Instructional Leadership

Dr. Channon Horn, Chair of Educational Specialties; Assessment System Coordinator

Dr. David Riel, Director of Clinical Experiences

The Elementary Education Grades P-5 certificate is intended to provide the working professional with a strong academic program that accommodates the demands of non-traditional students. The Elementary Education Adult Professional Studies Program prepares quality teachers who are committed to professional excellence and who positively impact student learning. This commitment is embodied in the School of Education's model: "Facilitators of Student Success" which seeks to prepare educators who will be able to:

- Demonstrate knowledge of content
- Design/plan instruction
- Create/maintain learning climate
- Implement/manage instruction
- Assess and communicate learning results
- Demonstrate implementation of technology
- Reflect/evaluate teaching/learning
- Collaborate with colleagues/parents/others
- Engage in professional development
- Demonstrate professional leadership
- Demonstrate dispositions that facilitate student learning and success while fostering professional community

The curriculum is intended for working adults with one or two years of college credit previously obtained. The purpose for enrolling will be to complete the program with a P-5 Elementary Education certification in Kentucky. An integral facet of the program is education in a Christian context with preparation for service in various educational settings. Addressing a broad range of contemporary educational issues, many courses offer opportunities for working with school-age young people. Cooperating officials from nearby school systems, as well as the Kentucky Education Professional Standards Board, provide the Department staff and students access to practical experiences.

Another facet of this program is the opportunity for adults who already have an undergraduate degree in an area other than elementary education to earn licensure in elementary education. Adults who already hold an undergraduate degree and who are seeking licensure for elementary education are strongly encouraged to talk with an advisor in the Adult Professional Studies Program Elementary Education program.

*Students who already hold a Bachelor's degree do not need to complete foundational requirements, but only the major requirements and any specific foundational courses needed to satisfy teacher certification requirements.*

The School of Education preparation programs are approved and accredited by the Kentucky Education Professional Standards Board and accredited by the National Council for the Accreditation of Teacher Education (NCATE), now changing to the Council for the Accreditation of Educator Preparation (CAEP).

# TEACHER EDUCATION PROGRAM

The Teacher Education Program is administered through a Performance Assessment System built on a continuous improvement cycle which includes four progress check points or “Gates”:

Gate 1—Program Entry; complete Gate 1

Gate 2—Admission to Teacher Education; admission to upper level courses

Gate 3—Admission to Student Teaching; complete Form 2

Gate 4—Program Exit; recommendation for certification

Students seeking a recommendation for a teaching certificate must be accepted into the Teacher Education Program (Gate 2) in order to complete required professional courses (300 or above). Receiving a “proficient” rating at Gate 3 is required to pursue the professional semester and obtain a student teaching assignment. Fulfilling the requirements of Gate 4 (exit from program) results in a recommendation for certification. Student teaching, which is considered to be a full-semester of coursework, involves two weeks of seminars and day-long involvement and participation for 13 weeks during a semester in a local school district. A *minimum grade of 2.75* for all coursework in the cumulative, major, and professional courses GPAs must be maintained for continuation in all education major programs. [The professional courses are as follows: ED/EDA 301, 320, 341, 342, 350, 360, 380, 390, 385, 393, 401, 405, 410, 420, 421, 422, 425, 428, and all Student Teaching courses. Student Teaching is a minimum of 70 days and attendance at 7 seminars.]

## ADMISSION TO TEACHER EDUCATION (GATE 2)

### **Gate 2 Admission For APS – Adult Professional Studies - Elementary Education Programs:**

1. Obtain 39 credit hours plus the first 14 credit hours in the Elementary ADULT PROFESSIONAL STUDIES Program.
2. Obtain a minimum GPA of 2.75 on a 4.0 scale in cumulative, professional, and major GPAs by the end of the 14 elementary education credit hours.
3. Submit a formal application (Form 1) for admission into teacher education.
4. Obtain a grade of “**C**” or above in each of these courses:
  - ENG 110 or ENG 151 (*or ENG equivalent*)
  - COM 130 or 150 (*or equivalent*)
  - MAT 201 (*or equivalent*) for elementary education majors
5. Complete the PRAXIS Core Academic Skills for Educators: Reading, Writing, and Math, and obtain KY passing scores.
6. Obtain a grade of “**C**” or above in ED/EDA 200 Introduction to Education.
7. Complete successfully ED/EDA 201 Structured Inquiry Clinical, 60 hours that includes at least one diversity experience with positive teacher recommendations (proficient rating)—including disposition ratings.
8. Sign off on the Community Life Form.
9. Obtain 2 positive recommendations with disposition ratings for admission into teacher education. Two of the five recommendations come from application to the Program (one personal and one professional).
10. Submit completed “Character and Fitness” form that meets Kentucky’s Code of Ethics.
11. Complete a successful interview with the Teacher Education Committee (Proficient ranking).
12. Obtain an overall *Proficient* score on the Gate 2 portfolio, which includes Standard XI for dispositions.

## **ADMISSION TO STUDENT TEACHING (GATE 3)**

### **– Residential and APS:**

1. Cumulative GPA 2.75 minimum
2. Major GPA 2.75 minimum
3. Professional GPA 2.75 minimum
4. Complete Form 2--Application to Student Teaching
5. Obtain positive department approval, including disposition ratings
6. Submit completed "Character and Fitness" form that meets Kentucky's Code of Ethics.
7. Complete all professional education courses with a grade of "C" or better
8. Obtain Medical Clearance
9. Complete criminal background check
10. Obtain a *Proficient* rating on each ED/EDA 301 & 401 Clinicals
11. Obtain a *Proficient* rating on the interview
12. Obtain a *Proficient* rating on the portfolio, including Standard XI for dispositions
13. Interview with the Director of Clinical Experiences

## **EXIT FROM PROGRAM – RECOMMENDATION FOR TEACHER CERTIFICATION (GATE 4)**

### **– Residential and APS:**

1. Cumulative GPA minimum of 2.75
2. Major GPA minimum of 2.75
3. Professional GPA minimum of 2.75
4. Complete Certification Application
5. Obtain positive cooperating teacher recommendation, including Standard XI for dispositions
6. Complete and meet the criteria on the "Character and Fitness" Form
7. Complete student teaching with a Proficient rating, including Standard XI for dispositions
8. Obtain a Proficient rating on the interview
9. Obtain a Proficient rating on the portfolio, including Standard XI for dispositions

### **Licensure Examinations:**

All education majors are *required to take* the appropriate PRAXIS II Specialty Area Exam(s) and the respective Principles of Learning and Teaching (PLT).

### **Certification (Gate 4)**

- The Teacher Education Program at Asbury University is accredited by the Kentucky Education Professional Standards Board and the National Council for the Accreditation of Teacher Education (NCATE—now CAEP—Council for the Accreditation of Educator Preparation). Requirements for each teaching area at Asbury University are in compliance with the minimum regulations set forth by the Kentucky Education Professional Standards Board and are subject to change. Each program curricular design responds to the specific NCATE (CAEP) specialty professional associations (SPA).
- Applicants for a Kentucky teaching certificate must complete state approved program requirements and all graduation requirements which provide for meeting the initial academic certification standards. To be recommended for certification, a candidate must pass the Gate 4 interview and the portfolio review with a proficient rating, which includes a rating on candidate dispositions. For certification the candidate must also receive scores that meet or exceed the Kentucky established minimums on the PRAXIS II Specialty Area Assessment(s) and Principles of Learning and Teaching.
- When the approved teacher education program and Kentucky certification testing requirements have been met and when an application for Kentucky certification has been completed, a Statement of Eligibility may be requested from the Kentucky Education Professional Standards



Board. Upon securing a teaching contract, the beginning teacher must participate in the Kentucky Teacher Internship Program (KTIP) during the first year of teaching.

When certification is desired in another state, keep in mind that most state Departments of Education request a copy of the teaching certificate obtained from the state in which the teacher education program was completed. Graduates can contact a state's Department of Education to ask for an application for certification and can contact the Certification Specialist at Asbury University for assistance in interpreting individual state certification requirements.

Asbury graduates currently teach throughout the United States and in many foreign countries. Over 60% of the states, including Kentucky, belong to the Interstate Certification Compact.

## ELEMENTARY EDUCATION GRADES P-5 (EDA)

(36 Foundational + 82 major + 6 elective hours for degree)

### Foundational Requirement APS (48)

(6 hours in Social Science and 6 hours in Mathematics satisfied by major classes.)

### **Foundational hours needed for this major (36)**

#### Bible and Theology (9)

__ 3	OT	100	Und. Old Testament
__ 3	NT	100	Und. New Testament
__ 3	TH	250	Foundations Christian Thought

#### Required Composition level (3)

__ 3	ENG	110	Expos & Research
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#### Also Take:

__ 3	__	Communications (3)
__ 3	__	Communications and/or writing (3)
__ 3	__	Literature (3)
__ 3	(X3)	Philosophy, Arts Appreciation, Literature (9)
__ 3	__	History (3)
__ 3	__	Science (3)

### **MAJOR REQUIREMENTS (82)**

__ 3	PSY	101	Psychology Everyday Life
__ 2	EDA	200	Intro to Education
__ 1	EDA	201	Structured Inquiry Clinical
__ 2	EDA	220	Tech for Education
__ 2	EDA	230	Human Growth & Dev
__ 3	EDA	274	Soc Studies & Science
__ 3	EDA	276	Arts & Humanities
__ 3	EDA	290	Facilitate EL Student Success
__ 1	EDA	301	Guided Inquiry Clinical
__ 3	EDA	320	Exceptional Learner
__ 2	EDA	341	Read/Language Arts
__ 2	EDA	342	Teaching of Reading
__ 3	EDA	350	Literacy Assessment
__ 2	EDA	360	Social Studies Methods
__ 3	EDA	380	Elem Math/Science Methods
__ 1	EDA	401	Open Inquiry Clinical
__ 3	EDA	405	Lrn Th/Perf Assess
__ 2	EDA	410	Classrm Management
__ 2	EDA	428	Interventions for Differentiatn
__ 6	EDA	498	Student Teaching
__ 6	EDA	499	Student Teaching

Also take:

__ 3	ENA	240	Gram & Comp Elem Teach
__ 3	ENA	360	Children's Literature
__ 3	MTA	201	Elem School Math I
__ 3	MTA	202	Elem School Math II
__ 3	MTA	203	Elem School Math III

PLUS

Interdisciplinary Concentration (12)

(ENG 100, MAT 100, or courses used in the foundational section may not be included here)

\_\_ 3 (x4)\_\_\_\_\_ Additional Liberal Arts courses.

Choose Literature, history, humanities, philosophy, music/ art history, writing, communications, social sciences, science, foreign language, mathematics.

PLUS ELECTIVE HOURS NEEDED FOR THE 124 HOUR DEGREE REQUIREMENT

# SPECIAL APS PROGRAMS

## MINISTRY MANAGEMENT - NON-PROFIT MANAGEMENT

In conjunction with Salvation Army Officer Training Program, NY., and the Business Department, and Christian Studies & Philosophy Department  
Dr. Mark Gill and Dr. Clair Budd, Program Coordinators  
Ms. Kristi Boss, Student Support Coordinator

Asbury University has had a longstanding relationship with The Salvation Army, sharing a Wesleyan heritage for many decades with numerous faculty members and a great many students. Asbury University faculty and administrators have developed an APS program using distance learning and online courses in conjunction with The Salvation Army School for Officer Training. Open only to select students who have completed the Salvation Army Officer Training degree, this APS program is delivered by Asbury faculty through a combination of online courses and face-to-face intensive courses (some intensives taught at the Wilmore campus and others at The Salvation Army New York headquarters). The program builds on The Salvation Army student's Associate of Applied Science degree, and is delivered to cohorts of Army students over a five year cycle.

## PROCESS FOR ADMISSION

Students are recommended by the Salvation Army Territory's College for Officer Training, NY

### Admissions Requirements

Satisfy the following:

1. Letter from The Salvation Army Territory's College for Officer Training recommending student for the Ministry Management program.
2. Students must have attended The Salvation Army College for Officer Training in New York. Official transcripts from this institution must be sent directly to the Asbury University Adult Professional Studies Office.
3. Applicants wishing to transfer in additional college credit from other institutions (see limitations below) must request each college or university to send an official transcript directly to the Asbury University Adult Professional Studies Office for approval. Hand carried transcripts are not acceptable. Transcripts may be mailed to:  
APS Office  
One Macklem Drive  
Wilmore, Kentucky 40390
4. Completed an Application Form provided by Asbury University.
5. One satisfactory reference from The Salvation Army.
6. TOEFL Scores. If the student is not a native speaker of English, he or she must submit an official score report of the Test of English as a Foreign Language (TOEFL). He or she must present a minimum score of **80 on the internet-based TOEFL** or **550 on the paper-based TOEFL** before they can be admitted.

### Admission Decisions

- Admitted in Good Standing
- Provisional Admission

Applicants will be notified of the decision via email.

## MINISTRY MANAGEMENT TRANSFER CREDIT REQUIREMENTS & LIMITATIONS

The Ministry Management program follows the transfer guidelines for undergraduate programs. [See Academic Policies > Bringing in Credit from Other Sources.]

Because the Ministry Management program articulation agreement with the Salvation Army Territory's College for Officer Training NY accepts 60 transfer credits from the Salvation Army A.A.S. degree the student can only bring in 15 additional credits from other sources before reaching the maximum of 75 transfer credits.

### **MINISTRY MANAGEMENT PROGRAM REQUIREMENTS**

Students must be selected and recommended by Salvation Army to be enrolled in the program. Degree status in the Ministry Management program at Asbury is dependent upon completion of The Salvation Army College of Officer Training program degree. Students who possess an accredited A.A.S. degree from the Salvation Army College for Officer Training, or are scheduled to complete the requirements of the A.A.S. degree by the beginning of the third Asbury course will be automatically enrolled for the Bachelor of Science in Ministry Management (Non-Profit Administration) program. Official transcripts from the Salvation Army College for Officer Training are required to verify the completion of the A.A.S. degree. A maximum 60.0 credits will be transferred from the Salvation Army College for Officer Training towards the B.S. degree at Asbury. See above for any additional transfer credit requirements.

Students who will not be able to complete the requirements of the A.A.S. degree can only be enrolled for a certification in Ministry Management (Non-Profit Administration) program. Students who already hold a bachelor's degree at Asbury University will also enroll in the certification program.

### **MINISTRY MANAGEMENT PROBATION, SUSPENSION, AND APPEALS**

The design of the Ministry Management Program allows for graduates of the Salvation Army College for Officer Training to complete a Bachelor of Science degree over a five-year period. Academic Affairs has the responsibility to monitor academic progress for all students enrolled in the University. The typical student in this program will complete one semester's worth of coursework during an academic year. Each student's progress will be measured on an annual basis. The following outlines this measurement for the Special APS Programs, Ministry Management/Non-profit Management program.

The Academic Progress Scale for Ministry Management is as follows:

End of Year	CUM GPA	Status	Degree Status
1	2.0 or above	Good Standing	Degree Seeking
	Below 2.0	Probation for year 2	Degree Seeking
2	2.0 or above	Good Standing	Degree Seeking
	Below 2.0	Probation for year 3	Degree Seeking
3	2.0 or above	Good Standing	Degree Seeking
	Below 2.0	Suspension	Exited from program

1. At the end of each year a student with a cumulative GPA of 2.0 or higher will be considered in Good Standing.
2. At the end of each year any student with a cumulative GPA under 2.0 will be considered to be on probation under the following guidelines:
  - a. A student on probation who earns a cumulative GPA of 2.0 or higher at the end of the year will be considered to be in Good Standing.
  - b. A student who does not have a cumulative GPA of 2.0 will be permitted to continue on probation during year two.
  - c. A student who does not have a cumulative GPA of 2.0 at the end of year three following a probation in year two will be suspended and exited from the program.
  - d. At the end of one year of suspension the student may be permitted to return to the program by approval of the Salvation Army Coordinator, Dean of Graduate and Professional Studies, Registrar, and Academic Dean. If the student is permitted to return they will return under probation for that year following the aforementioned guidelines.

# MINISTRY MANAGEMENT PROGRAM - NON-PROFIT MANAGEMENT (MM)

[limited to students recommended by the Salvation Army Territory's College for Officer Training, NY]

## FOUNDATIONAL REQUIREMENTS (48)

(3 hours in computer technology is satisfied by required major courses)

### Foundational hours needed for this major (45)

[33.0 hours of Foundation met by Salvation Army degree (SOT).]

#### Bible and Theology (9)

SOT	New Testament
SOT	Old Testament
SOT	Christian Doctrine

#### Communications (6)

SOT	Homiletics
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#### Humanities (9)

SOT	Biblical Literature
SOT	Ethics
SOT	Christian Doctrine

#### History (3)

SOT	Church History
SOT	History of SA

#### Social Sciences (6)

SOT	Social Problems
SOT	Psychology

#### Complete Foundational requirements (12)

__ 3	ENG	110	Expos & Research
__ 3	ENG	205	Literature & Culture
__ 3	HED	299	Contemporary Health Issues
__ 3	MAT	120	Concepts of Math

## MAJOR REQUIREMENTS (53)

__ 1	MIM	101	Ministry Management Orientation
__ 4	BUA	251/252	Applications in Business Comm
__ 3	BUA	211	Principles of Management
__ 3	BUA	412	Organizational Behavior
__ 3	BUA	430	NPO Leadership & Mgt.
__ 3	BUA	440	NPO Fundraising, Grants, Philanthropy
__ 3	BUA	445	Fiscal/Performance Mgt NPO
__ 3	LMN	332	Leadership in Ministry
__ 3	LMN	425	Mentoring
__ 3	LMN	433	Flourishing in Ministry
__ 3	LMN	434	Organizational Strategies Ministry
__ 3	LMN	453	Ministry Risks & Crises
__ 3	LMN	475	Contemporary Issues in Ministry
__ 1	MIM	290	Summer Readings I
__ 1	MIM	390	Summer Readings II
__ 1	MIM	490	Summer Readings III
__ 3	MIM	480	MM Capstone Project Orientation
__ 3	MIM	485	MM Capstone Project Research I
__ 3	MIM	495	MM Capstone Project Research II
__ 3	MIM	499	MM Capstone Project

PLUS 26 HOURS OF ELECTIVES satisfied by SOT degree or other transfer  
TO MEET THE 124 HOUR DEGREE REQUIREMENT

# GRADUATE STUDIES

The Graduate Studies program area determines the admissions requirements, program restrictions, and degree requirements. These may vary and are specific to the respective graduate program as detailed in each program area section in this bulletin.

## PROGRAM AREAS

### **SOCIAL WORK –**

Master of Social Work  
Child and Family Services

### **BUSINESS –**

Master of Business Administration

### **COMMUNICATIONS –**

Master of Arts - Communications  
Digital Storytelling

### **EDUCATION –**

Master of Arts - Education  
English as a Second Language Endorsement  
Learning and Behavior Disorders  
Literacy Specialist P-12  
Teacher as Leader

Master of Arts in Teaching  
Biological Science 8-12  
Chemistry 8-12  
English 8-12  
Mathematics 8-12  
Social Studies 8-12  
French P-12  
Latin P-12  
Spanish P-12  
English as a Second Language  
Learning and Behavior Disorders

Educational Specialist  
Principal Licensure/Instructional Supervisor

# IMPORTANT INFORMATION FOR GRADUATE STUDENTS

Asbury University students in all program levels are subject to all University Academic Procedures & Policies unless the policy is specifically labeled for actions and requirements unique to a particular program. Sections coded [GRAD] are specifically for Graduate Studies programs.

**See the University Academic Policies section of this bulletin for questions about items concerning these important topics.**

- Advising, Academic Integrity
- Transfer Credit Requirements & Limitations
- Credit by Prior Learning
- Student Status: Classification, Academic Full-time Load, Majors/Minors, Residency/Enrollment Requirements
- Course Registration: Drop/Add, Auditing Courses, Course Exchanges, Withdrawal from a Course, Repeat Courses
- Withdrawal from the University
- Courses: Contract Courses (Independent Studies, Etc.)
- Grades: Grading Scale, Incomplete Grades, Grade Changes
- Commencement Participation
- Transcript Release Policy
- Satisfactory Academic Progress, Probation, Suspension and Appeals

Additional information may also be found in the student handbook for each program.

**See also the Academic Calendar for Graduate Studies at the front of this Bulletin.**

**For information on expenses and financial aid see the Tuition, and Course Fees in University Tuition & Expenses, and the Financial Aid section near the back of the Bulletin.**

# GRADUATE PROGRAMS IN SOCIAL WORK

Dr. David Cecil, Chair of Behavioral Sciences

Dr. William Descoteaux, Program Director

## MISSION

The Mission of the Asbury University Master of Social Work (MSW) Program arises from a belief in the inherent worth and dignity of all persons. This belief is sustained by the University's commitment to historic orthodox Christianity as expressed in the Wesleyan tradition's core emphases on personal and social holiness, resulting in love for all persons individually and for the world, with particular concern for the poor, the vulnerable and the exploited, and a passion to seek justice and an understanding that God's grace provides all persons with transforming potential. Graduates will be prepared for theologically informed advanced social work practice in national and global contexts that is agency or church-based.

## PROGRAM GOALS

The graduate program in social work:

- teaches knowledge, values and skills for students to function as generalist social workers (foundation year of the program), and as advanced practitioners with children, adolescents, adults, and/or family systems (concentration year of the program).
- promotes collaborative processes between social workers and client systems - individuals, groups, families, communities and organizations - in order to relate to all systems in a unique manner.
- teaches students to be culturally-sensitive and to reconcile persons and systems through appropriate social work interventions, including policy analysis and social change strategies.
- develops the students' critical thinking skills, professional use of self as a social worker and effective oral and written communication skills, appropriate for advanced social work practice; and prepares students for lifelong learning both personally and professionally.
- teaches students research processes and skills; so they can evaluate agency outcomes and practices in an ongoing manner, and develop processes within agencies for feedback within and between agencies and social systems.
- focuses on the concerns of the poor and oppressed both nationally and globally, and arising from the Biblical witness of preferential concern for these groups, fosters an understanding of God's grace to all persons. Students in the program are taught interventions to protect and to advance the "rights" of the poor and oppressed, thereby demonstrating God's grace in the world.
- is based on an understanding of the dignity and worth of all persons and on the historic context of social welfare rooted in the Judeo-Christian heritage. From this foundation, the program promotes self-determination as stated in the NASW Code of Ethics.
- prepares advanced social work practitioners for agency or church-based practice with a particular concern for low-income populations.
- encourages students to develop a Christian theological framework that informs their social work identity, knowledge and practice, including an understanding of how historic orthodox Christianity in the Wesleyan-Holiness tradition is a dynamic resource for social work practice.
- is a professional community of academic and practice excellence, supportive and sustaining relationships, and vital spiritual growth.

## ACCREDITATION

Asbury University's MSW Program is accredited through the Council on Social Work Education.



## **ADMISSIONS REQUIREMENTS**

1. Completed MSW graduate application form, including Character and Fitness form, Missions Statement, and Autobiographical Statement.
2. Official transcripts of all college/university coursework
3. Three Letters of Recommendation from:
  - a. professor,
  - b. employer or field site supervisor,
  - c. personal reference (not a relative)
4. Bachelor's degree from a regionally accredited college or university.
5. One of the following:
  - a. Cumulative grade point average of 2.75 on all undergraduate course work OR
  - b. Cumulative grade point average of 3.00 on last 60 hours of undergraduate course work, OR
  - c. Cumulative grade point average of 3.00 on earned master's degree
5. Candidates not meeting any of the grade point average criteria above but who have a cumulative undergraduate grade point average of 2.50-2.74 may apply for admission on a provisional status. No more than 10% of the MSW student population may be admitted on a provisional status.
6. Complete all pre-requisite requirements, OR have a plan to complete these requirements prior to entering the MSW Program. The pre-requisites are:
  - a. 3 semester hours of introduction to psychology
  - b. 3 semester hours of introduction to sociology
  - c. 3 semester hours of statistics
  - d. 9 semester hours in humanities

Mail all documents to:

Master of Social Work Admissions

Asbury University

One Macklem Drive

Wilmore, Kentucky 40390

859-858-3511 (x 2600)

## **ADDITIONAL ADMISSION REQUIREMENTS FOR THE ADVANCED STANDING PROGRAM**

In order for applicants to be considered for admission to the advanced standing program, they must meet the following additional requirements:

1. Completed an undergraduate degree from a social work program accredited by the Council on Social Work Education, with an overall grade point average of at least 3.25. CSWE requires that students have a plan to finish the MSW within ten years of completing a BSW from an accredited program to be eligible for advanced standing status.
2. Have recommendations completed, a specific writing sample, and an autobiography that demonstrates readiness to begin at the advanced level of graduate education and advanced social work practice.
3. Submit a copy of their Field Evaluation form OR a letter from the BSW Field Director if the student is currently in field placement and a field evaluation form is not available at the time the application is submitted. (A copy of the final Field Evaluation Form is required once the field placement is completed.)

All documents indicated below should be mailed as a packet, by the applicant, to MSW Graduate Admissions, Asbury University, One Macklem Drive, Wilmore, Kentucky 40390.

1. Complete applications (graduate & MSW); including autobiographical statement.
2. Official transcripts of all undergraduate and graduate work sent directly from the credit-granting institution to the student in sealed envelopes.
3. Three letters of recommendation in sealed envelopes that are sent directly to the student.

4. Additional application materials are required for Advanced Standing or transfer students. Once the admissions packet is received, the application file will be reviewed by the MSW Admissions Committee on a rolling-admission basis. The admissions criteria are stated on the reference forms and with other data submitted provide the basis for the MSW Admissions Committee's decision. The criteria are divided into three categories: emotional readiness, academic readiness, and professional readiness.

### **ADMISSIONS POLICIES**

1. Only candidates who have earned a bachelor's degree may be admitted.
2. No credit for life experience or previous work experience may be granted.
3. Advanced standing status is awarded only to graduates of baccalaureate social work programs accredited by CSWE.
4. Only files which include an original transcript from the bachelor's degree granting institution will be considered.
5. Bachelor's degrees must be from an institution which is accredited by a regional accrediting body for higher education such as the Southern Association of Colleges and Schools.

### **ADMISSIONS POLICY—TRANSFER CREDIT**

1. Graduate credit earned in accredited graduate schools and carrying a grade of B or better will be transferable toward an advanced degree at Asbury University. This correspondence can be demonstrated by students providing their advisors and the chairperson of the MSW Admissions Committee with catalog course descriptions, course syllabi, and/or completed assignments for the courses being considered for transfer credit.
2. A maximum of 12 credits taken by students on a non-matriculated basis may be transferred toward the 60-credit MSW degree requirement. Transfer courses may be accepted for credit if they have been completed up to five years prior to acceptance into the MSW Program. Transfer credit is not accepted for credits earned following matriculation at Asbury University. (This policy does not apply to taking courses at Asbury Theological Seminary as part of the electives in the MSW Program.)
3. Applicants to the 60 credit hour MSW program may transfer up to 30 maximum credit hours from another CSWE accredited MSW Program, in which they were matriculated graduate students in good standing, to the extent that the student can demonstrate correspondence to course(s) in the Asbury degree program and pending approval by the Chairperson of the MSW Admission Committee and the Academic Dean. Thirty (30) credits of graduate coursework must be completed at Asbury University. Academic credit is not given for life experience or previous work experience.

### **PROCEDURES FOR TRANSFER ADMISSIONS**

1. In addition to the general admissions material for the applicant's file, the following must be included in the file prior to the submission of the file for committee decision:
  - a. Signature on Release of Information Consent Form for the School of Social Work where the student completed his/her course work.
  - b. Copy(ies) of field evaluation form(s) (if applicable).
2. While the applicant is in the admissions process to our program, his/her transcript of graduate credit can be reviewed. A letter can be sent to the applicant that clearly identifies the courses that can be considered for transfer into our program (if the applicant is accepted). This letter is sent to the applicant and a copy is put in the admissions file.
3. When the applicant is accepted to the MSW Program, the Graduate Transfer Credit evaluation form is completed, signed by the MSW Director and sent to the Academic Dean along with the official Graduate Transcript for review and approval.
4. When the Transfer Credit Evaluation form is approved and signed by the Academic Dean, the original form and official Graduate transcript is maintained by the Registrar's Office. A copy is put in the student's file with his/her program of study form, and another copy is sent to the student.

## FIELD EDUCATION

A roster of field education agencies and organizations used for Asbury University practicum education are available from the MSW office. Due to unpredictable organizational and staff changes, there may be semesters in which agencies are temporarily unable to accept students in placement. Availability of individual agencies is subject to change without notice. Students are encouraged to explore practicum related interests with their faculty advisor, with other students who have completed a practicum in an agency of interest, and with the Director of Field Education. Students with particular concerns related to their placement assignments should confer with their Faculty Advisor and with the Director of Field Education prior to the due date for submission of their practicum application. **Students may not contact any field agencies without prior approval of the Director of Field Education.**

## CONCENTRATION

The MSW Program offers one concentration (the last 30 semester hours of the Program) in Child and Family Services. Recognizing the importance of positive human development across the lifespan and of strong families for constructing functional communities, the concentration objectives are to prepare students for advanced social work practice supporting the needs of all persons to achieve their optimal God given potential.

## ELECTIVE OPTIONS

The Master of Social Work offers a wide array of electives providing students with multiple options to design a program of study, in conjunction with their Faculty Advisor, individually tailored to their interests and anticipated future area of professional practice. Elective options include social work courses, graduate education courses and, on a space available basis, over 60 Asbury Theological Seminary courses. A listing of these courses is available from the MSW office.

## SCHOOL SOCIAL WORKER CERTIFICATION TRACK

In collaboration with Asbury University's MSW Program, the School of Education offers the School Social Worker Certification Track. There are three plans available:

1. Advanced Regular Program (60 hours); leads to Rank I Certification
2. Advanced Standing Program (39 hours); leads to Rank II Certification
3. Certificate Program (15 hours); for those already holding an MSW degree with a concentration in Child and Family Services; leads to Rank I Certification

Plans one and two require successful completion of all MSW requirements, including the Program's Child and Family Services Concentration. Successful completion of the Track requires approval of both the School of Education and the MSW Program. More complete information about this option is available in either the MSW Office or the Graduate Education Office.

### Program requires 15 hours

Complete one:

- |      |             |                                   |
|------|-------------|-----------------------------------|
| __ 3 | SEG/ESW 520 | Exceptional Learner               |
| __ 3 | SEG/ESW 638 | Introduction to Students with LBD |

Complete:

- |      |             |                            |
|------|-------------|----------------------------|
| __ 3 | SEG/ESW 630 | Behavioral Intervention    |
| __ 3 | SEG/ESW 632 | Collaboration and Advocacy |

Complete Field Education in two different school levels.

- |      |     |     |                       |
|------|-----|-----|-----------------------|
| __ 3 | SWG | 650 | Field Instruction III |
| __ 3 | SWG | 690 | Field Instruction IV  |

OR

[If above courses already completed for MSW degree at Asbury University]

Complete additional Field Education in two different school levels.

- |      |     |     |                                |
|------|-----|-----|--------------------------------|
| __ 3 | SWG | 695 | if SWG 650 done in MSW program |
| __ 3 | SWG | 795 | If SWG 690 done in MSW program |

## GRADUATION REQUIREMENTS

1. Completion of all required SWG course requirements with a 3.0 GPA or greater and completion of all Program course requirements with a cumulative GPA of 3.0 or better in a maximum of 5 years from the date of enrollment.
2. Approval for graduation by the MSW Program Faculty.
3. Successful completion of the Comprehensive Examination (at the completion of the first 30 semester hours for students in the 60 semester hour Program and at the completion of the first 9 semester hours for students in the 39 semester hour Advanced Standing Program).
4. Successful completion of the Capstone Experience Portfolio at the end of the Concentration curriculum (the last 30 semester hours).
5. Submit a "Graduation Application" form in the Registrar's Office by posted deadline for the commencement year and their expected graduation date (Oct. 15 for December graduation, and Feb. 15 for May or August graduation). Application may be completed at:  
[www.asbury.edu/offices/provost/commencement](http://www.asbury.edu/offices/provost/commencement)

## DUAL DEGREE PROGRAMS

The Master of Social Work Program offers several dual degree options in collaboration with Asbury Theological Seminary. Dual degree programs available include: MSW/M.Div. and MSW/MA. The MA Programs available include: Biblical Studies; Theological Studies; Christian Education; Christian Leadership; Christian Ministries; Counseling; Pastoral Counseling; World Mission and Evangelism; Intercultural Studies; and Youth Ministry. The specific details for the dual degree arrangements may vary somewhat from program to program, but are based on mutual recognition of courses among courses resulting in significant reduction of the time required to complete both degrees if pursued separately. For example, in most cases students pursuing an MSW/M.Div. may complete both programs in four years, rather than the expected five years if pursued independently. The programs can be pursued concurrently or consecutively. Students interested in these programs must meet the requirements of both programs and are urged to consult with their advisors early in their academic program planning. Primary contact persons are Dr. William Descoteaux at Asbury University and Dr. Christine Pohl at Asbury Theological Seminary.

## GRADUATE SOCIAL WORK DEGREE PROGRAM OPTIONS AND REQUIREMENTS

See the UNIVERSITY COURSE CATALOG for course descriptions.

### MASTER OF SOCIAL WORK

Requires 60 semester hours

#### Foundation Year (30 hours)

___ 3	SWG	520	Social & Cultural Diversity
___ 3	SWG	525	Human Behavior and Social Environment
___ 3	SWG	530	Practice I: Individuals and Families
___ 3	SWG	540	Social Welfare and Policy
___ 3	SWG	550	Field Instruction I
___ 3	SWG	560	Social Work Research
___ 3	SWG	565	Human Behavior and Social Environment II
___ 3	SWG	570	Practice II: Groups, Communities & Organizations
___ 3	SWG	580	Social Work and Wesleyan Theology
___ 3	SWG	590	Field Instruction II

Concentration Year (30 hours)

___ 3	SWG	535	Psychopathology & Assessment
___ 3	SWG	630	Advanced Theories in Practice with Family Systems
___ 2	SWG	640	Child and Family Policy
___ 3	SWG	650	Field Instruction III
___ 3	SWG	670	Advanced Interventions with Children and Families
___ 2	SWG	680	Social Justice and Ethical Issues
___ 3	SWG	690	Field Instruction IV

Take one of:

___	SWG	661	Applied Research–Need Assessment
___ 2	SWG	662	Applied Research–Program Outcomes

Complete approved electives (9 hours)

___ 3	___	___	_____
___ 3	___	___	_____
___ 3	___	___	_____

**MASTER OF SOCIAL WORK—Advanced Standing Program**

Requires 39 semester hours

Advanced Standing Courses

___ 3	SWG	580	Social Work and Wesleyan Theology
___ 3	SWG	585	Advanced Standing Seminar I
___ 3	SWG	595	Advanced Standing Seminar II

Concentration Year (30 hours)

___ 3	SWG	535	Psychopathology & Assessment
___ 3	SWG	630	Advanced Theories in Practice with Family Systems
___ 2	SWG	640	Child and Family Policy
___ 3	SWG	650	Field Instruction III
___ 3	SWG	670	Advanced Interventions with Children and Families
___ 2	SWG	680	Social Justice and Ethical Issues
___ 3	SWG	690	Field Instruction IV

Choose one:

___	SWG	661	Applied Research–Need Assessment
___ 2	SWG	662	Applied Research–Program Outcomes

Complete 9 hours:

___ 3	___	___	_____
___ 3	___	___	_____
___ 3	___	___	_____

# MASTER OF BUSINESS ADMINISTRATION

Dr. Mike Kane, Chair of Business Department

Dr. Kevin Brown, Program Director

Sustainable, innovative wealth creation in the economy, as well as viable, effective social institutions in the non-profit sector, require sophisticated management skills grounded in a robust understanding of ethics and Christian virtues. Asbury University's online MBA program educates men and women from around the world in a graduate management curriculum that will enable them to integrate their faith and work in a manner that leads to our distinctive focus on management of the triple bottom line – profit, people, and purpose. First, profit is important to sustain and grow the organization. This requires students to learn how to steward financial capital. Second, people are equally important; this principle necessitates that managers be stewards of social capital. Without trust and respectful treatment, employees and suppliers cannot create value for the customers. Third, a business needs a broader purpose. Students need to learn that spiritual capital can transform the community in which the business works. Our program embeds prudential and Biblical principles into inquiry across the traditional fields of MBA study, an entrepreneurial theme across all courses and the capstone project, and a focus on business as mission. Students who complete our program will be poised to provide effective leadership in management, with integrity and conscience, across a broad range of careers and organizations

**MBA Program Admission Requirements:** The following information details the application process, admissions, transfer, and pre-MBA foundation requirements of the program.

## Application Process for Admission to the MBA Program

1. MBA Application. Students can apply online at [www.asbury.edu/apply](http://www.asbury.edu/apply).
2. Transcripts. Have all official transcripts for undergraduate and graduate work sent directly from the credit-granting institution to:  
MBA Program Admissions  
Asbury University  
One Macklem Drive  
Wilmore, KY 40390
3. GMAT or GRE Test Scores. Submit GMAT or GRE scores to the Asbury University MBA Program.
4. Letters of Recommendation. Provide at least (3) three recommendations (1 – academic, 2 – character, and 3 - professional from individuals who are able to objectively assess the quality of the student's character, capabilities, accomplishments, and overall potential as an MBA student and future business leader. Online application provides instructions. An email address for each reference will be requested on the application
5. Resume. Submit a current resume by email to [MBA@asbury.edu](mailto:MBA@asbury.edu).
6. Essay. Complete the Short Essay on the online application.
7. Community Expectations. Sign and submit the Asbury University Community Expectations Statement on the online application.
8. English Language Proficiency. International students (with the exception of those who hold a degree from an accredited U.S. institution of higher education) must submit official results of the Test of English as a Foreign Language (written or computer exam), and the Test of Written English. International students can also submit the official results of the IBT (internet based test) for the TOEFL or the IELTS (International English Language Testing System).

## Admission Requirements for the MBA Program

1. Completed MBA application materials.
2. Undergraduate degree and transcripts. Official transcripts of all undergraduate and graduate coursework from accredited institutions. Applicants should possess a four-year undergraduate degree (or its equivalent) with a minimum cumulative grade point average of 2.5 or higher on a 4.0 point scale.
3. GMAT or GRE Scores. It is expected that the average score will meet or exceed the following:
  - a. 545 for the GMAT, or
  - b. the GRE:
    - i. Verbal Reasoning taken prior to 8/1/11 – 450; or Verbal Reasoning taken after 8/1/11 – 150; and
    - ii. Quantitative Reasoning taken prior to 8/1/11 – 490; or Quantitative Reasoning taken after 8/1/11 – 150; and
    - iii. Analytical Writing – 4.0
4. TOEFL. Students are expected to have a strong command of English to be successful in the program and later in their career. All applicants whose native language is not English (with the exception of those who hold a degree from an accredited U.S. institution of higher education) must submit a TOEFL score above 550 (paper based) or 213 (computer-based test) and a score of 4.5 on the Test of Written English (TWE) meets this expectation. An IBT exam score of 79 would be equivalent to the TOEFL.
5. Work Experience. While work experience is preferred, there is no minimum requirement. Work experience and test scores are considered together to gauge the readiness of the student for graduate business success.
6. Interview. All applicants must interview with a HDSB faculty member via the video conference, phone or in person. The interview is another source to gauge whether or not the applicant is prepared for the success in the program.
7. Transfer Credits. A maximum of 9 graduate course credits can be transferred from an accredited institution. Transfer credit is evaluated on a case-by-case basis.

### Pre-MBA Foundation Requirements

Generally, it is assumed that students have completed a degree in business administration or accounting (major or minor) or possess a mastery of pre-MBA skills and knowledge. However, many students will come from non-business backgrounds, or need to refresh their basic business knowledge. Certification of pre-MBA foundation courses may be satisfied in one of the following options:

1. Earn at least a “C” in these pre-requisite courses at Asbury:
  - a. ECN 100 Principles of Economics.
  - b. ACC 100 Foundations of Accounting
  - c. ECN 325 Statistics or BU 261 Business Analytics[These course credits will not be counted toward fulfillment of the MBA degree.]
2. Passing equivalent courses at another accredited school online or via correspondence courses.
3. Passing college-level proficiency (CLEP) examinations.
4. Successfully completing Series 1 and 2 of the Institute for Business Management and Leadership Excellence.

## MBA Program Graduation Requirements

1. Maintain a 3.0 grade point throughout the program.
2. Successfully complete all program requirements in a maximum of 5 years from date of first enrollment.
3. Minimum of 36.0 hour of graduate credit.
4. Approval for graduation by the program faculty.
5. Submit a "**Graduation Application**" form in the Registrar's Office by posted deadline for the commencement year and their expected graduation date (Oct. 15 for December graduation, and Feb. 15 for May or August graduation). Application may be completed at:  
[www.asbury.edu/offices/provost/commencement](http://www.asbury.edu/offices/provost/commencement)

## BUSINESS ADMINISTRATION (MBA)

### DEGREE PROGRAM OPTIONS AND REQUIREMENTS MASTER OF BUSINESS ADMINISTRATION

REQUIRES 36 SEMESTER HOURS

___3	MBA	511	History of Business and Faith
___3	MBA	512	Accounting
	(MBA	693	Seminar - Accounting Track)
___3	MBA	513	Financial Management
___3	MBA	514	Business Ethics
___3	MBA	515	Strategic Leadership
___3	MBA	516	Strategic Marketing
___3	MBA	517	Managerial Economics
___3	MBA	518	Business Analytics
___3	MBA	611	Entrepreneurship and Innovation
	(ACG	501	Advanced Auditing - Accounting Track)
___3	MBA	612	Social Entrepreneurship
	(ACG	502	Advanced Taxation - Accounting Track)
Select one:			
___3	MBA	613	Capstone Project I
	MBA	635	Mentored Experience
Plus complete:			
___3	MBA	614	Capstone Project II



## School of Communication Arts

# GRADUATE PROGRAMS IN COMMUNICATIONS

Dr. Jim Owens, Chair of Media, Journalism, Digital Storytelling Department

Dr. Don Simmons, Program Director

The Master of Arts in Communication: Digital Storytelling is designed to strengthen student skill sets in creating and managing narrative along with gaining expertise with technology requirements. The graduate learning climate promotes individual inquiry, questioning, application, analysis, evaluation, critical and reflective thinking. Students are encouraged to grow individually because of academic excellence and spiritual vitality and develop professionally through hands-on experience and mentoring through internships. The Digital Storytelling program prepares the individual student to engage culture as a professional, find compelling stories, and share them in a compelling manner with target audiences.

## APPLICATION PROCESS

1. Complete online application at [apply.asbury.edu](http://apply.asbury.edu).
2. Have official transcripts of all undergraduate work and graduate work sent *directly* from the credit-granting institution. Hand-carried transcripts, even in a sealed envelope, are not official.

Mail transcripts to:

Asbury University  
School of Communication Arts  
Graduate Coordinator  
One Macklem Dr.  
Wilmore, KY 40390

3. Submit GRE scores.
4. Request two references (1) current or recent employer, and (2) a personal reference (not a family member). Online reference form is located at [www.asbury.edu/gps/admissions/reference-form](http://www.asbury.edu/gps/admissions/reference-form)

## ADMISSION REQUIREMENTS FOR THE GRADUATE SCHOOL

1. Completed graduate application form.
2. Official transcripts of all college/university coursework. Credit can only be transferred from official transcripts mailed by the other institution or sent by official electronic transfer. Credit will not be accepted from faxed, copied, emailed or hand delivered transcripts.
3. Bachelor's degree or an advanced degree from a regionally accredited college or university with a cumulative grade point average of 2.5 on a 4.0 scale. *Candidates not meeting the grade point average criteria may apply for admission on a provisional status.*
4. Submit a current resume (include awards, leadership positions, and industry experience).
5. Write a maximum 350 word essay about your personal vision (goals and life purpose) for implementing digital storytelling in your career. Clearly state in your essay the contributions you expect to make to the field of digital storytelling and how this assistantship will help you achieve these goals.
6. TOEFL for all applicants whose native language is not English: 550 minimum on the paper based test (PBT) or 80 minimum on the Internet based test (iBT).
7. Successful completion of the Graduate Record Exam (GRE)\* administered by the Education Testing Service with the following corresponding scores on the corresponding sections:
  - (i) Verbal Reasoning taken prior to 8/1/2011 - 450; or  
Verbal Reasoning taken after 8/1/2011 – 150;
  - (ii) Quantitative Reasoning taken prior to 8/1/2011 – 490; or  
Quantitative Reasoning taken after 8/1/2011 - 143; and

(iii) Analytical Writing - 4.0.

*Candidates not meeting the minimum GRE criteria may apply for admission on a provisional status.*

*\*The GRE requirement will be waived for those students with an undergraduate GPA of 3.25 or higher during the last 60 hours of their undergraduate program.*

**Transfer of Credits:** With approval of the Dean of the School of Communication Arts and the Registrar, a student may transfer up to nine semester hours of prior graduate credits toward the master's degree. These credits must have been completed at a regionally-accredited graduate school. Only courses with a grade of B or better which are equivalent to Asbury University courses may be transferred.

**Credit for Prior Learning:** Students entering the DSG program can satisfy a limited number of credits for extensive professional media experience through a Credit by Prior Learning (CPL) process. See Academic Policies > Graduate Program Transfer & Non-Class Credit > Graduate Credit by Prior Learning.

## GRADUATION REQUIREMENTS

1. Successfully complete all program requirements in a maximum of 5 years from date of first enrollment.
2. Minimum cumulative grade point average of 3.00.
3. Minimum of 30.0 hour of graduate credit.
4. Approval for graduation by the program faculty, including but not limited to approval of the thesis/creative project by the Graduate Faculty Thesis Committee.
5. Submit a "Graduation Application" form in the Registrar's Office by posted deadline for the commencement year and their expected graduation date (Oct. 15 for December graduation, and Feb. 15 for May or August graduation). Application may be completed at:  
[www.asbury.edu/offices/provost/commencement](http://www.asbury.edu/offices/provost/commencement)

## DEGREE PROGRAM OPTIONS AND REQUIREMENTS

See the UNIVERSITY COURSE CATALOG for course descriptions.

## DIGITAL STORYTELLING (DSG)

MASTER OF ARTS

### Prerequisites:

MC	121	Audio Production or equivalent
MC	261	Television Production or equivalent
MC	302	Digital Field Production or equivalent

REQUIRES 30 SEMESTER HOURS

### Digital Storytelling Core (21)

___ 3	DSG	550	Master Storytelling
___ 3	DSG	625	Deconstructing the Documentary
___ 3	DSG	630	Viral Marketing Methods
___ 1	DSG	641	Research Methods & Tools for Comm
___ 3	DSG	642	Media Ethics & Criticism
___ 3	DSG	710	Directed Apprenticeship/Experience
___ 5	DSG	799	Thesis /Creative Project (repeatable)

Thesis/Project must be approved by DSG Faculty

Take one of the following (3):

___ 3	DSG	582	Advanced Screenwriting
	DSG	585	Communication Technology/Narrative

Take 6 hours from the following with advisor approval (6)

	IDG	510	Assessment and Evaluation
	IDG	550	Project Management (2)
	DSG	691	Independent Study
	DSG	692	Directed study
	MBA	611	Entrepreneurship and Innovation
	MBA	516	Strategic Marketing
___ 3	MCG	510	Cinematography & Lighting
	MCG	511	Directing the Narrative Film
	MCG	512	Film Production (by permission)
	MCG	518	Sound Design for Sports
___ 3	MCG	520	Design for Film, Television & Theatre
	MCG	521	Advanced Directing
	MCG	524	Producing for Film
	MCG	525	Sports Storytelling
	MCG	526	Designing/Creating with After Effects
	MCG	528	Editing Practice & Theory
	MCG	530	Media Ministry & the Church
	MCG	532	Sundance: Independent Cinema

Alternatively, 3.0 credits may be granted through the CPL portfolio process for learning from extensive media work experience.

## School of Education

# GRADUATE PROGRAMS IN EDUCATION

### **Dr. Sherry Powers, Dean of School of Education**

Dr. Mark Butler, Associate Dean and NCATE Coordinator

Dr. Tim Crook, Chair of Instructional Leadership

Dr. Channon Horn, Chair of Educational Specialties; Assessment System Coordinator

Dr. David Riel, Director of Clinical Experiences

### **GRADUATE EDUCATION PROGRAM MISSION STATEMENT**

The Graduate Education Program of Asbury University is committed to preparing leaders for the schools of today and tomorrow. As part of the School of Education, the following mission statement applies to the Graduate Education Program: *Our mission as the School of Education is to facilitate the preparation of professional educators who embody world-class academic excellence, spiritual integrity, and servant leadership.*

To accomplish this end, the Graduate Education Program creates a community and learning environment conducive to individual professional growth while embracing an ever-widening educational partnership with schools both local and worldwide. As part of the clinical-based design in the School of Education, candidates in Graduate Education will focus on instructional design, student assessment, analysis of learning, diagnosis of student needs, and prescription of appropriate interventions. A Virtual Teaching School provides the foundation for delivering clinical preparation. To accomplish this, candidates will have specific and intentional clinical opportunities in each course and will have extended clinical school-embedded experiences integrated throughout the preparation process. The entire program is designed to facilitate education candidates entering a student-centered profession for the 21<sup>st</sup> century.

In keeping with the institutional commitment to evangelical Christianity in the Wesleyan-holiness tradition, a basic tenet of this program is the cherished preservation of our moral and ethical roots of educational inquiry and thought, content-specific and pedagogical knowledge, professional competence, and Christian caring with an intentional focus on preparation for educational leadership. Reflecting the institution's commitment to develop the professional, the Graduate Education instruction targets individual areas of anticipated development and provides models for professional growth, clinical experiences, and leadership to accommodate specific educational paradigms. Within a framework of moral stewardship and through diverse and exemplary models of teaching, the Graduate Education Program strives to enable its students to become leaders and facilitators of the educational community. Recognizing the influence of our Wesleyan holiness roots and the need for professionals with strong moral and ethical character, the School of Education endeavors to prepare individuals who are committed to a lifetime of learning and will model servant leadership in support of the profession, society, family and the Church.

Foundational to this commitment the Graduate Education Program's philosophy, *Facilitators of Student Success*, seeks to prepare graduate students in response to the Kentucky Teacher Standards for all graduate programs granting a license to teach. The three leadership programs have their respective standards which include the International Reading Standards, the Teacher Leader Model Standards, the Interstate School Leaders Licensure Consortium, Kentucky's Dimensions and Functions for School Leaders, and the Technology Standards for School Administrators. In addition, all candidates in graduate education programs must meet the expectations for the School of Education's Disposition Standard XI, "*demonstrate dispositions that facilitate student learning and success while fostering professional community.*"

The Graduate Education Program offers the Master of Arts degree with opportunity for study in a number of certification areas. Options and specific requirements within these areas are listed below.

## GRADUATE EDUCATION GOVERNANCE

The Dean of the School of Education and the School of Education Administrative Council are responsible, within the School of Education, for all policies related to the Graduate Education Program including admission, graduation, academic policies, and appeals. The Academic Dean and Registrar serve as policy and curricular consultants for institutional graduate issues. The School of Education is responsible recommending candidates for education licensure.

## GENERAL APPLICATION PROCESS

- Complete an application at [apply.asbury.edu](http://apply.asbury.edu) at no charge.
- Have official transcripts of all undergraduate work and graduate work sent *directly* from the credit-granting institution. Hand-carried transcripts, even in a sealed envelope, are not official.
- Submit one copy of current Teaching Certificate or Statement of Eligibility (only for programs with certificate as a pre-requisite).
- Submit PRAXIS or GRE scores (as required by specific degree programs).
- Request (3) three professional references which must be submitted directly to the Graduate Education Office using the forms provided: (1) current or most recent employer, (2) former professor, and (3) a personal reference (not a family member).
- Final admission to the Graduate Education Program will be made by the School of Education.

Mail all documents to:

Graduate Education Admissions

Reasoner Hall, Office 317

Asbury University

One Macklem Drive

Wilmore, Kentucky 40390

859-858-3511 (x2502 or x2691)

## GRADUATE EDUCATION MASTER'S LEVEL PROGRAMS

1. Completed graduate application form, including Character and Fitness and Reference Waiver forms.
2. Official transcripts of all college/university coursework.
3. Bachelor's degree or an advanced degree from a regionally-accredited college or university with a cumulative grade point average of 2.75 on a 4.0 scale. This requirement may also be met by one of the following:
  - a. Cumulative grade point average of 3.00 on last 30 hours of undergraduate coursework or graduate coursework, OR
  - b. Candidates not meeting any of the grade point average criteria above who have a cumulative undergraduate or graduate grade point average below 2.75 may apply for admission on a provisional status.
4. Valid Teaching Certificate (only for programs with certificate as a prerequisite).
5. TOEFL for all applicants whose native language is not English: 550 minimum on the paper based test (PBT) or 80 minimum on the Internet based test (iBT).
6. MAT degree candidates only: Kentucky's passing score for full admission. Choose one:
  - a. Passing score on PRAXIS Core Academic Skills for Educators: Reading, Writing & Math exam, OR
  - b. Successful completion of the Graduate Record Exam (GRE) administered by the Education Testing Service with the following corresponding scores on the corresponding sections:

- i. Verbal Reasoning taken prior to 8/1/2011 - 450; or  
Verbal Reasoning taken after 8/1/2011 – 150;
  - ii. Quantitative Reasoning taken prior to 8/1/2011 – 490; or  
Quantitative Reasoning taken after 8/1/2011 - 143; and
  - iii. Analytical Writing - 4.0.
- c. For MAT (except LBD and ESL), must pass the PRAXIS II content exam in respective discipline.

This results in provisional admittance for up to 9 hours of graduate work.

**Transfer of Credits:** With approval of the Dean of the School of Education and the Registrar, a student may transfer up to nine semester hours of prior graduate credits toward the master's degree. These credits must have been completed at a regionally-accredited graduate school. Only courses with a grade of B or better which are equivalent to Asbury University courses may be transferred. See Academic Policies > Graduate Program Transfer & Non-Class Credit.

### **Admission To Degree Status (Gate 5)**

The student must meet all of the following requirements to be admitted into degree status.

1. Completed degree status application form.
2. Successful completion of 7- 9 semester hours at Asbury University.
3. Minimum of 3.00 grade point average on all graduate coursework completed.
4. Three professional references with disposition ratings.
5. Successful submission of Entry Professional Portfolio.
6. For students seeking initial certification in Graduate Education Master of Arts in Teaching and candidates in post-master's Education Specialist Program: successful formal interview demonstrating critical thinking, communication, creativity, and collaboration as well as demonstrating professional dispositions expected of professional educators.

### **Certification Examinations**

All candidates seeking teacher certification are to take the appropriate PRAXIS II Specialty Area Examination(s) and Principles of Learning and Teacher Examination(s) in order to be certified. Contact the Graduate Education Office for a list of tests required for each program area.

A bachelors' degree is a pre-requisite to all of the Master of Arts degree programs. Additional pre-requisites may be required for each program. All of these programs lead to Kentucky certification.

### **Granting Of The M.A. or M.A.T. Degree (Gate 6)**

The actual granting of the M.A. or M.A.T. degree requires completion of the following:

1. Successful completion of all coursework in a maximum of 5 years from the date of enrollment.
2. Minimum cumulative grade point average of 3.00.
3. Minimum of 30.0 hour of graduate coursework.
4. Successful submission of Professional Portfolio.
5. Successful completion of Action Research and Project Presentation.
6. Approval for graduation by the program faculty.
7. Submit a "Graduation Application" form in the Registrar's Office by posted deadline for the commencement year and their expected graduation date (Oct. 15 for December graduation, and Feb. 15 for May or August graduation). Application may be completed at:

[www.asbury.edu/offices/provost/commencement](http://www.asbury.edu/offices/provost/commencement)

## **MASTER OF ARTS IN TEACHING DEGREE (MAT) PROGRAMS**

For initial teaching certification. [PRE-REQUISITE: PRAXIS Core Academic Skills for Educators: Reading, Writing, & Math exam]

MASTER OF ARTS IN TEACHING AVAILABLE IN THESE CONTENT AREAS:

- a. English as a Second Language P-12
- b. Learning & Behavioral Disorders P-12
- c. Teacher Education in:
  - Biological Science (8-12)
  - Chemistry (8-12)
  - English (8-12)
  - French (P-12)
  - Latin (P-12)
  - Mathematics (8-12)
  - Middle School Education (5-9)
  - Social Studies (8-12)
  - Spanish (P-12)

## **MAT DEGREE PROGRAM OPTIONS AND REQUIREMENTS**

### **ENGLISH AS A SECOND LANGUAGE P-12 (ESLG)**

Program Requirements (47 - 51 hours)

#### Core Requirements (45)

__ 2	EDG	500	Orientation & Clinical Component I
__ 3	EDG	505	Learn Theories & Perform Assess
__ 3	EDG	510	Culture, Design & Management
__ 2	EDG	601	Clinical Component II
__ 3	EDG	605	Foundations of Learning
__ 2	EDG	628	Interventions for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project
__ 3	SEG	520	Exceptional Learner
__ 3	SEG	640	Language Learning & Literacy
__ 3	TEL	500	Intro to Teaching ESL
__ 3	TEL	531	Linguistics & Advanced Grammar
__ 3	TEL	535	Sound Systems of Language
__ 3	TEL	536	Grammatical Structure of Language
__ 3	TEL	618	TESL Methods I/Culture
__ 3	TEL	619	TESL Methods II/Assessment

#### Also complete one (2 - 6):

With Option 6 alternative certification

__ 2	EDG	700	Clinical Component III
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Without Option 6 alternative certification

__ 6	EDG	701	Clinical Component III
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## LEARNING AND BEHAVIOR DISORDERS P-12 (LBDA)

Program Requirements (50 – 54 hours)

### Core Requirements (48)

__ 2	EDG	500	Orientation & Clinical Component I
__ 3	EDG	505	Learn Theories & Perform Assess
__ 2	EDG	601	Clinical Component II
__ 3	EDG	605	Foundations of Learning
__ 2	EDG	628	Interventions for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project
__ 3	SEG	520	Exceptional Learner
__ 3	SEG	630	Behavioral Intervention
__ 3	SEG	632	Collaboration & Advocacy
__ 3	SEG	634	Early Child Ed of Special Pop
__ 3	SEG	638	Intro Students with LBD
__ 3	SEG	640	Language Learn & Literacy
__ 3	SEG	642	Mathematics Ed/Special Pop
__ 3	SEG	660	Methods & Assessment I
__ 3	SEG	670	Research Stats & Subject Design
__ 3	SEG	672	Methods & Assessment II

### Also complete one (2 - 6):

With Option 6 alternative certification

__ 2	EDG	700	Clinical Component III
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Without Option 6 alternative certification

__ 6	EDG	701	Clinical Component III
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## TEACHER EDUCATION (8-12) or (P-12)

[Pre-requisite: a major in subject area; pass content PRAXIS]

For the following areas:

- Biological Science (8-12) (BIOG)
- Chemistry (8-12) (CHEG)
- English (8-12) (ELG)
- French (P-12) (FRG)
- Latin (P-12) (LTG)
- Mathematics (8-12) (MATG)
- Social Studies (8-12) (SSG)
- Spanish (P-12) (SPG)

Program requires 38 - 42 hours

### Core Requirements for all subject area majors (30)

__ 2	EDG	500	Orientation & Clinical Component I
__ 3	EDG	505	Learn Theories & Perform Assess
__ 3	EDG	510	Culture, Design & Management
__ 3	EDG	585	Literacy for Secondary Sch
__ 2	EDG	601	Clinical Component II
__ 3	EDG	605	Foundations of Learning
__ 2	EDG	628	Interventions for Differentiation
__ 3	EDG	630	Secondary Meth & Strategies
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project
__ 3	SEG	520	Exceptional Learner



Also complete one (2 - 6):

With Option 6 alternative certification

\_\_ 2 EDG 700 Clinical Component III

Without Option 6 alternative certification

\_\_ 6 EDG 701 Clinical Component III

PLUS complete one set of subject area requirements (6)

For teaching Biology, Chemistry, English, French, Latin, Mathematics, Social Studies, or Spanish  
[See courses under BLG, CHG, ELG, FRG, LTG, MTG, SSG, SPG]

\_\_ 3 \_\_\_\_ 510 Advanced Topics in Subject Area

\_\_ 3 \_\_\_\_ 610 Adv Independent Research

## **MIDDLE SCHOOL EDUCATION (5-9) (MSEG)**

### **Non-LBD**

[Prerequisite: major or appropriate coursework in two areas (Science, English, Math, Social Studies, LBD); pass 2 Middle School content PRAXIS tests]

Program Requirements (38-42 hours)

Core Requirements for all subject area majors (30)

\_\_ 2 EDG 500 Orientation & Clinical Component I

\_\_ 3 EDG 505 Learn Theories & Perform Assess

\_\_ 3 EDG 510 Culture, Design & Management

\_\_ 3 EDG 525 MS Curric & Meth

\_\_ 3 EDG 585 Literacy for Secondary Sch

\_\_ 2 EDG 601 Clinical Component II

\_\_ 3 EDG 605 Foundations of Learning

\_\_ 2 EDG 628 Interventions for Differentiation

\_\_ 2 EDG 636 Instructional Technologies

\_\_ 3 EDG 680 Research Development

\_\_ 1 EDG 681 Research Project

\_\_ 3 SEG 520 Exceptional Learner

PLUS complete TWO subject area requirements (6)

[Select 2 subject areas: Choose from Science, English, Mathematics, Social Studies;  
See courses under BLG or CHG, ELG, MTG, SSG]

Subject One \_\_ 3 \_\_\_\_ 510 Advanced Topics

Plus:

Subject Two \_\_ 3 \_\_\_\_ 510 Advanced Topics

Also complete one (2 - 6):

With Option 6 alternative certification

\_\_ 2 EDG 700 Clinical Component III

Without Option 6 alternative certification

\_\_ 6 EDG 701 Clinical Component III

## **MIDDLE SCHOOL EDUCATION (5-9) (MSLG)**

### **Taking LBD Subject Area Concurrently**

[Prerequisite: major or appropriate coursework in one area (Science, English, Math, Social Studies);  
pass 1 Middle School content PRAXIS test]

## Program Requirements (53-57 hours)

### Core Requirements for all subject area majors (30)

__ 2	EDG	500	Orientation & Clinical Component I
__ 3	EDG	505	Learn Theories & Perform Assess
__ 3	EDG	510	Culture, Design & Management
__ 3	EDG	525	MS Curric & Meth
__ 3	EDG	585	Literacy for Secondary Sch
__ 2	EDG	601	Clinical Component II
__ 3	EDG	605	Foundations of Learning
__ 2	EDG	628	Interventions for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project
__ 3	SEG	520	Exceptional Learner

### Complete subject area (21)

Subject One \_\_ 3 \_\_\_\_\_ 510 Advanced Topics

[Choose from Science, English, Mathematics, Social Studies; See courses under BLG, CHG, ELG, MTG, SSG]

Plus

Complete Subject Two LBD requirements

__ 3	SEG	630	Behavioral Intervention
__ 3	SEG	632	Collaboration & Advocacy
__ 3	SEG	638	Intro Students with LBD
__ 3	SEG	640	Language Learning & Literacy
__ 3	SEG	670	Research Stats & Subject Design
__ 3	SEG	672	Methods & Assessment II

### Also complete one (2 - 6):

With Option 6 alternative certification

\_\_ 2 EDG 700 Clinical Component III

Without Option 6 alternative certification

\_\_ 6 EDG 701 Clinical Component III

See the UNIVERSITY COURSE CATALOG for course descriptions.

## **MASTER OF ARTS DEGREE (MA) PROGRAMS (for certified teachers)**

### **MA DEGREE PROGRAM OPTIONS AND REQUIREMENTS**

#### **ENGLISH AS A SECOND LANGUAGE P-12 (ESLE)**

[Pre-requisite: Teacher Certification]

Program requires 36 hours

__ 2	EDG	500	Orientation & Clinical Component I
__ 2	EDG	601	Clinical Component II
__ 3	EDG	605	Foundations of Learning
__ 2	EDG	628	Interventions for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project

Choose one:

__ 3	SEG	520	Exceptional Learner
	SEG	638	Intro Students with LBD

Also take:

__ 3	TEL	500	Intro to Teaching ESL
__ 3	TEL	531	Linguistics & Advanced Grammar
__ 3	TEL	535	Sound Systems of Language
__ 3	TEL	536	Grammatical Structure of Language
__ 3	TEL	618	TESL Methods I/Culture
__ 3	TEL	619	TESL Methods II/Assessment

**LEARNING AND BEHAVIOR DISORDERS P-12 (LBD)**

[Pre-requisites: Teacher Certification; ED 320 or SEG 520 or equivalent]

Program requires 44 hours

__ 2	EDG	500	Orientation & Clinical Component I
__ 2	EDG	601	Clinical Component II
__ 3	EDG	605	Foundations of Learning
__ 2	EDG	628	Interventions for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project
__ 2	EDG	700	Clinical Component III
__ 3	SEG	630	Behavioral Intervention
__ 3	SEG	632	Collaboration & Advocacy
__ 3	SEG	634	Early Childhood Spec Populations
__ 3	SEG	638	Intro Students with LBD
__ 3	SEG	640	Language Learn & Literacy
__ 3	SEG	642	Mathematics Ed/Special Pop
__ 3	SEG	660	Methods & Assessment I
__ 3	SEG	670	Research Stats & Subject Design
__ 3	SEG	672	Methods & Assessment II

**LITERACY SPECIALIST P-12 (LITG)**

[Pre-requisite: Teacher Certification]

Program requires 34 hours

__ 3	EDG	605	Foundations of Learning
__ 2	EDG	628	Interventions for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project
__ 3	LDG	614	Instructional Leadership
__ 3	LTY	600	Reading & Writing Elem School
__ 3	LTY	610	Read & Write Mid & Sec School
__ 3	LTY	620	Clinical Assess of Literacy
__ 3	LTY	630	Literacy Interventions
__ 2	LTY	640	Professional Dev Seminar
__ 3	LTY	642	Investigations in Literacy
__ 3	LTY	644	Leadership in Literacy

**EDUCATIONAL LEADERSHIP: TEACHER AS LEADER (TLE)**

[Pre-requisite: Teacher Certification]

Program requires 32 hours

Professional Core (10)

__ 3	EDG	605	Foundations of Learning
__ 2	EDG	628	Intervention for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project

Leadership Core (12)

__ 3	LDG	610	Leading by Design: Create Learn Communities
__ 3	LDG	614	Instructional Leader Part I & TLE Orientation
__ 3	LDG	618	Instructional Leader Part II
__ 3	LDG	622	Strategic Leadership

Curriculum & Assessment Concentration (9)

Complete one of:

__ 3	LTY	610	Teach Read & Writ in the Secondary
__	LDG	629	Teaching Literacy & Algebraic Thinking in Elem

Plus take:

__ 3	LDG	634	Curriculum Design for Accountability
__ 3	LDG	636	Assessment & Accountability in the Classroom

## ADDITIONAL CERTIFICATIONS

### MODERATE AND SEVERE DISABILITIES CERTIFICATION (MSD)

#### Affiliate program with University of Kentucky

[Aligns with the LBD Certification P-12, and LBDA Alternative Certification] (may only be attached to the LBD certification program—it is not a stand-alone certification)

Program requires 16 hours

Courses at University of Kentucky (13 hours)

__ 3	EDS	530	Characteristics of Persons with Moderate and Severe Disabilities
__ 3	EDS	546	Transdisciplinary Services for Students with Disabilities
__ 3	EDS	548	Curriculum Design for Students with Moderate and Severe Disabilities
__ 4	EDS	549	Methods for Students with Moderate and Severe Disabilities

Plus

Asbury University Course:

__ 3	SEG	695	Clinical Component III (MSD)
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### SCHOOL SOCIAL WORKER CERTIFICATION TRACK

In collaboration with Asbury University's MSW Program, the School of Education offers the School Social Worker Certification Track. There are three plans available:

4. Advanced Regular Program (60 hours); leads to Rank I Certification
5. Advanced Standing Program (39 hours); leads to Rank II Certification
6. Certificate Program (15 hours); for those already holding an MSW degree with a concentration in Child and Family Services; leads to Rank I Certification

Plans one and two require successful completion of all MSW requirements, including the Program's Child and Family Services Concentration. Successful completion of the Track requires approval of both the School of Education and the MSW Program. More complete information about this option is available in either the MSW Office or the Graduate Education Office.

Program requires 15 hours

Complete one:

- \_\_ 3      SEG/ESW 520      Exceptional Learner
- SEG/ESW 638      Introduction to Students with LBD

Complete:

- \_\_ 3      SEG/ESW 630      Behavioral Intervention
- \_\_ 3      SEG/ESW 632      Collaboration and Advocacy

Complete Field Education in two different school levels.

- \_\_ 3      SWG      650      Field Instruction III
- \_\_ 3      SWG      690      Field Instruction IV

OR

[If above courses already completed for MSW degree at Asbury University]

Complete additional Field Education in two different school levels.

- \_\_ 3      SWG      695      if SWG 650 done in MSW program
- \_\_ 3      SWG      795      If SWG 690 done in MSW program

**Endorsements in several areas also available for qualified candidates.** See School of Education for further details.

## POST MASTER'S DEGREE PROGRAMS

### PRINCIPAL LICENSURE / INSTRUCTIONAL SUPERVISOR PROGRAM (Ed.S.)

This program is a required post-Masters certification, offered as an Ed.S. Degree, and includes 36 hours above the Master's degree of intensive research and field work over a two-year time frame. There are no electives.

The graduate educational leadership model is fully online, with synchronous 'face to face' class sessions integrated into the program on a weekly basis through Adobe Connect and utilizing video technology. The course design and materials are accessible through Asbury's online learning system (Discovery). Each course builds on the previous course, and distinct transition points provide candidates and faculty a clear roadmap through completion. Level I provides initial certification, while Level II provides permanent certification and the Ed.S.

### Program Application Requirements and Admission to Principal Licensure Degree Status

Admission to the Graduate Education Program for the Principal Licensure Program includes the requirements and protocols outlined below.

**Pre-requisites:** Master's Degree; teaching certification; 3 years teaching experience

- A. **Completed online application** at [apply.asbury.edu](http://apply.asbury.edu) at no charge.
- B. **Applicant portfolio**--must include the following supporting documents for admission:
  - 1. Official transcripts\* of all undergraduate and graduate work
  - 2. Official transcripts\* showing completed Master's degree and cumulative grade point average of 3.0 or greater
  - 3. Copy of current teaching licensure
  - 4. Letter of application outlining:
    - a. skills and understanding related to his/her ability to improve student achievement
    - b. evidence of ability to exhibit both leadership and an advanced knowledge of curriculum, instruction, and assessment

- c. personal statement of career goals
  - d. resume or CV showing at least three years' successful teaching experience
5. Character and Fitness form
  6. Professional Reference Waiver form
  7. Professional Recommendation forms from applicant's (choose at least 2):
    - a. principal
    - b. superintendent, his designee, or other supervisor OR Master's program professor
    - c. colleague
  8. Principal candidate Interview

**C. District/University Screening Committee Review.** All above required admission submissions will be reviewed to determine if applicant meets requirements for entry into program.

[\*To be accepted as official, all transcripts must be sent *directly* from the credit-granting institution.

Hand-carried transcripts, even in sealed envelopes, will not be accepted. Electronic transcripts are acceptable only if, when printed, they do not show watermarks.]

### **Admission to Principal Licensure Degree Status (Gate 7)**

The student must meet all of the following requirements to be admitted into degree status.

1. Successful completion of 9 semester hours at Asbury University.
2. Minimum of 3.00 grade point average on all graduate coursework completed.
3. Successful submission of Program Entry Professional Portfolio.

### **Exiting the Principal Licensure Program (Gate 8)**

Exit from Level I of the Principal Licensure Program includes the following requirements:

1. 3.00 GPA
2. Satisfactory Field Component Performance
3. Capstone Project
4. Anchor Assessments
5. Successful completion of KY-STIAP
6. Successful completion of SLLA

### **Exiting Level II of the Principal Licensure Program / Granting the Ed.S. Degree (Gate 9)**

Exit from Level II Program includes the following requirements:

1. 3.00 GPA
2. Satisfactory Field Component Performance
3. Work Samples demonstrating application of Interstate School Leaders Licensure Consortium (ISLLC) Standards and impact on student achievement
4. To graduate with a degree Ed.S. candidates must complete a "Graduation Application" form in the Registrar's Office by posted deadline for the commencement year and their expected graduation date (Oct. 15 for December graduation, and Feb. 15 for May graduation, or July 15 for August graduation). Application may be completed at: [www.asbury.edu/offices/provost/commencement](http://www.asbury.edu/offices/provost/commencement)

In conjunction with completion of the Principal Licensure Program candidates acquire licensure in

- Instructional Supervisor Licensure

# **GRADUATE EDUCATION POST MASTER'S LEVEL PROGRAMS**

## **EDUCATION SPECIALIST DEGREE (Ed.S.)**

### Specific Program Requirements

#### **PRINCIPAL LICENSURE / INSTRUCTIONAL SUPERVISOR (PLP)**

[In conjunction with completion of Principal Licensure candidates qualify for dual licensure with Instructional Supervisor Certification]

[PRE-REQUISITES: MA degree, Teacher Certification, and 3 years successful teaching experience]

Program requires 36 hours

#### Level I (30)

__ 3	LDG	710	Leading Teaching & Learning / Orientation
__ 3	LDG	718	Und. Assessment/Monitoring Performance
__ 3	LDG	720	Collaborative Performance Appraisal
__ 3	LDG	722	Financial Resources & Personnel Selection
__ 3	LDG	730	Building & Sustain Professional Learning Communities
__ 3	LDG	748	Organizational Structure
__ 3	LDG	750	Using Data to Improve Student Achievement
__ 3	LDG	760	Financial Resources & Legal Responsibilities
__ 3	LDG	763	Leading Differentiated Instruction
__ 3	LDG	775	Capstone Project: Gate 8

#### Level II (6)

__ 3	LDG	704	Modeling Highly Effective Leadership I
__ 3	LDG	705	Modeling Highly Effective Leadership II

## **OTHER CERTIFICATIONS**

#### **DIRECTOR OF PUPIL PERSONNEL (DPP)**

[PRE-REQUISITES: MA degree, Teacher Certification, and 3 years successful teaching experience]

Program requires 27 hours

#### Level I: (21)

__ 3	LDG	710	Leading Teaching & Learning / Orientation
__ 3	LDG	730	Building & Sustain Professional Learning Communities
__ 3	LDG	748	Organizational Structure
__ 3	LDG	750	Using Data to Improve Student Achievement
__ 3	LDG	760	Financial Resources & Legal Responsibilities
__ 3	LDG	763	Leading Differentiated Instruction
__ 3	LDG	775	Capstone Project: Gate 8

#### Level II: (6)

__ 3	LDG	706	Director of Pupil Personnel: Leading Student Services
__ 3	LDG	707	Director of Pupil Personnel: Seminar/Practicum

# UNIVERSITY TUITION, EXPENSES & FEES

## TRADITIONAL UNDERGRADUATE RESIDENTIAL PROGRAM

### TUITION, ROOM AND BOARD

For a traditional undergraduate resident student, the average basic cost of attending Asbury University is \$34,072 for a full year (two semesters). Personal items such as books, laundry and spending money are extra. The schedule of basic costs for 2015-2016 is as follows:

### UNDERGRADUATE FALL 2015 AND SPRING 2016 COSTS

#### WILMORE CAMPUS RESIDENTIAL UNDERGRADUATES

	Semester	Year
<b>TUITION</b>		
13-18 credit hours	\$13,769	\$27,538
12 credit hours	\$12,710	\$25,420
less than 12 hours	\$1059 per hour	
more than 18 hours	\$13,769 + \$765 per hour over 18	

<b>STUDENT ACTIVITIES FEE</b>	\$99	\$198
All students registered for 8 or more hours		

#### BOARD

20 Meals per week	\$1,389	\$2,778
225 Meals per semester	\$1,389	\$2,778
180 Meals per semester w/ \$150 flex dollars	\$1,389	\$2,778
14 Meals per week	\$1,264	\$2,528
175 Meals per semester	\$1,264	\$2,528
150 Meals per semester w/ \$100 flex dollars	\$1,264	\$2,528
7 Meals per week (Apartment residents only)	\$648	\$1,296
95 Meals per semester (Apartment residents only)	\$648	\$1,296
80 Meals per semester w/ \$60 flex dollars (Apartment residents only)	\$648	\$1,296

#### HOUSING

Single room	\$1,864	\$3,728
Double room	\$1,779	\$3,558
Triple room	\$1,596	\$3,192
Quad room	\$1,521	\$3,042
Aldersgate I Apartment (4 per apartment)	\$2,470	\$4,940
Aldersgate II Apartment (8 per apartment)	\$2,243	\$4,486

#### Housing – Single Occupancy

In any residence hall, a student who requests an assignment as a single in a double room and is approved for that assignment will pay one and one half times the published per person charge.

#### MARRIED / NON-TRADITIONAL STUDENT HOUSING (Fall 2015 & Spring 2016)

1 Bedroom Apartment	\$1335-\$2115 per semester, plus utilities
2 Bedroom Apartment	\$2605 per semester, plus utilities

*Because of fluctuating economic conditions, all costs and fees are subject to change without notice.*



## MISCELLANEOUS COSTS FOR TRADITIONAL UNDERGRADUATES

1. Traditional undergraduates enrolled for 9 or more credit hours on campus are required by Asbury University to carry minimum medical insurance. At registration, the student will automatically be enrolled in the medical insurance plan offered by the University unless the student provides documentation that they have adequate coverage elsewhere. The waiver must be submitted to the Student Accounts Office by the registration deadline. Please refer to the student insurance brochure for information.
2. Many of the services at the University Clinic are free. If the student needs to be referred to a specialist, a lab or any outside doctor, the student is personally responsible for the resulting charges.
3. One telephone jack per dorm room provides local telephone service free of charge. The student is responsible to bring his/her own telephone, which must be touch-tone compatible.
4. One data jack per student is provided for network access to the Internet and email. Any student can bring their computer to campus and use the network. Asbury University supports standard Ethernet networking cards. A Microsoft Office installation CD is available to all students to be purchased at the Bookstore for a small fee. Currently, the CD is \$15.90, and can be purchased through the bookstore. For more computer related information go to <http://www.asbury.edu/offices/its/faqs>.
5. One cable TV jack is provided per dorm room at no additional charge.

## AUDITORS

The cost to persons auditing a course who are not full-time degree-seeking students is \$40 per credit hour for the audited course. Auditors will pay all required course fees. For a full-time undergraduate student paying full-time tuition for 12 or more hours there is no cost to add an audited class. See University Academic Policies under Course Registration for Auditing Courses.

## ROTC

Students who enroll in the ROTC may incur other costs specifically associated with the ROTC program.

## SENIOR CITIZENS WAIVER

Students enrolled in the traditional undergraduate program on campus who are at least 62 years of age and who are U.S. citizens may receive a waiver of tuition for a maximum of 4.0 credit hours per academic semester (including summer). The following stipulations apply: (1) the waiver includes only tuition and does not apply to other fees; (2) if the person desires to audit the class all the rules for audited courses apply. The \$40 per credit hour audit cost is waived. (3) If the person desires credit for the class, all pre-requisites and requirements must be met; (4) credits may apply toward a degree program; (5) housing must be secured off campus.

## TRADITIONAL UNDERGRADUATE DEPOSITS

### PRE-TUITION PAYMENT

New students are required to pay \$200.00 as an indication of intention to enroll for the fall or spring semester. At registration, this amount is credited to the account. This Pre-Tuition deposit is refundable until May 1 for the fall semester, December 1 for the spring semester, and April 15 for the summer session.

### HOUSING DAMAGE DEPOSIT

Students residing in campus apartments are assessed an apartment damage deposit, equal to one month rent. This deposit will remain on reserve until the student ceases to reside in campus housing,

at which time it will be returned, provided the apartment passes final inspection for damage and all utility bills have been paid.

### **INTERNATIONAL STUDENT DEPOSIT**

All first year or incoming international students must remit at least ninety days prior to registration, one-half of the projected annual cost of attending Asbury University. At the beginning of each succeeding semester, the international student must pay the full cost for said semester no later than registration day.

## **UNDERGRADUATE SUMMER SCHOOL 2016 TUITION AND COSTS**

**Tuition for all classes**            **\$460 per semester hour**

**With on campus enrollment:**

**Room -**                                    4 week session            \$561 per session

Aldersgate Apartments II

All other course fees and miscellaneous fees according to the 2015-2016 fall-spring schedule.

### **MARRIED / NON-TRADITIONAL STUDENT SUMMER HOUSING (June- July 2016)**

1 Bedroom Apartment            \$534-\$846 per 2-month period, plus utilities

2 Bedroom Apartment            \$1042 per 2-month period, plus utilities

2 Bedroom Duplex                \$868 -\$936 per 2-month period, plus utilities

## **ASBURY ACADEMY DUAL ENROLLMENT TUITION**

### **ON CAMPUS ACADEMY**

On Campus enrollment in the Asbury Academy allows high-school juniors and seniors to take classes on campus (up to 15 hours per semester) at a reduced tuition charge. High school seniors may take up to four (4) of their credits each semester (Fall, Spring; summer not included) with no tuition charge. On Campus enrollment requires emergency contacts and/or proof of medical insurance when taking 9.0 hours or more.

Fall 2015, Spring 2016 cost = \$460 per credit hour on campus

### **ONLINE ACADEMY**

High School juniors and seniors may be enrolled as online students and take specific foundational classes online (Fall or Spring; summer not included) at a reduced tuition charge per credit hour. No more than one online class may be taken at one time, but may take two consecutive courses in a semester.

Fall 2015, Spring 2016 cost = \$133 per credit hour online.

# **TUITION FOR GRADUATE & PROFESSIONAL STUDIES PROGRAMS**

## **ADULT PROFESSIONAL STUDIES PROGRAM (APS)**

### **TUITION PER SEMESTER**

Fall 2015 Semester enrollment     \$458 per credit hour\*

Spring 2016 Semester enrollment     \$458 per credit hour\*

\*APS Students taking 12 or more credits will be charged a Technology Fee in the amount of \$48.00.

## **GRADUATE STUDIES PROGRAMS**

### **GRADUATE BUSINESS PROGRAMS**

Academic Year 2015-2016 Tuition     \$592 per credit hour

### **GRADUATE COMMUNICATIONS PROGRAMS**

Academic Year 2015-2016 Tuition     \$576 per credit hour

### **GRADUATE EDUCATION PROGRAMS**

Academic Year 2015-2016 Tuition     \$460 per credit hour

### **GRADUATE SOCIAL WORK PROGRAMS**

Academic Year 2015-2016 Tuition     \$576 per credit hour

# UNIVERSITY FEES

## GENERAL FEES

- Commuter Automobile parking \$13 per semester
- ID Card Replacement Fee \$11
- Late financial registration \$37
- Resident Automobile parking \$26 per semester

## MISCELLANEOUS FEES AND SERVICES FOR ALL STUDENTS

1. Throughout the school year, students may incur additional charges from several different areas. It is recommended that all miscellaneous charges be paid at the time/location incurred. In most cases, any charge that is not paid to the appropriate department within one month will be added to the student's account. A \$5.00 service fee is assessed for each transaction that is applied to the student's account. Some of the areas that have miscellaneous charges are mentioned below, although this is not an exhaustive list.
2. Students are permitted to purchase books at the AU Virtual Bookstore using a charge voucher. These charges will be applied to the student's account.
3. Library and Media charges for overdue books and unreturned materials should be paid at the Library. Parking fines should be paid at the Cashier. All unpaid Library, parking fines, Media and Clinic charges are transferred to the student's account monthly.
4. All students are given a university email account as the preferred email communication with the university.
5. Any student can bring their computer to campus and use the network. Asbury University supports standard Ethernet networking cards.
6. A Microsoft Office installation CD is available to all students to be purchased through the Bookstore for a small fee. Currently, the CD is \$15.90. For more computer related information go to <http://www.asbury.edu/offices/its/faqs>.

## COURSE FEES

Certain courses are subject to a fee. Such courses include the notation "Fee" in their course description. Students who withdraw from a course during the semester (after the end of the Drop/Add period) do not receive a refund of tuition or fees.

The specific fees are as follows:

## UNDERGRADUATE (TRADITIONAL AND APS) COURSE FEES

### SPECIFIC UNDERGRADUATE COURSE FLAT FEES

ART 100	\$ 18
ART 396	\$ 400
BIO labs	\$ 90
CHE labs	\$ 90
CM 213	\$ 5
COM 281	\$ 25
COM 431	\$ 15
ED courses	\$ 20
EDA courses	\$ 20

EM 401	\$ 75
ENA courses	\$ 20
ENS 111, 131, 151, 161, 171	\$ 5
EQM 200	\$ 45
EQM 202	\$ 120
EQM 206	\$ 120
EQM 208	\$ 120
EQM 245	\$ 120
EQM 251	\$ 45
EQM 310	\$ 120
EQM 320	\$ 45
ESC labs	\$ 80
EXS 371	\$ 30
EXS 420 Lab	\$ 30
EXS 431 Lab	\$ 30
EXS 475	\$ 200
FA 100	\$ 18
HED 231	\$ 20
HED 312	\$ 15
JRN 214	\$ 54
JRN 275	\$ 54
JRN 311	\$ 11
JRN 332	\$ 37
JRN 336	\$ 37
JRN 343	\$ 64
JRN 375	\$ 54
LA 100	\$ 50
MC 437	\$ 300
MTA courses	\$ 20
MUS 200	\$ 125
PE 111 Archery	\$ 20
PE 111 Disc Golf	\$ 15
PE 111 Golf	\$ 15
PE 130 Horseback Riding	\$ 120
PE 131 Horseback Riding	\$ 120
PE 280	\$ 5
PE 300	\$ 5
PED 360	\$ 20
PED 361	\$ 20

PED 475	\$ 200
PHP 302	\$ 350
PHY labs	\$ 80
PS 300	\$ 600
PSY 315	\$ 15
PSY 372	\$ 15
PSY 436	\$ 15
RCT 280	\$ 352
REC 173	\$ 100
REC 270	\$ 600
REC 271	\$ 450
REC 272	\$ 450
REC 312	\$ 20
REC 362	\$ 20
SOC 230	\$ 5
SOC 322	\$ 85
SOC 323	\$ 150
THA 325	\$ 39
UNV120	\$ 35
UNV 205	\$ 20
UNV 305	\$ 20
VOC 100	\$ 25
VOC 101	\$ 352
VOC 102	\$ 704
VOC 104	\$ 50
VOC 111, 201, 211, 411 half hour Lessons	\$ 422
VOC 112, 202, 212, 412 one hour Lessons	\$ 774
VOC 422	\$ 844
YM 380	\$ 375

#### **UNDERGRADUATE COURSE FEES PER CREDIT HOUR**

ART all classes	\$ 22/hr
INS 201, 211, 411, 999 lessons	\$352/hr
MC all classes	\$ 18/hr
ORG 201, 211, 411, 999 lessons	\$352/hr
PNO 201, 211, 411, 999 lessons	\$352/hr

#### **OTHER UNDERGRADUATE ACADEMIC CREDIT FEES**

##### **TRADITIONAL UNDERGRADUATE**

External/Off Campus Program Fee \$500 per fall/spring semester,  
 External/Off Campus Fee \$200 per summer semester

Foreign Language Purchased Institutional Credit Fee \$20 per credit hour  
Horseback Riding Purchased Institutional Credit Fee \$20 per credit hour

### **ADULT PROFESSIONAL STUDIES**

For APS Credit by Prior Learning (CPL) the University may assess a portfolio evaluation fee for credit hours applied for at the following rates:

1-9 credits	\$30.00 per credit
10-19 credits	\$300.00 flat fee
20-24 credits	\$600.00 flat fee

See Academic Policies Credit by Prior Learning for more information

### **UNDERGRADUATE COMMENCEMENT CEREMONY REGALIA**

Regalia is ordered as part of the Graduation Application process.

Undergraduate commencement cap & gown are covered in student activity fees.

## **GRADUATE PROGRAM COURSE FEES**

### **GRADUATE COURSE FEES PER CREDIT HOUR**

MCG courses \$ 18/hr

### **SPECIFIC GRADUATE COURSE FLAT FEES**

DSG 699	\$200 (when campus equipment/facilities are used)
EDG courses, unless specified below	\$ 30
EDG 500	\$ 50
EDG 505	\$ 50
EDG 510	\$ 50
EDG 525	\$ 50
EDG 585	\$ 50
EDG 601	\$ 50
EDG 700	\$150
EDG 701	\$150
ESW courses	\$ 30
LDG courses	\$ 30
LTY courses	\$ 30
SEG courses	\$ 30
TEL courses	\$ 30
SWG 550	\$300
SWG 590	\$150
SWG 650	\$300
SWG 690	\$150
SWG 720	\$ 40

### **OTHER GRADUATE ACADEMIC CREDIT FEES**

There will be a cost to apply for CPL credit. The cost will vary by program area, faculty time required, and number of faculty involved in the learning assessment. A typical review takes 3 hours and is done by 2 faculty members.

### **ORDERING MASTER'S COMMENCEMENT CEREMONY REGALIA**

Graduate commencement master's hood & gown must be purchased for a fee by each graduate candidate participating in commencement.

# UNIVERSITY STUDENT ACCOUNTS

## PAYMENT INFORMATION

The academic year for the Traditional Undergraduate, Academy and Graduate Program is divided into three sessions: Fall Semester, Spring Semester and Summer Semester. For the Adult Professional Studies Program the academic year is divided into two sessions: Fall Semester and Spring Semester.

Registration is held prior to the beginning of each semester and a "Registration Bill" will be available on the Asbury Portal. The Registration Bill displays the following calculation, based on pending charges and financial aid to date:

**Amount Due = Total Pending Charges and Discounts – Total Financial Aid**

Student Employment, including work study, is not calculated in the Estimated Net Charges, which is the amount used to estimate the Payment in Full or payment plan contract amount. Student Loans and Outside Scholarships will be included in the calculation only if they have been confirmed and approval has been submitted to and processed by the Financial Aid Office.

Note: Checks for church match and scholarships are considered as financial aid and should be mailed to the Financial Aid Office.

The student is responsible for ensuring payment of tuition, fees and all other debts to the University is made in a timely matter. We recommend that all miscellaneous charges be paid at the location where incurred to avoid service charges.

## PAYMENT OPTIONS

### PAYMENT IN FULL

Payment in full of Registration Bill AMOUNT DUE is due on the first day of each semester.

***All students will be enrolled in the Payment in Full option unless they enroll in a Higher One/CASHNet Tuition Payment Plan (explained below) during the financial registration period.***

### PAYMENT PLAN

Students will receive email notification prior to each semester enrollment period with detailed instructions for enrolling in a Higher One/CASHNet payment plan. The Registration Bill AMOUNT DUE, or any portion you choose, may be divided over 4 equal, monthly payments. Payments are due to Higher One/CASHNet by the last business day of each month. Higher One charges a non-refundable application fee of \$35 per semester to enroll in a Tuition Payment Plan.

The Payment Plan incurs no interest charge, but may incur a late fee from Higher One/CASHNet if payment is not received by the due date. After missing the second payment, the account will be removed from the Higher One/CASHNet payment plan, and the balance will become due immediately to Asbury University.

### STUDENT FINANCIAL RESPONSIBILITY

It is expected that when a student signs a financial agreement to pay all tuition and fees, the student is pledging to faithfully fulfill all financial obligations to the University. The University reserves the right to take whatever steps are necessary for those who default on payment. Diplomas and official transcripts are not released until all academic and financial obligations to the University are satisfied.



## POLICY ON UNPAID BALANCES

1. Students must pay all previous balances before registering for a subsequent semester.
2. If a student's account is unpaid at graduation, the diploma is withheld until such payment is made.
3. Academic transcripts and diplomas will be released to:
  - A. non-enrolled students only when (1) the student account is paid in full and (2) University loans are being paid on schedule.
  - B. currently enrolled students when either: (1) the student account is paid in full, or (2) the student is fulfilling the terms of their particular Payment Plan and all requirements of the Financial Aid Office have been fulfilled.

## REDUCTION IN CHARGES RELATED TO WITHDRAWAL

1. Reductions to charges are calculated only after official notification of the student's withdrawal from the University is made to the Business Office by the Office of the Registrar. Students withdrawing from the University within the official Drop/Add period will be refunded all charges. Students will pay a pro-rata board and room charge based on the date of withdrawal.
2. The official date of withdrawal from the university will be used in determining amount of tuition reduction.
3. The following calculations refer to tuition reduction only.
  - A. The 'ACADEMIC WEEKS' for a semester are determined for an individual student based on the week their first class in the semester started to the week their last class in the semester ended.
  - B. The percentage of semester enrolled as of the student's official withdrawal date from the university.

### **Tuition Reductions are calculated based on**

**Percentage of semester enrolled = 100% - (withdrawal week / (total academic weeks -1))**

*NOTE: percentage of reduction in financial aid to student is based on the date the student requested to withdraw, or the midpoint of the enrollment/payment period if student stopped attending without notification which may differ from official withdrawal date. Please refer to "Financial Aid Refunds" in the following section for the policy for returning financial aid.*

4. NOTE: Course fees, lab fees, student activity fees are **not** refundable.
5. The student will be charged a withdrawal fee of 5% of total charges not to exceed \$100.00.
6. Board charges are reduced on a pro-rata basis from the date the student finalizes his/her withdrawal with the Student Accounts Office.
7. Room charges are reduced on a pro-rata basis from the date at which the room is vacated and the key turned into the resident director.
8. Refunds cannot be made to the student until all financial aid awards are withdrawn, adjusted or applied to the account.
9. Students who withdraw or are dismissed from the University must make application for readmission and be readmitted before being permitted to register again.
10. For academic withdrawal details please see the general section on University Academic Policies: Course Registration and Withdrawals.

# FINANCIAL AID

(financial aid information is subject to change. Go to <http://www.asbury.edu/offices/financial-aid> for latest information.)

At Asbury University we want to partner with you in funding your education. It is most advantageous to think of funding your education as a partnership between **You** (the student and family), **the Government** (federal and state), **the Institution** (Asbury University) and **Outside Sources** (civic organizations, businesses, etc.).

Institutional and governmental financial aid is available to students who are pursuing a degree on a full-time basis (12 or more credits per semester). Part time governmental aid is available for students taking less than twelve hours each semester.

To receive need based aid at Asbury University, students must complete the Free Application for Federal Student Aid (FAFSA) each year. It is available after January 1, and should be submitted before February 1 for optimum consideration.

Offers of financial aid will only be sent to students who have received official acceptance from the Admissions Office and have completed all necessary paperwork. It is the responsibility of the student to ensure that all the appropriate paperwork is turned in to the Financial Aid Office for processing. Students entering and applying for financial aid for the Fall term (including those selected for verification) must have all paperwork completed and in the Financial Aid Office by October 1. For students entering in the Spring, the deadline is February 1.

The Financial Aid Partnership described in paragraph 1 is best defined by the following:

## **YOU (THE STUDENT AND FAMILY)**

Expected Family Contribution (EFC) is determined by a need analysis as part of the Free Application for Federal Student Aid. You must submit financial and personal information from the previous tax year when completing the FAFSA after January 1 of the year the student intends to enroll. The EFC is deducted from Asbury's cost of attendance to determine student need. The Financial Aid Partnership functions most efficiently when families commit to paying their share of university costs as suggested by the expected family contribution. For those who are unable to pay, Direct PLUS and Alternative Loans are available.

## **THE GOVERNMENT (FEDERAL AND STATE)**

### **FEDERAL GRANTS**

**Federal Pell Grant:** The Pell Grant-provides money to help high need undergraduate students pay for their education after high school. For many students, this grant provides a foundation of financial aid to which aid from other federal and non-federal sources may be added. Unlike loans, grants do not have to be paid back. The maximum award for the Pell Grant in 2015-2016 is \$5,775. The student must apply for this grant each year by completing the FAFSA and may not receive the grant until enrolled in an eligible program. The grant will be split with one-half being placed on the student's account at the beginning of each semester. The above regulations and provisions of the Pell Grant are subject to change by federal legislative action.

**Federal Supplemental Educational Opportunity Grant (FSEOG):** This grant is available to enrolled undergraduate students. The selection of applicants for this program is based upon financial need. Applicants with exceptional need and who receive Pell Grants will be given preference. Although federal guidelines state that grants of up to \$4000 per year may be awarded, most grants range from \$500 to \$1000 per year because of limited funds at Asbury University. The above regulations and provisions of the Supplemental Educational Opportunity Grant are subject to change by federal legislative action.

**Federal TEACH Grant:** The U.S. Department of Education's TEACH Grant Program provides grant funds to postsecondary students who are completing or plan to complete coursework that is needed to begin a career in teaching, and who agree to serve for at least four years as a full-time, highly qualified teacher in a high-need field, in a school serving low-income students. Eligible full-time students may receive up to \$4,000 per year in TEACH Grant funds, up to a maximum of \$16,000 for undergraduate and post-baccalaureate study, and \$8,000 for graduate study.

If you receive a TEACH Grant but do not complete the required four years of teaching service within eight years after completing the coursework for which you received the grant, or if you otherwise do not meet the requirements of the TEACH Grant Program, all TEACH Grant funds that you received will be converted to a Federal Direct Unsubsidized loan that you must repay in full, with interest, to the U.S. Department of Education. Once a TEACH Grant is converted to a loan, it cannot be converted back to a grant. For detailed information on this grant, please visit the federal government website: <https://teach-ats.ed.gov/ats/index.action>

## FEDERAL LOANS AND WORK STUDY

**Federal Perkins Loan:** The Perkins Loan is a long-term loan for students who enroll at least half-time. The selection of applicants for this program is based upon financial need as determined by the FAFSA. Applicants with the greatest financial need will be given preference. Loan repayment and interest payments are deferred until after graduation or as long as the individual remains in at least half-time enrollment at an accredited institution of higher education in the United States. The Federal Perkins Loan has a 9-month grace period beginning when the student graduates or drops below half-time enrollment. During the repayment period the charge is five percent (5%) interest on the unpaid balance. The above regulations and provisions of the Perkins Loan program are subject to change by federal legislative action. The Financial Aid Officer at Asbury University can provide information about loan cancellation provisions for borrowers who enter fields of teaching or who teach in designated schools. If a student defaults on a Perkins Loan and if Asbury is unable to collect, the federal government may take action to recover the loan. The Federal Perkins Loan will only be awarded to previous borrowers beginning in 2015-16.

**Federal Direct Loan:** The Direct Loan program enables a student to borrow directly from the U.S. Department of Education. The maximum a student may borrow per year is: Freshmen \$5,500, Sophomores \$6,500, Juniors and Seniors \$7,500. There are two types of Direct Loans: Subsidized and Unsubsidized. Graduate students may be able to borrow up to \$20,500 per year based on need; only Direct Unsubsidized loans are available to Graduate students. The above regulations and provisions of the Direct Loan are subject to change by federal legislative action. The interest rates on Subsidized and Unsubsidized loans may vary from year to year, but cap at 8.25%.

**Federal Direct PLUS Loan:** The PLUS is available to parents of dependent children attending college. The maximum amount is equal to the Cost of Attendance less any other financial aid for which the student has qualified. Students must complete a FAFSA, and parents must qualify with the U.S. Department of Education. If parents are denied the PLUS loan, the student is eligible for additional

Direct Unsubsidized loans. The regulations and provisions of the PLUS loan are subject to change by federal legislative action.

The Direct PLUS Loan is also available to graduate students, if they are credit-worthy applicants. A graduate student may apply to borrow up to the total Estimated Cost of Attendance less any other financial aid for which the student has qualified. The student may borrow to help pay for educational expenses as long as he/she is enrolled at least half time in a degree program while meeting all basic eligibility requirements.

**Federal College Work Study Program:** Students are eligible for part-time employment under the Federal College Work Study program if they meet the requirements to receive federal aid. The selection of students will be made as follows: All students with financial need will be considered, but if funds are not sufficient to cover all requests, students demonstrating the greatest financial need will be given preference.

## **KENTUCKY GRANT AND SCHOLARSHIP PROGRAMS**

**Kentucky Tuition Grant (KTG):** The Kentucky Tuition Grant is available to Kentucky residents who demonstrate need upon filing the FAFSA and enroll full-time at an eligible private Kentucky college or university.\*

**College Access Program Grant (CAP):** The CAP Grant is available to Kentucky residents enrolled at least half-time at a Kentucky college or university who have Pell Grant eligibility demonstrated by the FAFSA.\*

\*Students are encouraged to file the FAFSA as soon as possible after January 1 of the year they are planning to attend, as funds are available on a first-come, first-served basis.

**Kentucky Educational Excellence Scholarship (KEES):** Students who attend and graduate from certified Kentucky high schools can earn a scholarship based on their grade point average (GPA) for each year of high school and a bonus award based on their highest ACT/equivalent SAT score achieved before graduating from high school. Students must have an annual 2.5 or higher high school GPA for the base amount of the scholarship and a 15 or above ACT or equivalent SAT score for the bonus award. The scholarship is renewable for each year of college. Students who do not meet the minimum GPA requirements and/or are not on track to graduate at the end of an academic year will forfeit all or a portion of the scholarship for the next year. Students may regain eligibility by reestablishing the minimum GPA.

## **OTHER STATE GRANT PROGRAMS**

Grants are also available from the states of Delaware, Pennsylvania, Rhode Island, and Vermont. Contact the education agency in your state for further information, including filing deadlines.

## **OUTSIDE SOURCES (CIVIC ORGANIZATIONS, BUSINESSES, ETC.)**

**Fast Web:** Financial Aid Search through the Web. [www.fastweb.com](http://www.fastweb.com) - A searchable database of more than 180,000 private sector scholarships, fellowships, grants, and loans. It provides useful information to students and parents.

**CollegeNet:** [www.collegeboard.org](http://www.collegeboard.org) - A free search sponsored by the CollegeNet. It contains links to colleges throughout the country.

**Veteran's Benefits:** An honorably discharged veteran of the Armed Forces who served more than six months may receive payments under the "G. I. Bill." A dependent child or widow of a deceased veteran may also qualify. Check with a county Veteran's Service Officer or with Asbury University's Veterans' Representative. Applications for educational benefits are available at [www.gibill.va.gov](http://www.gibill.va.gov).

**R.O.T.C. Scholarships:** In order to support provision for the common defense of the United States of America, Asbury University has established room and board waivers for Reserve Officer Training Corps (ROTC) scholarship recipients. If a full-time student is an ROTC full scholarship recipient from any branch of the United States armed forces, he/she will receive a 100% waiver of standard room and board charges at Asbury University. If a full-time student receives a partial or percentage-of-tuition ROTC scholarship from any branch of the United States armed forces, he/she will receive an equal and corresponding percentage waiver of standard room and board charges at Asbury University. For example, a full-time student receiving a 50% of tuition Army ROTC scholarship will receive a 50% waiver of standard room and board charges at Asbury University. This policy is subject to review and change at any time by the Asbury University administration.

**United Methodist Student Loan:** Any United Methodist student who is registered as a full-time degree candidate at Asbury University may apply for a loan. The applicant must be a citizen of the United States and a member of the United Methodist Church for one year or more. He/she must be Christian in character, sound in health, financially reliable, wholly or partially self-supporting, and giving promise of future usefulness. Applicants must have a grade average of "C" or better. A first semester freshman must have an average of "B" or better for the senior year of high school. A legally binding promissory note is required. Payments are made monthly, beginning not later than six months after discontinuing school attendance. Interest will be computed at 6% per annum from the date the loan is granted until the note is paid in full. For service credit, a student must contact the National Office of United Methodist Student Loans. Applications are available online at [www.gbhem.org](http://www.gbhem.org). Funds are available on a first-come, first-served basis.

**Alternative Loans:** Alternative loans are available for students to reduce any balance between the cost of education and financial aid. These loans are received through a lending institution, with several types being available. Financial Aid personnel will work with a student to determine the best type of loan option and will provide application information. Alternative loans will be counted as pending aid against the student's account for a period not to exceed 60 days after the loan has been originated. After that time such loans will automatically be removed from the student's pending aid. The alternative loan, however, may still be processed and applied to the student's account following the resolution of any issues.

## APPLICATION FOR FINANCIAL AID

**PROCEDURE:** In order to be considered for financial aid, you must file the FAFSA each year ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)). For optimum consideration:

- Complete and submit a Free Application for Federal Student Aid (FAFSA) ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) by February 1.
- Kentucky residents should file before February as state funds are limited and are available on a first-come, first-served basis. In order to file by this date, it may be necessary to estimate using W2(s) and/or previous year's tax return.
- Students from other states with grant programs should check with their state education agencies for filing deadlines.

Students who do not have all the necessary paperwork in will not be given credit for any pending aid. This will directly affect the balance due and any payment plans.

## GENERAL POLICIES & NOTES

1. Requests for financial aid award eligibility must be made during the academic year for which the aid is intended. Students pursuing a second bachelor's degree will receive federal or alternative loans based on remaining eligibility, and institutional aid. Unless otherwise noted the following rules apply to all institutional financial aid:
2. Students who enroll for fewer than 12 hours are not eligible to receive a scholarship, except in the case of a last semester senior who may receive the scholarship, but only in the appropriate percentage of the tuition charged.
3. Students are expected to complete their programs in four years (eight semesters). This means that students should carry an average of 16 hours per semester.
4. Home-schooled students are eligible for Presidential Scholarships and other University scholarships. Eligibility is based upon the student achieving a qualifying score on the ACT or SAT. Class rank and high school GPA will not be considered. Students must complete the home school requirements of their home state.
5. Students who enroll in an officially approved special/external program (see Special Programs: Off Campus Programs section of this Bulletin) may receive University financial aid for the program. However, University financial aid will not be given to repeat the same special program.
6. Students in the 3/2 Engineering program at the University of Kentucky will have aid processed by UK when attending that institution following Asbury enrollment.

7. Student load for Financial Aid purposes: Undergraduate and Graduate students will be considered full-time, three-quarter-time, or half-time for any enrolled semester according to the following schedule of minimum semester hours:

	Full-time	Three-quarter time	half-time	Less than half-time
Undergraduate load	12	9-11	6-8	less than 6
Graduate load	9	n/a	5-8	n/a

8. In order to receive Asbury University institutional aid for the 2015-2016 school year, students enrolling in the Fall must have their files completed by October 1, 2015, and students enrolling in the Spring must have their files completed by February 1, 2016. A completed file includes: final FAFSA information, completed verification if selected, and completion of all information deemed necessary by the Financial Aid Office. Students who complete their files after the deadline will be ineligible for aid until such time as their file is complete. Aid awarded after the deadline will be based on availability of funds.

**REPAYMENT POLICY:** A portion or the entire amount of the cash disbursement may have to be repaid to the awarding program(s) when a student has received a cash disbursement in the form of a check (or cash) from Title IV, Kentucky Higher Education Assistance Authority, Pennsylvania Higher Education Assistance Agency, the State of Vermont Student Assistance Corporation grants, or non-Title IV programs. Full repayments of the cash disbursement amounts will be required if:

1. The student was not eligible to receive the funds when they were disbursed.
2. The student officially or unofficially withdraws from or is expelled by the University before the first day of classes for a payment period.
3. The student unofficially withdraws from the University and the institution is unable to document the student's last day of attendance.

## **FINANCIAL AID REFUNDS:**

A financial aid refund is different from a refund of tuition charges. For a discussion of a refund of tuition charges please refer to the "Expenses: Refunds" section that precedes the financial aid section. A financial aid refund is defined as unearned financial aid paid back to its source upon a student's withdrawal from the University. Official withdrawal means that the student has notified the proper offices before leaving school. Unofficial withdrawal occurs when a student simply leaves school without notifying the proper offices. In this scenario the financial aid refund will be calculated based on the midpoint of the enrollment period.

**RETURN OF TITLE IV (FEDERAL) FINANCIAL AID:** When a student withdraws during a term, the amount of federal financial aid earned by the student is determined on a pro-rata basis up to the end of 60 percent of the term (as determined by federal calculations). For example, if the student has completed 30 percent of the term, he/she has earned 30 percent of the federal aid originally scheduled to be received. Once a student has completed more than 60 percent of the term, he/she has earned all of his/her federal financial aid. (Federal Work-Study funds are excluded from the return of Title IV funds requirements.)

If a student has received excess funds, the University must return a portion of the excess equal to the lesser of: The student's institutional charges multiplied by the unearned percentage of funds or the entire amount of excess funds.

If the aid to be returned is in the form of a loan that has been released to the student (or parent) borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of time. If the aid to be returned is in the form of grant funds, the law provides that the student must repay 50 percent of the grant rather than 100 percent.

**ORDER OF FEDERAL FUNDS TO BE RETURNED:** The funds must be credited to outstanding loan balances or to any amount awarded for the term in which a return of funds is required in the following order:

Direct Unsubsidized Loans

Direct Subsidized Loans

Federal Perkins Loans

Direct PLUS Loans received on behalf of the student

Federal Pell Grants

Federal SEOG Grants

Other Title IV Assistance

Institutional financial aid will be refunded according to the schedule below.

**REFUND OF INSTITUTIONAL FINANCIAL AID:**

1. Calculation of financial aid refunds are made after notification of the student's official withdrawal from the University is made to the Financial Aid Office by the Office of the Registrar.
2. The date used in determining amount of aid earned will be the date of withdrawal notification from the student or the midpoint of the period of enrollment if no notification was given.
3. The following calculations are used for refunds:
  - A. For calculating refunds the 'ACADEMIC WEEKS' for a semester are calculated based on the official start and end dates of the student's registered courses.
  - B. Percentage of reduction in financial aid is based on percentage of semester attended before withdrawal or the midpoint of the period of enrollment if no withdrawal notification was given.

**Reduction in amount of aid available to student based on:**

**Percentage of semester attended = 100% - (withdrawal date/total academic weeks)**

NOTE: percentage of reduction in tuition charges to student is based on percentage of semester enrolled through the date of withdrawal notification. Please refer to “Refunds” in the previous Student Accounts section for the policy for tuition refunds

**REFUND OF PRIVATE SCHOLARSHIPS AND GRANTS:** Unless otherwise requested by the donor, the refund of private assistance follows the pro-rata policy for the cancellation of institutional charges and financial aid.

**REFUND OF KENTUCKY STATE AID:** Kentucky Tuition Grant (KTG), ) College Access Program (CAP) grant, Kentucky Educational Excellence Scholarship (KEES), and the KHEAA Teach Scholarship will be refunded on a pro-rata basis to the state under the same schedule that institutional aid is refunded.

**OUT OF STATE PROGRAM REFUNDS:** Refunds for out of state programs will be calculated in accordance with the requirements of those states.

## ACADEMIC PROGRESS AND FINANCIAL AID

### SATISFACTORY PROGRESS FOR UNDERGRADUATE STUDENTS [TUG, APS]

The Higher Education Amendments of 1986 mandate that all students receiving federal student aid funds be required to make measurable academic progress toward a degree.

The awarding of financial aid is based upon Satisfactory Academic Progress (SAP). SAP is comprised of both Quantitative and Qualitative components; a successful passing rate of all academic hours attempted and adequate cumulative grade point average.

**Quantitative:** The Financial Aid Office monitors the semester hours of students receiving aid to ensure that students are **passing at least 67% of all hours attempted (registered hours, including withdrawn hours)**.

Please see the chart below:

Academic Status	Required Minimum Semester Load	Must Earn at Least 67%
Full-time	12	8 hours
$\frac{3}{4}$ time	9-11	6 – 7 hours
$\frac{1}{2}$ time	6-8	4 – 5 hours

The quantitative element is cumulative as evidenced by the following example:

Fall Semester	Spring Semester	Total Attempted (cumulative)	Must Earn at Least 67%
1 <sup>st</sup> year – 12 hours	15	27 hours	$27 \times 67\% = 18$ hours
2 <sup>nd</sup> year – 15 hours	16	58 hours	$57 \times 67\% = 38$ hours
3 <sup>rd</sup> year – 17 hours	15	90 hours	$90 \times 67\% = 60$ hours

A student considering dropping below 12 semester hours should contact the Financial Aid Office to discuss how such a change will affect financial aid.



A student who drops below 12 semester hours per semester or fails a course is REQUIRED to contact the Financial Aid Office.

The Registrar will regularly inform the Financial Aid Office concerning the enrollment status and academic progress of all students.

**Courses with a grade of I, IP, F/FX, or W count as hours attempted, but not as hours completed.**

If a student subsequently receives a passing grade in place of one of these grades after academic progress has been evaluated, it is the student's responsibility to notify the Financial Aid Office. Please see the example below:

Hours Attempted Semester	Grades Received Semester	Credit Hours Successfully Completed
Fall - 15	A	3
(1 <sup>st</sup> year)	C	3
	B	3
	IP	0
	W	0
		<b>9 Credit Hours Completed divided by 15 Hours Attempted = 60%</b>
Spring - 17	B	3
(1 <sup>st</sup> year)	D	3
	A	3
	A	2
	C	3
	C	3
		<b>26 Credit Hours Completed (cumulative) divided by 32 Hours Attempted (cumulative) = 81%</b>

In this example, in the first payment period (fall semester), the student would receive a Financial Aid Warning for completing less than the required minimum of 67%, but would still be eligible to receive aid in the spring. At the end of the second payment period (spring semester), as the student has completed more than 67% of his cumulative hours attempted, he has achieved SAP. If the student were still under 67% at the close of spring, he would be placed on Financial Aid Suspension and be considered ineligible for aid for the next payment period.

Transfer credits count as both hours attempted and hours completed.

All repeated courses count as hours attempted, but only one of the courses counts toward completed credits. The highest grade attained will be used in the GPA calculation.

Undergraduates may receive aid for a maximum of 150% of the published length of the educational program. Students enrolled full-time in a four-year program will be eligible to receive aid for a maximum of 12 semesters. Students who are not on track to earn their degree within the maximum time-frame will be denied aid.

**[NOTE: Financial Aid requirements may vary from Academic requirements. Students may be cleared academically to register and continue, but not be eligible for financial aid.]**

**Qualitative:** The Registrar's Office monitors adequate cumulative grade point average (GPA) according to the following academic progress scale. Students who do not satisfy the academic progress scale are placed on academic probation for a semester.

ACADEMIC PROGRESS SCALE	
Semester hours Attempted	Cumulative Grade Point Average
1 — 24	1.70
25 - 37	1.80
38 — 59	1.90
60 or more	2.00

Students who fail to satisfy the academic progress scale after a semester of academic probation may be allowed to continue for an additional semester of academic probation if it is determined that they are making suitable academic progress, or they may be placed on academic suspension and not allowed to enroll for one semester (not including summer).

Students placed on academic suspension shall forfeit all financial aid until such time as they are again meeting the minimum standards.

Students placed on academic suspension who are re-admitted will have the status of "suspended with permission to enroll." They may register and continue without financial aid. At such time as these students reach the minimum academic standards, they will again be eligible for financial aid.

Reinstatement of aid is also dependent on availability of funds.

Evaluation of Satisfactory Academic Progress will be at the end of each payment period. If a student has not achieved SAP at the end of the first payment period, he/she will be given a Financial Aid SAP warning, but will be eligible to receive financial aid for the next payment period.

If a student fails to achieve SAP in the payment period following the one for which he/she received a Financial Aid SAP warning, the student will be placed on Financial Aid SAP suspension and will not be eligible for financial aid.

Any student placed on academic suspension by Asbury University will automatically be on Financial Aid SAP suspension.

Students may have their financial aid reinstated without an appeal in the payment period following their successful attainment of the 67% cumulative course completion percentage and/or their successful attainment of the necessary GPA requirements.

**Appeals for Financial aid SAP suspension:** Asbury University recognizes that students on Financial Aid SAP suspension may have extenuating circumstances. Appeals are welcome and every effort will be made to give careful consideration to each appeal. If an appeal is granted, it will be for one additional payment period only, during which time the student must attain SAP. Appeals should be in writing, designated "SAP Appeal" and sent to the Financial Aid Office at Asbury University. Each appeal must include a minimum of:

- An explanation as to why the student did not meet Satisfactory Academic Progress
- A plan of action that will allow the student to meet Satisfactory Academic Progress at the next evaluation.

### **Time Frame For Financial Aid – Undergraduate Programs**

The maximum time frame a student can receive financial aid is equal to 150% of the normal expected time it takes to complete the academic program. The normal expected time frame to complete Undergraduate degree programs at Asbury University is 4 years; therefore, a student may receive financial aid for a maximum of 6 years or 12 semesters at a full-time rate.

### **SATISFACTORY PROGRESS FOR GRADUATE STUDENTS**

See the Academic Policies sections under Probation and Suspension for Academic Standards for Graduate Students.

The Financial Aid Office monitors semester hours of graduate students receiving aid to ensure that an appropriate load is maintained according to the following chart:

Aid status	Required semester load	Required annual hours completed to continue receiving aid
Full-time	9	18
Half-time	5-8	10

All students, including graduate students, are subject to the Academic Progress and Financial Aid policy described above except as more specifically delineated below.

All students, including graduate students, are subject to the Appeals Procedure for financial aid as stated above.

All students, including graduate students, are subject to the Appeals Procedures-Academic as delineated in the Academic Policies and Procedures section of the current Bulletin.

In order to be eligible for financial aid (i.e., loans), graduate students must be enrolled for a minimum of 5 semester hours in any semester (summer, fall, and/or spring) and be making satisfactory progress toward the completion of the master's degree (M.A., M.A.T., M.B.A. M.S.W., Ed.S.) or certification. The pace of completion varies by specific academic program. Normally, a graduate student should be completing at least 10 semester hours per academic year.

Graduate students receiving financial aid (loans) must complete a minimum of five hours per semester and, therefore, will be making satisfactory progress as described above.

At the end of each semester (including summer) all graduate students will be reviewed by the Academic Dean with regard to: (1) academic status (scholarship standards) and (2) satisfactory progress. Students found not to be meeting the *scholarship standard* of a 3.00 cumulative grade point average will be handled as outlined above. Students found not to be making *satisfactory progress* (failure to complete all hours attempted) will be reported to the Director of Financial Aid. The Academic Dean together with the Director of Financial Aid will make a decision regarding the appropriateness of continued aid (i.e., loans). Such a decision may be the termination of further aid or the continuation of aid under specified conditions.

### **Time Frame For Financial Aid –Graduate Programs**

The maximum time frame a student can receive financial aid is equal to 150% of the normal expected time it takes to complete the specific academic program. The various graduate degree programs require in the range of 32 to 60 semester hours to complete. The pace of completion varies by specific academic program. Normally, a graduate student should be completing at least 10 semester hours per academic year.

## APPEALS PROCEDURE FOR FINANCIAL AID DECISIONS

There are occasions when a student may be denied financial aid. The reasons for denial may include one or more of the following:

- Annual income and assets of parents are sufficient to meet educational costs.
- Annual income and assets of student and/or spouse are sufficient to meet educational costs.
- Student is not making satisfactory academic progress toward a degree.
- Student owes a refund or repayment on previous aid and/or is in default on student loan payments.
- Student is taking less than a half-time load.
- Student is not a citizen or permanent resident of the United States (required for federal programs).
- Other resources listed by the student should be adequate to meet educational costs.
- Student has failed to provide sufficient information in order for an award to be made or has failed to provide requested documentation on reported information.
- Student is enrolled in a semester beyond his/her tenth semester.

There are also times when a family's financial resources may change after the original application is submitted and a review of aid awarded is in order.

A student who loses financial aid based upon the academic progress policy or concerning any of the items mentioned above may appeal the loss of funds to the Financial Aid Appeals Committee. The Financial Aid Appeals Committee will consist of the Director of Financial Aid, the Assistant Director of Financial Aid, the Assistant Vice President for Business Affairs, and the Academic Dean. Information regarding the appeal process may be obtained in the Financial Aid Office.

Any appeal for reconsideration must be made to the Financial Aid Committee in writing. An interview may also be needed to clarify new information or the presentation of documentation may be required for verification of data. In all cases, a student will receive a written response to his/her appeal from the Financial Aid Committee.

# FINANCIAL AID – ADDITIONAL RESOURCES FOR TRADITIONAL UNDERGRADUATES

To learn more about these scholarships, expectations, and how to apply online go to:  
<http://www.asbury.edu/offices/financial-aid/types-aid/scholarships-and-grants>

## ASBURY UNIVERSITY

**Scholarships, Awards, Grants:** The scholarship program at Asbury University has been established to recognize outstanding academic achievement, leadership ability, excellence of performance and/or financial need. Recipients are selected on the basis of academic performance as shown by grade point average, test scores, and other criteria. Scholarships are awarded on an annual basis and are awarded only to those students pursuing their first bachelor's degree on a full-time basis (minimum 12 hours per semester). Awards shall cover the traditional terms, fall and spring, only. Complete procedures for applying for scholarships may be obtained from the Financial Aid Office or the Admissions Office. Transfer students are entitled to receive a scholarship for the normal time frame expected to complete the degree requirements, not to exceed four years or eight semesters. In order to receive scholarships, students must be enrolled at and complete their financial aid through Asbury University. Students enrolled in the 3-2 Engineering program with the University of Kentucky are not eligible to receive Asbury University scholarships once they have enrolled at and are handling financial aid through the University of Kentucky.

**Merit Finalist/Frances Asbury Honors Scholarship:** A scholarship equal to 70% of tuition will be awarded to National Merit finalists who graduated from high school the previous spring and are entering their freshman year during the fall semester. Students are entitled to receive the scholarship for up to four years or eight semesters as long as a 3.5 cumulative GPA is maintained. A student who does not maintain a 3.5 cumulative GPA at the end of an academic year will forfeit the scholarship permanently.

**John Wesley Hughes Scholarship:** Two scholarships equal to 100% of tuition will be awarded on a competitive basis to the one new male student and the one new female student who demonstrate the highest outstanding scholastic achievement. Eligible applicants will receive an invitation to the competition weekend held each year in early spring. To be invited to the competition weekend, applicants must meet the criteria for a 30% Presidential Scholarship or a 35% Governor's Scholarship. Evaluation will include academic records, test scores, rank in class, extra-curricular activities, leadership ability, quality of high school program, letters of recommendation, an essay and an interview. Students are entitled to receive the scholarship for up to four years or eight semesters as long as a 3.6 cumulative GPA is maintained. Students who do not maintain the required 3.6 cumulative GPA at the end of any academic year will forfeit the Hughes Scholarship permanently. However, students maintaining at least a 3.5 cumulative GPA may still receive the 30% Presidential Scholarship or the 35% Governor's Scholarship that they were originally awarded.

**H C Morrison Scholarship:** Sixteen scholarships equal to 50% of tuition will be awarded on a competitive basis to new students who demonstrate the most outstanding scholastic achievement. Eligible applicants will receive an invitation to the competition weekend held each year in early spring. To be invited to the competition weekend, applicants must meet the criteria for a 30% Presidential Scholarship or a 35% Governor's Scholarship. Evaluation will include academic records, test scores, rank in class, extra-curricular activities, leadership ability, quality of high school program, letters of recommendation, an essay and an interview.

Students are entitled to receive the scholarship for up to four years or eight semesters as long as a 3.5 cumulative GPA is maintained. Students who do not maintain the required 3.5 cumulative GPA at the end of any academic year will forfeit the scholarship permanently.

**Presidential Scholarship:** Students who demonstrate high academic achievement in high school and who meet minimum standard of admission in all categories may qualify for a Presidential Scholarship. The scholarships range from 15% to 30% of tuition.

A 15% scholarship will be awarded to new students who meet two of the following three criteria:

- minimum 3.5 cumulative GPA on a 4.0 scale
- minimum ACT composite of 27 or SAT composite of 1200
- upper 10% of high school class.

A 20% scholarship will be awarded to new students who meet two of the following three criteria:

- minimum 3.7 cumulative GPA on a 4.0 scale
- minimum ACT composite of 29 or SAT composite of 1280
- upper 5% of high school class.

A 30% scholarship will be awarded to new students who meet two of the following three criteria:

- minimum 3.9 cumulative GPA on a 4.0 scale
- minimum ACT composite of 30 or SAT composite of 1320
- upper 2% of high school class - minimum of 50 students in graduating class.

*(A student who is the valedictorian of his/her graduating class with a graduating class size of 20-49 will be considered to have met the rank in class criterion. A student who is the valedictorian of his/her graduating class with a class size of less than 20 will need to meet the GPA and minimum test score requirements to qualify for this scholarship.)*

Home-schooled students become eligible for this scholarship by achieving a qualifying score on the ACT or the SAT. Class rank and high school GPA are not considered.

Students are entitled to receive the scholarship for up to four years or eight semesters as long as renewal grade point average requirements are met.

- A 3.3 cumulative GPA must be maintained to renew the scholarship awarded at the 30% level.
- A 3.2 cumulative GPA must be maintained to renew the scholarship awarded at the 20% level.
- A 3.1 cumulative GPA must be maintained to renew the scholarship awarded at the 15% level.

A student who loses a scholarship at a particular level and then subsequently reaches the required GPA for that level may have the scholarship reinstated. A student who loses a scholarship at a particular level may not receive a scholarship at a lower level. It is the responsibility of the student to notify the Financial Aid Office once the minimum cumulative GPA is re-attained.

**Governor's Scholarship:** Scholarships equal to 35% of tuition will be awarded to students who graduated from Kentucky high schools and who attended either the Governor's Scholars program or the Governor's School for the Arts program. Recipients of the Governor's Scholarship are not eligible for additional Asbury University merit or minority scholarships. This Scholarship will not, however, affect additional need-based Asbury aid or aid received from the Kentucky Educational Excellence Scholarship (KEES) program or other external sources. This award is renewed for up to four years or eight semesters provided the recipient maintains a cumulative GPA of 3.30 at Asbury University. Those students who meet the criteria for the Level III Presidential Scholarship will be invited to campus in early spring to compete for the Hughes and Morrison scholarships.

A student who loses a scholarship at a particular level and then subsequently reaches the required GPA for that level may have the scholarship reinstated. A student who loses a scholarship at a particular level may not receive a scholarship at a lower level. It is the responsibility of the student to notify the Financial Aid Office once the minimum cumulative GPA is re-attained.

**Music Performance Scholarship:** Music Performance Scholarships are available to prospective students with demonstrated abilities and interest in music. Eligible students include those intending to major or minor in music, and students only desiring to actively participate in music ensembles.

Applicants must complete the Asbury University admissions application process, be admitted in good standing, perform an audition, submit a "Music Performance Scholarship" application, submit a Letter of Recommendation from a music professional who knows the applicant's work, and have a minimum 2.25 (4.0 scale) high school or college GPA. Music Performance Scholarships will be awarded soon after the application process is complete and Asbury University receives the candidate's completed FAFSA. The initial scholarship is offered by contract and is maintained annually by active participation in an assigned ensemble and by meeting the minimum cumulative GPA required for graduation.

Keyboard and guitar students must also take private lessons on their auditioned instrument. Students must continue to participate into their eighth semester, unless student teaching. Students awarded large scholarships based on successful auditions in several areas may be assigned participation in several ensembles. Scholarship recipients in composition begin lessons in the sophomore year.

The specific ensemble requirements for each semester are as follows: Orchestral strings and harp enroll in the Orchestra, wind and percussion instruments enroll in Concert Band, vocalists enroll in the Asbury Chorale, handbell ringers enroll in Handbell Choir, and, in addition to private lessons, guitar and keyboard students are assigned an ensemble by their Area Coordinator.

For more information, or to request an application, contact the Music Department Office by calling 1-859-858-3511, ext. 2250, or by emailing the Music Department Chair at [mark.schell@asbury.edu](mailto:mark.schell@asbury.edu).

**Multicultural Scholarships: Harry Hosier Scholarships (African-American students) and Jose Velazquez Scholarships (Hispanic-American students)**

The purpose of these scholarships is to provide and maintain an awareness of the value the University places on ethnic diversity and its attention to multicultural concerns on campus. Two Hosier and two Velazquez scholarships equal to 70% of tuition are awarded to incoming students. The requirements for consideration are U.S. citizenship or US permanent resident and a minimum grade point average of 3.0 on a 4.0 scale. Evaluation will also include academic records, test scores, rank in class, extracurricular activities (particularly as they relate to American ethnic minority concerns), leadership ability, letters of recommendation and an essay. This is a competitive scholarship for accepted students who have submitted the application and references by the deadline listed in the —expectations link below. This award is renewed for up to four years or eight semesters provided the recipient maintains a cumulative GPA of 2.25 at Asbury University and upholds the program's expectations.

**Rogers Scholars Award:** Scholarships equal to 20% of tuition will be awarded to students who successfully completed the Rogers Scholars program, have a high school GPA of 3.0 or better, and an ACT of 24 or above. This award is renewable for up to four years or eight semesters provided the recipient maintains a cumulative GPA of 3.10 at Asbury University. Incoming students who demonstrate eligibility for a higher percentage scholarship based on GPA and/or ACT score will be awarded the higher of the two scholarships.

**Theatre and Cinema Performance Scholarship:** The Theatre & Cinema Performance Program awards scholarships in varying amounts to outstanding students who demonstrate a potential to significantly contribute to the Theatre & Cinema Program of the University. To qualify for any Theatre & Cinema Performance Scholarship, students must meet regular admissions standards. The scholarships are recommended by the Theatre & Cinema Program faculty of Asbury University. In order to maintain this scholarship, students must meet the minimum cumulative GPA required for graduation, pass a

minimum of 24 credits per year, major or minor in Theatre, and continue to have the recommendations of the Theatre & Cinema Performance Program.

**Business Scholars Program Scholarship:** This scholarship for new students is designed to support Christian men and women interested in advancing the cause of Christ in the fields of Business Management and Accounting. A \$10,000 Business Scholars Program Scholarship will be awarded to 2-3 students per year and can be renewed annually. This scholarship is competitive and non-need based. Students must be accepted by the University, declare a Business Management or Accounting major, and have achieved a minimum test score of 24 ACT/1110 SAT, and a cumulative high school GPA of 3.0 or higher. Candidates with higher academic qualifications and evidence of involvement in business or leadership-related areas will be given priority. A cumulative GPA of 3.4 is required to retain this scholarship. For consideration, please complete the scholarship application.

**JPL Indian Springs Scholarship:** One scholarship of \$2,500-3,500 per year (\$10-14,000 total over four years) is available for a new, incoming student in the traditional, residential undergraduate program who is actively involved in the Indian Springs Camp Meeting. Students from Indian Springs must complete the form found on the website regarding his/her participation in the annual event and must be accepted by February 1st. The scholarship will be awarded March 1st. The student/s must be accepted in good standing to be considered for this award. This scholarship is added on top of all other financial aid. The FAFSA must be filed by March 1st.

**The Salvation Army Scholarship:** Two scholarships of \$2,500 per year (\$10,000 total over four years) are available for new, incoming students in the traditional, residential undergraduate program who are actively involved in The Salvation Army. Students from The Salvation Army must submit a letter of recommendation from the Corps Officer regarding his/her participation in the Army. The scholarship will be awarded March 1st. The student/s must be accepted in good standing to be considered for this award. This scholarship is added on top of all other financial aid.

**Multicultural Scholarship: Emerging Leader-Scholar Program:** The purpose of this scholarship is to identify and develop U.S. ethnic students who are interested in becoming leaders on campus, as well as create a more diverse and rich learning environment in the traditional undergraduate liberal and applied arts programs at Asbury University.

Ten \$5,000 Emerging Leader-Scholar Program scholarships will be awarded to incoming students. The requirements for consideration are U.S. citizenship or US permanent resident and a minimum grade point average of 3.0 on a 4.0 scale. Evaluation will also include academic records, test scores, rank in class, extracurricular activities (particularly as they relate to American ethnic minority concerns), leadership ability, letters of recommendation and an essay. This is a competitive scholarship for accepted students who have submitted the application and references by the deadline listed in the expectations link below. This award is renewed for up to four years or eight semesters provided the recipient maintains a cumulative GPA of 2.25 at Asbury University and upholds the program's expectations.

**Athletic Scholarship:** The Athletic Department awards scholarships in varying amounts to outstanding athletes who demonstrate a potential to significantly contribute to the athletic program of the University. To qualify for any athletic scholarship, students must meet regular admissions standards and NAIA requirements. Athletic scholarships are recommended by coaches and the Athletic Director of Asbury University. In order to maintain this scholarship, students must meet the minimum cumulative GPA required for graduation, pass a minimum of 24 credits per year and continue to have the recommendations of a coach and the Athletic Director.



**Tumbling Scholarship:** The Tumbling Team awards scholarships in varying amounts to candidates who demonstrate a potential to significantly contribute to the team and its ministry. To qualify, students must meet regular admissions standards. Tumbling scholarships are determined by the coaching staff of the Tumbling Team. In order to maintain this scholarship, students must meet the minimum cumulative grade point average required to graduate and continue to have the recommendation of the Tumbling Team coaching staff.

**Christian Ministry Scholarship:** A Christian Ministry Scholarship of \$1000/year has been established for traditional undergraduate students who have at least one parent working in a paid, full-time Christian Ministry.

**Alumni Recognition Scholarship :** An Alumni Recognition Scholarship of \$1500/year has been established for traditional undergraduate students who have at least one parent who is an alumnus of Asbury University.

**Out of State Scholarship:** An Out of State Scholarship of \$2000/year has been established for traditional undergraduate students who reside anywhere in the world, but outside the Commonwealth of Kentucky.

**International Student Scholarship:** Each year the Scholarship Committee will select new international applicants to receive partial scholarships. Selection will be based upon academic standing and a statement of fiscal responsibility. The awarding of these scholarships to new recipients will be made in early spring each year. This scholarship is available only to persons who are not citizens of the United States.

The purpose of this scholarship is to serve the international community through the education of young leaders, to provide qualified international students the opportunity of an education at Asbury University and to maintain an awareness of international concerns through the presence of students from other countries on campus. Deadline for application is January 1.

These scholarships may be renewed for a total of four years or eight semesters (excluding any summer terms) as long as the student maintains satisfactory academic progress. Failure to maintain acceptable academic progress will result in notification of scholarship non-renewal.

**Asbury University Alumni Honors Award:** Two awards consisting of 5% of tuition will be given annually to entering freshmen who are the direct descendants of an Asbury University alumnus. These are one-time awards and are not renewable. The scholarships will be awarded to students who have outstanding high school records. A letter of application must be received by April 15 by the Alumni Relations Office who selects the recipients. For detailed information, please contact the Alumni Relations Office.

**Church Match Grant:** The Church Match program was established to encourage churches to support students with scholarship aid. Asbury University will match scholarships awarded by churches up to \$1000 per academic year. The Church Match Grant is not dependent on need and students do not need to fill out a FAFSA to qualify. Gifts will be accepted from churches and mission agencies only and the annual gifts must be received at the University by the first day of classes of an award year. Students enrolling for the spring semester (who were not enrolled in the fall) need to have funds in by the first day of classes of the spring semester. The Church Match Grant will not be awarded for the Summer Term. Applications are required and are available online at [www.asbury.edu/financialaid/forms](http://www.asbury.edu/financialaid/forms).

**Multiple Family Waiver:** When more than one dependent sibling from a family is enrolled full-time at Asbury University as a traditional undergraduate student, a tuition waiver will be granted for each student (4% of tuition per student for two students and 5% of tuition per student for three or more students). This waiver also applies to husband and wife who are both enrolled full-time in the traditional undergraduate program at Asbury University.

**Institutional Employment:** Eligible students who have filed their employment application with the Human Resources Office may obtain on-campus employment in such areas as offices, laboratories, dormitories, the library, the cafeteria, the physical plant, or the tutoring center. Students may work up to twenty hours per week at the approved minimum wage level. Applications are required and are available in the Campus Employment Office.

**Senior Citizen Waiver:** Students enrolled in the traditional undergraduate program who are at least 62 years of age and who are U.S. citizens may receive a waiver of tuition for a maximum of 4.0 credit hours per academic semester (including summer). See Academic Policies under Course Registration for information.

**Endowed Scholarships:** The following annual scholarships are awarded by the Financial Aid Office using income from endowment funds. Selection is determined by the FAFSA.

Carl L. and Emma Lou Akers Memorial Endowed Scholarship

Alabama Endowed Scholarship

Chris Louis Allison Memorial Endowed Scholarship (pastoral or missionary ministry)

George R. Allison Memorial Endowed Scholarship

The Ruth Hall Anderson Endowed Scholarship (music major with preference to piano and/or organ students)

Ralph C. and Katherine B. Argo Memorial Endowed Scholarship

John Frank Askins, Sr. Endowed Scholarship

Asbury University Alumni Endowed Scholarship

Asbury University Alumni Honors Endowed Scholarship (descendent of alumnus)

Asbury University Fund for Ancient Languages Endowed Scholarship

Rev. Tom and Sara Avery Endowed Scholarship

J. David and Pauline Odell Aycock Endowed Scholarship (students of missionary parents serving outside the United States)

John L. Ayers Endowed Scholarship (pastoral ministry)

Elizabeth Hutcherson Bailey Memorial Endowed Scholarship (elementary education majors)

Paul Bailey Endowed Scholarship

Howard C. and Agnes L. Barnett Endowed Scholarship

Justus J. and Nellie C. Barnett Endowed Scholarship

Horace C. and Jennie W. Barrow Memorial Endowed Scholarship

The Wayne and Jean Barthel Endowed Scholarship (full-time Christian service)

Henry and Elsie Bayless Endowed Scholarship

Onesia Beadle Memorial Ministerial Endowed Scholarship

Alice Marie Jackson Beck Endowed Scholarship (Secondary Education-English majors)

Walter and Beatrice Beck Endowed Scholarship

The Bell-Boney Endowed Scholarship (Christian service, nursing, teaching)

James A. and Emily Boney Bell Endowed Scholarship (Christian service, nursing, teaching)

The Charles and Dorothy Bertges Endowed Scholarship (students from Lowville United Methodist Church)

Berwanger Endowed Scholarship

Maude Betts Endowed Scholarship

Ruth W. and Roscoe Bierley Memorial Endowed Scholarship

Blackburn, Bolerjack, Deeke, Huber & McFarland Memorial Endowed Scholarship (non-music majors participating in Orchestra, Concert Choir or Collegium Vocal Ensemble)

William H. Blair and Harry W. Snyder Endowed Scholarship

Lloyd M. and Maude E. Blakely Endowed Scholarship

Ralph E. and Virginia J. Blodgett Endowed Scholarship (Christian service)  
 Charles L. and Kathryn Adams Boss Endowed Scholarship (Native American and/or African/American students)  
 Rebecca A. and Tyre G. Boss Memorial Endowed Scholarship  
 James A. Bowles Family Memorial Endowed Scholarship (students preparing for missionary service)  
 Margaret Round Brabon Missionary Scholarship (juniors or seniors preparing for missionary service outside the United States and Canada)  
 Jayne Hatfield '52 Brackman Memorial Endowed Scholarship  
 Hallie Mayhew Brashear Memorial Endowed Scholarship  
 Jewel Abney Brockinton Memorial Endowed Scholarship  
 Bessie M. Brown Endowed Scholarship (missionary service)  
 Rev. and Mrs. Edward Brown Memorial Endowed Scholarship  
 Ruth L. and Sheridan E. Brown Endowed Scholarship for Salvation Army Students  
 Verner Haden and Pearl Esther Brown Memorial Endowed Scholarship (students from under developed countries planning to return to their homeland)  
 Joyce E. Brubaker Memorial Endowed Scholarship (senior Secondary Education English major)  
 Fred C. & Dorothy A. Buhler Endowed Scholarship  
 Rev. Dr. Emanuel and Mary Burkman Tuition Grant for Ministerial Majors  
 Ted and Nancy Burkman Tuition Grant for Biology Majors  
 Ricky Burns/Ichthus Endowed Scholarship  
 F. G. and Avis C. Bynum Endowed Scholarship (student preparing for career in ministry and service in the United Methodist Church)  
 Mrs. Helen D. Canaday Endowed Scholarship (freshman Salvationist, music major)  
 Benis Gordon Carnes and Rebecca Bingham Carnes Memorial Endowed Scholarship (African-American students)  
 Dr. Paul L. Carnes Memorial Endowed Scholarship (graduates of Elizabethtown High School)  
 The Hal and Tillie Carpenter Endowed Scholarship (Tippecanoe County, Indiana)  
 Jordan Witt Carter Memorial Endowed Scholarship  
 Mamie D. Chambers Memorial Endowed Scholarship  
 Thomas Cleon Chambers, Sr. Memorial Endowed Scholarship  
 Dr. Pak Chue Chan and Ethel Groce Chan Endowed Scholarship  
 Gerald O. and Dreama J. Chapman Endowed Scholarship  
 W. H. Chapman Memorial Endowed Scholarship (art students)  
 Rev. John H. and Mrs. Helen I. Chasteen Endowed Scholarship (students of missionary parents)  
 Helen Wylie Clapp Memorial Endowed Scholarship  
 Class of 1938 Endowed Scholarship  
 Class of 1939 Endowed Scholarship  
 Class of 1956 – Jay B. Kenyon Memorial Missionary Scholarship  
 Charles and Thsora W. Cobb Memorial Endowed Scholarship  
 Patsy M. Collins Memorial Endowed Scholarship  
 Eugene I. Cooper Family Memorial Endowed Scholarship  
 Corbitt Family Endowed Scholarship  
 Mary Corley Memorial Endowed Scholarship  
 Steven Wayne Countiss Memorial Fund  
 T. Delos and Virginia Jones Crary Endowed Scholarship  
 Cre8tive Group Endowed Scholarship  
 J. L. and Hannah Crouse Memorial Endowed Scholarship  
 Kimber Franklin and Mildred Edythe Neale Crouse Memorial Scholarship (juniors and seniors preparing for missionary service)  
 Dottie and Karl Crowe Teacher/Ministerial Endowed Scholarship (students preparing for vocations in education or pastoral ministry)  
 H. E. and Lelia Cunningham Endowed Scholarship  
 Rev. and Mrs. J. C. Cunningham and Mr. and Mrs. C. J. Jones Endowed Scholarship (California students)  
 Margaret Williams Curtis Endowed Scholarship  
 Frona Davis Ministerial Scholarship Fund  
 Jack and Wilma Davis Memorial Endowed Scholarship (married students)  
 Margaret Fillingim '68 Davis Teaching Scholarship  
 Warner P. and Jessica Lee Davis Endowed Scholarship

Howard Dayton School of Business Endowed Scholarship  
 Marvin G. Dean Memorial Endowed Music Scholarship  
 Judge J. W. and Wynelle Scott Deese Endowed Science Research Stipend (government service)  
 Louis R. and Madeline Kelso Dennis Endowed Scholarship (students from China, Sarawak, Korea, Singapore or other Asian countries)  
 Rev. Newton B. and Mrs. Helen Wax Dickens Memorial Endowed Scholarship (ministerial students)  
 Richard Dickinson Memorial Endowed Scholarship  
 Leo V. Diebold Memorial Endowed Scholarship (Batesville District or North Arkansas Conference of the United Methodist Church)  
 Huet Davis Dillon and Cora Ann Sink Dillon Memorial Endowed Scholarship  
 Thomas W. Ditto Endowed Scholarship  
 Edward and Ruth Dodd Endowed Scholarship (students preparing for foreign missionary service)  
 Sylvia Donaldson, Phyllis Donaldson and Norma Huber Endowed Scholarship (choral music education or church music students)  
 Erika A. Dorsett Memorial Endowed Scholarship (ministerial students)  
 Whitney J. Dough & Kathleen n. Dough Memorial Endowed Scholarship  
 Evangeline C. Dunn Memorial Endowed Scholarship (United Methodist ministerial students)  
 Early Family Endowed Scholarship  
 D. Alford Early Endowed Scholarship  
 Rev. William Clark Early Memorial Endowed Scholarship  
 William E. and Doris Akers Eddy Memorial Endowed Scholarship (students preparing for full-time Christian service or those entering the mission field)  
 Joseph B. Edie Endowed Scholarship  
 William R. and Willie P. Edwards Memorial Endowed Scholarship  
 Carmon and Mildred Elliott Endowed Scholarship (English, Drama, Elementary Education, Accounting or Business majors)  
 Betty Griffith Erskine Memorial Endowed Scholarship  
 John Hillary Finch, Sr. and Stella Conrad Finch Memorial Endowed Scholarship (students preparing to teach biology in secondary school)  
 Leon Fisher Memorial Endowed Scholarship (Salvation Army students)  
 Florida Asbury Endowed Scholarship  
 Elizabeth Maxey and Elbert M. Fly Memorial Endowed Scholarship (education majors)  
 The June Lawrence Foster Memorial Endowed Scholarship (music voice majors)  
 Nellie G. Frank Memorial Endowed Scholarship  
 E. E. and Frances W. Franklin Endowed Scholarship  
 Roy A. & Bernice Froderman Endowed Scholarship  
 Henry E. and Edith E. Fryer and William J. Short Endowed Scholarship (students from missionary families or those preparing for ministry, missionary work or other Christian service)  
 Frank B. and Lucille Fryman Scholarship for Athletes  
 Rev. J. O. Fuller Endowed Scholarship  
 John H. Furbay Endowed Scholarship (international students studying at Asbury University or U. S. students studying abroad)  
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 Galbreath Memorial Endowed Scholarship  
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 Rev. William B. and Betty R. Garnett Endowed Scholarship  
 Timothy Edward Garrett Endowed Scholarship  
 Bessie M. Gehrig Memorial Endowed Scholarship (science major)  
 General Endowed Scholarship  
 General Ministerial Endowed Scholarship  
 Gettig Scholarship  
 Dr. James D. and Sarah E. Gibson Endowed Scholarship  
 William E. and Mary K. Gill Endowed Scholarship  
 Glover-Bridewell Endowed Scholarship (music student)  
 Henry T. Grayson Endowed Scholarship (student from Alabama-West Florida Conference of the United Methodist Church preparing for ministry or missionary work)

Gladys M. Greathouse Endowed Scholarship (speech majors)  
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 Paul Asbury and Anna Grout Scholarship Fund (Hispanic students)  
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 Cecil B. Hamann Memorial Endowed Scholarship  
 Cecil B. Hamann Memorial Medical Missions Endowed Scholarship  
 Gertrude D. Hamilton Memorial Endowed Scholarship  
 Dr. and Mrs. James E. Hamilton Endowed Scholarship  
 James E. Hamlin Endowed Scholarship (students from Fort Valley United Methodist Church or South Georgia Conference of the United Methodist Church)  
 Brigadier Mrs. Elsie A. Hammerstrom Endowed Scholarship (Salvation Army students)  
 Hanna/Burleigh Mission Support Scholarship  
 Marjorie Harmon Endowed Scholarship  
 Herbert & Martha Harkleroad Endowed Scholarship  
 Ted and Katherine Harper Memorial Endowed Scholarship (student athletes)  
 Frank G. and Frances M. Harris Endowed Scholarship (Georgia students)  
 HartLex Business Endowed Scholarship (junior or senior business majors)  
 Mr. and Mrs. Robert Carnahan Hatton Endowed Scholarship  
 Aaron Todd Hawks Memorial Endowed Scholarship (Freshmen Salvation Army students)  
 William and Jean Henderson Endowed Scholarship (Missouri students)  
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 Reverend Paul F. and Helen Skeen Hill Endowed Scholarship  
 Ruby Mann Hilley Endowed Scholarship  
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 Clarence W. Hoepfer Memorial Endowed Scholarship (Salvation Army and/or missionary students)  
 Lydia H. Holmes Memorial Endowed Scholarship  
 C. T. and Annie Hooper Endowed Scholarship  
 Harry Hosier Scholarship Fund for Black Americans  
 Aaron D. and Florence Houglin Memorial Endowed Scholarship  
 Christopher Vernon Howard Memorial Endowed Scholarship  
 Henry H. and Irene Howell Memorial Medical Missions Endowed Scholarship  
 Florence S. Hubbard Memorial Endowed Scholarship  
 James A. and Sylvia Hughes Memorial Endowed Scholarship  
 John W. and Mary W. Hughes Memorial Endowed Scholarship  
 C. J. Hunter Endowed Scholarship (students from Trinity United Methodist Church, Maysville, KY or students from Mason County, KY)  
 J. Kenneth and Faith Hutcherson Memorial Endowed Scholarship  
 Robert G. Jackson Endowed Scholarship  
 Francis Asbury Jagers Endowed Scholarship (ministry students)  
 Eda LaFaye Schlatter Jameson Endowed Scholarship  
 Jamison-Coil Endowed Scholarship  
 Hugh Dean Jessup Memorial Endowed Scholarship  
 Charles "Chic" Johnson Memorial Endowed Scholarship (ministry students)  
 Z. T. and Sarah M. Johnson Christian Service Scholarship  
 Paul and Jeanne Jolley Endowed Scholarship  
 Jay B. and Ella Dee Kenyon Memorial Endowed Scholarship  
 Charles W. Keysor Memorial Endowed Scholarship (journalism students)  
 Dr. Hal Kime Endowed Scholarship  
 Judith White Kinder Memorial Endowed Scholarship  
 James H. King Memorial Endowed Scholarship  
 Dennis F. and Elsie B. Kinlaw Endowed Scholarship

Kirkland-Kinlaw Endowed Scholarship (ministry, Christian education, or education majors)  
 Klingler-Huyett Endowed Ministerial Scholarship  
 Diane Knippers Memorial Endowed Scholarship  
 Donald J. Kosin, Jr. Memorial Endowed Scholarship  
 Henry and Vera Krichbaum Memorial Endowed Scholarship  
 Judith Lamb Krusich Memorial Endowed Scholarship (missionary, ministry or social work students)  
 Dr. Roger W. and Ruth Hinkle Kusche Endowed Scholarship  
 Lashbrook Endowed Scholarship (sophomore, junior or senior business students)  
 Solomon Lasoi Memorial Endowed Scholarship  
 Dr. Ting Lee Memorial Endowed Scholarship (freshman student)  
 Dr. Larry D. & Lora S. Lehman Memorial Endowed Scholarship  
 Russell and Mary Lenox Memorial Endowed Scholarship (full-time Christian ministry)  
 Albert M. and Laura I. Lewis Endowed Scholarship (children of Salvation Army officers serving in Indiana or Central Territory)  
 Edward B. Lewis Memorial Endowed Scholarship  
 David and Mary Lindsey Family Memorial Endowed Scholarship (Philosophy or Bible & Theology students)  
 Rev. Dr. Carl C. Ling Memorial Endowed Scholarship (ministry students)  
 Joan Hammerstrom Lingle Endowed Scholarship (Salvation Army students)  
 Darrell and Prudence Tam Long Missionary Endowed Scholarship  
 Ralph W. Loudenslager Endowed Scholarship  
 Richard Kildow Lovejoy Memorial Endowed Scholarship (business majors)  
 Sara Hart Lovitt Memorial Endowed Scholarship  
 Clayton and Emily Luce Endowed Scholarship  
 George E. Luce Business Endowed Scholarship  
 George E. and Willouise B. Luce Endowed Scholarship  
 Rev. Richard C. and Bonnie L. Ludden Memorial Endowed Scholarship  
 Arlie Shepherd Mann Endowed Scholarship  
 William Robert and Betty Birdsong Mann Endowed Scholarship  
 Married Students Endowed Scholarship  
 Bill and Jessie Ruth Martin Memorial Endowed Scholarship  
 Mary Mason Memorial Endowed Scholarship  
 Jesta Bell Matherly Endowed Scholarship (art major)  
 J. & L. McClure Memorial, M. Powell, and Dr. Charles T. Pinkston Endowed Scholarship  
 Gene Fred and Geraldine McConnell Memorial Endowed Scholarship  
 John C. McCorkle Memorial Endowed Scholarship (students preparing to be missionaries)  
 Paul R. McDowell and William D. Powell Memorial Endowed Scholarship (junior or senior)  
 McFarland Endowed Scholarship (pre-med or biology major)  
 Velma C. McNitt Endowed Scholarship (junior or senior student)  
 Rudy Medlock Endowed Scholarship (art major)  
 L. L. and Vera N. Milam Ministerial Scholarship Fund  
 Andy and Joan Miller Endowed Scholarship (Salvation Army students)  
 Leland S. and Hazel E. Miller Endowed Scholarship (students whose parents are missionaries)  
 Ralph E. Mills Endowed Scholarship  
 Ralph E. Mills Salvation Army Endowed Scholarship  
 Missionary Martyrs Endowed Scholarship  
 Phillip W. Moegerle Memorial Endowed Scholarship (two or more students from the same family attending the University at the same time)  
 Marjorie Stratton Moore Endowed Scholarship (Methodist students)  
 Myrtle Rollings Moore Memorial Endowed Scholarship  
 Sadie Maude Moore Memorial Endowed Scholarship (students preparing for careers in Christian missions and ministry)  
 Erville Morehead Endowed Scholarship (junior or senior psychology major)  
 Henry Clay Morrison Endowed Scholarship Fund  
 Rev. William W. and Minnie S. Morrow Memorial Endowed Scholarship (male ministerial student)  
 Ruth E. Mullins Memorial Endowed Scholarship  
 Reverend Mitchell C. and Faye Murrow Endowed Scholarship (for students from North Carolina)

Mr. and Mrs. John I. Naylor Memorial Endowed Scholarship  
 Dorothy Helton Nixon Memorial Endowed Scholarship (sophomore, junior or senior elementary education majors)  
 Myrtle P. Nixon Memorial Endowed Scholarship (pre-med students)  
 Oscar Nonneman Memorial Endowed Scholarship (education, psychology, sociology or social work majors)  
 S. Edward Notson Memorial Endowed Scholarship  
 Robert and Dorothy Oetjen Endowed Scholarship  
 Lucille Strouse Oliver Endowed Scholarship  
 Basil and Rachel Osipoff Memorial Endowed Scholarship (junior or senior music major with preference given to voice students)  
 Paul and Gene Pappas Memorial Endowed Scholarship  
 Esther Logsdon Paul Memorial Endowed Scholarship  
 Doyle "Jack" Pavy Memorial Athletic Endowed Scholarship  
 Era Wilder Peniston Endowed Scholarship (organ student)  
 Robert and Era Peniston Scholarship Award (Honors Recital participants)  
 Rev. and Mrs. Frank L. Perry Endowed Scholarship  
 E. Robert Pfeiffer and Esther H. Pfeiffer Endowed Scholarship (pastoral ministry or missions)  
 Ford and Virginia Philpot Endowed Scholarship (students interested in Christian service from either Eastern Kentucky or missionary families)  
 Herman and Emilie Pielemeier Memorial Endowed Scholarship  
 Rev. C. P. and Alice Garriott Pilow Memorial Endowed Scholarship  
 Dr. Geri Polvino Family Endowed Scholarship  
 Frances T. Powers Ministerial Scholarship  
 Audrey Price Memorial Endowed Scholarship  
 Rita J. Pritchett Memorial Endowed Scholarship  
 A. T. and Roberta Puntney and Grandchildren Endowed Scholarship  
 Jack and Dorothy Rains Endowed Scholarship  
 James W. and Jean C. Ranes Endowed Scholarship (student from family of minister or missionary)  
 Harry and Judy Ranier Endowed Scholarship  
 J. Paul Ray Medical Missions Endowed Scholarship  
 Register-Redeker Memorial Endowed Scholarship  
 Evelyn M. Rhodes Memorial Endowed Scholarship  
 Richardson Memorial S.A.S.F. Scholarship  
 Dr. Roy Ben Ridley and Nancy Crary Ridley Endowed Scholarship  
 Ben Ripley Memorial Endowed Scholarship  
 Olive M. Ritter Memorial Endowed Scholarship  
 The Rollings Memorial Endowed Scholarship  
 William H. and Easter Bell M. Roughton Endowed Scholarship (full-time Christian service, student from Georgia or Florida)  
 Paul Kistler Rowell Endowed Scholarship (students preparing for ministry in the Methodist church)  
 June Bissell Ryan Endowed Scholarship  
 Rydberg Endowed Scholarship  
 Donald E. and Wilma I. Sanders Family Endowed Music Scholarship  
 Claude K. Sands Memorial Endowed Scholarship  
 Clifford L. and Blanche Schissler Endowed Scholarship (students preparing for full-time Christian service)  
 Lee L. and Dawn P. Schissler Endowed Scholarship  
 Thomas Earl Scott Memorial Endowed Scholarship  
 Ruth Seifert Endowed Scholarship (junior or senior art studio and/or art education major)  
 Robert and Fay Sellers Endowed Scholarship  
 Hammell P. Shipps Science Award  
 Franklin W. Shisler Endowed Scholarship  
 Anna C. Short Memorial Endowed Scholarship  
 Fannie Haynes Simrall Memorial Endowed Scholarship  
 Haskell W. and Willa Smith Memorial Endowed Scholarship  
 M. Ray and Jean M. Smith Memorial Endowed Scholarship (pre-ministerial students)  
 Margaret Ann Smith Memorial Endowed Scholarship

Sammye and Arthur Smith and Mary and Ezra King Memorial Endowed Scholarship (students preparing for missionary service)  
 Stuart A. Smith Endowed Athletic Scholarship  
 Dr. W.T. Smith and Lora Lee Barwick Smith Endowed Scholarship  
 Lenore Long Smoot and Josephine Long Diavastes Memorial Endowed Scholarship  
 Soffranko-Hale Endowed Scholarship (students of missionary parents who have served in developing countries)  
 Dorothy Spalding Memorial Music Endowed Scholarship  
 Sparks Collegiate Institute and Sparks College Endowed Scholarship  
 James Stanford Endowed Scholarship  
 Catherine B. Stevens Endowed Scholarship (education of pastors for the United Methodist Church)  
 Stewart Memorial Endowed Scholarship  
 Earl and Willie Hall Stilz Endowed Scholarship  
 Bishop and Mrs. Mack B. Stokes Endowed Scholarship (pre-ministerial students)  
 Strickland Family Scholarship (pastor or missionary)  
 Joe and Eileen Tanzey Endowed Scholarship  
 Edmond S. and Ada R. Taylor Endowed Scholarship (foreign ministerial students)  
 Helen Taylor Endowed Scholarship  
 Philip L. and June W. Taylor Endowed Scholarship  
 Joe Thacker Family Endowed Scholarship  
 Nida Haskins Thayer Memorial Endowed Scholarship  
 John and Margaret Therkelsen Endowed Scholarship  
 Dorothy P. Thomas Memorial Endowed Scholarship (Alabama-West Florida Conference of UMC)  
 Lewis M. and Louise Scheible Thompson Memorial Endowed Scholarship (students majoring in Education)  
 William B. and Mary Thompson Memorial Endowed Scholarship (pre-med students)  
 George W. Thumm and Myrtle V. Thumm Memorial Endowed Scholarship  
 Sybil Bowden Tomlin Memorial Endowed Scholarship  
 Town-Magarian Memorial Endowed Scholarship  
 Vending Scholarship  
 Olaf Wakefield Memorial Endowed Scholarship (North Carolina ministry students)  
 Joyce Ganocy Walker Memorial Endowed Scholarship  
 Mildred and Virginia Waller Memorial Endowed Scholarship  
 Arthur F. and Beatrice L. Walz, Sr. Scholarship  
 Watchman Endowed Scholarship (seniors)  
 Dr. Edward Wills Watkins Memorial Endowed Scholarship  
 Gertie and Willie Weakley Memorial Endowed Scholarship (United Methodist ministerial students)  
 William G. Wells Memorial Endowed Scholarship (ministerial students)  
 Y. D. and Annie Laurie Westerfield Memorial Endowed Scholarship (speech and voice majors)  
 Ben Whaley Endowed Scholarship (UM student from Africa)  
 Goldie and Orvil Wheatley Endowed Scholarship  
 F. Bates White Endowed Scholarship  
 Davis T. Whitehurst Memorial Endowed Scholarship  
 Stan and Marna Wiggam Endowed Scholarship  
 Robert F. Wiley, Sr. and Janie Katherine Wiley Memorial Endowed Scholarship (pre-med students)  
 Williams/Fairbanks Endowed Scholarship  
 Bentley A. Williamston Memorial Endowed Scholarship (male ministerial student)  
 Willingham Memorial Endowed Scholarship  
 Jay Wilson, Jr. Memorial Endowed Scholarship (junior or senior history education major)  
 Gertrude Wiltsee Endowed Scholarship (preference for students from Victory Memorial UMC, Indianapolis)  
 Don K. Winslow Memorial Business Management Endowed Scholarship  
 Don Kenneth Winslow Memorial Endowed Scholarship (junior or senior accounting majors)  
 Mr. and Mrs. Jimmie Winslow Endowed Scholarship  
 Anna Thorp Wolford Memorial Endowed Scholarship  
 Lee Wommer Memorial Endowed Scholarship  
 C. B. Wymond Memorial Endowed Scholarship  
 Nancy Yocum Wynn and U. O. Wynn Memorial Endowed Scholarship (students preparing for missionary service)  
 Zaire-Reid Endowed Scholarship



**Non Endowed Scholarships:** The following scholarships are funded annually from gifts to Asbury University.

AIKCU Ashland Inc. Foundation Student Fund  
AIKCU GHEEN Student Fund  
AIKCU Keeneland Student Fund  
AIKCU Kentucky Utilities Student Fund  
AIKCU Toyota Motor Manufacturing Student Fund  
AIKCU UPS Student Fund  
Dr. Edwin & Judy Blue and Dr. Al and Yvonne Moulton Scholarship Fund  
Ray and Patsy Brewer Fund  
California Students Scholarship  
Christian & Missionary Alliance Student Fund  
Frona Davis Ministerial Scholarship Fund  
Howard Dayton School of Business Scholarship  
Abigail Miller Douglass '02 Fund  
General Scholarship for Education Majors  
EMC Scholarship for Future Teachers  
The Froderman Foundation Scholarship  
Elizabeth Ann Huntley Memorial Fund  
International Student Fund  
JPL Indian Springs Scholarship Fund  
Richard C. and Martha B. Kraus Non Endowed Scholarship  
Maker-Hankins Ministerial Scholarship (United Methodist pre-ministerial students)  
Missionary Children Scholarship  
Music Scholarship  
Rev. Donald C. and Elizabeth Porteous Non Endowed Scholarship (nursing or health related field other than a medical degree)  
Pulliam Journalism Student Fund  
United Methodist Student Fund  
Vanguard Class Scholarship (junior or senior)  
Wheeler-Carpenter Scholarship  
Woodford-Fayette Student Fund

**Institutional Loans:** Funds from the following institutional loans are available to students who are pursuing at least half-time enrollment with a GPA of 2.00, and who have a history of payments being made to the student's account.

Asbury Student Fund  
George L. Bagby Scholarship/Loan Fund  
C.V. and Edna Bailey Student Loan Fund  
Raymond and Margaretta Bennett Student Loan Fund  
Earl and Elsie Butcher Loan Fund  
Clark-Sikes Scholarship/Loan Fund (United Methodist student)  
Emily Boyer Frazer Memorial Loan Fund  
The Jackie Fries Student Loan Fund  
Grace P. Gowin Loan Fund  
George D. and Vera L. Heagen Student Loan Fund  
Wallace and Peggy Hamed Student Loan Fund  
Eino H. Hath Loan Fund  
Howard E. and Mabel R. Hedinger Loan Fund  
Henry Howell Loan Fund  
Myrtle P. Howell Student Loan Fund  
Hughes-Wilson Endowed Loan Fund  
E. Stanley Jones Loan/Scholarship Fund (junior or senior planning career in international service/ministry; cancellation for service performed)  
Light-Trust Scholarship/Loan Fund

Martha Linder Loan Fund  
Ira and Edith Mann Loan Fund  
Fred L. Martin Memorial Student Loan Fund  
Elsie Matheny Loan Fund  
Millard-Kyburz Memorial Loan Fund  
The Connie L. Moore Memorial Loan Fund  
Clayton Morrison Loan Fund  
Ira and Pearl Nichterlein Student Loan Fund  
G. Reid and Maude Smith Student Loan Fund  
Margaret A. Smith Loan Fund  
Frances F. Stansbury Memorial Scholarship/Loan Fund (active United Methodist students)  
Mary and Alma Townsend Student Loan Fund  
J. H. Tumlin Minister's Fund  
Goldie S. Vincent Student Loan Fund  
Wakefield Loan Fund  
Larry Ward Student Loan Fund  
Emma F. Whitson Loan Fund  
Clinton and Margaret Williams Student Loan Fund  
Verne E. Wilson Student Loan Fund

Repayment of most of these loans begins six months after discontinuing school attendance at an interest rate of 6% per annum. Students must also have been in attendance at Asbury University for a minimum of one semester before making application. Loan repayment can be deferred as long as an individual remains in half-time attendance at an accredited institution of higher education. Deferment is not to exceed five years. For specific information regarding any of the above-mentioned loans please contact the Financial Aid Office, Asbury University.

# DIRECTORY

## DIRECTORY

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The Salvation Army – USA Eastern Territory  
Spring Valley, New York

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Southeastern Conference, SEC  
Birmingham, Alabama

ROBERT F. WILEY, JR., M.D.  
Thoracic Surgeon (Retired)  
Clarksville, Georgia

\*Members of the Executive Committee

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Provost

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Vice President for Business Affairs and Treasurer

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Vice President for Institutional Advancement

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Vice President for Enrollment Management

SARAH THOMAS BALDWIN, D.Min.  
Vice President for Student Development

**ACADEMIC AFFAIRS**

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Dean, Howard Dayton School of Business

JAMES R. OWENS, Ph.D.  
Dean, School of Communication Arts

SHERRY W. POWERS, Ed.D.  
Dean, School of Education

WILLIAM A. HALL, Jr., Ed.D.  
Dean, School of Graduate and Professional Studies

SHERYL A. VOIGTS, M.A.  
Registrar

MORGAN A. TRACY, M.S.L.S.  
Director of Library Services

GAY L. HOLCOMB, Ph.D.  
Director of Institutional Assessment

THOMAS J. FEE, Ed.D.  
Director of Adult Professional Studies

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Director, Global Engagement Office

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Director of Institutional Effectiveness & Strategic  
Planning

**BUSINESS AFFAIRS**

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Director of Human Resources and Risk Management

DAVID P. HAY, M.S.  
Director of Campus Safety and Security

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Assistant Vice President for Business Affairs

PAUL J. DUPREE, M.S.  
CIO, Assistant Vice President of Information  
Technology Services

SUE J. McKEOWN, B.A., C.P.A.  
Controller

ERIC C. McMILLION, B.C.T.  
Director of Physical Plant

RANDALL W. RICHARDSON  
Director of Capital Construction & Planning

**INSTITUTIONAL ADVANCEMENT**

J. MICHAEL BURNIGHT, B.A.  
Senior Leadership Gifts Officer

JEANETTE D. DAVIS, B.A.  
Director of Conference Services and Campus Events

LISA HARPER, B.A.  
Director of Alumni Relations

DALE L. JARRARD, Jr., B.A.  
Associate Vice President for Development and  
Campaign Operations

BRADLEY T. JOHNSON, B.A.  
Director of Marketing and Communication

CAROLYN L. RIDLEY, M.A.  
Senior Leadership Gifts Officer

CHRISTOPHER SCHILL, M.B.A.  
Director of Annual Giving

STUART A. SMITH, M.A.R.  
Senior Planned Giving Officer

## ENROLLMENT MANAGEMENT

RONALD M. ANDERSON, M.A.

Director of Financial Aid

BRANDON COMBS, B.A.

Director of Admissions

BRENDA WEATHERALL, M.B.A.

Director of Enrollment Systems

## STUDENT DEVELOPMENT

CAROL J. AMEY, R.N., B.A.

Director of Student Health Services

JOE W. BRUNER, M.S.Ed.

Associate Dean for Community Life

MELISSA COZART, M.S.

Director of Center for Counseling

R. TRENT ELLSWORTH, M.A.

Director of Center for Adventure Leadership

GREG K. HASELOFF, M.Div., M.A.

Associate Dean for Campus Ministries and Campus Chaplain

ESTHER JADHAV, M.Div., Th.M.

Director of Intercultural Programs

MICHELLE KRATZER, M.S.W.

Director of Center for Career and Calling

MARK A. PERDUE, M.S.

Director of Athletics

PAUL M. STEPHENS, Ph.D.

Associate Dean for Student Leadership Development

## THE FACULTY

(Year following title indicates appointment to faculty)

### GEORGE B. ALLEN

Assistant Professor of Marketing (2014)

B.S., Oral Roberts University, 1977;

M.B.A., Oral Roberts University, 1979

D.B.A., Kennesaw State University, 2014

### KEVIN L. ANDERSON

Professor of Bible and Theology (2002)

B.A., Trinity Bible College, 1988;

M.Div., Nazarene Theological Seminary, 1993;

Ph.D., London Bible College, 2001

### NEIL D. ANDERSON

Professor of Bible and Theology (1996)

B.A., Asbury University, 1988;

M.Div., Asbury Theological Seminary, 1991;

M.Ph., Drew University, 1994;

Ph.D., Drew University, 1999

### BOBBY R. BALDRIDGE

Professor of Biology (1994)

B.S., University of Kentucky, 1978;

B.S., Tuskegee University, 1981;

D.V.M., Tuskegee University, 1982

### GREGORY A. BANDY

Assistant Professor of Media Communication (2001)

B.A., Asbury University, 1976;

M.A., University of Georgia, 1979

### KEITH A. BARKER

Professor of Art (2000)

B.A., Asbury University, 1992;

M.F.A., Savannah College of Art and Design, 2000

### VICKI P. BELL

Professor of Music Theory (1993)

B.M.E., University of Kentucky, 1976;

M.M., University of Kentucky, 1984;

Ph.D., University of Kentucky, 1998

### AMY B. BESSIN

Instructor of Library Science (2013)

Instructional Services Librarian

B.A., Taylor University, 2007;

M.A., Western Kentucky University, 2009

M.S.L.S., University of Kentucky, 2013

### GEORGE M. BILDERBACK

Associate Professor of Equine Management (2010)

B.S.A., The University of Tennessee, 1973;

D.V.M., Auburn University, 1977

### BARRY R. BLAIR

Assistant Professor of Media Communications (2009)

B.S., Kentucky Christian University;

M.F.A., Middle Tennessee State University, 2011

### BENJAMIN F. BRAMMELL

Associate Professor of Biology (2010)

B.S., Eastern Kentucky University, 1998;

M.S., Tennessee Technological University, 2000;

Ph. D., University of Kentucky, 2005

### BRUCE M. BRANAN

Professor of Chemistry (2000)

B.S., University of North Carolina, Greensboro, 1989;

Ph.D., Ohio State University, 1994

**DEVIN G. BROWN**

Professor of English (1996)  
B.A., Culver-Stockton College, 1975;  
M.A., Eastern Illinois University, 1978;  
M.A., University of Florida, 1979;  
Ph.D., University of South Carolina, 1994

**KEVIN J. BROWN**

Associate Professor of Finance (2013)  
B.S., University of Indianapolis, 2000;  
M.B.A., University of Indianapolis, 2002;  
M.Litt., St. Andrews University, 2008;  
Ph.D., University of Glasgow, 2012

**SHARON C. BRYSON**

Assistant Professor of Social Work (2008)  
B.A., Asbury University, 1971;  
M.A., Western Kentucky University, 1974;  
M.A.R., Asbury Theological Seminary, 1982;  
M.S.S.W., University of Louisville, 1990

**CLAIR A. BUDD**

Professor of Christian Ministries (1989)  
B.A., Eastern Nazarene College, 1974;  
M.R.E., Nazarene Theological Seminary, 1979;  
Ph.D., Oregon State University, 1989

**DON E. BURGESS**

Professor of Physics (1993)  
B.S., Pennsylvania State University, 1980;  
Ph.D., Ohio State University, 1990

**DOUGLAS J. BUTLER**

Professor of Library Science (1977)  
Head of Technical Services  
B.A., Sterling College, 1974;  
M.L.S., State University of New York College at  
Geneseo, 1975;  
Sp.L.I.S., Indiana University, 1983

**KRISSIE H. BUTLER**

Assistant Professor of Spanish (2011)  
B.A., Asbury University, 2004;  
M.A. University of Kentucky, 2006;  
Ph.D., University of Kentucky, 2012

**MARK D. BUTLER**

Assistant Professor of Graduate Education (2011)  
B.A., Asbury University, 2002;  
M.A. Asbury University, 2009  
Ph.D., University of Kentucky, 2014

**BONITA S. CAIRNS-DESCOTEAUX**

Professor of Social Work (2007)  
B.A., Asbury University, 1974;  
M.Ed., Worcester State College, 1976;  
M.S.W., University of Connecticut, 1981;  
Ed.D., University of Rochester, 1994

**JILL C. CAMPBELL**

Assistant Professor of Music Education & Voice (2013)  
B.M.M.E., University of Kentucky, 2000;  
M.M., University of Kentucky, 2005

**DAVID P. CECIL**

Associate Professor of Social Work (2009)  
B.A., University of Kentucky, 1994;  
M.S.W., University of Kentucky, 1998;  
Ph.D., University of South Carolina, 2004

**STEPHEN K. CLEMENTS**

Associate Professor of Political Science (2008)  
B.A., Asbury University, 1983;  
M.A., University of Chicago, 1991;  
Ph.D., University of Chicago, 1998

**LISA K. CLIFTON**

Associate Professor of Social Work (2014)  
B.S.W., Morehead State University, 1992;  
M.S.W., University of Kentucky, 1994;  
J.D., Northern Kentucky University, 2004

**DAVID L. COULLIETTE**

Professor of Mathematics (2000)  
B.A., Asbury University, 1981;  
M.S., University of Central Florida, 1984;  
Ph.D., Florida State University, 1992

**C. TIMOTHY CROOK**

Associate Professor of Education (2002)  
B.A., Asbury University, 1975;  
M.A.Ed., Georgetown College, 1980;  
Ed.D., Spalding University, 2011

**CHERYLL E. CROWE**

Associate Professor of Mathematics Education (2013)  
B.S., Asbury College 2003;  
M.A.Ed., Georgetown College, 2005;  
Ph.D., University of Kentucky, 2008

**STEVEN H. DAWSON**

Assistant Professor of Social Work (1999)  
B.A., Miami University (Ohio), 1977;  
M.Div., Asbury Theological Seminary, 1992;  
M.S.W., University of Kentucky, 1992

**JEFFREY A. DAY**

Associate Professor of Theatre (2003)  
B.A., Northern Kentucky University, 1991;  
M.F.A., University of Utah, 2001

**JANET B. DEAN**

Associate Professor of Psychology (2008)  
B.A., University of Akron, 1992;  
M.A., Asbury Theological Seminary, 1994;  
M.Div., Asbury Theological Seminary, 1997;  
M.A., Ohio State University, 2001;  
Ph.D., Ohio State University, 2003

**WILLIAM R. DESCOTEAUX**

Professor of Social Work (2007)  
B.A., Asbury University, 1972;  
M.Th., Boston University, 1976;  
M.S.W., University of Connecticut, 1980;  
M.A., Central Connecticut University, 1981;  
Ph.D., Ball State University, 1989

**OWEN P. DICKENS**

Professor of Bible and Theology (1982)  
B.A., Asbury University, 1975;  
M.Div., Asbury Theological Seminary, 1979;  
M.A., Brandeis University, 1984;  
Ph.D., Brandeis University, 1992

**GLEN P. FLANIGAN**

Associate Professor of Instrumental Music (2001)  
B.S., Asbury University, 1983;  
M.S., University of Illinois at Urbana Champaign, 1984;  
Ph.D., University of Kentucky, 2008

**SUZANNE O. GEHRING**

Assistant Professor of Library Science (2001)  
Head of Instructional and Archival Services  
B.A., Asbury University, 1965;  
M.S.L.S., University of Kentucky, 2000

**MARK A. GILL**

Associate Professor of Business Administration (2011)  
B.S., Randolph-Macon College, 1991;  
M.S., Virginia Commonwealth University, 1998;  
Ph.D., Arizona State University, 2005

**CHARLES E. GOBIN**

Professor of English (1996)  
B.A., University of Georgia, 1982;  
M.A., University of Florida, 1989;  
Ph.D., University of Florida, 1994

**AMANDA H. GOODWIN**

Assistant Professor of Educational Technology (2013)  
M.S., Ramapo College of New Jersey, 2007;  
B.A., Monmouth University, 2009;  
Ed.D., University of Kentucky, 2012

**PAUL V. HAMILTON**

Associate Professor of Economics (2012)  
B.S., University of Kentucky, 1991;  
M.A., Indiana University, 1996;  
Ph.D., Indiana University, 2002

**GAY L. HOLCOMB**

Associate Professor of Psychology (2005)  
B.A., Asbury University, 1997;  
Ph.D., University of Kentucky, 2004

**CHANNON C. HORN**

Assistant Professor of Education (2009)  
B.S.Ed, University of Kentucky, 1999;  
M.S.Ed., University of Kentucky, 2002;  
Ph.D., University of Kentucky, 2010

**BRIAN C. HULL**

Associate Professor of Youth Ministries (2008)  
B.A., Olivet Nazarene University, 1996;  
M.R.E., Nazarene Theological Seminary, 1998;  
Ph.D., Asbury Theological Seminary, 2014

**MARCIA L. HURLOW**

Professor of English and Journalism (1983)  
B.A., Baldwin-Wallace College, 1974;  
M.A., Ohio State University, 1977;  
Ph.D., Ohio State University, 1979;  
M.F.A., Goddard College, 1986

**MICHAEL G. HYLEN**

Associate Professor of Educational Leadership (2013)  
B. S., Northeastern University, 1982;  
M.Ed., University of Missouri, 1996;  
Ph.D., University of Missouri, 2008

**ELIZABETH B. JONES**

Assistant Professor of Communications (2014)  
B.A., Grove City College, 2005  
M.A., Ball State University, 2007

**MICHAEL J. KANE**

Professor of Business/Marketing/Accounting (2013)  
B.A., Wofford College, 1977;  
M.B.A., University of South Carolina, 1979;  
Ph.D., University of South Carolina, 1986

**JACOB G. KLEIN**

Assistant Professor, Communications (2014)  
B.S., The University of North Carolina Greensboro,  
2004; M.F.A., Regent University, 2014

**SARAH E. LECKIE**

Assistant Professor of Media Communications (2013)  
B.A., Asbury University, 2003  
M.F.A., National University, 2014

**DUK-HYUNG LEE**

Professor of Mathematics (2001)  
B.S., Inha University, Korea, 1982;  
M.A., Arizona State University, 1987;  
Ph.D., Arizona State University, 1994

**KIMBERLY H. LOWRY**

Assistant Professor of Spanish (1992-1998, 1999)  
B.A., Transylvania University, 1990;  
M.A., University of Kentucky, 1992

**CORRENA C. MERRICKS**

Assistant Professor of English (2015)  
B.A., Asbury University, 2001;  
M.A., University of Mississippi, 2004;  
Ph.D., University of Mississippi, 2012

**GERALD I. MILLER**

Professor of Bible and Biblical Languages (1973)  
B.A., Asbury University, 1966;  
M.Div., Asbury Theological Seminary, 1969;  
Ph.D., Johns Hopkins University, 1980

**NATHAN T. MILLER**

Assistant Professor of Music (2014)  
B.A., Asbury University, 2005;  
M.M., University of Cincinnati, 2007

**K. PAUL NESSELROADE**

Professor of Psychology (2002)  
B.S., Asbury University, 1990;  
M.A., University of Louisville, 1993;  
Ph.D., University of Louisville, 1998

**LAWRENCE R. OLSEN**

Associate Professor of Chemistry (1994)  
B.S., University of Wisconsin-Madison, 1975;  
Ph.D., University of Wisconsin-Madison, 1995

**JAMES R. OWENS**

Professor of Media Communication (1981)  
B.A., Asbury University, 1979;  
M.S.Ed., Indiana University, 1980;  
Ed.S., Indiana University, 1981;  
Ph.D., Southeastern University, 1983

**MARGARET PARK SMITH**

Associate Professor of Art (2008)  
B.A., Wheaton College, 1998;  
M.F.A., University of Minnesota, 2004

**ERIN K. PENNER**

Assistant Professor of American Literature (2013)  
B.A., Yale University, 2005;  
M.A., Cornell University, 2008;  
Ph.D., Cornell University, 2012

**CLAIRE B. PETERSON**

Assistant Professor of Philosophy (2011)  
B.A., Asbury University, 2004;  
M.A., Notre Dame, 2007;  
Ph.D., Notre Dame, 2011

**KENNETH W. PICKERILL**

Professor of Physical Education (1991)  
B.S.Ed., Miami University (Ohio), 1970;  
M.Div., Asbury Theological Seminary, 1973;  
M.A., Ohio State University, 1977;  
Ph.D., Ohio State University, 1984

**NICHOLAS J. PLACIDO**

Associate Professor of Social Work (2008)  
B.A., Houghton College, 1976;  
M.S.W., Florida State University, 1987;  
M.A., Wheaton College, 1998;  
Psy.D., Wheaton College, 2002

**SHERRY W. POWERS**

Professor of Education (2012)  
B.A., Asbury University, 1977;  
M.A.Ed., University of Kentucky, 1994;  
Ed.D., University of Kentucky, 1999

**HELEN J. RADER**

Assistant Professor of Education (2010)  
B.S., Asbury University, 1980;  
M.S., Troy University, 1994;  
M.Ed., The University of Southern Mississippi, 1997  
Ed.D., Morehead State University, 2014

**JAMES P. RADER**

Assistant Professor of Education (2009)  
B.S., Asbury University, 1983;  
M.S., Eastern Kentucky University, 1984;  
M.Ed., The University of Southern Mississippi, 1997;  
M.A.Ed., Eastern Kentucky University, 2006  
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**HAROLD L. RAINWATER**

Associate Professor of Recreation (1974)  
B.A., Asbury University, 1969;  
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**BURNAM W. REYNOLDS**

Professor of History (1972)  
B.A., Asbury University, 1970;  
M.A., University of Kentucky, 1972;  
Ph.D., University of Kentucky, 1980

**RANDY R. RICHARDSON**

Assistant Professor of Classical Languages (1981-1983, 1993)  
B.A., Indiana State University, 1979;  
M.A., Indiana State University, 1981

**DAVID R. RIEL**

Assistant Professor of Education (2009)  
B.A., Asbury University, 1975;  
M.Ed., Xavier University, 1977  
Ed.D., Morehead State University, 2014

**R. DAVID RIGHTMIRE**

Professor of Bible and Theology (1985)  
B.A., Bloomfield College, 1975;  
M.Div., Asbury Theological Seminary, 1979;  
Ph.D., Marquette University, 1987

**T. MICHAEL ROBERTS**

Assistant Professor of Sports Management (2013)  
B.A.Ed., University of North Carolina Chapel Hill, 1972;  
M.A.T., University of North Carolina Chapel Hill, 1976

**JONATHAN B. ROLLER**

Assistant Professor of Worship Arts (2012)  
B.S., Asbury University, 1983;  
M.M., Southern Methodist University, 1985;  
Ph.D., University of Kentucky, 1995

**TOWANNA A. ROLLER**

Professor of Mathematics (1991)  
B.A., Asbury University, 1983;  
M.A., Southern Methodist University, 1985;  
Ph.D., Southern Methodist University, 1988

**KATRINA B. SALLEY**

Instructor of Library Science (2014)  
Education Librarian  
B.A., Berea College, 1999  
M.A., University of Kentucky, 2004  
M.S.L.S., University of Kentucky, 2006

**MARK D. SCHELL**

Professor of Organ and Church Music (1990)  
B.A., Asbury University, 1987;  
M.C.M., Southern Baptist Theological Seminary, 1990;  
D.M.A., Southern Baptist Theological Seminary, 1995

**CHRISTOPHER M. SEGRE-LEWIS**

Associate Professor of Art (2007)  
B.A., Asbury University, 1998;  
M.F.A., University of Kentucky, 2005

**MARTIN L. SEITZ**

Associate Professor of Psychology (1989)  
B.A., Asbury University, 1978;  
M.Ed., Georgia State University, 1981;  
Ph.D., Georgia State University, 1989

**JAMES W. SHORES**

Associate Professor of Communications (2015)  
B.A., University of North Carolina Chapel Hill, 1985;  
M.S., University of North Carolina Chapel Hill, 1994;  
Ph.D., Regent University, 2008

**DEZIRAE E. SHUKLA**

Instructor of French (2012)  
B.A., University of Kentucky, 2009;  
M.A., University of Kentucky, 2011

**DONALD B. SIMMONS**

Professor of Communication (1981)  
B.A., Asbury University, 1974;  
M.A., Ohio University, 1978;  
Ph.D., Ohio University, 1981

**DOUGLAS W. SMART**

Film Director-in-Residence (2007)  
B.S., California State University, San Diego, 1973;  
M.A., University of Phoenix, 1996

**JOSHUA B. SMITH**

Assistant Professor of Graphic Design (2012)  
B.A., Wheaton College, 1998;  
M.F.A., University of Kentucky, 2012

**H. GLEN SPANN**

Professor of History (1992)  
B.A., Asbury University, 1978;  
M.Div., Asbury Theological Seminary, 1983;  
M.A., The Johns Hopkins University, 1989;  
Ph.D., The Johns Hopkins University, 1994

**DANIEL H. STRAIT**

Professor of English (1998)  
 B.A., Houghton College, 1987;  
 M.A., Florida Atlantic University, 1991;  
 Ph.D., Indiana University of Pennsylvania, 1998

**LINDA H. STRATFORD**

Professor of Art (2000)  
 B.S., Vanderbilt University, 1980;  
 M.A., Florida Atlantic University, 1990;  
 Ph.D., State University of New York at Stony Brook, 2001

**MIRIAM E. STRODER**

Assistant Professor of Literacy (2015)  
 B.S.E., University of Arkansas at Little Rock, 1981;  
 M.A.E., Western Kentucky University, 2008

**MALINDA A. STULL**

Associate Professor of Biochemistry (2006)  
 B.A., Asbury University, 1995;  
 Ph.D., Penn State College of Medicine, 2003

**DAVID R. SWARTZ**

Assistant Professor of History (2010)  
 B.A., Wheaton College, 1999  
 M.A., University of Notre Dame, 2006  
 Ph.D., University of Notre Dame, 2008

**SHELBY G. THACKER**

Professor of Spanish (1989)  
 B.A., University of Kentucky, 1978;  
 M.A., University of Kentucky, 1980;  
 Ph.D., University of Kentucky, 1992

**MORGAN A. TRACY**

Director of Library Services, Librarian III (1997-2002;  
 2009)  
 B.A., Mount Mercy College, 1993;  
 M.S.L.S., Clarion University, 1996;  
 M.L.S., Fort Hays State University, 2003

**DOUGLAS C. WALKER**

Professor of Media Communication (1993)  
 B.A., University of Washington, 1974;  
 M.A., Wheaton College, 1976;  
 Ph.D., Indiana University, 1993

**JOSEPH F. WALLACE**

Assistant Professor of Graduate Education (2011)  
 B.A., Berea College, 1979;  
 M.A., Morehead State University, 1982;  
 D.S.L., Regent University, 2007

**EMILY S. WALSH**

Assistant Professor of Accounting (2007)  
 B.A., Asbury University, 1998;  
 M.B.A., Norwich University, 2006

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 Head of Research and Distance Services  
 B.A., Asbury University, 1988;  
 M.L.S., University of Maryland, College Park, 1990

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Assistant Professor of Exercise & Sports Science  
 (2014)  
 B.S., Miami University of Ohio, 2000;  
 M.S., Washington University in St. Louis, 2002

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Associate Professor of Social Work (2009)  
 B.S., Indiana State University, 1987;  
 M.S.W., University of Illinois at Chicago, 1996

**JANICE K. WYATT-ROSS**

Assistant Professor of Educational Leadership (2011)  
 B.S.Ed., University of Central Arkansas, 1990;  
 M.Ed., University of Arkansas at Little Rock, 1993;  
 Ed.D., University of Cincinnati, 2007

**DONALD A. ZENT**

Professor of Piano (1988)  
 B.M., Indiana University, 1971;  
 M.M., Indiana University, 1973;  
 D.M.A., University of Cincinnati, 1988

**PAST PROFESSORS EMERITI**

*(emeritus status approved by board of trustees)*

JAMES N. BEHNKE April 8, 2006  
 Professor of Chemistry, 1979-2006; B.S., Central  
 Michigan University, 1967; Ph.D., Michigan State  
 University, 1973

JOHN A. BRUSHABER April 8, 2006  
 Associate Professor of Biology, 1980-2006; B.A.,  
 University of Arkansas, 1966; Ph.D., North Carolina  
 State University, 1970

JAMES E. CURNOW November 1, 2003  
 – composer-in-residence emeritus–  
 Composer in Residence, 1974-1981, 1994-2003;  
 B.S.Ed., Wayne State University, 1966; M.M., Michigan  
 State University, 1970

DONALD D. DONALDSON April 8, 2006  
 Professor of Choral Music, 1984-2000; B.A., Kansas  
 Wesleyan University, 1960; M.M.E., Wichita State  
 University, 1963; D.M.A., University of Missouri, 1975

JAMES E. HAMILTON April 8, 2006  
Professor of Philosophy, 1970-2006; B.A., Houghton  
College, 1963; M.Div., Asbury Theological Seminary,  
1967; M.A., Miami University (Ohio), 1969; Ph.D., State  
University of New York College at Buffalo, 1972

BEATRICE H. HOLZ November 1, 2014  
Professor of Music Education and Voice (1981)  
B.M., University of Cincinnati, 1973; M.Mus., University  
of Hartford, 1978; Ph.D., University of Kentucky, 1996

RALPH R. JOLY April 8, 2006  
Professor of English, 1977-2005; B.R.E., William  
Tyndale College, 1964; M.A., Eastern Michigan  
University, 1965; Ph.D., University of North Carolina at  
Chapel Hill, 1973

RONALD L. KOTESKEY October 27, 2001  
Professor of Psychology, 1970-2002; B.A., Asbury  
University, 1963; M.A., Wayne State University, 1966;  
Ph.D., Wayne State University, 1967

ROY L. LAUTER March 4, 2005  
Associate Professor of Education, 1972-2005; B.A.,  
Asbury University, 1964; M.A.Ed., University of  
Kentucky, 1969

EDWARD H. MCKINLEY November 2, 2013  
Professor of History, 1970-2010; B.A., University of  
California, Berkeley, 1965; M.A., University of  
Wisconsin, 1966; Ph.D., University of Wisconsin, 1971

RUDY L. MEDLOCK November 2, 2013  
Professor of Art, 1971-2008; B.S., Indiana State  
University, 1965; M.F.A., Indiana University, 1970

ROBERT R. MOORE October 27, 2001  
Professor of Bible and Theology, 1975-2002; B.A.,  
Emory and Henry College, 1969; M.Div.,  
Asbury Theological Seminary, 1972; Ph.D., Emory  
University, 1982

ALAN E. MOULTON March 4, 2005  
Professor of Psychology, 1962-2004; B.A., Asbury  
University, 1960; M.A., University of Kentucky, 1963;  
Ph.D., University of Kentucky, 1969

ARTHUR J. NONNEMAN November 2, 2013  
Professor of Psychology, 1991-2008; B.A.,  
Northwestern University, 1965; M.S., University of  
Michigan, 1968; Ph.D., University of Florida, 1970

RICHARD B. REZNIK April 8, 2006  
Professor of Chemistry, 1986-2007; B.S.,  
Massachusetts Institute of Technology, 1964; M.S.,  
Case Western Reserve University, 1968; Ph.D., Case  
Western Reserve University, 1970

W. PHILIP THORNTON March 8, 2008  
Professor of Missions and Sociology, 1980-2008; B.A.,  
Asbury University, 1968; M.Div., Asbury Theological  
Seminary, 1972; Ph.D., Southern Methodist University,  
1981

J. PAUL VINCENT November 1, 2014  
Professor of English (1976)  
B.A., Roberts Wesleyan College, 1970; M.A., State  
University of New York College at Buffalo, 1971; Ph.D.,  
Syracuse University, 1979

RONALD G. WELLING October 27, 2001  
Professor of Mathematics, 1965-1967, 1970-2000;  
B.A., Asbury University, 1957; M.S., Kansas State  
University, 1959; Ph.D., Indiana University, 1973

FRANK H. WILBUR March 8, 2008  
Professor of Biology, 1988-2007; B.S., Washington and  
Lee University, 1965; Ph.D., University of Virginia, 1970

STANLEY F. WIGGAM April 8, 2006  
Dean of Admissions, 1987-2006; Associate Professor  
of Physical Education, 1965-2006; B.S., Greenville  
College, 1964; M.S., Eastern Illinois University, 1965

## ACADEMIC PROGRAM DIRECTORS 2015 - 2016

<b>Traditional Undergraduate Programs</b>	<b>Director</b>	<b>College</b>
Accounting	Emily Walsh	HDSB
Actuarial Mathematics	David Coulliette	CAS
Adventure Leadership minor	Trent Ellsworth	CAS
Ancient Languages	Randy Richardson	CAS
Art	Keith Barker	CAS
Art Grades P-12	Keith Barker/Helen Rader	CAS
Associate of Arts Degree	Tim Campbell	CAS
Bible-Theology	David Rightmire	CAS
Biochemistry	Malinda Stull	CAS
Biology	Bobby Baldrige	CAS
Biological Sciences Grades 8-12	Bobby Baldrige/JP Rader	CAS
Business	George Allen	HDSB
Chemistry	Bruce Branan	CAS
Chemistry Grades 8-12	Bruce Branan/JP Rader	CAS
Christian Ministries	Clair Budd	CAS
Coaching minor	Ken Pickerill	CAS
Communications	Jim Shores	SOCA
Computational Mathematics	David Coulliette	CAS
Creative Writing	Marcia Hurlow	CAS
Economics minor	Paul Hamilton	HDSB
Elementary School Grades P-5	Tim Crook	SOE
Engineering Mathematics	David Coulliette	CAS
English	Chuck Gobin	CAS
English as a Second Language minor	Marcia Hurlow	CAS
English Grades 8-12	Chuck Gobin/JP Rader	CAS
Equine Studies	Harold Rainwater	CAS
Exercise Science	Elise Watson	CAS
French	Desiree Shukla	CAS
French Grades P-12	Desiree Shukla/Helen Rader	CAS
Graphic Design minor	Keith Barker	CAS
Health and PE Grades P-12	Ken Pickerill/JP Rader	CAS
History	Burnan Reynolds	CAS
Journalism	Jim Owens	SOCA
Latin Education P-12	Randy Richardson/Helen Rader	CAS
LBD/MSD dual certification	Channon Horn	SOE
Leadership minor	Jim Shores	SOCA
Mathematics	Towanna Roller	CAS
Mathematics Grades 8-12	Cheryl Crowe/JP Rader	CAS
Media Communication	Jim Owens/Doug Walker	SOCA
Middle School Grades 5-9	JP Rader	SOE

Missions	Clair Budd	CAS
Music	Mark Schell	CAS
Music Grades P-12 (Integrated)	Mark Schell/Helen Rader	CAS
Philosophy	Claire Brown Peterson	CAS
Photography & Digital Imaging minor	Keith Barker	CAS
Physics minor	Don Burgess	CAS
Political Science	Steve Clements	CAS
Pre-Art Therapy	Keith Barker	CAS
Pre-Physical/Occupational Therapy	Elise Watson	CAS
Pre-Nursing	Bruce Branan	CAS
Psychology	Paul Nesselroade	CAS
Public Relations minor	Jim Shores	SOCA
Recreation	Ken Pickerill	CAS
Social Media minor	Jim Shores	SOCA
Social Studies Grades 8-12	Burnan Reynolds/JP Rader	CAS
Social Work	Lisa Clifton	CAS
Sociology	Steve Clements	CAS
Spanish	Shelby Thacker	CAS
Spanish Grades P-12	Shelby Thacker/Helen Rader	CAS
Sport Management	Mark Gill	HDSB
Theatre and Cinema Performance	Jeff Day	SOCA
Worship Arts	Jon Roller	SOCA
Youth Ministries	Brian Hull	CAS

### **Adult Professional Studies Programs**

Associate of Science Degree	Tim Campbell	CAS
Business	Paul Hamilton	HDSB
Criminal Justice	Steve Clements	CAS
Elementary Education	Helen Rader	SOE
Instructional Design	Bill Hall	SOCA
Leadership & Ministry	Clair Budd	CAS
Ministry Management Salvation Army	Mark Gill/Clair Budd	HDSB/CAS
Organizational Management	Paul Hamilton	HDSB

### **Graduate Programs**

Master of Social Work	Bill Descoteaux	CAS
Masters of Business Administration	Kevin Brown	HDSB
Masters of Arts in Communications	Don Simmons	SOCA
Director of Pupil Personnel	Mike Hylen	SOE
English 8-12 Alt Certification	Mike Hylen	SOE
English as a Second Language P-12	Marcia Hurlow	SOE
Foreign Language P-12Alt Certification	Mike Hylen	SOE
Learning and Behavior Disorders P-12	Mark Butler	SOE

Literacy Specialist P-12 Endorsement	Sherry Powers	SOE
Mathematics 8-12 Alt Certification	Mike Hylen	SOE
Middle School Grades Alt Certification	Mike Hylen	SOE
Moderate/Severe Disability Certification	Channon Horn	SOE
Principle Licensure	Rocky Wallace	SOE
Science 8-12 Alt Certification	Mike Hylen	SOE
Social Studies 8-12 Alt Certification	Mike Hylen	SOE
Teacher as Leader	Mike Hylen	SOE

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