

# ASBURY ACHIEVE WILMORE

Degree Completion Program

Mr. Fee, Interim Director

The mission of the Asbury Achieve program is to provide a quality academic program, within a Christian context, that equips nontraditional students to achieve professional excellence in their chosen field. The Asbury Achieve program prepares students for leadership and service to others, cultivates attitudes of lifelong learning, and fosters spiritual development.

The Bachelor of Science degree may be earned through this program with a major in one of the following areas:

ELEMENTARY EDUCATION GRADES P -5  
MANAGEMENT AND ETHICS

Options and specific requirements within these majors are listed below.

## DEGREE PROGRAMS AND REQUIREMENTS

### ELEMENTARY EDUCATION GRADES P – 5 PROGRAM

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 Achieve program prepares quality teachers who are committed to professional excellence and who positively impact P-5 student learning. This commitment is embodied in the Education Department'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

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 for adults who have an undergraduate degree in an area other than elementary education. Alternative certification is the route to achieve licensure for teaching in the elementary school. Through alternative certification an adult may be hired as a P-5 teacher as long as he/she has acquired a temporary provisional teaching certificate and has an undergraduate degree. The adult must also be enrolled in a program and be working toward the P-5 certification. The temporary provisional teaching certificate must be renewed on an annual basis and can only be renewed two times after the initial year of securing the temporary provisional certificate. Adults working toward certification for elementary education P-5 that already have an undergraduate degree are strongly encouraged to talk with an advisor in the Achieve Elementary Education program.

Students who already hold an undergraduate degree do not need to complete general education but only the major requirements in order to satisfy certification requirements

### **ELEMENTARY EDUCATION GRADES P-5 MAJOR**

(48 general education + 65 major + electives = 124 semester hours required)

### **ELEMENTARY EDUCATION GRADES P-5 GENERAL EDUCATION REQUIREMENTS (48)**

#### LITERATURE (3)

Courses such as:    ENG 205    (3)    Western Classics

#### HUMANITIES (9):

Courses such as:

|         |     |                                   |
|---------|-----|-----------------------------------|
| ART 100 | (3) | Art Appreciation                  |
| ENG 231 | (3) | The British Literary Tradition I  |
| ENG 232 | (3) | The British Literary Tradition II |
| ENG 301 | (3) | American Literature I             |
| ENG 302 | (3) | American Literature II            |
| FA 100  | (3) | Music and Art Appreciation        |
| MUS 100 | (3) | Music Appreciation                |
| PHL 200 | (3) | Intro Philosophy                  |

|     |     |     |                    |
|-----|-----|-----|--------------------|
| PHL | 231 | (3) | Ethics             |
| SPN | 101 | (3) | Basic Spanish      |
| SPN | 102 | (3) | Elementary Spanish |

ENGLISH COMPOSITION (3)

|     |     |     |                         |
|-----|-----|-----|-------------------------|
| ENG | 110 | (3) | Exposition and Research |
|-----|-----|-----|-------------------------|

ENGLISH WRITING/COMMUNICATIONS

|                  |     |     |     |                                |
|------------------|-----|-----|-----|--------------------------------|
| Courses such as: | COM | 150 | (3) | Intro to Communication         |
|                  | BM  | 300 | (3) | Business and Technical Writing |

HISTORY (3)

|                  |     |     |     |                      |
|------------------|-----|-----|-----|----------------------|
| Courses such as: | HIS | 100 | (3) | Western Civilization |
|------------------|-----|-----|-----|----------------------|

PSYCHOLOGY (3)

|     |     |     |                      |
|-----|-----|-----|----------------------|
| PSY | 100 | (3) | General Psychology I |
|-----|-----|-----|----------------------|

SOCIAL SCIENCE (3)

|                  |     |     |     |   |
|------------------|-----|-----|-----|---|
| Courses such as: | ECN | 272 | (3) | Introduction to Microeconomics          |
|                  | ECN | 273 | (3) | Introduction to Macroeconomics          |
|                  | GEO | 211 | (3) | Principles of Geography                 |
|                  | HIS | 201 | (3) | History of the United States to 1876    |
|                  | HIS | 202 | (3) | History of the United States since 1876 |
|                  | PS  | 100 | (3) | Survey of American Government           |
|                  | SOC | 100 | (3) | Intro Sociology                         |
|                  | SOC | 212 | (3) | Intro Anthropology                      |

MATHEMATICS (3)

|                 |     |     |     |  |
|-----------------|-----|-----|-----|--|
| Courses such as | MAT | 111 | (3) | College Algebra                              |
|                 | MAT | 120 | (3) | Concepts of Computer Science and Mathematics |

SCIENCE/MATHEMATICS/TECHNOLOGY (6)

|                  |                         |     |     |                        |
|------------------|-------------------------|-----|-----|------------------------|
| Courses such as: | MAT                     | 181 | (4) | Calculus I             |
|                  | BIO                     | 100 | (4) | Biological Science     |
|                  | CHE                     | 111 | (4) | Introductory Chemistry |
|                  | ESC                     | 201 | (4) | Earth Science          |
|                  | Other Technology course |     |     |                        |

SPIRITUAL LIFE AND GROWTH (9)

**ACH 110 (3) Old Testament Survey**—An overview of the books of the Old Testament designed to give the student a basic understanding of the history of the People of God, the geography of the Near East, and the basic theme of the theology of the covenants.

**ACH 120 (3) New Testament Survey**—A survey of the New Testament including events in the life of Christ, the development of the early church, the work of the followers of Christ, and the influence on organizations and people in the first century.

**ACH 300 (3) Christian Worldview**—The course will explore ways in which the student can develop a positive relationship with God as he/she explores the role of general revelation (the creation), special revelation (the Scriptures) and experiences God at work in the modern world.

### **ELEMENTARY EDUCATION GRADES P-5 MAJOR REQUIREMENTS (65)**

**EDA 200 (3) Introduction to Education**—An introduction to the historical and contemporary dynamics of education in America. Topics of study include the philosophies and theories of education, legal implications, teacher organizations, career opportunities, learning styles relevant to varying cultures, and the significance of participatory democracy. This introductory course includes opportunities for working with experienced teachers in school classrooms in the area of intended major. Students enrolled in this course are required to enroll in ED 210 Introduction to Education Practicum concurrently.

**EDA 210 (1) Practicum: Level I Field Component**—This field experience component is designed to enhance ED 200 Introduction to Education by giving prospective teacher education candidates an opportunity for in-depth observation in the public schools. Students will spend 90 clinical/field experience hours in the actual classroom environment working extensively with teachers and students. A significant portion of this field component occurs in urban schools with high populations of P-12 diverse students. A bi-weekly seminar on campus will be required. Students enrolled in this practicum experience are *required* to enroll in ED 200 Introduction to Education concurrently. Credit/no credit.

**EDA 220 (3) Technology for Education**—Introduction to the concepts of computer usage, productivity tools, and application of the computer for the classroom setting. Within the course, the student will acquire competency in using productivity tools which include word processing, data base, powerpoint, multimedia (authoring), gradebook applications, and web pages; and will evaluate software and utilize the internet. Instruction of other technologies including television and camcorders for designing and creating instructional materials will be incorporated. Fee

**EDA 230 (3) Human Growth and Development**—A study of the physical, emotional, social, cognitive, and moral aspects of human development through the life span including birth, childhood, adolescence, and adulthood, and their interaction with environmental and cultural influences pertaining to elementary and secondary school teachers. Includes Level I Field Component.

**EDA 274 (3) Social Studies And Science Content In The Elementary Classroom**—An overview of the content knowledge in the areas of science and social studies that elementary teachers need to have mastery in order to deliver the instruction and assess that content needed in the P-5 grades. Candidates will be presented this content through the Kentucky Core Content for Assessment in the areas of science and social studies. In addition, the candidates will see how the core content in these areas fit into the bigger picture of the entire curriculum in an elementary school program.

**EDA 276 (3) Arts And Humanities And Practical Living/Vocational Content In The Elementary Classroom**—An overview of the content knowledge in the areas of arts and humanities and practical living/vocational that teachers need to have mastery in order to deliver the instruction and assess that content needed in the P-5 grades. Some of the content included in these areas are music, drama, visual arts, dance, safety, careers, and health. Candidates will be presented this content through the Kentucky Core Content for Assessment in the areas of arts and humanities and practical living/vocational and learn the methodology in these content areas for instructional design and assessment. In addition, the candidates will see how the core content in these areas fit into the bigger picture of the entire curriculum in an elementary school program.

**EDA 320 (3) Exceptional Learner in the General Education Classroom**—An introduction to the field of special education dealing with the learning needs of exceptional children - those who are gifted and those who have intellectual, emotional, physical, or sensory disabilities. Course emphasis is on principles and procedures for adapting educational programs to accommodate the needs of these children in the general education classrooms. Prerequisites: Admission to the Teacher Education Program. Includes Level II Field Component.

**EDA 341 (2) Reading and Language Arts Methods and Materials (P-5)**—First course of the two-course reading/language arts sequence. A study of current methods and materials useful in teaching children to read, write, and develop proper language skills. The development of reading and language arts programs and appropriate teaching strategies for the primary school students will be emphasized. Time will be given to unit and lesson plans. Prerequisites: Admission to the Teacher Education Program. Includes Level II Field Component.

**EDA 342 (2) Teaching of Reading (P-5)**—Direct approaches to the teaching of reading, including phonics and other word identification techniques as well as comprehension strategies. Includes Level II Field Component.

**EDA 350 (3) Literacy Assessment (P-5)**—An introduction for prospective teachers to methods of language arts assessment. The reading interests and needs of average and exceptional readers are considered, and primary emphasis will focus on the study of current methods and materials useful in analyzing and treating the problems of disabled readers. Time is given to actual in-school diagnosis and remediation of a problem reader that focuses

on impact on student learning and culminates in a literacy work sample. Prerequisites: Admission to the Teacher Education Program and ED 341. Includes Level II Field Component.

**EDA 360 (2) Social Studies Methods and Materials (P-5)**—Exploration of methods, materials, and motivational techniques in teaching social studies at the elementary level. Social studies instructional skills are developed through laboratory experiences. Time is given to unit and lesson plans. Prerequisites: Admission to the Teacher Education Program. To be taken concurrently with ED 370. Includes Level II Field Component.

**EDA 380 (3) Elementary Math and Science Methods**—Equips the future elementary teacher with appropriate methods, materials, and motivational techniques for the teaching of math and science. Students will begin to understand what is the nature of mathematics and science, what are appropriate expectations for learning in elementary math and science, what are exemplary teaching and assessment practices that support math and science programs, and what are available materials and resources for the teaching of math and science. Pre-requisites include: Admission to Teacher Education, MAT 162 & 261. Includes Level II Field Component

**EDA 400 (1) Practicum: Level II Field component (For Elementary Only)**—Course intends to (a) help the student connect theory & practice; (b) provide a sense of flow for a typical school day; (c) enable in-depth interaction with classroom teachers and students, and (d) help the student apply content from methods classes in lesson planning & teaching. Students are involved in planning for and implementing instructions for both small group and whole class lessons. Co-requisite with Elementary Methods Block courses. Level II Field Component for elementary only.

**EDA 405 (3) Learning Theories and Performance Assessment**—Designed to examine classical learning theories of motivation and cognitive development of human behavior. Future teachers will be trained to interpret the results of standardized achievement tests, create performance-based assessment items, develop teacher-made tests which take into account a student's individual approaches to learning, and analyze the impact on student learning. A work sample which incorporates a skill set of instructional design, standard-based, unit planning, integration of formative and summative assessment measuring analysis of student learning is a requirement for the course. Prerequisites: Admission to the Teacher Education Program.

**EDA 407 (1) Professional Preparation Seminar**—Provides the skills and knowledge to complete a successful student teaching experience. Candidates will be exposed to the KTIP (Kentucky Teacher Intern Program) evaluation process, will be introduced to the methodology of the teacher work sample, and will work through the transition process from the college classroom setting to the classroom setting of an elementary school.

**EDA 410 (3) Classroom Management**—Examination of basic discipline technologies for students. Course emphases will include practical application of effective classroom environments, appropriate selection of management technologies for behavioral remediation, effective teaching styles and teacher behavior, efficient observation and conferencing skills. Prerequisites: Admission to the Teacher Education Program and ED 405. Course to be taken prior to student teaching. Note: The fall semester course focuses on management in the Elementary school, and the spring semester course focuses on management in the middle and secondary school.

**EDA 440 (12) Student Teaching Elementary: Level III Clinical Component**—During the first two weeks of the semester, students will meet in a full-day seminar to focus on teaching objectives, classroom procedures, motivation techniques, and legal implications for classroom teachers. Opportunities will be given for pre-placement conferences with cooperating teachers and observation. Each student will then be assigned full time for twelve weeks in a local school to observe, to participate, and to teach in classroom activities, which will include assessment, counseling, organizing materials, and participating in other professional activities. Placements will be made in a primary block setting, primary levels P1-P4, which includes the grade levels of P-3. Placements will be made in one setting grades P-5.

**ENA 240 (3) Grammar and Composition for Elementary Teachers**—Instruction in the teaching of composition as process in the elementary classroom. Using an interdisciplinary approach, the course will include a thorough review of basic grammar and a strong focus on ways to integrate grammar with the writing process. Instruction will provide a guide through drafting revision, and editing in modes developmentally appropriate for elementary students. Assessment strategies that foster student growth will be presented with focus on the use of the portfolio for classroom and system wide assessment.

**ENA 360 (3) Children's Literature (P-5)**—A survey of the various types of literature suitable for presentation to children of the elementary school level. The course is designed particularly for those who are planning to work with children in the elementary school.

**MTA 162 (2) Elementary School Mathematics I**—An emphasis on the skills and concepts related to the number systems of whole numbers through rational numbers. Problem solving, guided discovery, manipulatives, communication, (written and verbal), applications (connections), and technology will be incorporated. Prerequisite: MAT 100

**MTA 261 (3) Elementary School Mathematics II**—An emphasis on the notions and concepts related to two- and three-dimensional geometry. Problem solving, guided discovery, manipulatives, communication (written and verbal), applications (connections), and technology will be incorporated. Two lecture periods and one laboratory period per week. Prerequisite: MAT 162.

**MTA 262 (3) Elementary School Mathematics III**—An emphasis on the concepts related to the real number system, elementary probability and statistics, and consumer mathematics. Problem solving, guided discovery, manipulatives, communication (written and verbal), applications (connections), and technology will be incorporated. Two lecture periods and one laboratory period per week. Prerequisite: MAT 261.

## **MANAGEMENT AND ETHICS PROGRAM**

The Management and Ethics major is intended to provide students with a background for making decisions both in their personal and professional lives. Decisions relating to career as well as an ethical framework for decision making to occur will be emphasized. Christian concepts will be foundational to the program. In addition, life and work experiences of students will add to the richness of the program. A Christian worldview will provide a deeper understanding of the opportunities and challenges in management and ethics areas.

The curriculum is intended for working adults with two years of college credit previously obtained. Their purposes for enrolling will include, but are not limited to, (1) individuals wanting to earn a degree for various reasons including for career development and the desire to do this in a Christian liberal arts college setting, (2) individuals wishing to have a degree with content in business or management, (3) individuals desiring to study ethics, (4) individuals desiring to prepare for graduate school or seminary.

## **MANAGEMENT AND ETHICS MAJOR**

(48 general education + 54 semester hour major + electives = 124 semester hours required)

## **MANAGEMENT AND ETHICS GENERAL EDUCATION REQUIREMENTS (48)**

### **LITERATURE (3)**

Courses such as:     ENG 205     (3)     Western Classics

### **HUMANITIES (9):**

Courses such as:     ART 100     (3)     Art Appreciation  
                          ENG 231     (3)     The British Literary Tradition I  
                          ENG 232     (3)     The British Literary Tradition II  
                          ENG 301     (3)     American Literature I  
                          ENG 302     (3)     American Literature II  
                          FA 100     (3)     Music and Art Appreciation  
                          MUS 100     (3)     Music Appreciation  
                          PHL 200     (3)     Intro Philosophy  
                          PHL 231     (3)     Ethics  
                          SPN 101     (3)     Basic Spanish  
                          SPN 102     (3)     Elementary Spanish

### **ENGLISH COMPOSITION (3)**

ENG 110 (3) Exposition and Research

#### ENGLISH WRITING/COMMUNICATIONS

Courses such as: COM 150 (3) Intro to Communication  
BM 300 (3) Business and Technical Writing

#### HISTORY (3)

Courses such as: HIS 100 (3) Western Civilization

#### PSYCHOLOGY (3)

PSY 100 (3) General Psychology I

#### SOCIAL SCIENCE (3)

Courses such as: GEO 211 (3) Principles of Geography  
HIS 201 (3) History of the United States to 1876  
HIS 202 (3) History of the United States since 1876  
PS 100 (3) Survey of American Government  
SOC 100 (3) Intro Sociology  
SOC 212 (3) Intro Anthropology

#### MATHEMATICS (3)

Courses such as: MAT 111 (3) College Algebra  
MAT 120 (3) Concepts of Computer Science and Mathematics

#### SCIENCE/MATHEMATICS/TECHNOLOGY (6)

Courses such as: MAT 181 (4) Calculus I  
BIO 100 (4) Biological Science  
CHE 111 (4) Introductory Chemistry  
ESC 201 (4) Earth Science  
Other Technology course

#### GENERAL EDUCATION ELECTIVES (3)

#### MANAGEMENT AND ETHICS MAJOR REQUIREMENTS (54)

**ACH 110 (3) Old Testament Survey**—An overview of the books of the Old Testament designed to give the student a basic understanding of the history of the People of God, the geography of the Near East, and the basic theme of the theology of the covenants.

**ACH 120 (3) New Testament Survey**—A survey of the New Testament including events in the life of Christ, the development of the early church, the work of the followers of Christ, and the influence on organizations and people in the first century.

**ACH 300 (3) Christian Worldview**—The course will explore ways in which the student can develop a positive relationship with God as he/she explores the role of general revelation (the creation), special revelation (the Scriptures) and experiences God at work in the modern world.

**MGT 310 (3) Goals, Priorities and Attitudes**—The setting of goals, as well as priorities among those goals, with an emphasis on how those goals and priorities relate to the realities and aspirations of life. The attitude of the individual, including other aspects of psychological makeup and how it affects the ability and willingness to set goals and priorities. An emphasis on how goals, priorities and attitudes can lead to effective Christian personal management.

**MGT 320 (3) Management Principles**—A study of the five parts of managing organizations—planning, organizing, staffing, leading, and controlling/evaluating—with the study of principles for application to both not-for-profit and for-profit organizations with references to Scripture.

**MGT 330 (3) Macroeconomics**—An introductory course in macroeconomic theory with a primary emphasis on the study of economic aggregates. Topics include supply and demand, market process, economic role of government, measuring the nation's economic performance, unemployment, economic fluctuations, fiscal policy, money and the banking system, economic growth, international trade and foreign exchange markets.

**MGT 340 (3) Organizational Behavior**—Organizational goals, priorities and strategies interfacing with the behavior of individuals and groups inside the organization and in other affecting organizations. Attention given to the effect of organizational culture, government laws and regulations and the economy upon organizational behavior.

**MGT 350 (3) Microeconomics**—Introduction to the microeconomics theories of supply and demand, price determination, resource allocation, various degrees of competition and international trade and finance, as well as exploration of applications such as income inequality, rural and urban economics, social control of industry, and labor unions.

**MGT 360 (3) Christian Ethics**—A study of theoretical and practical problems of moral conduct and proposed solutions with an emphasis upon the nature of ethics, values, rights, obligations and opportunities.

**MGT 370 (3) Accounting Concepts for Managers**—Provides an overview of accounting from the perspective of a non-accounting manager. Develops the tools to understand the essentials of how finance functions within an organization. Includes internal controls, the function of accounting, historical accounting data and financial planning.

**MGT 410 (3) Principles of Marketing and Sales**—The use of organizational mission to develop a marketing approach to reach potential constituencies with image, product and service that will cause those constituencies to utilize the organization to meet their perceived needs in a manner that is profitable to the organization.

**MGT 420 (3) Entrepreneurship and Small Business**—Creativity, opportunity, leadership, excellence and profit combined into an entrepreneurial approach to achieve the mission in small businesses.

**MGT 430 (3) Legal Issues of Business**—A basic explanation of the law, its sources, development, and terminology and a discussion of specific legal doctrines and principles which affect business. Includes with an introduction to business organizations such as corporations and partnerships, contracts, legal documents and property.

**MGT 440 (3) Financial Decision Making**—The financial principles and accepted practices which need to be mastered by all managers including banking, money, credit, financial instruments, investments, financial planning, internal and external auditing, profit, stocks, bonds and other financial forms.

**MGT 450 (3) Statistics**—An introduction to fundamentals of the collection, analysis, and presentation of quantitative data to be used in decision-making procedures.

**MGT 460 (3) Finding, Motivating and Retaining People**—The organization's effort to find, motivate and retain effective people who will have a commitment to being part of a team to accomplish organizational mission.

**MGT 470 (3) Contemporary Issues in Management**—A course for managers to build on the principles of management to study current trends and developments in the field of management as found in business currently and in the literature of the field.

**MGT 480 (3) Ethical Decisions in the Workplace**—The development, discussion and resolution of ethical issues in organizations and how outcomes are impacted by ethical standards and Christian faith.

## POLICIES AND PROCEDURES

Please also refer to *Academic Policies and Procedures* for information regarding general college policies which may provide more detail.

### ADMISSION

### **Admissions Requirements**

1. Student must be 23 or 24 years of age with two years of full-time work experience or 25 years of age or older.
2. Completion of a minimum of 39 semester credit hours with a grade C- or better from an accredited institution of higher learning. All student need to be aware that this is 124 hour degree program.
3. Applicants must request each college or university previously attended to send an official transcript directly to the Asbury Achieve office. Hand carried transcripts are not acceptable.
4. Application form and non-refundable \$35 application fee.
5. Two satisfactory references--one from current or previous employer and one personal (non-family) reference.

### **Admission Decisions**

1. Admitted in Good Standing
  2. Provisional Admission
  3. Denial
- Applicants will be notified of the decision in writing.

### **Readmission**

Readmission is not automatically granted after a student has withdrawn. If the College believes that the former student's readmission would not be in the individual's best interest and/or in the best interest of the College, the former student will not be readmitted. In the event a former student is not readmitted, the College will provide the reason(s) in writing. In the event a former student is not readmitted, the student may submit a request for reconsideration by the Achieve Admissions Committee. A decision by the Achieve Admissions Committee will be final.

### **ADVANCED STANDING**

1. Students may be given advance standing in up to four (4) modular courses (12 semester hours) in the Achieve Program, based upon the details and description of the transferred course(s).
2. Students granted advance standing must still meet the 124 credits required for graduation.

### **STUDENT WITH AN ASSOCIATE DEGREE**

Any student accepted into the Asbury College Achieve Program (degree completion) who presents an A.A. or A.S. awarded by Bluegrass Community and Technical College will be deemed to have satisfied the Asbury College general education requirements.

### **ACADEMIC INTEGRITY**

It is expected that students will be honest in all their academic work. Scholastic dishonesty is a serious violation of both academic standards and Biblical teachings and is an affront to

other students and the faculty. Academic dishonesty includes, but is not limited to the following:

1. Plagiarism. The student is responsible for knowing legitimate and illegitimate use of source material in writing research papers as stated in the required standards of the College for writing term papers.
3. Submitting a paper or project in which, in part or the entirety, was completed by someone else. (This would not include designated group assignments in which the student is a participant.)
4. Submitting the same (or essentially the same) paper or project in more than one course without prior consent of the instructors involved.
5. Any act which violates the rights of other students from completing their academic assignments (e.g. deliberate withholding of necessary academic material in a group project and/or willful harm to another student's work.)
6. Students involved in academic dishonesty will be penalized at the discretion of the instructor. The penalty may include reduced credit or no credit on the assignment, an additional assignment(s), or other measures deemed appropriate by the instructor. A student, who feels that the charge is unjust or that the penalty is unfair, may make an academic appeal. The instructor may directly refer a student to the Associate Academic Dean who may invoke a penalty that could include academic failure in the course and/or suspension from the college or a recommendation of dismissal.

#### **ACADEMIC PROBATION AND DISMISSAL**

1. A student is placed on academic probation if his/her cumulative g.p.a. drops below 2.00 at the end of a semester. If the cumulative g.p.a. is less than 2.00 by end of the following semester, the student may be dismissed from the program.
2. A student who has been dismissed for academic reasons may apply for readmission after six months have elapsed from the time of last attendance.

#### **ATTENDANCE**

1. The student is required to attend all class sessions because of the importance of the collaborative learning atmosphere. It is recognized that from time to time the student will have to miss a class session because of such matters as illness, court appearance, job requirement, important church involvement or a serious family matter. In the event that a student knows in advance that he/she will be absent, because of an extenuating circumstance, the student must seek to arrange an alternative assignment with the instructor of the modular course. The instructor, at his/her discretion, may be willing to give an alternative assignment that will take a minimum of four hours to complete. The grade for that assignment will then become the class participation grade for the class session that the student has not attended. By missing class, and not completing a makeup assignment, the student will lose the portion of the grade for class participation.
2. A student may not accumulate more than one class absence in a course. Students with more than one class absence will receive an "F" for the course regardless of the circumstances. There are NO exceptions to this policy for any reason.

3. A student is considered tardy if he/she arrives more than one half hour late for class or leaves earlier than one half hour before the end of class. Such a tardy or early class departure is considered a one third absence. Therefore, total absences of one and one third (1⅓) will result in a grade of F.

### **CHANGES IN REGISTRATION—DROP/ADDS, WITHDRAWALS, REFUNDS**

Students needing to drop a course or withdraw from the college must do so through the Registrar's Office and must complete the appropriate forms. Students who do not file these forms and simply stop attending classes will receive a grade of "F" in such courses and there is no refund of tuition. For other details which apply to students in the Asbury Achieve program, please see the general section on *Academic Policies and Procedures: Withdrawal Policy*.

### **CREDIT BY EXAMINATION**

The Achieve program offers the opportunity to earn Credit by Examination through the College Level Examination Program (CLEP). The College does not recognize work done on the General level courses but does recognize a number of the CLEP subject examinations such as Literature, French, German, Spanish, History, Business, Psychology, Sociology, Calculus, Biology, and Chemistry. Official CLEP scores will be evaluated and appropriate credit granted. It is the student's responsibility to find out which CLEP examinations and scores are accepted. Please see *Academic Policies and Procedures: Advanced Placement* in this Bulletin.

### **CREDIT BY DEMONSTRATED COMPETENCY**

1. Students entering the Achieve Program can earn additional semester units through Credit by Demonstrated Competency (CDC). A maximum of 24 semester credit hours toward graduation may be earned through CDC.
2. These units can come from a variety of different sources including, but not limited to, military training, workshops, seminars, self-study, non-credit classes, training programs, and work experience. The College evaluates and grants appropriate units for the student's learning (not just the experience) from these sources. As much as possible the criteria recommended by the American Council on Education (ACE) and the Council for Adult and Experiential Learning (CAEL) will be used to evaluate student submissions for credit. Those wishing to apply for CDC credit will be expected to attend a workshop describing the process and expectations before beginning the process of a CDC application. The student must coordinate the CDC process with the Achieve Director.
3. The College assesses a Portfolio Evaluation Fee for each hour applied for and a \$25 fee for every credit hour the College accepts to be placed on the student's transcript. A faculty member or expert in the field evaluates the student's work to determine if the CDC proposal is acceptable for credit and the level of credit to be awarded.

### **COMMENCEMENT PARTICIPATION AND PROCEDURE**

1. Students desiring to participate in the annual May Commencement must file an Application to Participate in Commencement form in the Office of the Registrar.
2. To participate a student must:

- a. Have a cumulative grad point average of at least 2.00.
- b. Will have completed all degree requirements August 15 following Commencement.
3. Achieve Elementary Education students must complete Semester 4 by the end of August (which will leave 6 semester hours remaining following Commencement) and state an intent to complete Semester 5 (student teaching + 1 semester hour for seminar) in the fall term, in order to participate in the prior spring graduation ceremony.

### **DEGREE REQUIREMENTS**

1. Complete a minimum of 124 semester hours
2. Maintain a minimum cumulative grade point average of 2.00
3. Fulfill the major requirements in the chosen area
4. Fulfill the liberal arts general education requirements. One of the fundamental beliefs of Asbury College is that every college 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.

Note: It is the student's responsibility to ensure that all degree requirements are met.

### **GRIEVANCE POLICY**

The *Appeal and Substitution Procedure—Academic* listed in this Bulletin under *Academic Policies and Procedures* exists to enable students to resolve concerns. Students with grievances should follow the designated appeals processes outlined in the *Bulletin* and/or *Handbook for Community Life*.

### **INCOMPLETES**

1. A temporary grade of incomplete ("I") is granted by the Associate Academic Dean only in extenuating circumstances such as equipment breakdown or medical crisis. Needing more time is not a criterion for an incomplete.
2. A student who receives an "I" must complete the work for that course no later than five weeks from the last class of the course. The student must submit any outstanding work to the instructor of the course in question.
3. Failure to submit the incomplete work by the deadline will result in a grade of "F" being recorded.
4. A student requesting an incomplete must contact the Achieve Director who will request permission from the Associate Academic Dean.

### **ONLINE COURSES**

Students who need to complete additional general education or elective coursework to meet graduation requirements may do so through the Asbury College online course program. Alternatively a student may enroll, with permission, for general education or elective

coursework at another institution. In both of these cases, the student should contact the Registrar's Office for details.

### **TEXTS AND STUDENT GUIDES**

Students are responsible for purchasing texts and student guides for all courses. Other additional materials may be required.

### **TRANSCRIPT EVALUATION PROCEDURES**

1. Official transcripts of all prior college work must be received before the applicant may be admitted to the college. Official transcripts are sent directly from the issuing institution to Asbury College and do not pass through the hand of the student. Personal or unofficial copies may be used for an initial preliminary review.
2. Transcripts will be reviewed using the existing rules and regulations of the college regarding transfer of credit. Only courses with a grade of "C-" or better will be transferred. Transfer work does not affect the Asbury College grade point average.
3. The Achieve Director or Assistant Director will review the unofficial or official transcript and provide a preliminary analysis to the applicant. This analysis will normally include the assignment of credits to advance standing, general education, or electives. Once official transcripts from the sending institution are received in the Achieve Office, they will be sent to the Associate Academic Dean. The Associate Academic Dean will review all documents and send the results of that review to the applicant and the Achieve Office.
4. Applicants who have questions about transferred credits awarded may contact the Achieve Director for further discussion and analysis.
5. Academic credit earned at regionally accredited (e.g., SACS) institutions is normally accepted directly.
6. Credit earned at colleges and universities which are accredited by ABHE, ACICS, or TRACS, or are not accredited may be accepted by Asbury College on a course-by-course basis if it is deemed that the courses are comparable college-level courses which are taught by qualified faculty. Credits earned by distance learning from non-accredited colleges will normally not be accepted.
7. If there are further questions, the decision of the Associate Academic Dean regarding the transfer of credit will be final.