

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

Professor Banker, Dean

The School of Graduate and Professional Studies at Asbury College currently offers graduate degrees in Education and in Social Work. These are described in the sections below.

General policies which apply to graduate studies are noted as follows. Additional specific policies which apply to the respective degree program are included in those sections below.

GRADUATE ACADEMIC POLICIES AND REGULATIONS

Please refer to *Academic Policies and Procedures* for additional information regarding general college policies.

SATISFACTORY PROGRESS FOR GRADUATE STUDENTS

Please refer to the Financial Aid section of this Bulletin.

COMMENCEMENT PARTICIPATION AND PROCEDURE FOR MASTER'S LEVEL STUDENTS

Master's level students desiring to participate in the annual May Commencement must file an "Application to Participate in Commencement" form in the Registrar's Office by February 1.

Final decisions regarding participation in the annual May Commencement are made each year on February 15. To participate, a master's student must meet criterion 1 and one of criteria 2, 3, or 4:

1. Has a cumulative g.p.a. in the master's program of at least 3.00.
2. Has completed all requirements for a degree.
3. In the current Spring Semester, is enrolled for all outstanding requirements.
4. Will have no more than six (6) semester hours outstanding as of the May Commencement AND is registered for these outstanding hours so as to complete them by August. [EDG 680 Research and Development may not be a part of these six (6) outstanding hours.]

Graduation honors are not awarded to master's level students. Diplomas and final official transcripts are not released until all academic and financial obligations to the college are satisfied.

SPECIAL RULES

1. Undergraduate Students: Exceptional students who have been admitted to the master's program and who are in their last semester of undergraduate work may be permitted to enroll for graduate and undergraduate courses provided the total academic load does not exceed 12 semester hours. Only undergraduate students with a minimum 3.50 cumulative g.p.a. who demonstrate outstanding scholastic ability and who satisfy the requirements for regular graduate admission will be considered. Professional requirements, including student teaching, must have been completed. In such a case the student will be

required to pay both the undergraduate and the graduate tuition. In no case may course credit count toward both a graduate and an undergraduate degree.

2. **Transfer of Credits:** Refer to the specific graduate program for details on transfer credit policy. With approval of the respective graduate director and the Associate Academic Dean/Registrar, a student may transfer no more than six semester hours of prior work toward the master's degree. Only courses with a grade of B or better may be transferred. These credits must have been completed at a regionally-accredited graduate school. Transfer courses must be equivalent to Asbury College courses. No graduate transfer credit is granted for courses taken by correspondence.

3. **Time Limitation:** The master's degree must be completed within five years from the time of matriculation.

4. **Dropping a Course or Withdrawal:** 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 Graduate Program, please see the general section on *Academic Policies and Procedures: Withdrawal Policy*.

5. Undergraduate coursework and/or coursework used for another degree or credential may not be applied to a graduate program unless specifically indicated and approved by the Associate Academic Dean.

6. Graduate courses may not be audited.

7. Students who are granted permission by the Associate Academic Dean to meet a requirement through prior undergraduate coursework must complete alternate elective coursework in order to have enough hours to earn the degree.

ATTENDANCE POLICY

Regular attendance and participation in class are essential. This includes punctuality, participation, collegiality, effort, etc. More than one absence from a 7-week course or a two-week summer course, or more than two absences from a fourteen-week course, will result in the student being asked to withdraw from that course. If you miss a class you are responsible for the work missed. Two tardies (arriving late or leaving early) in a class amount to one unexcused absence from that class.

ADVISING

Each graduate student will be assigned an advisor. All steps in the program will be accomplished in consultation with the academic advisor. It is the responsibility of the graduate student to become thoroughly informed about the general regulations and policies governing the master's program. Attendance will be expected at an orientation session offered each semester for new students. The graduate student is also responsible for completing all program requirements within the permitted time limit (see below).

GRADING

Course grades will be awarded according to the following scale: A (4.0 quality points); B (3.0); C (2.0); D (1.0); F (0.0); W (withdrew); and I (incomplete). A temporary grade of incomplete ("I") is granted by the Associate Academic Dean only in extenuating circumstances. A student who receives an "I" must complete the work for that course no

later than the eighth week after the end of the grading period at which time a permanent grade will be recorded. Grades of D or F may be repeated. No more than two courses may be repeated.

SCHOLARSHIP STANDARDS

Credit hours earned with a grade less than C will not count as credit toward the 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 Associate 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 g.p.a. reaches the required 3.00. A student will not be re-admitted after a second suspension.

GRADUATE EDUCATION PROGRAMS

Professor Banker, Director of Graduate Education Programs

GRADUATE EDUCATION PROGRAM MISSION STATEMENT

The Graduate Education Program of Asbury College is committed to preparing leaders for the schools of today and tomorrow. 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. 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 instruction targets individual areas of anticipated development and provides models for professional growth 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 educational community. Recognizing the influence of our Wesleyan holiness roots and the need for professionals with strong moral and ethical character, we endeavor 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.

This commitment is embraced in the graduate program model *Facilitators of Student Success and Professional Community* which seeks to prepare graduate students 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 Graduate 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 COMMITTEE

The Graduate Education Committee is responsible, within broader institutional regulations, for all policies related to the graduate program including admission, graduation, academic policies, and appeals. The Council is chaired by the Director of Graduate Studies and is comprised of faculty, public educators and graduate student representatives. The Associate Academic Dean and Registrar serves as policy and curricular consultant.

GENERAL EDUCATION ADMISSION REQUIREMENTS

1. Completed graduate application form, including Character and Fitness.
2. Official transcripts of all college/university coursework.
3. Bachelor's Degree from a regionally accredited college or university.
4. Valid Kentucky Teaching Certificate (only for programs with certificate as a prerequisite).
5. One of the following:
 - Cumulative grade point average of 2.75 on all undergraduate coursework, OR
 - Cumulative grade point average of 3.00 on last 60 hours of undergraduate coursework, OR
 - Cumulative grade point average of 3.00 on earned Master's degree.

Candidates not meeting any of the grade point average criteria above who have a cumulative undergraduate grade point average of 2.50-2.74 may apply for admission on a probationary status.
6. Kentucky's passing score for certification on PRAXIS exams OR a minimum score of 850 on the combined Verbal and Quantitative sections of the Graduate Record Examination.
7. TOEFL score of 550 minimum for international students.
8. Transfer of Credits: With approval of the respective graduate director and the Associate Academic Dean/Registrar, a student may transfer no more than six semester hours of prior work toward the master's degree. Only courses with a grade of B or better may be transferred. These credits must have been completed at a regionally-accredited graduate school. Transfer courses must be equivalent to Asbury College courses. No graduate transfer credit is granted for courses taken by correspondence.

APPLICATION PROCESS

(Mail all documents to the Office of Graduate Education, ASBURY COLLEGE, One Macklem Drive, Wilmore, Kentucky 40390; 859-858-3511 x 2502)

1. Complete an application for graduate admission, including \$25 nonrefundable registration fee OR complete an online application at www.asbury.edu/graduate/education/apply. The \$25 application fee is waived for online applications.
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.
3. Submit one copy of current Kentucky Teaching Certificate or Statement of Eligibility (only for programs with certificate as a prerequisite).
4. Submit PRAXIS or GRE scores (as required by specific degree programs).

5. Request letters of recommendation to be submitted directly from (1) current or most recent employer, (2) faculty member, and (3) a professional colleague.
6. Final admission to the graduate program will be made by the Graduate Education Committee.

ADMISSION TO DEGREE STATUS (Gate 5)

The student must meet all five of the following requirements to be admitted into degree status.

1. Completed degree status application form.
2. Successful completion of a minimum nine (9) semester hours at Asbury College.
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.

GRANTING OF THE M.A. DEGREE (Gate 6)

The actual granting of the M.A. degree requires completion of the following:

1. Successful completion of all coursework.
2. Minimum cumulative grade point average of 3.00.
3. Successful submission of Professional Portfolio.
4. Successful completion of Action Research and Project Presentation.
5. Application for graduation approved by the Registrar.

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 Program Office for a list of tests required for each program area.

DEGREE PROGRAM OPTIONS AND REQUIREMENTS

A bachelors' degree is a prerequisite to all of the of the following Master of Arts degree programs. Additional prerequisites are listed below each program. All of these programs lead to certification.

BIOLOGICAL SCIENCE SECONDARY EDUCATION (8-12) ALTERNATIVE CERTIFICATION (37 hour program--BIOG)

BLG 510, 610; EDG 500, 505, 510, 585, 605, 630, 636, 675, 680, 681, 685; SEG 520
[Prerequisite: a major in Biology; pass content PRAXIS]

CHEMISTRY SECONDARY EDUCATION (8-12) ALTERNATIVE CERTIFICATION (37 hour program--CHEG)

CHG, 510, 610; EDG 500, 505, 510, 585, 605, 630, 636, 675, 680, 681, 685; SEG 520
[Prerequisite: a major in Chemistry; pass content PRAXIS]

EDUCATIONAL LEADERSHIP: PRINCIPAL LICENSURE (32 hour program--LDG)

Level I (23 hours): LDG 710, 714, 718, 720, 722, 730, 748, 760

Level II (9 hours): LDG 704, 705, 750

[Prerequisite: Teacher Certification; MA degree]

EDUCATIONAL LEADERSHIP: TEACHER AS LEADER (31 hour program--TLE)

Professional Core (10): EDG 500, 605, 636, 680, 681

Leadership Core (12): LDG 610, 614, 618, 622

Curriculum and Assessment Emphasis (9): One of LDG 628 or 629; LDG 634, 636

[Prerequisite: Teacher Certification]

ENGLISH AS A SECOND LANGUAGE P-12 ALTERNATIVE CERTIFICATION (43 hour program--ESLG)

EDG 500, 505, 510, 585, 605, 630, 636, 680, 681; SEG 520; TEL 500, 502, 518, 531, 535, 536

ENGLISH AS A SECOND LANGUAGE P-12 ENDORSEMENT (31 hour program--ESLE)

EDG 500, 605, 636, 680, 681; SEG 638; TEL 500, 502, 518, 531, 535, 536 [Prerequisites: Teacher Certification]

ENGLISH SECONDARY EDUCATION (8-12) ALTERNATIVE CERTIFICATION (37 hour program--ELG)

EDG 500, 505, 510, 585, 605, 630, 636, 675, 680, 681, 685; ELG 510, 610; SEG 520, [Prerequisites: a major in English, pass content PRAXIS]

FRENCH (P-12) ALTERNATIVE CERTIFICATION (37 hour program--FRG)

EDG 500, 505, 510, 585, 605, 630, 636, 675, 680, 681, 685; FRG 510, 610; SEG 520 [Prerequisites: a major in French, pass content PRAXIS]

LATIN (P-12) ALTERNATIVE CERTIFICATION (37 hour program--LRG)

EDG 500, 505, 510, 585, 605, 630, 636, 675, 680, 681, 685; LTG 510, 610; SEG 520 [Prerequisites: a major in Latin, pass content PRAXIS]

LEARNING AND BEHAVIOR DISORDERS P-12 (43 hour program--LBD)

EDG 500, 605, 636, 680, 681; SEG 630, 632, 634, 638, 640, 642, 660, 670, 672, 675, 685 [Prerequisites: Teacher Certification; ED 320 or SEG 520]

LEARNING AND BEHAVIOR DISORDERS P-12 ALTERNATIVE CERTIFICATION (49 hour program--LDBA)

EDG 500, 505, 605, 636, 680, 681; SEG 520, 630, 632, 634, 638, 640, 642, 660, 670, 672, 675, 685

LEARNING AND BEHAVIOR DISORDERS 8-12 ENDORSEMENT (34 hour program--LBDE)

EDG 500, 605, 636, 680, 681, SEG 630, 632, 638, 640, 642, 660, 672, 675

[Prerequisites: Secondary or P-12 Teacher Certification, ED 320 or SEG 520]

MATHEMATICS SECONDARY EDUCATION (8-12) ALTERNATIVE CERTIFICATION (37 hour program--MATG)

MTG 510, 610; EDG 500, 505, 510, 585, 605, 630, 636, 675, 680, 681, 685; SEG 520
[Prerequisite: a major in Mathematics; pass content PRAXIS]

READING AND WRITING ENDORSEMENT (P-12) (31 hour program--RDG)

EDG 500, 605, 636, 680, 681; RDG 600, 610, 620, 622, 630, 632, 640, 642, 644
[Prerequisite: Teacher Certification]

SOCIAL STUDIES SECONDARY EDUCATION (8-12) ALTERNATIVE CERTIFICATION (37 hour program--SSG)

EDG 500, 505, 510, 585, 605, 630, 636, 675, 680, 681, 685, SEG 520; SSG 510, 610
[Prerequisites: a major in Social Studies, pass content PRAXIS]

SPANISH (P-12) ALTERNATIVE CERTIFICATION (37 hour program--SPG)

EDG 500, 505, 510, 585, 605, 630, 636, 675, 680, 681, 685; SPG 510, 610; SEG 520
[Prerequisites: a major in Spanish, pass content PRAXIS]

MODERATE AND SEVERE DISABILITIES (MSD) CERTIFICATION

Graduate: Aligns with the LBD Certification P-12, LBDA Alternative Certification and LBDE Endorsement 8-12 (may only be attached to the LBD certification—it is not a standalone certification)

UK Courses: EDS 530, 546, 548, and 549 (total of 13 hours) + Asbury College's Field Component (3) = Total of 16 hours

EDUCATION COURSES

EDG 500 (1) Graduate Education Orientation—This course is designed to cover a variety of skills considered essential to the successful completion of a graduate degree at Asbury College, such as an introduction to the conceptual framework, the performance assessment system (electronic portfolio), the digital course management system, writing and library skills. This course will be required of all new students the first semester of enrollment.

EDG 501 (1-3) Literacy Skills for Advanced Degrees—The intent of this course is to provide candidates with enhanced reading and writing skills to support their graduate work. Students will be assigned as needed or if admitted on probationary status. This credit does not count toward a degree.

EDG 505 (3) Learning Theories and Performance Assessment—Designed to examine classical learning theories of the motivation and cognitive development of human behavior. Future teachers will be trained to interpret the results of standardized achievement tests, and to create performance-based assessment items, and develop teacher-made tests which take into account a student's individual approaches to learning.

EDG 510 (3) Instruction Design and Management for Secondary Schools—A study of theory, methodology, and techniques for positive management of the classroom

environment. Classroom climate, daily organization, conferencing skills, managing the work load, teaching style, as well as teacher / student and teacher / parent relationships will be explored. Emphasis will be given to the moral dimension of teaching and classroom interaction.

EDG 525 (3) Middle School Curriculum and Methodologies—Focuses on curriculum concepts and teaching strategies for students in the middle grades. Attention will be given to the philosophy and educational structure appropriate for the middle grades. Methods and materials related to particular academic emphases will be provided. Time is given to unit and lesson plans.

EDG 585 (3) Literacy for the Secondary School—Theories, methods, and techniques that address the literacy needs of secondary students in all disciplines will be included in this course. An overview of the various aspects of the reading process and emphasis on the specialized demands of reading and writing, including portfolio development, in the content areas is a major focus.

EDG 591 (1-3) Directed Study— Opportunity for students to do additional study in an area of need or interest. Contract.

EDG 605 (3) Foundations of Learning—The purpose of this course is to show how philosophical ideas about education developed over time, with due regard to historical influences and settings and with an emphasis on how these ideas continue to have relevance for education and life. Theories of learning, cultural influences, and environmental factors will be explored within varying educational contexts.

EDG 630 (3) Secondary Methods and Management— The study of methods and materials used in current education and the development of skills in relating these to the teaching-learning process is the focus of this course. Aims and objectives for teaching a specific discipline are included as well as curriculum, unit and lesson planning, assessment, and use of technology. Prerequisite: EDG 585.

EDG 636 (2) Instructional Technologies— An array of instructional technologies will be included to facilitate the education of all students. Technological experiences will include: instructional software integration, presentation software, interactive multimedia applications, authoring software web-based instructional technology, and video editing. Productivity software and assistive devices specific to the field of special education will be explored. Laboratory experiences

EDG 675 (3) Field Component I— Each student will be involved in teaching in a school setting related to their discipline. Supervision and mentorship will be provided for each educator. Prerequisites: EDG 510, 585.

EDG 680 (3) Research Development—The three components of assessment theory, research design and learning to analyze data are addressed, resulting in leadership guided by

decision-oriented educational research. Prerequisite for students in Special Education program: SEG 670; Prerequisite for students in Reading and Writing: RDG 642.

EDG 681 (1) Research Project—The research proposal developed in EDG 680 is implemented by using the research design to collect data, analyze and interpret the data, and present the results of the research in a written format and by oral presentation. Credit is received when project is completed and presented. Credit/no credit.

EDG 685 (3) Field Component II— Each student will be involved in teaching in a school setting related to their discipline. Supervision and mentorship will be provided for each educator. Prerequisites: EDG 510, 585, 630.

ENGLISH COURSES

ELG 510 (3) Advanced Topics in English—Students will work under the direct supervision of a faculty member in the English Department to select topic(s) that will best supplement and enhance the student's educational experience in English studies. The student will complete readings including those assigned from primary research articles, and submit for evaluation reports and research papers on the selected topics. Oral presentations may also be required.

ELG 610 (3) Advanced Independent Research—Students will work under the direct supervision of a faculty member in the English Department to select, design and carry to completion an independent research project related to studies in English. The project will generally relate to the area of English education. A research paper of the quality to be presented in a professional language or literature meeting at the state or national level must be written upon completion of the research project.

LEADERSHIP COURSES

LDG 610 (3) Leading by Design: Creating Small Learning Communities—Three modules are designed to explore the facets of teacher leadership. Module I: Understanding the Why? What? and How? of creating Small Learning Communities within a school setting. Module II: Cognitive Coaching: Learning how to work with colleagues to determine goals for teaching and learning and assisting colleagues in designing plans to achieve these goals. Module III: Personal Leadership Assessment—The discovery and analysis of an individual's leadership skills and dispositions. Module IV: Field Experience—Opportunities to work in authentic leadership settings, shadowing school leaders and engaging in small learning communities.

LDG 614 (3) Instructional Leadership: Part I—Module I: Benchmarks of Instruction—Exploring the standards within content areas of instruction with strategies to align and deliver that content; Module II: Teaching for Understanding—Designing instruction and assessment for students in the 21st century; Module III: Field Study in teaching for understanding.

LDG 618 (3) Instructional Leadership: Part II—Module I: Differentiation of Instruction—Knowing strategies for effective classroom practice to address the needs of individual students with both informally and formally identified instructional needs; Module II: Cultural

Responsiveness—Embracing diversity, social issues and cultural responsiveness resulting in a leader developing and nurturing them within the context of a school setting. Module III: Creating a climate for learning that recognizes, respects and values diversity in learners. Module IV: Field Study in differentiation of instruction.

LDG 622 (3) Strategic Leadership—Three modules designed to understand the components of school law, planning and accountability. Module I: Using data to identify student and teacher learning needs to create individual learning plans and professional growth plans; Module II: Accountability and Assessment—Understanding the role of assessment in strategic planning; Module III: Strategic Planning—Setting a course of action for a school based on the state and federal guidelines as they relate to vision and mission of the school. (School Improvement Plan and Scholastic Audits) Module IV: Field Study in school improvement planning.

LDG 628 (3) Teaching Reading and Writing in the Content Areas: Strategies for Middle and High School Teachers—Module I: Understanding research-based reading comprehension strategies and writing to learn strategies that can be used across the curriculum to help students improve their understanding of content vocabulary, concepts and skills. Module II: Field Study—Teaching reading and writing across the curriculum.

LDG 629 (3) Teaching Literacy and Algebraic Thinking in Elementary School—Module I: Understanding how to incorporate reading strategies in content area instruction in intermediate grades. Module II: Understanding how to incorporate algebraic thinking into everyday instruction by investigating, describing and using number patterns to make predictions. Module III: Field Study—Strategies for teaching literacy and algebraic thinking in the primary and intermediate grades.

LDG 634 (3) Curriculum Design for Accountability—Three modules are designed for a leader to have a comprehensive understanding of the relationship between curriculum design and its impact on accountability. Module I: Standards-based Instruction—Gaining an understanding of instruction that is rooted in state and national standards; Module II: Curriculum Development—Learning how to design a developmental instructional sequence through alignment and mapping using standards; Module III: Support for Curriculum Design & Accountability—Knowing the tools of support to enable the design and mapping of content to have the greatest impact on learning. Module IV: Field Study—Standards-based curriculum and instruction.

LDG 636 (3) Assessment & Accountability in the Classroom—Three modules are designed to prepare the leader to maximize the implementation of assessment based upon effective use of curriculum design and accountability results. Module I: Designing Classroom Assessments—Learning how to implement curriculum and effectively assess with emphasis on differentiation for special populations; Module II: Analyzing Student Work—Understanding how to utilize assessment/accountability results through research-based models moving from individual student data to aggregated school data; Module III: Impacting Student Learning—Taking the elements of curriculum assessment and developing effective CSIPS and individual action plans for students scoring below grade level. Module IV: Field Study—Analyzing student work.

LDG 704 (3) Leadership Internship II (Level II)—This course continues to provide the aspiring principal clinical training experience under the supervision of a practicing principal

who has demonstrated 21st Century leadership skills. Candidates attend leadership seminars, present action research findings and complete anchor assessments linked to the Educational Leadership Program of Studies. (Completed with LDG 748)

LDG 705 (3) Modeling Highly Effective Leadership (Level II)—This course provides the first year principal or assistant principal clinical supervision as he or she assumes leadership in a school setting. Seminars are scheduled throughout this course to provide guidance and direction for the completion of a leadership portfolio that demonstrates a depth of understanding of the ISLLC standards, the Kentucky Dispositions, Dimensions and Functions, and Technology Standards for School Administrators. At the culmination of this study, candidates present their portfolios to an Evaluation Committee comprised of higher education and public school partners.

LDG 710 (3) Leading Teaching and Learning (Level I)— In this course aspiring principal candidates learn what processes to ensure congruency between the intended curriculum, the taught curriculum, and the assessed curriculum. They gain the skills, strategies, and understandings to provide a “guaranteed” curriculum for every child, every day. Through field study, candidates learn to use effective protocols to analyze student work, reflect on instructional practice and ensure high quality differentiated instruction for all. Candidates complete an anchor assessment during field study. Module 1: The Viable Curriculum: Processes to Align, Audit, Monitor, and Evaluate Curriculum; Module 2: Analyzing Student Work: Instruction and Learning Interventions; Module 3: Ensuring High Quality Differentiated Instruction for All

LDG 714 (3) Leading Differentiated Instruction (Level I)—The focus of this course is the leader’s role in building collaborative structures that provide a pyramid of interventions to ensure the learning for each child, every day. Candidates analyze and assess effective collaboration models and ways in which the needs of special learners can be met in a regular classroom setting. Module 1: Response to Intervention (RTI) for Students; Module 2: Building Parent Partnerships; Module 3: Assessing Results of RTI and Collaborative Models of Instruction

LDG 718 (3) Understanding Assessment and Monitoring Student Performance (Level I)—This course focuses on developing an understanding of the complexity of national, state, and local assessment and how to use assessment results to communicate meaningful feedback on student performance to students, parents and teachers. Candidates learn how to use assessment data to identify achievement gaps, determine instructional needs, monitor and improve curriculum and instruction. They also learn how to use a variety of protocols to promote teacher collaboration in analyzing student work. Module 1: Effective Assessment Communication; Module 2: Using Data to Improve Student Achievement; Module 3: Protocols for Analyzing Student Performance

LDG 720 (3) Collaborative Performance Appraisal to Improve Student Achievement: Part I (Level I)—Foundational to this course is a depth of understanding of effective teaching based on a clear vision of good instruction that is rigorous, engaging and standards-based. Candidates learn how to use the collaborative performance appraisal process that

includes observation, data analysis, peer coaching, and formative and summative feedback to build teacher capacity and improve student achievement. Module 1: Understanding Quality Instruction; Module 2: Observation and Quality Feedback; Module 3: Collaborative Planning for Professional Growth

LDG 722 (2) Personnel Selection (Level I)—This course focuses on methods of assessing the dispositions, knowledge, and strengths of applicants and selecting the most highly qualified candidates who demonstrate knowledge, skills, and philosophy aligned to the mission and vision of the school. Aspiring principal candidates learn the legal framework for selection and hiring staff as well as effective ways in which to collaborate with colleagues in the hiring process. Candidates are placed with mentor principals to participate in the staff selection process. Module 1: Effective Teachers: Selecting High Quality Personnel; Module 2: Legal Framework for Selecting Personnel

LDG 730 (3) Building and Sustaining Professional Learning Communities (Level I)—This course provides candidates an opportunity to explore the emerging research about effective practices for creating, maintaining, and utilizing PLCs in schools and districts. Participation in both a course and field-based PLC provides relevant experience to deepen understanding of key theoretical concepts and complete an anchor assessment. Module 1: Organizing Professional Learning Communities around School Vision, Mission, & Goals; Module 2: Organizing and Managing Shared Work within a Professional Learning Community; Module 3: Assessing for Shared Accountability of Results

LDG 748 (3) Organizational Structure to Improve Student Achievement (Level I)—This course focuses on the critical significance of school improvement that is built upon the foundation of mission, vision, and aligned to shared beliefs, common commitments, and clear goals for improving student achievement. Candidates learn the budgeting process, and how to align resources, operational procedures, and organizational structures to achieve the vision and mission of the school. Module 1: Operational Mission, Vision, Shared Commitments and Clear Goals; Module 2: Aligning Organizational Structures and Leveraging Support to Improve Student Achievement; Module 3: Developing and Implementing a School Improvement Plan

LDG 750 (3) Using Data to Improve Student Achievement (Level II)—As part of the appraisal process principals learn how to construct relevant and manageable data systems and efficiently use them to collect, organize and use data for regular communication with staff, parents and the greater community for school improvement planning and continuous improvement of student achievement. Module 1: Data Wise Systems; Module 2: Communicating Data Effectively; Module 3: Using Data to Drive Improvement

LDG 760 (3) Professional Ethics and Legal Responsibilities (Level I)—This course focuses on the laws, regulations, and policies under which the school must function in order to provide a safe and welcoming learning climate. The course includes topics such as governance, student safety, due process, search and seizure, church and state issues, sexual discrimination and harassment and special education. Module 1: Site-Based Decision

Making Laws, Policies and Regulations; Module 2: Student Safety and School Discipline;
Module 3: Special Education Laws and Due Process

READING AND WRITING COURSES

RDG 591 (1-3) Directed Study in Reading and Writing—Opportunity for students to do additional study in an area of need or interest. Contract.

RDG 600 (3) Reading and Writing in the Elementary School--Seeks to develop the educator's understanding of the socio-cultural, linguistic, psychological, and physiological foundations of reading and writing processes, and how these impact literacy development. This course develops depth of understanding of the developmental stages and principles, materials, and methods of instruction involved in becoming literate and in using literacy to learn in the elementary grades. Emphasis is given to techniques for facilitating writing growth, as well as the unique challenges of developing learners' abilities to use writing to demonstrate their learning.

RDG 610 (3) Reading and Writing in the Content Areas in Middle/Secondary School—Focuses on principles and methodologies currently in use for enhancing literacy in the middle/secondary school. Understanding of research findings on best practice for promoting continuous progress of diverse adolescent learners in reading for aesthetic purposes and the unique demands of constructing meaning from informational texts will be applied to classroom practice. The integration of content reading and writing that results in communicating meaning through various types of expository discourse will be addressed.

RDG 620 (3) Clinical Assessment of Literacy—Promotes the educator's understanding of materials and approaches for assessing the reading and writing needs of children and adolescents who struggle in learning to construct meaning from text and/or communicate through writing. While familiarity with summative assessment measures is developed, emphasis is placed on the use of formative assessment to inform instructional interventions with remedial students. Prerequisites: RDG 600, 610.

RDG 622 (1) Clinical Assessment of Literacy Practicum—Taken concurrently with the course, "Clinical Assessment of Literacy", this practicum experience involves the educator in working with a child or adolescent referred to the Asbury College clinic to assess that child or adolescent's strengths and areas of need related to reading and/or writing. Based on referral information, the educator will select, administer, and interpret the results of appropriate instruments, and develop a work sample that provides guidance, based on assessment results, to inform the selection of instructional interventions.

RDG 630 (3) Literacy Interventions—Follows "Clinical Assessment of Literacy" and its co-requisite practicum. It develops an in-depth understanding of various approaches and strategies suggested by best practice research as being effective in helping learners overcome reading and writing difficulties, and the collaborative role of the literacy specialist in working with the general educator to promote the continuous literacy progress of all students. Prerequisite: RDG 620, 622

RDG 632 (1) Literacy Interventions Practicum—Taken concurrently with the course, Literacy Interventions, this practicum develops the educator’s first-hand experience in using various best practice approaches and strategies as she/he tutors a child or adolescent in the reading clinic.

RDG 640 (2) Professional Development Seminar—Involves the educator in crafting her/his professional development plan for gaining additional literacy knowledge and skills through district/school-based opportunities. Using “Standards for Reading Professionals-Reading Specialist Candidate” as a benchmark, the student will assess her/his present level of development, devise a concrete plan of action for addressing areas of need, implement the plan, and report on the results.

RDG 642 (3) Investigations in Literacy—Involves the educator in identifying, explaining, and comparing theories in language development and literacy learning. Building on this theoretical foundation, it develops the student’s knowledge of the history of literacy research and of major literacy studies—both classic and contemporary—that inform best practice in literacy instruction. An emphasis is given to identifying gaps in research-based knowledge and guiding educators to develop questions related to literacy education that she/he would like to investigate through an action research approach.

RDG 644 (2) Leadership in Literacy Programs—Encompasses special topics related to the role of the literacy specialist in providing school/community leadership for the enhancement of literacy education. Topics will include curriculum and program evaluation, grant writing, professional development workshops, collaborating with and empowering diverse families, and building community/school partnerships

SCIENCE AND MATHEMATICS COURSES

BLG 510 (3) Advanced Topics in Biology—Students will work under the direct supervision of a faculty member in the biology department to select topic(s) that will best supplement and enhance the student's educational experience in the biological sciences. The student will complete readings including those assigned from primary research articles, and submit for evaluation reports and research papers on the selected topics. Laboratory work may be included in the study of a particular topic. Oral presentations may also be required.

BLG 610 (3) Advanced Independent Research—Students will work under the direct supervision of a faculty member in the biology department to select, design and carry to completion an independent scientific research project of a biological nature. The project will generally relate to the area of biological education. A research paper of the quality to be presented in a professional scientific meeting at the state or national level must be written upon completion of the research project. Prerequisite: BLG 510.

CHG 510 (3) Advanced Topics in Chemistry—Students will work under the direct supervision of a faculty member in the chemistry department to select topic(s) that will best supplement and enhance the student's educational experience in the chemical sciences. The

student will complete readings including those assigned from primary research articles, and submit for evaluation reports and research papers on the selected topics. Laboratory work may be included in the study of a particular topic. Oral presentations may also be required.

CHG 610 (3) Advanced Independent Research—Students will work under the direct supervision of a faculty member in the chemistry department to select, design and carry to completion an independent scientific research project of a chemical nature. The project will generally relate to the area of chemical education. A research paper of the quality to be presented in a professional scientific meeting at the state or national level must be written upon completion of the research project. Prerequisite: CHG 510.

MTG 510 (3) Advanced Topics in Mathematics—Students will work under the direct supervision of a faculty member in the mathematics/computer science department to select topic(s) that will best supplement and enhance the student's educational experience in the mathematical sciences. This process will involve diagnostic tests, student surveys, and individual student/teacher conferences. Progress in the resulting professional development plan will be assessed from assigned written work, research reports, tests and oral presentations.

MTG 610 (3) Advanced Independent Research—The student will select a topic of importance in the area of mathematics or mathematics education that is appropriate to the professional development of a Grades 8-12 mathematics educator. The research topic must be approved by a small committee appointed by the chair of the mathematics/computer science department and performed under the direct supervision of a member of the department. A paper of the quality to be presented in a professional meeting at the state or national level must be written upon completion of the project. Prerequisite: MTG 510.

SPECIAL EDUCATION COURSES

EDS 530 (3) Characteristics of Persons with Mental Retardation--A critical examination of the pertinent research in reference to the educational, physical, and psychological nature and needs of the children labeled educable and trainable mentally retarded, including interpretation of psychological tests. Evaluation of the physical, social, emotional, and mental characteristics of persons with retardation, to assist the classroom teacher to recognize the social potential of each child to the degree that the child with mental disabilities may become less of a burden to himself and society.

EDS 546 (3) Transdisciplinary Services for Students with Disabilities--Students in this course will identify and discuss critical philosophical issues related to teaching students with disabilities. Discussion will focus on pertinent information related to planning for this population of students in the areas of communication, physical, health, sensory input and vitality. This information will be used to plan for a student with disabilities including a transdisciplinary assessment, a person-centered plan, and an activity-based instructional program.

EDS 548 (3) Curriculum Design for Students with Moderate and Severe Disabilities-- Educational and adaptive behavior assessment and curriculum prescription for individuals exhibiting moderate intellectual and developmental disabilities. The course participant will acquire skills in the use of current formal and informal educational and adaptive behavior assessment procedures for use in prescribing curriculum, instructional, behavioral intervention with individuals exhibiting moderate intellectual and developmental disabilities. Specific attention will be focused on procedures for using assessment data and curriculum prescription that enhances the full inclusion of school age individuals with disabilities with their non-disabled peers.

EDS 549 (4) Methods for Students with Moderate and Severe Disabilities--The course participant will serve as a teacher aide in a classroom or other service delivery setting under the supervision of a person certified in the moderate/severe disability area. Course requirements include application of direct observation, formal and informal assessment of pupil performance, clinical writing and instructional and behavioral intervention in both individualized and small group settings. Practicum settings used by course participants will model best practices with regard to instruction, behavior management and the full inclusion of persons with moderate intellectual and developmental disabilities with their non-disabled peers.

SEG 520 (3) Special Education Populations (same as ED 320)—The focus of this course is to explore the current status of the field of special education. This course emphasizes research literature and practical experiences to gain new perspectives concerning the characteristics, problems, and needs of children with disabilities. (Field experience required)

SEG 630 (3) Behavioral Intervention of Students with Learning and Behavior Disabilities—This course offers principles and techniques for managing the behavior of children and youth with disabilities. Preventive, supportive, and corrective techniques are included. The focus of the course will be on applied behavior analysis and the designing and implementing of behavioral management plans. Consultation techniques for indirect service to students will be included. (Field experience required) Prerequisite: SEG 520

SEG 632 (3) Collaboration and Advocacy for Special Populations—This course focuses on collaborative models and appropriate techniques for cooperative working relationships in the school setting. Pertinent legislation and issues of advocacy for the student, parent, and teacher will be explored and applied to current principles for the development of educational programming for students with disabilities. Prerequisite: SEG 520

SEG 634 (3) Early Childhood Education of Special Populations—An overview of the special needs of young children including the discussions of historical and empirical support for providing early intervention services; assessment, instructional methodologies, family involvement and including children with and without disabilities. Attention will be given to assessing and assisting achievement of cognitive, language, social, and motor skills. Prerequisite: SEG 520

SEG 638 (3) Introduction to Students with Learning and Behavior Disabilities—The learning, behavioral, and emotional problems of children and youth are explored in the context of theory, etiology, assessment, and practice. Issues of educational programming and community agency support are considered. (Field experience required) Prerequisite: SEG 520

SEG 640 (3) Language Learning and Literacy for Special Populations—An in-depth look at theories and research in oracy and literacy acquisition. Attention will be given to identifying students with perceptual and language processing difficulties as well as developing expertise in appropriate instructional strategies.

SEG 642 (3) Mathematics Education for Special Populations—An in-depth look at the development of mathematical concepts and productivity. Attention will be given to assessment of students with mathematical disabilities and the incorporation of instructional strategies to develop mathematical numeracy.

SEG 660 (3) Methods and Assessment for Special Populations I—The administration of formal achievement testing and informal measures of curriculum-based assessment will be addressed. Emphasis will be on the IEP development and educational programming for students with disabilities. (Field Component I) Prerequisites: SEG 520, 630, 634, 636, 638, 640, 642.

SEG 670 (3) Research Statistics and Single-Subject Design—This course enables students to read, interpret, and use single-subject research design methods for children with disabilities in the classroom setting. Proposal components of the exit research project are completed in this course. Prerequisites: SEG 520, 630, 636, 638, 642.

SEG 672 (3) Methods and Assessment for Special Populations II—A more intensive study of assessment related to the individual progress of students in individual group settings will occur. Monitoring of individual progress and the implementation of systematic teaching procedures and cognitive strategies are addressed. (Field Component II) Prerequisites: SEG 520, 630, 634, 636, 638, 640, 642, 660, 675.

SEG 675 (3) Field Component I—This course provides 150 hours of supervised field experience for educators preparing to teach students with learning and behavior disorders. Prerequisites: SEG 520, 630, 634, 636, 638, 640, 642.

SEG 685 (3) Field Component II—This course provides 150 hours of supervised field experience for educators preparing to teach students with learning and behavior disorders. Prerequisites: SEG 520, 630, 634, 636, 638, 640, 642, 660, 675

SOCIAL STUDIES COURSES

SSG 510 (3) Advanced Topics in History—Students will work under the direct supervision of a faculty member in the History Department to select topics that will best supplement and enhance the student's educational experience in history. The student will complete readings

from an assigned bibliography that includes both primary and secondary sources and prepare a series of evaluative reports on the readings. Oral presentations may also be required.

SSG 610 (3) Advanced Independent Research—Students will work under the direct supervision of a faculty member in the History Department to select, design, and carry to completion a research project in history. The project should represent original research in either the general field of historical studies or the area of history education. The project's finished product should rise to the level of a paper or article suitable for publication and/or presentation at a professional meeting.

TEACHING ENGLISH AS A SECOND LANGUAGE COURSES

TEL 500 (3) Introduction to Teaching English as a Second Language—Presents theories of language learning and factors which impede language learning. Designed to provide theoretical and practical experience in language acquisition. Students will provide tutorial assistance to non-native English speakers.

TEL 502 (3) ESL Practicum—An off-campus, intensive opportunity to apply skills in an authentic setting with individuals for whom English is a second language. This clinical/field experience may be arranged with a local ESL population or in an international context. Prerequisites: TEL 500, 531. TEL 518 taken at least concurrently.

TEL 518 (3) Teaching English as a Second Language Methods and Culture—Addresses current methods and materials for teaching English as a Second Language with a particular emphasis on culturally responsive instruction. Focuses on theory made practical with a strong emphasis on ethical and intercultural sensitivity. Includes practicum experiences to ensure classroom confidence and success. Prerequisites: TEL 500, 531.

TEL 531 (3) Descriptive Linguistics and Advanced Grammar—An introduction to the phonology, morphology, and syntax of the English language. Required of all teaching majors and minors in English.

TEL 535 (3) Phonetics and Phonology—Phonetics involves the study of human speech sounds, including articulatory phonetics, acoustic phonetics, and auditory phonetics. Phonology is the study of sound systems of languages, including how phonemes and allophones form integrated systems in particular languages resulting in differences from one language to another. Prerequisite: TEL 531.

TEL 536 (3) Morphology and Syntax—Morphology is the word formation system of languages, including how morpheme and allomorphs form integrated systems in particular languages resulting in differences from one language to another. The study moves to syntax and how these smaller units are used to form sentences and how sentences relate to one another. Prerequisite: TEL 531.

WORLD LANGUAGE COURSES

FRG 510 (3) Advanced Topics in French—Each student will work under the direct supervision of a member of the French faculty to select areas of study that will best supplement and enhance the student’s educational preparation in French. A course plan will be mutually agreed upon and undertaken by the student. Evaluation of the student’s work may be through assigned written work, research reports, tests, oral presentations, conferences with faculty, etc.

FRG 610 (3) Advanced Independent Research in French—With the guidance and approval of a member of the French faculty, the student will choose a research topic or topics, engage in extensive research, and produce an agreed upon product of the research. Topics for the professional development of the P-12 French educator must involve a French-speaking culture and may be in such areas as history, contemporary culture, literature, linguistics and language.

LTG 510 (3) Advanced Topics in Latin Language and Literature—Students will work under the direct supervision of a faculty member in Latin to select a topic or topics that will best supplement and enhance the students' educational experience in Latin. Although the student will read primary sources, the student will also be exposed to and become familiar with secondary material on Latin language and literature. Assessment will include one or more of the following: oral or written examinations, Latin prose composition, a major research paper or project.

LTG 610 (3) Advanced Topics in Roman Culture and Civilization—Students will work under the direct supervision of a faculty member in Latin to explore an aspect or aspects of Roman culture and civilization. Although the student will read primary sources, the student will also be exposed to and become familiar with secondary material on Roman culture and civilization. Assessment will include one or more of the following: oral or written examinations, a major research paper or project

SPG 510 (3) Advanced Topics in Spanish—Students will work under the direct supervision of a faculty member in Spanish to select a topic or topics that will best supplement and enhance the student’s educational preparation in Spanish. A course plan will be mutually agreed upon and undertaken by the student. Evaluation of the student’s work may be through assigned written work, research reports, tests, oral presentations, conferences with faculty, etc.

SPG 610 (3) Advanced Independent Research in Spanish—The student will select a topic (or topics) of importance in the area of Spanish language, literature, linguistics or culture that is (are) appropriate to the professional development of a P-12 Spanish educator. Assessment will include one or more of the following: oral or written examinations, a major research paper or project.

MASTER OF SOCIAL WORK

Professor Descoteaux, Director of Master of Social Work Program

MISSION

The Mission of the Asbury College MSW Program arises from a belief in the inherent worth and dignity of all persons. This belief is sustained by the College'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. 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.

GENERAL REQUIREMENTS

1. Completed MSW graduate application form, including Character and Fitness form, Missions Statement, and Autographical 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 probationary status. No more than 10% of the M.S.W. student population may be admitted on a probationary status.
6. Complete all prerequisite requirements, OR have a plan to complete these requirements prior to entering the M.S.W. Program. The prerequisites 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

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 GPA 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 Asbury College, M.S.W. Graduate Admissions, One Macklem Drive, Wilmore, Kentucky 40390.

1. complete applications (graduate & M.S.W.); 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 Admission's 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 College. 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 College. (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 Associate

Academic Dean. Thirty (30) credits of graduate coursework must be completed at Asbury College. 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 Associate 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 Associate 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.

ACCREDITATION

At the June 2008 meeting of the Commission on Accreditation (COA), Asbury College was granted accreditation candidacy status with the Council on Social Work Education. According to the CSWE website, "the profession of social work in the United States looks to CSWE-accredited programs to produce individuals who have the knowledge and skills to be professional social workers. Your chances of being licensed or hired as a social worker are greatly enhanced by an accredited social work degree."

FIELD EDUCATION

A roster of field education agencies and organizations used for Asbury College 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.**

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: M.S.W./M.Div. and M.S.W./M.A. The M.A. 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 M.S.W./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 College and Dr. Christine Pohl at Asbury Theological Seminary.

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 M.S.W. office.

MASTER OF SOCIAL WORK (*60 semester hour program*)

Foundation Year (30 hours): SWG 520, 525, 530, 540, 550, 560, 565, 570, 580, 590

Concentration Year (30 hours): SWG 535, 630, 640, 650, 670, 680, 690; one of 661, 662, 663; and 9 hours of electives

MASTER OF SOCIAL WORK—Advanced Standing Program (*39 semester hour program*)

Advanced Standing Courses (9 hours): SWG 580, 585, 595

Concentration Year (30 hours): SWG 535, 630, 640, 650, 670, 680, 690; one of 661, 662, 663; and 9 hours of electives

GRADUATE SOCIAL WORK COURSES

SWG 520 (3) Social and Cultural Diversity--Study of social and cultural diversity in working with individuals, groups, families, communities and organizations and is framed by the Biblical affirmations that all persons are of inherent worth, are unconditionally loved and are intended to live in communities that protect and enhance their dignity and potential. Diversity within this course includes: people of color, gender, sexual orientation, socioeconomic status, religion/denominational affiliation, and disabled persons. Theories of oppression, discrimination, and social injustice; and their implication for social work practice are included.

SWG 525 (3) Human Behavior and Social Environment I--Applies theories and concepts from the behavioral and social sciences to the development of individuals and families. Theories of biological, psychological, social, cognitive, moral and spiritual development are

studied in order to understand identity formation of individuals and the impact of individual development on family systems. Theories of family development are also included.

SWG 530 (3) Practice I--Prepares students for generalist social work practice with individuals and families. A strengths-based generalist approach to practice is the foundation for learning specific communication and counseling skills for working with individuals and families. Corequisite: SW 525. [Part-time student prerequisite: SWG 525].

SWG 535 (3) Psychopathology and Assessment--Provides an understanding of various kinds of disorders that social work clients in mental health and other settings may experience. Helps students define the clinical entities, to explore their etiology and natural course, and to learn how to link diagnosis, assessment and intervention. Emphasis placed on concepts of labeling and stigmatization, and how to employ an empowerment approach with clients who suffer from these disorders. Complexity of the intersection between mental/emotional and physical selves explored. [May count as an undergraduate course.]

SWG 540 (3) Social Work Policy and Services--Provides a foundation in the historical context of social work practice, including a specific focus on the significant role of the Church in the development of social welfare systems both past and present. This historical context is from the Elizabethan foundation of social work to the present. Students will gain skills in social welfare policy analysis that impacts individuals, groups, families, communities and organizations. Attention will be given to the function social welfare policy serves in addressing oppression, discrimination and social injustices and to how a framework of Christian ethics from Wesleyan perspective provides a framework and a dynamic for policy advocacy and development that advances justice.

SWG 550 (3) Field Instruction I--First part of the foundation practice supervised field experience. Begins in mid-October of the student's first year of study in the program, and includes 144 hours of field experience (18 hrs./ 8 wks.). Applies social work knowledge, values and skills in working as a generalist social worker. Includes a field seminar that meets biweekly for 2 hours for the entire semester and is designed to support students during the beginning of their field experience and to assist in connecting classroom learning and the field experience. Corequisite: SWG 530. [Part-time student takes in 2nd year.]

SWG 560 (3) Social Work Research--Introduces students to research design, sampling, data collection and data analysis procedures. Theoretical bases for development of research questions and conducting research are analyzed. The similarities and differences of practice and research processes are evaluated. The reciprocity between practice and research, particularly the use of single system design, is explored as a means to evaluate one's own practice. Both qualitative and quantitative methodologies are examined using research questions as a basis for selecting one or both types of methodologies in a study design. Statistics are reviewed with a particularly focus on SPSS for computer-assisted analysis of data. Prerequisite: PSY 315

SWG 565 (3) Human Behavior and Social Environment II--Applies theories and concepts about group, community and organizational development in order to understand client

systems at all levels. Assessment strategies for working with mezzo and macro systems are included in this course, in order to provide a context for understanding system change at these levels. Particular emphasis is on social change related to oppression, discrimination and social injustice, with particular reference to the Biblical principles of social holiness as a foundation for servicing the needs of the poor, disenfranchised, and children and advocating for social justice. Prerequisites: SWG 520, 525.

SWG 567 (3) Spiritual Formation and Social Work—(same as SW 385)

SWG 570 (3) Practice II--Continues to prepare students as generalist social work practitioners from a strengths-based perspective. The focus in this course is on theories and skills in working with groups, communities and organizations. Corequisite: SWG 565. [Part-time student prerequisite: SWG 565.]

SWG 580 (3) Social Work and Wesleyan Theology--In-depth examination of the integration of Wesleyan Christian theology and social work. Students will deepen and broaden their knowledge of basic Wesleyan theological doctrines and principles and explore their application and relevance to social work purposes, values, ethics, history and practice in church-based and in traditional social work agencies. [May count as an undergraduate course.]

SWG 585 (3) Advanced Standing Seminar I--A reading course designed to evaluate and prepare advanced standing students for beginning the graduate level work in the MSW program. This course and SWG 595 Seminar II guide students in a review of generalist knowledge, values and skills as well as acquaints them with foundational readings relevant to the mission and goals of the MSW program at Asbury College. Prerequisite: advanced standing admission.

SWG 590 (3) Field Instruction II--Continuation of Field Instruction I which includes 270 hours (18 hrs./15 wks.) of the required 414 hours of foundation year field placement. Field Instruction II occurs throughout the spring semester of the foundation year of study. A formalized Learning Agreement is developed and is the framework for the ongoing learning experience during this semester. Includes a field seminar that meets biweekly for 2 hours and is designed to support students in connecting classroom learning and the field experience. Corequisite: SWG 570. [Part-time student takes in 2nd year.]

SWG 591 (1-3) Directed Study— Opportunity for students to do additional study in an area of need or interest. Contract.

SWG 595 (3) Advanced Standing Seminar II--Continues to prepare advanced standing students for entry into the graduate level of study in the MSW program. This is an on-campus course with an emphasis on reviewing and adding to the generalist practice knowledge and skills offered at the undergraduate level. This course also includes content on research process and skills at a producer level, rather than the consumer level that is taught in most undergraduate programs. Prerequisite: advanced standing admission.

SWG 630 (3) Advanced Theories in Practice with Family Systems--An integrative family-centered model to social work practice is presented in this course and is the organizing framework to learn about various individual and family therapy approaches that can be used with children, adolescents, adults and/or family systems. The theories presented in the course includes: Bowen's family systems, Structural family therapy, Strategic, solution-focused, narrative, cognitive-behavioral experiential, and psychodynamic therapy. The assessment and therapeutic process, presented in this course, focuses on relationship-building with individual family members, subsystems, and the entire family system. Assessment is presented relevant to these various treatment approaches.

SWG 640 (3) Child and Family Policy--Reviews the roots of contemporary family policy and the construction of national family policy relevant to child and families. It applies policy analysis skills, learned in the foundation year, to the examination of current policies and their impact on service delivery to client system, with a specific emphasis on low-income populations. The various levels where policy is forged through debate, enacted, and implemented as examined.

SWG 650 (3) Field Instruction III--This course is the first part of the advanced practice supervised field experience. The field experience begins in September and continues through December. The student completes 270 hours of field experience (18 hours for 15 weeks). A formalized Learning Agreement is developed and is the framework for the ongoing learning experience during this semester. The focus of the field experience is to apply social work knowledge, values and skills in working as an advanced social work practitioner with children, adolescents, adults, and/or family systems. The course includes a field seminar that meets biweekly for 2 hours for the entire semester and is designed to assist students to integrate classroom learning with the field experiences. This course is taken simultaneously with Advanced Theories in Practice, and is in the 4th year of the part-time program.

SWG 661 (2) Applied Research--Need Assessment--This applied research course option focuses on need assessment studies. The process for conducting a need assessment for new services by a new agency or existing agency is presented. The students apply the research processes and skills, taught in the foundation course, by conducting actual need assessment study as an individual or as a group.

SWG 662 (2) Applied Research--Program Outcomes--This applied research course option focuses on program outcomes. The students are taught advanced skills in conducting program outcome evaluation for their own practice as well as at an agency level. During the semester the students are involved in program outcome measurement within an agency setting. This setting may be their concentration year field placement or another setting arranged by the course professor. The study is conducted either individually or with a group.

SWG 663 (2) Applied Research--Proposal Writing--This applied research course option focuses on proposal writing. The students are taught the process for completing a proposal for funding of new or existing services provided by a social work agency. The students

participate, during the semester, in writing a proposal based on actual guidelines from a funding source. The project is either individual or as a group. It is not necessary for the actual proposal to be submitted to the funding source in order to complete the course. The experience of proposal writing is the key focus of the course.

SWG 670 (3) Advanced Interventions with Children and Families--Explores advanced theory and intervention approaches for social work practice with individuals, and family systems. Application of advanced practice theories is made to specific treatment issues experienced by children, adolescents, adult couples and family systems. Students research and analyze selected interventions, and conduct a training presentation for their colleagues. The final assignment in this course is for students to develop their own model of practice, as a responsible eclectic social work practitioner.

SWG 680 (2) Social Justice and Ethical Issues--This is the integrative capstone course for the program. The course examines principles and theories that influence and define the concept of social justice. The interface of the Judeo-Christian value perspective and social work values, attitudes and principles is analyzed. Based on the theories of social justice and on Christian theological principles, particularly the responsibility for Christian disciples to advance social holiness, students explore value perspectives, decision-making and ethical actions in social work practice. Specific service and advocacy needs of low income populations are examined. Must be taken in the final semester of the program.

SWG 690 (3) Field Instruction IV--Continuation of Field Instruction III which includes 270 hours of field experience (18 hrs./15 weeks) of the required 540 hours of advanced field placement. A formalized Learning Agreement is developed and is the framework for the ongoing learning experience during this semester. The course includes a field seminar that meets biweekly for 2 hours and is designed to assist students to integrate classroom learning with the field experiences. Corequisite: SWG 670. [Part-time students take in 4th year.]

SWG 710 (3) International Social Work--Experientially-based course that explores social work in an international context(s) in collaboration with Christian-faith-based organizations engaged in social services, community development and/or disaster relief activities. The course is centered in a 7-10 day visit to an international social work context where students will experience a non-U.S. culture, experience a contrasting social welfare system, engage in dialogue with service-providers and policy-makers and provide direct-service to low-income families and/or children. The international on-site component will be preceded and followed by required seminars. Prerequisite: approval of instructor.

SWG 720 (3) Multidimensional Assessment--Designed to provide student with differential assessment knowledge and skills for working with mental health settings with children, adolescents, and/or adults. Using a multidimensional approach based on a strengths perspective, the course provides skills related to various aspects of assessment – processes, instruments, and skills. The impact of discrimination, oppression and economic deprivation, and the roles of values and ethics are also explored. Corequisite or prerequisite: SWG 625.

SWG 733 (3) Family Violence--In-depth analysis of the dynamics of family violence. The analysis considers social, political and economic dynamics that affect individuals and families. Appropriate assessment and treatment strategies to restore healthy family functioning and empower the victims are examined. Emphasis is on the need for quality direct services as well as public policy change.