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**GENERAL INFORMATION**

1. The Post Office address of Asbury College is One Macklem Drive, Wilmore, Kentucky 40390-1198. Mail to students, faculty, and administrators should be sent to this address. Mail to students should include their College Post Office box number.

2. The College is located in the City of Wilmore approximately 20 miles south of Lexington, Kentucky. Asbury College is 3 miles south of the intersection of Routes 68 and 29. A campus map is printed in the back of this bulletin.

3. Telephone calls for faculty, staff, administrators, and various college offices should be directed to the campus switchboard at 859-858-3511. Resident students also have extensions in their rooms and can be reached through the campus switchboard at 859-858-3511.

4. College offices are open on weekdays from 8 a.m. to 12 noon and from 1 to 5 p.m. College offices are closed Saturdays, Sundays, and national holidays. Visitors are welcome and tours may be arranged. Please call 859-858-3511, extension 2142, to arrange for a campus visit.

**INSTITUTIONAL WEB-SITE:** www.asbury.edu

**TELEPHONE NUMBERS**

Campus switchboard: 859-858-3511 • FAX: 859-858-3921

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

```
2600  Achieve (Degree Completion)
2142  Admissions
2167  Alumni Relations
2180  Associate Academic Dean
2151  Business Affairs VP
2140  Business Services
2350  Campus Ministries
2401  Career Services
2176  Conferences Services
2353  Controller
2323  Counseling Center
2136  Development
2195  Financial Aid
2304  Graduate Education
2147  Health Services (Clinic)
2240  Human Resources
2104  Institutional Advancement VP
2314  Intercultural Programs
2117  Leadership Development
2265  Library
2110  President
2500  Provost
2409  Public Relations
2162  Purchasing
2325  Registrar
2115  Residence Life
2330  Student Accounts
2116  Student Development VP
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MESSAGE FROM THE PRESIDENT

Your years at Asbury College can be the most formative of your life and the most critical in determining your future. Because we understand this here at Asbury, we approach our vocation in Christian higher education with a sense of privilege and high purpose. How we work to achieve that purpose is laid out in the descriptive detail of this bulletin. These pages introduce you to the broad range of intellectually challenging and potentially transformative academic and communal experiences offered here.

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

As a Christian liberal arts institution in the Wesleyan Holiness tradition, Asbury affords the opportunity to gain the information and the skill sets needed to function productively in our complex and changing world, as well as those qualities of Christ-like character that will prepare you for a lifetime of leadership and service.

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

Sandra C. Gray, President
THE ACADEMIC CALENDAR
2008-2010

FALL SEMESTER 2008

Tuesday, April 01, 2008
Online Registration for Fall 2008 Begins

Thursday, August 21, 2008
New Student Orientation begins and
residences open for new students

Thursday, August 21, 2008
President’s Welcome/Convocation (evening)

Saturday, August 23, 2008
Residences open for returning students at 2 p.m.—
first meal for returning students is supper

Monday, August 25, 2008
Classes Begin (late fees after 5 p.m.)

Friday, August 29, 2008
Last day to register for a Fall 2008 course and
last day to drop a course and receive a refund

Monday, September 01, 2008
Labor Day (no classes)

Monday, September 08, 2008
Fall Revival Begins

Friday, September 12, 2008
Fall Revival Ends

Wednesday, October 22, 2008
Midterm grades due

Friday, October 24, 2008
Fall Break (no classes)

Monday, October 27, 2008
Online Registration for Spring 2009 Begins

Monday, November 03, 2008
Great Commission Congress Begins

Tuesday, November 04, 2008
Last day to drop a course without a grade of F

Friday, November 07, 2008
Great Commission Congress Ends

Monday, November 17, 2008
Financial Registration for Spring 2009 Begins

Wednesday, November 26, 2008
Thanksgiving Holiday begins (no classes)

Wednesday, November 26, 2008
Residences close at noon

Sunday, November 30, 2008
Residences open at 2 p.m.

Monday, December 01, 2008
Classes resume at 8 a.m.

Friday, December 12, 2008
Last Day of Classes

Monday, December 15, 2008
Examinations Begin

Thursday, December 18, 2008
Examinations End

Friday, December 19, 2008
All grades due in Registrar’s Office by 12 noon

Friday, December 19, 2008
Residences close at 10 a.m.

SPRING SEMESTER 2009

Thursday, January 08, 2009
New Student Orientation begins and
residences open for new students at 1 p.m.

Saturday, January 10, 2009
Residences open for returning students at 2 p.m.—
first meal for returning students is supper

Monday, January 12, 2009
Classes begin (late fees after 5 p.m.)

Friday, January 16, 2009
Last day to register for a Spring 2009 and last
day to drop a course and receive a refund

Monday, January 19, 2009
MLK Day (no classes)
Monday, January 26, 2009
Friday, January 30, 2009

Holiness Emphasis Begins
Last day to file application to participate in 2009 commencement
Holiness Emphasis Ends
Online Registration for Summer 2009 Begins
Midterm grades due
Residences close at 10 a.m.
Spring Break Begins
Residences open at 2 p.m.
Classes resume at 8 a.m.
Last day to drop a course without a grade of F
Online Registration for Fall 2009 Opens
Good Friday (no classes)
Easter Holiday (no classes)
Financial Registration for Fall 2009 Begins
Classes Resume at 8 a.m.
Last Day of Classes
Examinations Begin
Examinations End
Residences close (for students not graduating) at 10 a.m.
All grades due in Registrar’s Office by 12 noon
Baccalaureate (7 p.m.)
Commencement (12 noon)

SUMMER SESSION 2009

Sunday, May 17, 2009
Monday, May 18, 2009
Wednesday, May 20, 2009

Monday, May 25, 2009
Thursday, June 04, 2009
Thursday, June 11, 2009
Friday, June 12, 2009
Saturday, June 13, 2009
Wednesday, June 17, 2009

Residences open at 2 p.m.
Classes Begin
Last day to register for a Summer 2009 course and last day to drop a course and receive a refund
Memorial Day (no classes)
Last day to drop a course without a grade of F
Last Day of Classes
Examinations
Residences close at 10 a.m.
All grades due in Registrar’s Office by 5 p.m.

FALL SEMESTER 2009

Tuesday, March 31, 2009
Thursday, August 20, 2009

Online Registration for Fall 2009 Begins
New Student Orientation begins and residences open for new students
President’s Welcome/Convocation (evening)
Saturday, August 22, 2009

Residences open for returning students at 2 p.m.—
first meal for returning students is supper
Classes Begin (late fees after 5 p.m.)
Last day to register for a Fall 2009 course and
last day to drop a course and receive a refund
Labor Day (no classes)
Fall Revival Begins
Fall Revival Ends
Midterm grades due
Fall Break (no classes)
Online Registration for Spring 2010 Begins
Great Commission Congress Begins
Last day to drop a course without a grade of F
Great Commission Congress Ends
Financial Registration for Spring 2010 Begins
Thanksgiving Holiday begins (no classes)
Residences close at noon
Residences open at 2 p.m.
Classes resume at 8 a.m.
Last Day of Classes
Examinations Begin
Examinations End
All grades due in Registrar’s Office by 12 noon
Residences close at 10 a.m.

SPRING SEMESTER 2010

Thursday, January 07, 2010

New Student Orientation begins and
residences open for new students at 1 p.m.
Residences open for returning students at 2 p.m.—
first meal for returning students is supper
Classes begin (late fees after 5 p.m.)
Last day to register for a Spring 2010 and last
day to drop a course and receive a refund
MLK Day (no classes)
Online Registration for Fall 2010 Opens
Holiness Emphasis Begins
Last day to file application to participate in
2010 commencement
Holiness Emphasis Ends
Online Registration for Summer 2010 Begins
Midterm grades due
Residences close at 10 a.m.
Spring Break Begins
Residences open at 2 p.m.
Classes resume at 8 a.m.
Wednesday, March 24, 2010
Last day to drop a course without a grade of F

Friday, April 02, 2010
Good Friday (no classes)

Monday, April 05, 2010
Easter Holiday (no classes)

Tuesday, April 06, 2010
Financial Registration for Fall 2010 Begins

Tuesday, April 06, 2010
Classes Resume at 8 a.m.

Friday, April 30, 2010
Last Day of Classes

Monday, May 03, 2010
Examinations Begin

Tuesday, May 06, 2010
Examinations End

Friday, May 06, 2010
Residences close (for students not graduating) at 10 a.m.

Friday, April 30, 2010
All grades due in Registrar’s Office by 12 noon

Monday, May 03, 2010
Baccalaureate (7 p.m.)

Friday, May 07, 2010
Commencement (12 noon)

SUMMER SESSION 2010

Sunday, May 16, 2010
Residences open at 2 p.m.

Monday, May 17, 2010
Classes Begin

Wednesday, May 19, 2010
Last day to register for a Summer 2010 course and last day to drop a course and receive a refund

Monday, May 31, 2010
Memorial Day (no classes)

Thursday, June 03, 2010
Last day to drop a course without a grade of F

Thursday, June 10, 2010
Last Day of Classes

Friday, June 11, 2010
Examinations

Saturday, June 12, 2010
Residences close at 10 a.m.

Tuesday, June 15, 2010
All grades due in Registrar’s Office by 5 p.m.
THE STATEMENT OF MISSION
The mission of Asbury College, as a Christian Liberal Arts College in the Wesleyan-Holiness tradition, is to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership and service to the professions, society, the family and the Church, thereby preparing them to engage their cultures and advance the cause of Christ around the world.

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

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

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

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

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

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

THE WESLEYAN THEOLOGICAL HERITAGE

Five Biblical concepts, promoted by John Wesley and his followers, guide our mission.
1. The Nature of the Truth: We believe that all Truth is God’s Truth, liberating us to pursue knowledge in any and every legitimate discipline of learning.

2. The Authority of Scripture: In pursuing Truth, we are anchored to the authority of the Bible employing reason, experience, and tradition to develop a Christian world view that unites academic excellence and spiritual vitality.

3. The Nature of Humanity: We believe that men and women are distinct beings created by God, endowed with a free will, and dependent upon God’s undeserved mercy to exercise the freedom to choose and change responsibly.

4. The Importance of Purity: We believe that the Christian’s deepest need is for a purity of heart and a freedom from the power of sin, which we describe as entire sanctification, in order to live pleasing to God. Sanctification is a definite cleansing experience by the Holy Spirit subsequent to conversion, and a life-long process of cleansing by the Holy Spirit gradually conforming the believer into the image of Christ. It is a process encompassing both purity and maturity.

5. The Call to Service: We believe that the primary motivation for seeking Truth is to live lives of meaningful, sacrificial service contributing to God’s redemptive purposes for creation and society.

THE ASBURY HERITAGE

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

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

Asbury opened its doors for instruction in September 1890, stating in its Bulletin that, “While we give prominence to the religious, we give equal prominence to thorough mental training; thus giving liberal culture of mind and soul.” Since 1893 the college has graduated more than 15,749 men and women, among whom are college presidents, denominational leaders, business executives, medical doctors, lawyers, school administrators, and professors. A host of pastors, missionaries, evangelists, and other full-time Christian workers are also among the alumni, who have placed the Asbury imprint around the world.

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

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

JOHN WESLEY HUGHES, Ph.B., D.D. (1890-1905)
FRANCIS FLORIEN FITCH, A.M., S.T.B. (1905)
ASBURY COLLEGE

BENJAMIN FRANKLIN HAYNES, D.D. (1905-1908)
NEWTON WRAY, D.D. (1908-1909)
AARON SHERMAN WATKINS, D.D., Ph.D., LL.D. (1909-1910)
HENRY CLAY MORRISON, D.D., LL.D. (1910-1925)
HENRY CLAY MORRISON, D.D., LL.D. (1933-1940)

ACCREDITATION AND MEMBERSHIPS
Asbury College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; (404) 679-4501) to award bachelor’s and master’s degrees. Asbury College is licensed by the Kentucky Council on Postsecondary Education to offer the B.A., B.S., and M.A. degrees.

Asbury College is an accredited institutional member of the National Association of Schools of Music.

Asbury College is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Asbury College Department of Education is accredited by the State of Kentucky through the Kentucky Education Professional Standards Board (EPSB). Any programs offered are subject to any changes made by the EPSB.

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


THE CAMPUS FACILITIES
Thousands of people have walked the paths of the beautiful Asbury College campus, graced with Georgian-colonial architecture, set on 65 acres of gently rolling hills of the Kentucky Bluegrass. The total college property, including the campus, covers more than 700 acres. At
the entrance to the campus is a semi-circle drive which borders a tree-shaded area, dotted in the spring and summer with park benches.

The **Hager Administration Building**, built in 1910, was originally the site of a Presbyterian college which ceased operation shortly after the building’s completion. The three-story structure houses the administrative offices for the following areas: President, Provost, Admissions, Registrar, Business, Human Resources, Financial Aid, and Advancement. A carillon in the tower of this building provides inspiring hymn tunes and hourly chimes. In June 1993, this building was named in honor of Cornelius R and Ruth L. Hager for their sacrificial service to the Asbury College over many years.

**Morrison Hall**, erected in 1923, was the original Asbury Theological Seminary building. It is named for Henry Clay Morrison, fifth president of the College and founder of Asbury Theological Seminary. When the Seminary became a separate institution in 1940, this building became a classroom and faculty office building. In 1980, extensive renovation increased the number of classrooms and faculty offices and added Bennett-Bernard Chapel, an auditorium with seating capacity for 165 persons.

**Glide-Crawford Residence Hall**, erected in 1925, comfortably accommodates approximately 300 women and features a lovely formal main lobby area, exercise gymnasium, informal lounge, two kitchens for student use, a study room for group study and a chapel. It is a traditional residence hall housing approximately 30 residents each floor. Most rooms are designed for double occupancy with residents on each floor sharing a common bathroom and laundry room.

The **Fletcher-Early Student Development Center**, originally constructed as a residence hall in 1927, was completely reconstructed in 1983. This building now contains the offices for Student Development. This is the campus center for the supervision of residence life as well as counseling services, career services, campus ministries, student success programs, intercultural programs, and leadership development.

**Morrison-Kenyon Student Center** is one of the historical landmarks on the campus. The first section was built in 1927 and was expanded in 1957. Until 2001 this facility was home to the College’s library. It was renovated and reopened as a student center in August 2007.

**Hughes Memorial Auditorium**, built in 1929, has been the scene of many great spiritual awakenings. With a seating capacity of 1,489, it is used for the three chapel services each week and dozens of special programs throughout the year. This auditorium has witnessed a number of revivals including the world-famous one, which began here spontaneously on February 3, 1970. In 1989, the entire ceiling was replaced and an air-conditioning system installed. The lower level of this building provides classrooms and faculty offices.

The **Doddridge-Holland Student Center**, completed in 1952, was given by the late Dr. and Mrs. W. W. Holland (nee Ethel V. Doddridge). Formerly the college gymnasium and recreation facility, since 1993 Doddridge-Holland has housed the Asbury College Theatre Arts program, as well as the college bookstore and college post office.
Johnson Hall, built originally as three separate wings (Main – 1948, East – 1954, West - 1955), comfortably accommodates approximately 250 men and features two lobbies on the first floor, a study room, laundry facilities, and a kitchen. There are eight units within Johnson Hall which house 30 residents each in double occupancy rooms who share a common bathroom. One unit in the building offers a private bath in each double occupancy room—generally occupied by upperclassmen.

Trustees Hall, composed of two wings (Main – 1960, East - 1965), comfortably accommodates approximately 170 men and features two lobbies on the first floor, a study room, laundry facilities and an informal lounge on the lower level. All the men of Trustees share common bathrooms.

The McCreless Fine Arts Center, erected in 1962, is named for the late Dr. S. E. McCreless, former chairman of the Board of Trustees, and his wife, Mrs. Lila McCreless. The first floor includes 10 office/studios for music professors, three studios for adjunct music faculty, three organ rehearsal rooms, choral and instrumental libraries, four classrooms, a functional piano lab with eight Kurzweil electronic keyboards, a Midi Lab with keyboard and Macintosh computer and the 350-seat Akers Auditorium which is used for a wide variety of recitals and concerts. Thirty-two music practice rooms are located on the second floor. The second floor also houses the Art Department with four classrooms and two studios for art faculty. The Art Annex contains the fiber, ceramic, and stained glass studios as well as individual studio areas.

The Hamann-Ray Science Center, erected in 1963, contains 12 classrooms, 10 laboratories, three preparation rooms, and faculty offices. Two of the classrooms are equipped with computerized technology to facilitate learning, and two are equipped with personal computer labs to accommodate 12 to 24 students. Computer network access is available in all rooms. The laboratories are fully equipped with networked computers and scientific equipment for teaching and research.

The Z. T. and Sarah M. Johnson Cafeteria was completed in 1965. The two wings of the main dining hall can accommodate 678 persons. The Dougherty Dining Room, a small, private dining room with a capacity of 52, is located on the ground floor. The second floor includes The Grille, which is open 12 hours a day for short-order meals and snacks, a games area, and a small art gallery. In 1987, the dining hall was redecorated and an elevator and new entrance were added.

Dorothy M. Kresge Residence Hall (1973) comfortably houses approximately 240 women and features a spacious lounge area on each unit. Four to six women share a bath conveniently located adjacent to their double occupancy room. Each unit lounge includes a kitchenette. Other features of the building include laundry facilities, beautiful first floor lounge, study rooms, and chapel.

Corbitt Hall (1978) and Bethel Studios (2000) house the Media Communication program. The facilities consist of five audio/radio studios, a television studio, seven video edit suites and a classroom. The buildings also include the campus radio station, WACW, and a county-wide cable television station, WASB-TV3.
Reasoner Hall, opened in 1992, is a three-story classroom and faculty office building connecting Hughes Auditorium and Morrison Hall. Reasoner Hall provides handicapped access to Hughes Auditorium.

The Alumni Student Health Center was built in 1992. This facility, which houses the College’s Health Services, is well-equipped to meet the needs of students for both out-patient and in-patient services.

The George E. and Will Louise B. Luce Physical Activities Center was completed in 1993. The 70,000 square-foot facility houses the academic program for the physical education/health and recreation majors, the activity classes for the core course, and faculty office complex. The activity areas in the facility include the following: three court gymnasium; 25 yard, eight-lane pool; weight room with Cybex and free weights; four racquetball courts; 1/8 mile running track; a multipurpose gym; and training room. Additional facilities include: baseball and softball diamonds; athletic fields; a running track; outdoor basketball courts; and tennis courts. The baseball and softball fields were completed in 1986 and named in honor of Professor Cecil C. Zweifel.

Aldersgate Commons includes Davis, Fisher, Thacker, and Eddy Houses (constructed in 1996) as well as Pike and Howell Houses (constructed in 2001). The houses are intended to provide an opportunity for students to experience apartment-style living while developing citizenship, leadership and community service skills. The four original houses are reserved for upper-class students and are comprised of apartments of four people each, while the two newest houses provide spaces for eight people to live together in a larger apartment. The newest communities are houses for living and learning and each floor is centered around a specific theme.

The Dennis F. and Elsie B. Kinlaw Library opened in 2001. This 73,000 square foot, three-floor facility includes computer labs, archives, a curriculum lab, and a media center in addition to the standard space for book stacks and for individual and group study. Students also have access to the B. L. Fisher Library of Asbury Theological Seminary just across the street, the Jessamine County Library in Nicholasville, and the libraries at the University of Kentucky in Lexington. Resources of other libraries are available through interlibrary loan.

The Physical Plant, built in 2002, is the base of operations for the custodial, grounds, maintenance and warehouse workforce. It is located at 406 West Linden Street (near the Wilmore Fire Department and City Reservoir).

The Equine Program is housed in a new 72' x 180' arena (built in 2007) which includes 14 stalls, classrooms, restrooms, and other features along with another barn of 11 stalls. These facilities are located on 341 acres of campus property along the Kentucky River Palisades.

**CAMPUS LIFE**

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

Chapel
One of the historic distinctives of Asbury College is required chapel three times per week. Each Monday, Wednesday, and Friday morning of the semester, the campus community gathers together in Hughes Memorial Auditorium to sing, to pray, and to hear the word proclaimed. In this context, the great themes of the Bible, of human intellect, of the world, and of life in general are addressed by a wide range of speakers. The understandings of faith, of ideas, and of music are expanded as students, faculty, and staff are challenged to listen, to think, to believe, and to commit to the calling of Christ to be His people in a broken world.

Student Success Programs
The Asbury College community is committed to the academic success and overall satisfaction of the students enrolled. In keeping with this commitment, the Office of Student Success Programs provides transition and support programs and services to students.

An extended orientation program is offered for new first year and transfer students each fall and spring as they enter Asbury College. This program assists new students in their transition and adjustment to college life and provides opportunities for social interaction.

A special pre-orientation program for new international students and students who have lived overseas during the previous two or more years is offered in the fall. This program is designed to address the immediate needs and issues these students may encounter upon entering the U.S.A. and with campus life.

Additional support for new students is found through the Transition And Guidance Program (T.A.G.). Upper-class student leaders (T.A.G. Leaders) are assigned to small groups of students in an effort to help them become more immediately connected with academic and campus life, services, activities, and facilities. T.A.G. Leaders work closely with the students in their groups throughout their first semester on campus.

Social Life
In order to develop an environment conducive to a higher education which is Christ-like, the College has guidelines governing social life and conduct on campus. These guidelines are detailed in the Handbook For Community Life sent to each student applying for admission to Asbury College.

Leadership Development
Based on the belief that all students are potential leaders, Asbury College offers a leadership development program open to all students, which includes a variety of different elements designed to encourage personal involvement in community service and leadership development. The co-curricular program LEAD-ON! provides experiences and workshops allowing students to develop their leadership theory, skills, and application. Through the community service-learning office, students can develop their leadership skills by participating in hands-on service experiences in the community. Asbury College’s challenge course also promotes leadership
development in the form of adventure-based learning. Additionally, the College offers students a residential leadership development experience through Aldersgate Commons. The four-person apartments stress leadership development and community service, while the eight-person apartments place an emphasis on living and learning together around a specific theme. Student Leadership Development sponsors a number of special events throughout the year such as a mini-conference on leadership, a co-curricular activities fair, and etiquette dinners. Students participating in the leadership program receive a co-curricular transcript detailing their involvement in leadership activities, co-curricular activities and service projects.

Campus Ministries
The Asbury College community is committed to the integration of faith, learning and living. The Office of Campus Ministries is focused especially on nurturing students in their spiritual journeys by intentionally encouraging the spiritual growth, fellowship and outreach of community members. Small groups focusing on Bible study, discipleship, accountability, prayer and discussion are available for personal growth. Opportunities to serve others include mission trips, various weekly outreach ministries, ministry teams to churches and camps during the summer, and practical ministries of helping others. On campus, students can be involved in peer ministry as discipleship leaders and residence hall spiritual life assistants. The Office of Campus Ministries is committed to equipping students for ministry and service on campus, in the community, and around the world.

Intercultural Programs
International third culture and U.S. students of color, all provide a richness of culture that is shared throughout the campus. With a commitment to be inclusive and embrace all people, the Office of Intercultural Programs develops activities, programs, forums, and lectures to promote, strengthen, and broaden the campus community’s awareness, understanding, appreciation, and respect of cultural diversity.

Additionally, individual support, assistance, activities, and programming are provided to international, third culture and U.S. students of color by the Office of Intercultural Programs. An intercultural new student orientation and handbook for international and third culture students is also provided prior to the start of classes each fall.

Organizations
Organizations and clubs are an important part of life at Asbury College. Most students become active members of at least one organization or club. Some of these groups formed along Christian, cultural, and educational interests are the Student Body Government, Asburians for Life, Asbury Outdoors, Business Club, Christian Service Association, Health, Physical Education and Recreation Club (HPER), IMPACT, Intramural Council, Nazarene Student Fellowship, OMS International, Psychology Club, Salvation Army Student Fellowship, Samaritan Services Club, Student Family Fellowship, Teacher Education Fellowship, Tumbling Team, WACW, and WGM Student Involvement. In addition there are Art, Speech, and English clubs as well as the performing groups and athletic teams listed below.

Professional Organizations
Campus chapters of organizations related to various professional groups: Kentucky Education Association – Student Program, the Music Educators National Conference, the Student As-
sociation for Health, Physical Education and Recreation, and the Student National Association of Teachers Voice.

Honor Societies
Alpha Psi Omega (Drama), Nu Pi (Spanish), CLIO (History), Pi Kappa Delta (Speech), Psi Chi (Psychology), Sigma Zeta (Science and Mathematics)

Musical Organizations
Women’s Choir, Concert Choir, Men’s Glee Club, Concert Band, Orchestra, Handbell Choir, Jazz Ensemble, Vocal Ensemble, and several Collegium Musicum Chamber Ensembles (Brass Quintet, Flute Choir, Percussion Ensemble, String Quartets, etc.) are available for student participation (see Music Department for details).

Athletics
In addition to required physical education courses, there are many opportunities for students to participate in athletic events. Asbury College recognizes the educational value of sports and recreational activities and maintains an extensive program of intramurals and intercollegiate athletics. These programs are designed to give the students the opportunity for physical exercise and participation in events which develop a spirit of cooperation and good sportsmanship. The programs are intended to be harmonious with the total training of students, preparing them to live as Christians in a competitive society.

The intramural program is open to all Asbury College students, faculty, and staff and their participation is encouraged in any or all of the activities provided. Activities offered for the women include basketball, flag football, soccer, softball, tennis and volleyball; activities for the men include basketball, flag football, soccer, softball, tennis and volleyball. Qualified students may participate in the Tumbling Team.

The varsity program is open to the skilled student-athlete who wants to participate in the highest level of athletic competition at Asbury College. The athletic director working with the Athletic Advisory Committee appointed by the president of the College is responsible for the administration of the intercollegiate program. The sports offered are the following: women—basketball, cross country, soccer, swimming, tennis, and volleyball; men—baseball, basketball, cross country, soccer, swimming, and tennis.

Student Publications
The Asbury Collegian (student newspaper) and the Asburian (yearbook) are published by student staffs. Both publications are produced under the direction of a student/faculty Publications Committee and are also related to the journalism program of the College.

Housing
Asbury College is committed to the residential college experience and thus expects full-time single students to live in College approved housing. Students residing on campus are generally housed in traditional-style residence halls; however, one residential community, primarily for upper-class students, provides apartment-style housing.

Students who want to live off-campus and meet one or more of the criteria to be eligible to apply to live off-campus must file an Application to Live Off-Campus by April 1 for summer school, May 1 for the following academic year, and by November 1 for the following spring se-
The Application to Live Off-Campuse forms are available in the Fletcher-Early Student Development Building (ext. 2322) or in the Office of the Assistant Vice President for Business Affairs (ext. 2140). The guidelines for potential exceptions are found in the Handbook for Community Life.

The College also provides some housing for older single students and married students. Options include one-bedroom, two bedrooms, and a limited number of three-bedroom units, all unfurnished. These are assigned according to the date of receipt of the housing application in conjunction with availability. Students who desire this type housing should submit the request at the earliest possible date. Applications may be obtained from the Office of the Dean of Students (ext. 2166). A deposit equal to one month's rent must be sent to the Dean's office upon receiving a housing assignment. See the Asbury College web site http://www.asbury.edu/student-development or call (859-858-3511, ext. 2115) for additional information.

Center for Counseling
Asbury College provides confidential short-term counseling services at no additional cost to students enrolled for at least nine hours per semester. The Center serves the College community through counseling, outreach, consultation, education and referral. Based on the availability of counselors and the scope of Center services, broad-based personal/relational/academic services are offered for individuals, couples, and groups. Staff counselors of the Center take an active collaborative stance with fellow community members to facilitate a transformational community of learners. Consequently, counselors provide a variety of services in residence halls, classrooms, and administrative meetings as well as the counseling office. An on-call system coordinated through the College switchboard provides the opportunity for 24-hour crisis consultation, when school is in session.

Career Services
Comprehensive career services are available to assist students with their specific planning needs. The Office of Career Services offers the SOAR Program, which provides a step-by-step, proactive career decision making process incorporating the various services provided by the office. Individual and group career counseling sessions are available to students enrolled for at least nine hours. Vocational assessments are often utilized in the career counseling process to help students narrow in on majors and occupations. The Career Resource Library houses a multitude of materials focused on career development, the world of work, and graduate school planning. Career counselors support students as they search for internship and job opportunities. The office coordinates a web-based recruiting system to assist students as they connect with opportunities and employers. On campus recruiting events, job fairs, and interviews are coordinated through the office. Workshops and events are hosted throughout the year to educate students regarding specific and relevant career planning issues such as resume writing, job searching, and interviewing. The Office of Career Services is dedicated to helping students make informed decisions and successful transitions.

Student Health Services
The College maintains a well-equipped health center with a competent staff of experienced registered nurses while school is in session. The health center is open 45 hours per week and nurses are available for emergencies after hours. Students may see the physician or nurses by appointment. The health center also provides immunizations, contraceptive services, and assistance with health insurance questions.
appointment at no additional expense, except for certain prescription medications and diagnostic tests. Excellent medical facilities exist in nearby Lexington in case of serious injury or illnesses.

Students with Physical Limitations
Students with various physical limitations have attended and graduated from Asbury College. The institution attempts to assist students in their adaptations to our campus given their specific needs. Students with special needs will want to communicate their situation to the Office of Student Development so that needed accommodations may be addressed in advance of their arrival.

Food Service
The College operates a cafeteria housed in a spacious building. The competent cafeteria staff provides excellent and well-balanced meals. All students living in the residence hall are expected to eat in the cafeteria and must participate in either the 20 meals/week or a 14 meals/week plan. Any student wanting to be exempt from the 20 or 14 meal plan may make application with the Assistant Vice President for Business Affairs to be on the 7 meals/week plan. This application must be received at least one week before the beginning of the semester. Guidelines for potential exceptions are found in the Handbook for Community Life. The College also operates a grill in the upper floor of the cafeteria building.

Alcoholic Beverages and Drugs
We do not believe that the use of drugs and/or alcoholic beverages is conducive to the Christian life. Therefore, possession or use of alcoholic beverages and/or illicit drugs is not permitted. Violation of this standard leads to almost certain dismissal.

Tobacco
The use of tobacco is physically damaging to users, offensive to non-users, and is not consistent with the higher Christian life. Therefore, possession or use of tobacco in any form is not permitted to those enrolled in Asbury College.
Asbury College selects candidates for admission who value a Christian liberal arts education and provide evidence of academic achievement, aptitude, and the ability to benefit from, and contribute to the opportunities offered at the College.

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

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

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

**HOW TO APPLY**
To obtain application materials and information, contact the Admissions Office by phone, 1-800-888-1818 or 1-859-858-3511; e-mail, admissions@asbury.edu; or FAX, 859-858-3921. Completed materials may be mailed to:

Admissions Office  
Asbury College  
One Macklem Drive  
Wilmore, Kentucky 40390
Prospective students may also apply on-line at the admissions section of the Asbury College website at www.asbury.edu.

ADMISSION PROCEDURES
The following are required to complete the application process:

1. A completed Asbury College application for admission
2. A $30.00 non-refundable application fee. The application fee may be waived by submission of one of the following: a College Examination Board Waiver Form, a letter requesting waiver from a high school guidance counselor, an official visit to the campus or by applying online.
3. Official examination scores from the Scholastic Assessment Test of the College Examination Board (SAT) or American College Testing Program Assessment (ACT) are required of all applicants to the freshman class and transfer students who have earned less than 30 semester hours of college credit. If five or more years have passed since high school graduation, this requirement may not be applicable. Information regarding registration, test dates, and location may be obtained from a high school guidance counselor, the Asbury College Admissions Office, or from:

   College Board (SAT)
   PO Box 6200, Princeton, New Jersey 08541
   or www.collegeboard.com.

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

Asbury College’s SAT college code number, 1019, should be placed on the examination for the official reporting of the scores. The ACT college code number is 1486.

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

HIGH SCHOOL TRANSCRIPTS (Public, Private, and Home School) To be consider official a transcript must include: full name of student; social security number; birth date; home address of student; high school’s name; high school’s address; high school’s telephone number; indication of whether public, private, or home school; cumulative grade point average, grade 12 final grades shown; if ACT/SAT scores are include on the transcript, they should be affixed to the transcript as stickers provided by ACT/SAT; high school graduation date (not date transcript was issued). Hand-carried transcripts may be used for evaluation. They are NOT acceptable as final, official transcripts.

5. An official transcript from each college and university attended sent directly from the institution to the Asbury College Admissions Office.
ALL TRANSCRIPTS, whether high school or college, must be sent directly from that institution to the Admissions Office of Asbury College. Hand-carried transcripts may be used for evaluation. They are NOT acceptable as final, official transcripts.

6. A signed and completed Minister’s Reference Form.
7. A signed and completed Secondary School Evaluation Form for all applicants to the freshman class and transfer students who have earned fewer than 30 semester hours of college credit.
8. A personal interview and/or references may be required of selected candidates.
9. Candidates to the freshman class or transfer students with fewer than 30 semester hours of college credit who have completed any portion of their secondary education through home schooling are required to provide certification of completion of a home schooling program and documentation of all course work completed. Home schooled students seeking to participate in intercollegiate athletics will need additional documentation from their home state. NAIA policy states: “Home-schooled students must receive certificate (or equivalent) granted by appropriate state verifying successful completion of home schooling requirement . . . ”
10. To be considered for full admission in good standing, applicants must supply evidence of likely success as an Asbury College student.

ADMISSION OPTIONS
1. Seeking the B.A. or B.S. degree (see below)
   Freshman
   Transfer
   Former (Re-admission)
   International

2. Seeking coursework for non-degree purposes (see below)
   Special
   Post-baccalaureate (teacher certification)
   Visitor
   Auditor

3. Seeking coursework as a high school senior
   (see section below entitled “Admission as a high school senior to the Asbury Academy”)

4. Seeking a B.S. degree through the evening degree-completion program
   (see Asbury Achieve section in this Bulletin)

5. Seeking the M.A. degree
   (see Graduate Education section in this Bulletin)

ADMISSION AS A FRESHMAN
1. A high school academic record indicating graduation with a minimum of a 2.50 cumula-
tive grade point average (4.00 scale) or completion of the GED.

2. A minimum SAT combined score of 1020 or an ACT composite score of at least 22.

3. It is recommended that applicants have taken a college preparatory curriculum including:
   - English: four years including one year of Composition
   - Mathematics: three to four years including Algebra
   - Social Studies: two years including one year of History
   - Laboratory Science: two to three years
   - Foreign Language: two years of the same language

ADMISSION AS A TRANSFER STUDENT

An official academic record indicating a minimum of a 2.50 cumulative grade point average (4.00 scale) from each college or university attended. Applicants with fewer than 30 semester hours of college credit should also submit a high school academic record indicating a minimum of a 2.50 cumulative grade point average (4.00 scale) and a minimum SAT combined score of 1020 or an ACT composite score of at least 22.

Students who have completed at least 12 semester hours at another institution after high school graduation are considered transfer students.

There is a 60 (two-year college) or 75 (four-year college) credit hour limitation.

ADMISSION AS AN INTERNATIONAL STUDENT

In addition to the criteria listed above for applicants to the freshman class and transfer students, international students must:

1. Demonstrate English language proficiency (for students from countries where English is not the primary language) by achieving a minimum score of 550 Paper Exam or 80 Internet-based Test on the Test of English as a Foreign Language (TOEFL).

2. Provide evidence of adequate financial support and submit a tuition deposit equal to one semester of full-time costs.

The following are required to complete the application process for international students:

1. A completed Asbury College International Student Application for Admission.
2. A $30.00 non-refundable application fee.
3. An official transcript of all secondary and post-secondary grades and course work.
4. An official score report of the Test of English as a Foreign Language (TOEFL). Information on this test can be obtained at the following website: www.toefl.org or at TOEFL Services, P.O. Box 6151, Princeton, New Jersey 08541-6151 USA.
5. Official examination scores from the Scholastic Assessment Test of the College Examination Board (SAT) or American College Testing Program Assessment (ACT) are recommended, but not required.
6. A signed and completed Minister’s Reference Form.
7. Evidence of adequate financial support by submission of the Asbury College International Student Financial Support Verification Form.

RE-ADMISSION AS A FORMER STUDENT

Former Asbury College Students who have withdrawn from the College or have failed to maintain continuous enrollment may apply for re-admission. The following are required to complete
the re-admission process:
1. A completed Asbury College Application for Re-admission.
2. An official transcript of all post-secondary grades and course work from all institutions attended since the last Asbury College enrollment.

Re-admission applicants must be in good standing academically, socially, and financially at Asbury College to be eligible to re-enroll. Applicants not in good standing in one or more of these categories will be referred to the Admissions Review Committee for consideration.

ADMISSION AS A HIGH SCHOOL SENIOR TO THE ASBURY ACADEMY
The Asbury Academy is an “Early Access to College” program for Jessamine County high school seniors only. This program provides opportunities for high school seniors to take basic general education college requirements (100 and 200 level courses) before the freshman year while also enabling them to complete their high-school senior year courses and earn college credit through dual enrollment.

Enrollment in the Asbury Academy allows high-school seniors to take up to four (4) credits each semester (Fall 2008, Spring 2009; summer not included) with no tuition charge. Asbury Academy students may also take additional classes (up to 15 semester hours) during each of these two semesters at a reduced tuition charge of $372 per credit hour. Students may only attend under the Asbury Academy for two semesters (not including summer).

Asbury Academy Admission Requirements:
The following are items are required to be considered for admission to the Asbury Academy:
1. A completed Asbury Academy application
2. An official high school transcript (including grade 11 final grades) showing senior status and a cumulative grade point average of 3.00 or higher
3. Official examination scores from the American College Testing Program Assessment (ACT) are required for students who are interested in taking college English (ENG 110) as dual credit for high school English (English 4). A minimum ACT English score of 22 is required
4. High school senior status with a positive attendance record
5. Recommendation from a high school counselor
6. Permission from a parent to enroll in the program

Asbury Academy Admission Procedures:
Applications and other required information should be submitted to the Asbury College Admissions Office.

Applications for the Fall semester should be submitted by June 15. Applications for the Spring semester should be submitted by December 1.

Required orientation times for Asbury Academy students will be scheduled prior to classes beginning for both Fall and Spring semesters.

ADMISSION AS A NON-DEGREE SEEKING STUDENT
Students who are not seeking a degree or are enrolled in another institution and wish to take a course from Asbury College may apply. Students who wish to maintain non-degree seeking
student status may accumulate up to 12 semester hours with a limit of 2 semesters. Non-degree seeking student applicants must have completed secondary school or hold a General Educational Development Test Certificate. In either case documentation or scores must be sent directly from the testing agency. Students must be in good standing academically, socially, and financially from all prior institutions attended. Applicants not in good standing in any of these categories will be referred to the Admissions Review Committee for evaluation.

The following are required to complete the application process:
1. A completed Non-Degree seeking student Application for Admission
2. A $30.00 non-refundable application fee
3. An official high school transcript or GED if holding less than 30 semester hours credit
4. Official academic transcripts from all post-secondary institutions attended

Non-degree seeking students may be admitted as:
Post-Baccalaureate: Students who hold a bachelor’s degree and are earning further credits toward teacher certification or to complete an additional major.

Special: (1) Students who may not meet admissions requirements but have been admitted by special action of the Director of Admissions and/or Admissions Sub-committee for a specific period of time or (2) students taking courses for personal interest or development.

Visiting: Full-time students visiting, with permission, from another institution.

Auditors: Students attending non-activity courses for personal enrichment and not for academic credit may refer to Auditing Courses policy under the Academic Policies section of this Bulletin. Only lecture-type courses or the lecture part of laboratory courses may be audited. Activity courses may not be audited (e.g., Computer Programming, Tennis, Ceramics).

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

When a candidate has completed the application process, one of the following decisions will be made:
1. Admission in Good Standing
2. Conditional Admission

The Admission Review Committee evaluates all applicants who fail to meet the minimum admission criteria and those judged by the Director of Admissions to warrant review. Students admitted conditionally by the Admissions Review Committee will be required to participate in certain provisions to promote academic achievement as established by the Faculty and recommended by the Admission Review Committee. These provisions may
include a reduction in course load, limitation of extra-curricular activities, and enrollment in specific classes or support programs.

3. Provisional Admission

In some cases, students will be given provisional admission based on self-reported information or unofficial documents pending receipt of official documentation to complete their application file. Students will be required to complete and sign a provisional admission agreement that confirms self-reported information and provides a deadline for the submission of official documents. If official documentation arrives in the time period outlined in the agreement, and is consistent with prior information, the student will be granted admission in good standing or admission on academic probation. If official documentation fails to arrive in the time period allowed, the student faces the potential of immediate suspension and will not be allowed to register for the next semester.

4. Denied Admission

The Director of Admissions or the Admission Review Committee determines denial of admission to Asbury College. An applicant denied admission has the right to appeal such a decision in writing to the Admissions Review Committee provided the applicant can present relevant additional information indicating ability and motivation to achieve academic success.

NOTIFICATION

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

1. A pre-tuition deposit of $200.00 is required of all full-time, non-international students 30 days after admission to the College to confirm intention for enrollment. Pre-tuition payments for the fall semester are refundable until May 1 and until December 1 for the spring semester.

2. A completed Asbury College Report of Medical History and physical is required and due by August 1 for the fall semester and December 1 for the spring semester.

3. A completed Handbook Affirmation Form is required and due by August 1 for the fall semester and December 1 for the spring semester.

4. An official, final high school transcript is required for candidates to the freshman class by August 1 for the fall semester and December 1 for the spring semester.

5. An official, final transcript of all post-secondary work completed for transfer students is required.
DEGREES OFFERED
AND GENERAL REQUIREMENTS

Asbury College offers the following degrees:

Associate in Arts (see description below in this section)
Bachelor of Arts (see description below in this section)
Bachelor of Science (see description below in this section)
Bachelor of Science – Degree Completion Program
  (see description in the Asbury Achieve section of this Bulletin)
Master of Arts (see description in the Graduate Education section of this Bulletin)
Master of Social Work
  (see description in the Graduate Social Work section of this Bulletin)

BACHELOR OF ARTS
BACHELOR OF SCIENCE
DEGREE REQUIREMENTS

Fulfillment of all degree requirements is the student’s responsibility. Students may pursue either a B.A. or a B.S. depending upon the major. All candidates for an undergraduate degree conferred must meet the following requirements:
1. Complete a minimum of 124 semester hours.
2. Satisfy the residence requirement (three semesters in sequence including two as a senior).
3. Fulfill the requirements for a major.
5. Meet the Mathematics Proficiency standard of Mathematics ACT/SAT 19/460 OR complete MAT 100.
6. Complete 50% of the semester hours for the major and minor at Asbury College.
7. Complete comprehensive examinations and assessment tests as required by individual departments and programs or the college administration.
8. Students must graduate under the requirements of the Bulletin in effect at the time of first enrollment (note exceptions 9 and 10 below).
9. Must not have an “F” in the final semester of chapel.
10. Students may be graduated under new requirements placed in effect while enrolled. Students are expected to meet all of the requirements (general education, major, minor) for a particular Bulletin.
11. A student who re-enrolls or requests permission to complete degree requirements after an absence of two years becomes subject to degree requirements in effect at the time of re-enrollment or requested completion.

ADDITIONAL REQUIREMENTS FOR THE BACHELOR OF ARTS
1. Fulfill all liberal arts core requirements.
2. Maintain a minimum cumulative grade point average of 2.00.
3. Note: All non-teaching majors are awarded the Bachelor of Arts degree.

ADDITIONAL REQUIREMENTS FOR THE BACHELOR OF SCIENCE
1. Fulfill all liberal arts core requirements with the exception of the world language requirement.
2. Maintain a minimum cumulative grade point average of 2.75.
3. Maintain a minimum grade point average of 2.75 in the academic specialty.
4. Fulfill the state teacher education certification requirements. See details under Teacher Education section.
5. Students earning a degree in education (with the exception of French and Spanish majors) are awarded the Bachelor of Science degree. Education majors who complete the general education world language requirement will be awarded the Bachelor of Arts degree.

LIBERAL ARTS CORE CURRICULUM

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

Value Proposition: Academic Excellence and Spiritual Vitality

Institutional Goals
1. Students will demonstrate academic excellence particularly within the Western heritage through specified learning experiences arising from that tradition
2. Students will demonstrate leadership skills in the respective academic disciplines and experiential learning.
3. Students will engage in service in the family, professions, and society.
4. Students will reflect growth in spiritual understanding as demonstrated in their involvement in the Church and humanitarian endeavors.
General Education Goals aligned with Institutional Goals
1. Encourage a desire and create a foundation for lifelong learning
2. Develop leadership skills
3. Instill a commitment to civic responsibility
4. Build a spiritual foundation

**NOTE:** The above institutional goals and general education goals answer these three basic questions:

What do we want our students to know?
What do we want our students to be able to do?
Who do we want our students to become?

The following proposed General Education Core Curriculum provides the process through which the institutional mission is accomplished and how the goals are achieved. It also provides a framework through which effectiveness may be assessed.

**GENERAL EDUCATION CORE**
**ACADEMIC EXCELLENCE AND SPIRITUAL VITALITY**

**Theme/Goal 1**
**FOUNDATIONS FOR LIFE-LONG LEARNING**

**Arts and Humanities (12 - 15 hours)**

**ENGLISH**

- ENG 110 composition or ENG 151 advanced composition (3)
- Students with ACT/SAT English score of 21/500 or less will complete ENG 100 prior to enrollment in ENG 110.
- ENG 205 Western Classics (3)

**FINE ARTS (choose one; not required of ART or MUS majors)**

- ART 100 Art Appreciation
- ART 251, 252, or 394
- FA 100 Music and Art Appreciation
- MHL 251, 252, 352, or 353
- MUS 100 Understanding Music

**HISTORY and PHILOSOPHY**

- HIS 100 Western Civilization (3)
- Choose one: PHL 200 Introduction, PHL 212 Modern, or PHL 231 Ethics (3)

**Mathematics and Sciences (6 - 9 hours)**

**MATHEMATICS (0-3)**

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Degrees Offered and General Requirements
ASBURY COLLEGE

MAT 120 Concepts of Mathematics and Technology or MAT above 120; CSC 113 or above (3)
(Students with ACT/SAT Math score of 18/450 or less will complete MAT 100 prior to enrollment in MAT 120)
Students presenting ACT/SAT Math score of 26/600 or above will be exempt from the first-year mathematics requirement.

SCIENCES (4) 4
BIO/CHE/ESC/PHY (requires a lab) (4)

SCIENCE OF PHYSICAL EDUCATION AND WELLNESS (2) 2
PED 100 Theory of Wellness (1)
PE Activity Course (1)

Themes/Goals 2 and 3
FOUNDATIONS FOR CULTURAL ENGAGEMENT AND LEADERSHIP 9 - 21 credits

WORLD LANGUAGES (0-9) 0-9
Demonstration of proficiency in a world language to the 201 level.
(FRN, GER, GRK, HEB, LAT or SPN) – (0-9)
[ World Language not required of education majors]
Options:
1. Complete 201, or
2. Present AP or CLEP scores equivalent to 201
3. Take the world language placement examination and exceed the 201 proficiency level
Note: Students are advised to take world language in high school. Students completing two years of high school world language with a grade C will be placed in 102. Students completing three years of high school world language with a grade of C will be placed in 201.

CROSS-CULTURAL EXPERIENCE 0-3
An experience exposing the student to life dynamics preferably outside the United States. The activity may be completed on a credit or a non-credit basis. The experience must be of sufficient exposure, length and intensity to have adequate impact upon the world-view of the participant. See “Policy on Cross-Cultural Experiences” for specific requirements

LEADERSHIP (3) 3
COM 230 Introduction to Leadership, or
CM 411 Leadership in Ministry, or
HIS 200 Leadership in History

COMMUNICATION (3) 3
COM 130 Cultural Influence of Mass Media, or
COM 150 Introduction to Communication, or
COM 351 Persuasion
SO CIA L SC IEN CES (3)
Choose one: ECN 100, PSY 100, SOC 100, or SOC 212 (3)

Theme/Goal 4
FOUNDATIONS FOR SPIRITUAL LIFE AND GROWTH 9 credits

Plus chapel
TH 300 Christian Theology (3)
Chapel (0.25 credit per semester; see Chapel Policy)

Track 1
OT 100 Understanding the Old Testament (3)
NT 100 Understanding the New Testament (3)

or

Track 2
BTH 100 Foundations of Biblical Thought (3)
OT 3__, NT 3__, TH 3__ (not 300), CM 100, CM 201, or CM 211 (3)

Total: 36 – 54 credits

ADDITIONAL PREREQUISITE COURSES may be required of students not meeting
ACT/SAT proficiency test scores at the time of matriculation:
ENG 100 Introduction to Composition 3
GEN 120 First Year Experience Seminar 1
MAT 100 Introduction to Problem Solving 3

WORLD LANGUAGE GENERAL EDUCATION REQUIREMENT
1. All students pursuing the B.A. degree must demonstrate proficiency in a world language
to the 201 level. This proficiency is met by the successful completion of any three-hour
language course numbered 201 or above. 101 courses will be waived by successful com-
pletion (grade C or above) of two years of world language at the high school level or by
examination.
2. A student may meet the world language requirement in one of the following ways:
a. By completing a 101, 102, 201 sequence of language study at Asbury College, the
last course being at the 201 level.
b. By transferring a 201 level world language course from another accredited college.
c. Submitting AP or CLEP scores equivalent to the 201 level.
d. Taking the Department of World Languages placement test and achieving a place-
ment at the 202 level. All students who have had the equivalent of at least one year
of a world language on the high school level and who wish to continue with that
same language will be required to take a placement examination. Those who achieve
advanced placement to the 102 or 201 level are expected to continue their study at
the level assigned until the requirement is met. Bypassing any course in the sequence
will not be permitted without special petition.
3. Credit towards graduation for advanced placement is granted at Asbury College through
the following procedure:
a. Take the proficiency examination given by the Department of World Languages and receive a score qualifying for advanced placement.
b. Submit application for credit by the end of the semester in which the first language course is taken. This course must be taken at Asbury College.
c. Earn at least a “C-” in that first language course (taken only at Asbury College). If this is not achieved, the student may follow the repeat course policy.
d. Pay a processing fee of $20.00 per hour of credit received.

4. Under certain special circumstances, the world language requirement for the B.A. degree may be waived:
   a. Students with unusual background in a world language may petition for a language requirement waiver, especially if such competency is in a language other than those taught at Asbury. Approval for the waiver will depend upon evaluation by the Department and may include an advanced level proficiency test.
   b. Students whose native language is not English will satisfy the world language requirement by successfully completing the General Education requirements in English and Communication.

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 Registrar’s Office by February 1.
2. Final decisions regarding participation in the annual May Commencement are made each year on February 15. To participate a student must meet criterion (a) and one of criteria (b), (c), (d), and (e):
   (a) Has a cumulative G.P.A. of at least 2.00 (B.A. degree) or 2.75 (B.S. degree).
   (b) Has completed all requirements for a degree.
   (c) In the current Spring Semester, is enrolled for all remaining requirements.
   (d) Will have no more than 12 semester hours remaining as of the May Commencement AND is advance registered for these 12 hours so as to complete them by August.
   (e) Will have no more than 7 semester hours (other than student teaching) remaining as of the May Commencement AND is advance registered for these hours so as to complete them by August AND is also enrolled in student teaching (12 semester hours) for the Fall semester.
3. Diplomas and final official transcripts are not released until all academic and financial obligations to the college are satisfied.

ASSOCIATE OF ARTS
DEGREE REQUIREMENTS
1. Minimum of 60 semester hours
2. 2.00 cumulative grade point average
3. Admissions standards are the same as the B.A. degree
4. There is no difference between courses offered for the A.A. degree and the B.A. degree.

5. 30 hours of course-work (not including institutional credit) must be earned at Asbury College as well as 50% of the emphasis (minor).

6. A student who holds a bachelor’s degree may not be awarded an associate’s degree. A student may not be awarded a bachelor’s degree and an associate’s degree at the same commencement.

**ASSOCIATE OF ARTS DEGREE – SPECIFIC COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110/151</td>
<td>Exposition and Research</td>
<td>3</td>
</tr>
<tr>
<td>ART 100</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>FA 100</td>
<td>Music and Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Understanding Music</td>
<td>3</td>
</tr>
<tr>
<td>HIS 100</td>
<td>Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>PHL 200</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>MAT 120 or above</td>
<td>Concepts of Computer Science/Math</td>
<td>3</td>
</tr>
<tr>
<td>CSC 113 or above</td>
<td>Computer Science</td>
<td></td>
</tr>
<tr>
<td>BIO/CHE/ESC/PHY (requires a lab)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PED 100</td>
<td>Theory of Wellness</td>
<td>1</td>
</tr>
<tr>
<td>PE Activity Course</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CHN, FRN, GER, GRK, HEB, LAT, or SPN</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
ASBURY COLLEGE

One of
COM 130 Cultural Influence of Mass Media 3
COM 150 Introduction to Communication

One of
ECN 100 Current Economic Issues 3
PSY 100 General Psychology I
SOC 100 Introduction to Sociology
SOC 212 Anthropology

OT 100 Understanding the Old Testament 3
NT 100 Understanding the New Testament 3

Chapel (0.25 per semester; see Chapel Policy)

Emphasis (using current minors) 21-32

Minimum hours required (depending on minor) 60

Student may choose from any of the following minors:

Accounting  History
Art  Journalism
Art History  Latin
Bible-Theology  Leadership
Biblical Languages  Literature
Biology  Mathematics
Business Management  Missions
Chemistry  Music
Christian Ministries  Philosophy
Classical Languages  Pre-Education
Coaching  Physics
Communications  Psychology
Creative Writing  Public Relations
Economics  Recreation
English as a Second Language  Sociology
Equine Management  Spanish
Exercise Science  Sport Management
French  Theatre and Cinema Performance
Greek  Youth Ministry
ADVANCED PLACEMENT
Incoming students may be granted academic credit on the basis of tests administered by the College Board Advanced Placement Program (AP), the College Level Examination Program (CLEP), and the International Baccalaureate (IB). Asbury College grants such credit only on the basis of original documentation and does not grant transfer credit for institutional examinations or credit given by other colleges or universities. Student should arrange to have original documents of AP, CLEP, and/or IB scores sent directly to the Office of the Admissions at Asbury College. Student score reports are not considered official.

A. **CLEP**: Asbury College does not recognize work done on the General College Level Examination Program given by CLEP but does recognize a number of the CLEP subject examinations as follows;

<table>
<thead>
<tr>
<th>CLEP TEST</th>
<th>Minimum Score</th>
<th>Asbury Course(s)</th>
<th>Credit granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>PS 101</td>
<td>3</td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>ENG 261</td>
<td>3</td>
</tr>
<tr>
<td>Analyzing and Interpreting</td>
<td>50</td>
<td>ENG 230</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>50</td>
<td>BIO 100, 101</td>
<td>4</td>
</tr>
<tr>
<td>General Biology</td>
<td>55</td>
<td>MAT 181</td>
<td>3</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>MAT 111</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>ENG 231</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>FRN 201</td>
<td>3</td>
</tr>
<tr>
<td>French Language</td>
<td>66</td>
<td>FRN 201, 291</td>
<td>6</td>
</tr>
<tr>
<td>German Language</td>
<td>66</td>
<td>GER 201</td>
<td>3</td>
</tr>
<tr>
<td>German Language</td>
<td>50</td>
<td>GER 201, 251</td>
<td>6</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>ED 230</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>50</td>
<td>PSY 100</td>
<td>3</td>
</tr>
</tbody>
</table>
**ASBURY COLLEGE**

Introductory Sociology  50  SOC 100  3  
Precalculus  50  MAT 112  3  
Principles of Macroeconomics  50  ECN 273  3  
Principles of Microeconomics  50  ECN 272  3  
Spanish Language  50  SPN 201  3  
Spanish Language  66  SPN 201, 291  6  
U.S. History I: Early Colonizations to 1877  50  HIS 201  3  
U.S. History II: 1865 to the Present  50  HIS 202  3  
Western Civ I: Ancient Near East to 1648  50  HIS 100  3  
Western Civ II: 1648 to the Present  50  HIS 100  3  

B. **IB**: Asbury College recognizes the International Baccalaureate program and grants credit on an individual basis to students submitting appropriate scores on these examinations.

C. **AP**: Asbury College grants credit for the following College Board Advanced Placement examinations:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Minimum Score</th>
<th>Asbury Course(s)</th>
<th>Credit granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>3</td>
<td>ART 123</td>
<td>3</td>
</tr>
<tr>
<td>Art History</td>
<td>3</td>
<td>ART 251</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>BIO 100, 101</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>BIO 161, 162</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>CHE 121</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>CHE 121, 122</td>
<td>8</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>MAT 132</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>MAT 181</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>2</td>
<td>MAT 132</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>MAT 181</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3</td>
<td>CSC 121</td>
<td>4</td>
</tr>
<tr>
<td>Comparative Government</td>
<td>3</td>
<td>PS 301</td>
<td>3</td>
</tr>
<tr>
<td>Economics/Micro</td>
<td>3</td>
<td>ECN 272</td>
<td>3</td>
</tr>
<tr>
<td>Economics/Macro</td>
<td>3</td>
<td>ECN 273</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>ENG 110</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>ENG 151</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
<td>BIO 223, 225</td>
<td>4</td>
</tr>
<tr>
<td>European History</td>
<td>3</td>
<td>HIS 100</td>
<td>3</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>FRN 102, 201</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>FRN 102, 201, 291</td>
<td>9</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
<td>GER 102, 201</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>GER 102, 201, 251</td>
<td>9</td>
</tr>
<tr>
<td>Government/Politics</td>
<td>3</td>
<td>PS 101</td>
<td>3</td>
</tr>
</tbody>
</table>
### Academic Policies and Procedures

**Human Geography** 3 GEO 211 3
**Latin** 3 LAT 102, 201 6
4 LAT 102, 201, 202 9
**Music Theory** 3 MTH 111, 121 3.5
**Physics B** 3 PHY 201 4
4 PHY 201, 202 8
**Physics C Mech** 3 PHY 211 5
**Physics C E & M** 3 PHY 212 5
**Psychology** 3 PSY 100 3
5 PSY 100, 110 6
**Spanish** 3 SPN 102, 201 6
4 SPN 102, 201, 291 9
**Statistics** 3 MAT 232 3
**U. S. History** 3 HIS 201 3
4 HIS 201, 202 6
**World History** 3 HIS 350 3

### ADVISING

All students are assigned an academic advisor. For new students this assignment is based upon indicated field of interest. Once a student chooses a major the academic advisor will be a faculty member in that department. The role of the academic advisor is to aid students in the choice of courses as well as to provide general guidance. The academic advisor should normally be the person of first recourse for a student who needs help in any area of adjustment to college life. In addition, students may seek help from the Office of Student Development for personal matters or from the Office of the Associate Academic Dean for academic matters.

Prior to each registration, all students must discuss a proposed schedule with a faculty advisor and obtain the advisor’s signature to approve the class choices. The purpose of this personal attention is to help students make successful academic progress toward graduation. A form for requesting a change of advisor and/or major is available in the Registrar’s Office.

### APPEALS AND SUBSTITUTION PROCEDURE-ACADEMIC

1. Students who have concerns about matters related to an academic course (class assignments, materials, procedures, or grades) should meet with the faculty member involved and then, if no resolution is achieved, with the chair of the department within which the faculty member teaches.

2. Students who have concerns about matters related to meeting general education core requirements and major or minor requirements should meet with the chair of the department which supervises that requirement. The Department Chair will review the matter, resolve it, and/or, if appropriate, make a recommendation to the Associate Academic Dean.

3. Issues not resolved at the Department Chair level (see #1 and #2 above) and issues related to broader institutional academic policies and procedures (such as advising, course selection, credit, registration, or degree requirements) should be referred to the Associate Academic Dean.

4. Students whose concerns are not resolved in conference with the Associate Academic Dean.
Dean may file a written appeal. Letters of appeal should be addressed to the Associate Academic Dean and should be filed within thirty days of the conference with the Associate Academic Dean.

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

ATTENDANCE-CHAPEL

Asbury College operates on a policy of required chapel attendance. Attendance records are kept from the first chapel with punctual and regular attendance expected.

1. Students are counted present only when sitting in their assigned seats. Permission to sit out of an assigned seat, for any reason, must be secured before the chapel period in the Office of the Associate Academic Dean. Students should not approach the chapel checker at the beginning of chapel for permission to sit elsewhere.

2. Six chapel absences per semester are permitted. Students are advised to save these for such unexpected or unforeseen situations as travel difficulties, bad weather, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, job interviews, discretionary trips (such as weddings), and family responsibilities.

3. Disruptive behavior such as being tardy, studying in chapel, whispering, sleeping, eating, drinking, or other irreverent conduct is counted as a one-third absence.

4. In the case of: (a) hospitalization or serious illness (as determined by a physician), (b) institutionally approved group event or travel, (c) death or serious illness of family member, or (d) other unusual circumstance, a student may petition the Associate Academic Dean to have such absences excused.

5. All students who are required to attend will be registered for chapel (0.25 semester hours each semester). Grades for chapel attendance will be recorded as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0 to 6.0</td>
</tr>
<tr>
<td>B</td>
<td>6.1 to 7.0</td>
</tr>
<tr>
<td>C</td>
<td>7.1 to 8.0</td>
</tr>
<tr>
<td>D</td>
<td>8.1 to 9.9</td>
</tr>
<tr>
<td>F</td>
<td>10.0 or more</td>
</tr>
</tbody>
</table>

Credits earned for chapel attendance will count toward the 124 hours required for graduation and will be included in the cumulative grade point average. Any student who earns an “F” will be placed on chapel probation for the following semester. Any student who earns a grade of “F” for two sequential semesters may be suspended from the college for one semester.

6. A student who exceeds 14 chapel absences may be suspended at the end of one semester without a period of probation.

7. Any last-semester senior who does not satisfy the chapel attendance requirement (i.e., earns an “F”) must petition the Academic Petitions Sub-Committee concerning the right to graduate. Additional requirements (such as papers or reviews) may be placed upon a student in order to meet the chapel attendance requirement prior to graduation.

8. Students are required to attend chapels according to the following pattern:
Academic Load Attendance requirements

<table>
<thead>
<tr>
<th>Hours</th>
<th>Chapel Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more</td>
<td>3 chapels per week</td>
</tr>
<tr>
<td>8 - 11</td>
<td>2 chapels per week</td>
</tr>
<tr>
<td>4 - 7</td>
<td>1 chapel per week</td>
</tr>
<tr>
<td>less than 4</td>
<td>optional</td>
</tr>
</tbody>
</table>

9. Students who are parents of children living at home will be granted a reduction of one chapel per week. Forms for this purpose are available in the Office of the Associate Academic Dean.

10. A student may appeal chapel suspension to the Academic Petitions Sub-Committee. Such written appeals should be addressed to the Associate Academic Dean who will refer them to the Academic Petitions Sub-Committee. The decision of the Academic Petitions Sub-Committee will be considered final.

11. Students with unique circumstances (e.g., student teaching, internship, work) may request special chapel consideration. Forms for this purpose are available in the Office of the Associate Academic Dean.

Notes:
1. Any last semester senior who is assigned additional work and completes that work successfully will be assigned a grade of “C”.
2. Any student who has permitted absences adjusted for work, internship, or other responsibilities, will be handled on a pro rata basis.

ATTENDANCE—SUMMER CHAPEL

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

ATTENDANCE-CLASS

1. The class session is the primary integrating dimension of the educational process at Asbury College. Therefore the student is expected to attend class lectures and discussions as well as complete assignments and readings outside of class.
2. Specific attendance requirements for each course are determined by the instructor, and will be clearly stated in the course syllabus distributed on the first day of class. The instructor must provide a minimum of four unexcused absences for a MWF 3 credit-hour class; and three unexcused absences for a TR 3 credit-hour class. (One absence permitted in a 1 credit-hour course which meets once per week.) Performance oriented courses may include attendance requirements as part of the grade.
3. In the case of: (a) hospitalization or serious illness (as determined by a physician), (b) institutionally approved group event or travel, (c) death or serious illness of family member, or (d) other unusual circumstance, the Associate Academic Dean will issue an excused absence (with permission to make up work) to be presented to the instructor. Decisions regarding absences resulting from such circumstances as travel difficulties, bad weather, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, job in-
terviews, discretionary trips (such as weddings), and family responsibilities will be left to
the discretion of the instructor.

4. A student who, for any reason, is absent more than five times the number of credit hours
(i.e., one-third of the class sessions being defined as 15 absences for a three-credit class
that meets three times per week; 10 absences for a three-credit class that meets twice per
week; and pro rata) for the course will receive a final grade of “N” (no credit) except in
the case where a student has a grade of “F”. The student may appeal this action to the Ac-
ademic Petitions Sub-Committee via the Office of the Associate Academic Dean.

AUDITING COURSES
1. Students may sign up to audit a course during registration or during the Drop-Add period.
2. No credit hours or quality points shall be awarded for courses audited.
3. Only lecture—type courses or the lecture part of laboratory courses may be audited. Ac-
tivity courses may not be audited (e.g., lab courses, computer programming, physical ed-
ucation, internships, recreation, ceramics, and studio art).
4. Attendance is required.
5. Neither class discussion nor taking of examinations is permitted, except by special arrange-
ment with the instructor.
6. If an auditor submits daily assignments, the instructor is not obligated to read or correct
them.
7. A student may audit no more than one course per semester.
8. The instructor will assign a grade of “S” (satisfactory) or “U” (unsatisfactory) based on at-
tendance and general cooperation.
9. There is no cost additional to regular tuition for a full-time student auditing a course. The
cost to persons other than full-time students is $40 per credit hour.
10. Prior to auditing any course a student must have been admitted to the college through the
Office of Admissions.
11. In order to audit, there must be room in the class after regular enrollment has been com-
pleted. If there is a question, potential auditors should contact the Registrar’s Office on
the last day of drop/add.

AWARDING OF ASSOCIATES DEGREES
A student who holds a bachelor’s degree may not be awarded an associate’s degree. A student
may not be awarded a bachelor’s degree and an associate’s degree at the same commence-
ment.

CHANGE OF GRADE
Final course grades may be changed in the case of miscalculation of points. Re-evaluation of
a student’s work or late submission of work by a student are not, for example, normally grounds
for changing a final course grade. Within 30 days of the beginning of the next academic term,
an instructor may change a final course grade by filing the appropriate form with the Associ-
ate Academic Dean. This change must be approved by the instructor and the responsible de-
partment chair. After 30 days of the beginning of the next term, an instructor desiring to
change a final course grade must file such a request with the Academic Petitions Sub-Com-
mittee. Decisions of the Academic Petitions Sub-Committee will be considered final.
CHANGES IN REGISTRATION AND WITHDRAWAL

1. Students who find it necessary to make changes in registration must secure a drop/add form from the Registrar’s Office and have it approved by the student’s advisor. Students will not receive credit for courses in which they are not properly registered. After the end of the drop/add period the approval of the Associate Academic Dean is also required. A grade of “W” is recorded for a course dropped after the drop/add period and before the final date to drop a course. These dates are published in the academic calendar. There is no refund for tuition and/or fees for an individual undergraduate course which is dropped after the end of the drop/add period. Students are expected to make changes in person in the Registrar’s Office.

2. Students not intending to return for the next regular semester should inform the Office of the Registrar.

3. Students who withdraw from the college are no longer Asbury College students and therefore enrollment elsewhere cannot be pre-approved. Students whose absence from the college exceeds two years become subject to all requirements in effect at the time of their re-admission.

A. WITHDRAWAL FROM A COURSE
1. Undergraduates (enrollment for an entire semester)
   a. A student who drops a class before the end of the official drop/add period will have the course cancelled and will not be charged for the course.
   b. A student who drops a course after the end of the official drop/add period will be awarded a grade of “W” and will not receive a refund of tuition or fees.
   c. A student who stops attending a class or leaves the college without giving official notice in the Office of the Associate Academic Dean receive an “F” for the uncompleted work for that semester.

2. Graduate and Achieve Students (enrolled by course)
   a. A student who drops a class before the end of the official drop/add period will have the course cancelled and will not be charged for the course.
   b. A student who drops a course after the end of the official drop/add period will be awarded a grade of “W” and not receive a refund of tuition or fees.
   c. A student who drops a course on or before the second day of class will have the course cancelled and will not be charged for the course.
   d. A student who drops a class after the second day of class will be awarded a grade of “W” and not receive a refund of tuition or fees.
   e. A student may not drop a course after 2/3 of the class sessions have elapsed.
   f. A student who stops attending a class or leaves the college without giving official notice in the Office of the Registrar receive an “F” for the uncompleted work for that semester.

B. WITHDRAWAL FROM THE COLLEGE
1. Undergraduates (enrollment for an entire semester)
   a. A student may withdraw from the college by completing the appropriate form in the Office of the Associate Academic Dean. A student who officially withdraws from the college after the end of the drop/add period is assigned the grade of “W” in all courses.
b. Tuition refund percentages for a student who withdraws from the college are described in the financial section of the Bulletin.

2. Graduate and Achieve Students (enrolled by course)
   a. A student may withdraw from the college by completing the appropriate form in the Office of the Associate Academic Dean.
   b. The academic and financial details of a student who withdraws from the college will be handled on a course by course basis as indicated above in paragraph A2.

CLASSIFICATION OF STUDENTS

Upon admission students are classified by the Registrar’s Office into one of the following two categories:

A. DEGREE-SEEKING: A student who is proceeding towards the Bachelor of Arts or the Bachelor of Science at Asbury College. These students are classified each fall and spring according to the following criteria:
   1. FRESHMAN: has met all admissions requirements
   2. SOPHOMORE: has completed at least 30 semester hours, has completed ENG 110, and has met the MAT 100 requirement
   3. JUNIOR: has completed at least 60 semester hours including PED 100
   4. SENIOR: has completed at least 90 semester hours

B. NON-DEGREE SEEKING STUDENTS: Students in this category do not intend to earn a degree from Asbury College. There is a limit of two semesters of enrollment under this status. To continue in this status for more than two semesters or earn more than 12 semester hours will require special approval from the Associate Academic Dean.
   5. POST-BACCALAUREATE: Student who holds a bachelor’s degree and is earning further credits toward teacher certification or is seeking to complete and additional major subsequent to graduation.
   6. SPECIAL STATUS:
      a. Students who may not meet admissions requirements but have been admitted by special action of the Director of Admissions for a specific period of time
      b. Students taking courses for personal interest and academic credit.
   7. VISITING: Full-time students visiting, with permission, from another institution
   8. AUDITOR: Attends non-activity classes for personal enrichment and not for academic credit. See audit policy under Academic Policies section.

COURSE NUMBERING

Courses designed primarily for Freshmen, Sophomore, Junior, and Senior levels are grouped accordingly and are numbered respectively 100 to 199, 200 to 299, 300 to 399, and 400 to 499. Students should select courses within their classification. One course on the next level above their classification may be selected each semester.

Some course numbers are restricted for special purposes: 391 courses are independent/directed studies; 393 courses are seminars with varying topics; 400 courses are research, 435 courses are internships; 475, 476 are senior seminars. Courses numbered 391, 400, and 435 (and some others) require the completion of a contract. In some cases, a course fee may be charged for some of these special purposes courses.
ENROLLMENT REQUIREMENTS
Prior to registration and matriculation, each applicant must be designated as “finally accepted” by the Office of Admissions and must have submitted the following:
1. $200 pre-tuition payment
2. Final official transcripts from all schools attended (the high school transcript must show the date the diploma was awarded)
3. Report of Medical History (including inoculations)

EXAMINATIONS
Students must take final examinations within the official final examination period. This period usually extends from Monday at 8 a.m. to Thursday at 5 p.m. of the final examination week. To apply for a change of examination time within this period, students should contact their instructors and the chair of the department within which the course in question is offered.

No examinations (including final exams) or tests may be given during the Wednesday-Friday of the final week of classes. All general education courses must have a final examination in the hour scheduled.

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

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.70</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

I  Incomplete
W  Withdrew
P  Passing credit/no credit course
N  Not passing credit/no credit course
S  Satisfactory audit
U  Unsatisfactory audit
To remain in good academic standing, a student must maintain a 2.00 cumulative grade point average. To graduate, the student must complete a minimum of 124 semester hours of work with a sufficient number of quality points to make an average standing of 2.00 (the B.S. degree requires a 2.75 average) on all credits attempted at Asbury College. Some majors require more than 124 semester hours. Grades reports are issued at the end of each semester. Any perceived discrepancies must be reported to the Registrar’s Office in writing within 30 days of the grade report.

HONORS IN SCHOLARSHIP

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

Graduation Honors: Students are graduated with honors (cum laude) if they attain a standing of 3.5 to 3.79, with high honors (magna cum laude) if they attain a standing of 3.8 to 3.96. A student who attains a standing of 3.97 will be graduated with highest honors (summa cum laude). To be eligible for graduation honors a student must have earned at least 62 semester hours of graded course work hours at Asbury College. Transfer credit and/or credit-no credit hours are not counted in calculating standing. Students who have met the scholarship standing as indicated but who do not meet the other requirements will be granted “honorable mention.”

A formal Academic Convocation is held at the end of Spring semester to honor academic achievement among the graduating Seniors.

INCOMPLETE GRADES

A temporary grade of incomplete (“I”) may be granted by the Associate Academic Dean in extenuating circumstances such as equipment breakdown or medical crisis. Needing more time is not a criterion for an incomplete. Faculty or students anticipating the need for an incomplete should contact the Associate Academic Dean during the last week of classes. Once an incomplete is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A student who receives an “I” must complete the work by the respective deadline: February 10 (fall), July 10 (spring), September 10 (summer). A final grade of “F” may be recorded for students who do not complete the outstanding work by the deadline.

INDEPENDENT STUDY

Independent study is defined as all non-classroom instruction for which credit is given with the exception of social work practicum and student teaching.

1. All independent studies must be completed under the control of an appropriately completed contract.
2. A student may register for an independent study by filing a contract, appropriately approved, with the Registrar’s Office.
3. All independent studies will be subject to the same policies as regular classroom courses with reference to drop/add and submission of grades deadlines.
4. Registering for an independent study requires the approval of the faculty member, the advisor, the department chair, and the Associate Academic Dean.
5. After matriculation at Asbury College, students may not transfer more than 6 semester hours of independent study coursework from another institution.

WITH REGARD TO THE MAJOR OR MINOR:
All independent study within the major or minor shall have specific prerequisites and maximum credits limitations.

WITH REGARD TO ELECTIVE CREDIT:
1. In addition to hours counting toward a major or minor, no more than 9 semester hours of the 124—128 semester hours required for a degree may be earned through independent studies with no more than 6 semester hours of any one prefix.
2. All independent study work on the 300 level presumes at least 12 semester hours of classroom instruction with the same prefix as a prerequisite.
3. All independent study work on the 400 level presumes at least 18 semester hours of classroom instruction with the same prefix as a prerequisite.
4. All students seeking to take independent study must be juniors and have a 2.75 grade point average.
5. A student may not take more than 3 semester hours of independent study outside the major or minor in any one semester.

INSTITUTIONAL CREDIT FOR WORLD LANGUAGE AND MUSIC THEORY
Institutional placement examinations are administered each year by the World Languages Department. A student may apply for and be granted academic credit for any foreign language (101, 102, 201, 202 or 251 or 291) waived through this institutional placement procedure by meeting the following requirements:
1. Take the necessary departmental proficiency examination and receive a score qualifying for institutional placement.
2. Submit to the Registrar’s Office an application for credit by the end of the semester in which the first language course is taken at Asbury College. A $20.00 per hour processing fee will be posted to the student’s account when the application is processed.
3. Earn at least a “C-” in that first course.
4. This world language option is only available for languages offered at Asbury College.
5. NOTE: Asbury College grants institutional placement credit only on the basis of original documentation and does not grant transfer credit for advanced placement or for institutional placement examinations given by other colleges or universities.

INTEGRITY
Academic integrity is an essential basis of the college community. Faculty and students share responsibility for maintaining mutual trust and integrity. Violations of such trust and specific acts of academic dishonesty will be subject to disciplinary action. It is the responsibility of every faculty member to make students aware of what constitutes honesty and dishonesty in academic work. Course syllabi should include a reference to the definitions of cheating and plagiarism and what penalties will occur if a student engages in either of these practices. Integrity issues will include notes, papers, examinations, computer disks, etc.
INTERNERSHIPS
Internships are available for academic credit through various departments. Students are required to register for an internship during the academic term within which the internship activity ends. Spring: internships finishing in January through May; summer: internship finishing in June through August; Fall: internship finishing in September through December.

LIBRARY FINES
Outstanding overdue fees and charges for lost or unreturned library materials for which settlement has not been made will be submitted by the library to Students Accounts and the Associate Academic Dean. These assessments will be added to the student’s financial account. Any appeal to the library charge should be made in writing on a special appeal form submitted to the library by the student. Copies of this appeal form will be submitted by the library to the Office of the Associate Academic Dean.

MAJOR AND MINOR FIELDS
The requirements for graduation with any chosen major are listed in this Bulletin and on major sheets available in the Office of the Registrar. Fifty percent of the major and minor requirements must be taken at Asbury College. Any exceptions must be recommended by the Department Chair and approved by the Associate Academic Dean.
A form for requesting a change in major or minor is available in the Registrar’s Office. Major check sheets which show required courses in all major and minor fields are available in the Registrar’s Office. Students are expected to declare a major by the beginning of the junior year (60 semester hours completed).

PASS/FAIL OPTION FOR SENIORS
1. A senior with a cumulative grade point average of at least 3.25 may take up to 4 semester hours per semester on a pass/fail basis.
2. Courses under this option may not be in the student’s major or minor department and may not be used to meet any major, minor, or general education requirements.
3. The decision to take a course pass/fail must be made by the end of the drop-add period and may not be subsequently changed.
4. The pass/fail student will be identified to the faculty member. The student must meet the same requirements as other students enrolled in the course.
5. The student will be awarded a grade of P, D, or F, with a grade of C- or better being recorded as a P.
6. A grade of P does not affect the g.p.a. A grade of D or F does affect the g.p.a.

PARTICIPATION IN STUDENT ACTIVITIES
1. A student not meeting the standards of the academic progress scale may not:
   a. Participate in inter-collegiate competition (athletic or other)
   b. Participate in public programs (on or off campus) given by any Asbury College department, organization, or class (unless such participation is a clear academic course requirement)
ACADEMIC PROGRESS SCALE

<table>
<thead>
<tr>
<th>Semester hours attempted</th>
<th>Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 19</td>
<td>1.70</td>
</tr>
<tr>
<td>20 – 35</td>
<td>1.80</td>
</tr>
<tr>
<td>36 – 59</td>
<td>1.90</td>
</tr>
<tr>
<td>60 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

2. Students are also expected to be in accord with the chapel attendance requirement (i.e., may not be on chapel probation).
3. In order to hold a student body office, a student must have a minimum cumulative grade point average of 2.50. For a class office, the g.p.a. requirement is 2.25.

PHYSICAL EDUCATION ACTIVITY COURSES

No more than four semester hours of physical education activity courses (PE prefix) may apply toward graduation. No more than one (1) semester hour of PE credit may be taken in any one semester.

PROBATION, ACADEMIC PROGRESS, AND SUSPENSION

1. The Registrar’s Office has the responsibility to monitor progress for all students enrolled in the college. An academic progress scale outlines the expected grade point average for a student to remain in good academic standing based on the total number of credits attempted. Students who fail to meet the scale are subject to academic probation and/or academic suspension.

2. Some specific major programs within the college have additional minimum grade point averages to be admitted to those programs or to remain enrolled in them. Each academic department that has an additional gpa requirement will monitor the progress of students enrolled in the program and notify students of any problems related to the requirement, including the possibility that the student may be dropped from the program.

3. Academic progress toward the completion of a degree requires the meeting of minimal standards both in semester hours completed and in cumulative grade point average. The academic progress scale is as follows:

<table>
<thead>
<tr>
<th>Cumulative hours attempted</th>
<th>Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 19</td>
<td>1.70</td>
</tr>
<tr>
<td>20 – 35</td>
<td>1.80</td>
</tr>
<tr>
<td>36 – 59</td>
<td>1.90</td>
</tr>
<tr>
<td>60 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

4. At the end of each semester, the academic progress of all students is reviewed. For these calculations, incomplete grades are ignored.

5. A student who does not meet the minimal standards of the academic progress scale will be placed on academic probation for one semester.

6. Any students who do not meet the standards of the academic progress scale at the end of the probationary semester will be subject to academic suspension for a period of one semester (not including summer).
7. The probationary standing may be cleared only with grade points earned at Asbury College. Students achieving the standard will be removed from probation.

8. A student who earns a grade point average of less than 1.0 (D average) in the first semester at Asbury College is subject to academic suspension at the end of that semester without a period of academic probation.

9. A student who does not pass at least 75% of semester hours attempted will be placed on academic probation without respect to cumulative grade point average. A student in this category who does not pass 75% of semester hours attempted during the probationary semester may be subject to academic suspension.

10. The academically suspended student is ineligible for re-admission to Asbury College until one semester has elapsed (not including summer).

11. A student who has been readmitted following a period of academic suspension, will remain eligible for continuing as long as his/her g.p.a. for each semester is 2.30 or better while carrying a minimum of 12 semester hours, even though his/her cumulative standing may be below the academic progress scale. Students re-admitted in this category may not enroll for more than 14 semester hours until they achieve satisfactory standing.

12. A student who is placed on academic suspension may appeal (in writing, to the Associate Academic Dean) to continue enrollment for the next semester. The appeal will be considered by the Petitions Sub-committee of the Academic Policy and Curriculum Committee of the Faculty. The student will receive a written response from the Chair of the Sub-committee. If permission to enroll is granted, the student’s status becomes “suspended with permission to enroll” and no financial aid may be awarded.

PROFICIENCY STANDARDS AND REMEDIAL REQUIREMENTS

1. All students are required to satisfy general education requirements in English Composition (ENG 110 or ENG 151) and Mathematics/Computer Science (MAT 120).

2. Prior to being admitted to these classes, students must demonstrate that they have met the ENG 100 and MAT 100 requirements.

   If ACT/SAT English score is 21/500 or less, ENG 100 required
   If ACT/SAT Mathematics score is 18/450 or less, MAT 100 required

REPEAT COURSE POLICY

1. A student may repeat once any course in which a grade of “D” or “F” was received at Asbury College. The course must be repeated at Asbury College and in the same manner in which is was originally taken.

2. The higher earned grade in any repeated course will count in the computation of the cumulative point standing.

3. Credit hours in repeated courses will count only once.

4. Repeated courses will be so marked (R) on the permanent record.

5. Courses must be repeated in the same manner as originally enrolled.

RESIDENCE REQUIREMENT

In order to meet the residence requirement a degree candidate at Asbury College must satisfy the following three criteria:
A. Spend at least three sequential semesters (excluding summer) in residence, carrying a full
academic load (at least 12 credits) per semester. For two of these semesters the student
must be registered as a senior. All students must complete 12 out of the final 21 semester
hours at Asbury College.

B. Complete at least 50% of the chosen major and minor in residence.

C. Complete a minimum of 49 semester hours at Asbury College (excluding Advanced Place-
ment and institutional credit).

STUDENT ACADEMIC LOAD
The normal academic load is 15-17 semester hours. A student may enroll for fewer than 12 or
more than 17 in any given semester with the permission of the Associate Academic Dean on
the basis of prior academic performance and/or cumulative grade point average. Students with
a g.p.a. below 2.75 are not permitted to overload. No student shall be permitted to take more
than 19 semester hours.

STUDENTS WITH DISABILITIES
One of the goals of Asbury College is to provide an optimal opportunity for success for quali-
fied students with disabilities without compromising the caliber of instruction or the self-con-
fidence of the learner.

The Americans with Disabilities Act of 1990 prohibits discrim ination against individuals
with disabilities. Section 506 of the Rehabilitation Act of 1973 mandates that post-secondary
institutions that receive federal monies provide “reasonable accommodations” for students
with disabilities.

Students with a disability requiring accommodations must notify the Associate Academic
Dean’s Office. The Vice President for Student Development’s Office will work with students
who have a physical disability to make certain that appropriate and adequate accommoda-
tions are provided. The Coordinator for Learning Disabilities will work with students who
have a certified learning disability to make certain that appropriate and adequate accommo-
dations are provided. These accommodations may include such services as additional time on
tests and exams; taping of classroom lectures; assistance with class scheduling and selection;
tutoring services; personal counseling; and the encouraging of academic independence. The
college offers a formal support program for students with learning disabilities through the course
General Studies 110, Strategies for College Success.

SUMMER SCHOOL
A four-week summer session is held on the Asbury College campus from mid-May through
mid-June. Students may enroll for up to seven semester hours on campus and six hours through
online study. Each year a summer school schedule is published in March. In addition, a num-
ber of online courses are offered. For more information on the summer school program, con-
tact the Office of the Associate Academic Dean.

TRANSFER CREDITS EARNED ELSEWHERE
Students currently enrolled and desiring to earn credits at another institution to apply toward
graduation from Asbury College must receive approval from the Associate Academic Dean at
Asbury prior to enrolling. The college is not obliged to transfer courses for which prior ap-
Courses must be taken through a regionally accredited institution in the US. The student must provide catalog descriptions for the other school’s courses. The student must have at least a 2.0 GPA to receive a letter of good standing. The student must not have exceeded the limit for transfer credits (prior to and during enrollment at Asbury) which is 60 credits from community colleges/two-year institutions or 75 credits from four-year institutions. The maximum credits that can be taken during summer sessions is 12 credits. Permission to take courses elsewhere during regular fall/spring semesters is limited. The student must be registered at Asbury for at least 15 credit hours (both fall and spring). Hours taken elsewhere do not count toward full-time status at Asbury. For graduating seniors, only 9 hours of a student’s final credits may be completed elsewhere. Departmental approval may be required to take upper level major/minor courses elsewhere. For an Asbury degree a student must complete 50% of their major/minor coursework at Asbury College. A course must have earned a letter grade of C- or better to transfer. Courses are transferred for credit only; the grades will not be included in the GPA at Asbury College.

Credits taken as quarter hour credits transfer by a factor of \((x \times \frac{2}{3})\) when converted to semester hours. The student is responsible to request a final transcript from the other school. An official transcript must be mailed directly to the Asbury College registrar’s office. Hand-delivered transcripts are not accepted as official. Seniors cannot graduate until official transcripts for courses elsewhere have been received and processed.

TRANSCRIPT EVALUATION

All transcripts, whether high school or college, must be sent directly from that institution to the Admissions Office of Asbury College. Hand-carried transcripts may be used for evaluation; however, they are NOT acceptable as final, official transcripts.

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

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

3. TRANSFER CREDITS
   a. Credit hours are transferred. Grades and grade point average do not transfer. Courses with grades below a “C-“ do not transfer. Courses which are graded under a pass-fail system are not accepted for transfer without official validation that the minimum passing grade is “C-“. After admission to Asbury, a student’s cumulative grade standing is computed only on credits earned at Asbury College.
   b. A maximum of 75 semester hours of transfer credit from a regionally accredited four-year institution (student must complete at least 49 semester hours at Asbury College),
or a maximum of 60 semester hours of transfer credit from a two-year college or a regionally unaccredited institution (student must complete at least 64 semester hours at Asbury College), will be accepted by Asbury College towards degree requirements. In the case of a regionally unaccredited institution, the courses must match specific courses listed in the Asbury College Bulletin.

c. Asbury College will not accept transfer college credits taken more than two years prior to graduation from high school.

d. In order to transfer credit, a grade of "C-" or better must have been earned in the individual course. A combination of transfer credits from regionally and non-regionally accredited institutions may not exceed 75 semester hours. Grades for transfer courses are not used when determining a student's cumulative grade point average at Asbury College.

e. Students who have completed at least 12 semester hours at another institution after high school graduation are considered transfer students.

TRANSCRIPT POLICY

1. Transcripts of a student’s academic record are issued by the Office of the Registrar. There is no charge for the transcript. A transcript may be requested in person or by mail. Telephone requests will not be accepted. To make a request in person, a transcript request form must be completed in the Transcript Office. Mail requests must include the student’s name at the time of attendance (as well as all subsequent names used), date of birth, social security number, last quarter/semester of attendance at Asbury, present home address, and the name and address of where the transcript is to be sent. OFFICIAL TRANSCRIPTS WILL BE ISSUED ONLY AFTER ALL FINANCIAL OBLIGATIONS TO THE COLLEGE ARE PAID.

2. A request for a transcript must bear the signature of the individual whose permanent record is involved. If the name is typed or printed, the request will not be honored. This policy is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Due to these confidentiality and legal restraints, transcripts will not be faxed.
The department offers a wide variety of courses to enrich the student’s understanding and appreciation of art and to develop his or her creative and intellectual abilities. Majors in Art and Art Education are offered for students who demonstrate interest, aptitude and proficiency in art.

Asbury College offers areas of specialization in painting, sculpture, printmaking, ceramics, graphic design, photography, mixed media, stained glass, drawing, and art history.

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

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

**ART major requirements (49 hour major + general education + electives)**

**Area of emphasis (choose one):**
A. Specialization Medium (12): ART 491 (12 hours) Directed Study from one medium of specialization (painting, sculpture, ceramics, stained glass, printmaking, or drawing).
B. Graphic Design (12): ART 435, 452, ART 491 (3) Graphic Design; and MC 225.
C. Art History (12): 12 hours from ART 394, 454, 455, and ART 491 (6) Art History. (ART 454 and 455 may not be used in this concentration if already used in “Select 12 hours” noted above.)
D. Photography (12): ART 340 and ART 491 (9) Photography

**ART GRADES P-12 (82 hour major + general education + electives)**
ASBURY COLLEGE


Area of emphasis (choose one):

A. Specialization Medium (8): ART 491 (8 hours) Directed Study from one medium of specialization (painting, sculpture, ceramics, stained glass, printmaking, or drawing).
B. Photography (8): ART 340, 491 (5 hours)
C. Graphic Design (8): ART 452, 491 (2 hours); MC 225 or ART 491

ART (24 hour minor)
ART 111, 112, 251, 252; 9 hours of 200-300-level art courses; 3 hours Directed Study.

ART HISTORY (24 hour minor)
ART 111, 112, 251, 252, 300; 9 hours from ART 391, 394, 454, 455. (The Art History minor may not be completed by ART or ARTE majors.)

ART COURSES

ART 100 (3) Art Appreciation—Exposure to elements, principles and periods in art. Studio components, visiting artists, regional museum and gallery visits an integral part of the course. Fee.

ART 111 (3) Introduction to 2D Form and Design—The introduction to the fundamental principles and elements of two-dimensional design and the technical skills required to apply them in various media. The student learns how to structure intelligent and creative solutions to specific design problems and to evaluate those solutions according to critical standards. The nature and meaning of the creative process and the expressive potential of visual form are addressed. Fee.

ART 112 (3) Introduction to 3D Form and Design—Addresses technical methods of three-dimensional construction while introducing organizational principles. Criteria for superior construction will be presented as well as related issues of intent and function. Fee.

ART 123 (3) Introduction to Drawing—An introduction to drawing as a means of seeing and formulating ideas in visual form. Explores the basic concepts and formal devices of drawing. Working in various drawing media builds a practical understanding of drawing as the foundation for all visual thinking. Three hours of laboratory per week. Fee.

ART 200 (2) Elementary School Art—A study of visual art for elementary students’ learning. This course includes art fundamentals review, planning for development in cognitive skills, processes and avenues to art appreciation, and hands-on experience working with various media, methods and materials. Each student presents two lessons with lesson plans. Classroom visitation to area schools for observation and participation is part of this course. Designed for Elementary Education majors. Fee.

ART 212 (3) Stained Glass—Five works in stained glass using mosaic, copper foil, and lead construction. Concern for good design and construction. Three hours of laboratory per week required. Fee.
ART 222 (3) Ceramics—An introduction to the complete ceramics process. Fundamental techniques in clay formation, decoration, and firing are taught, including the use of the potter’s wheel. Three hours of laboratory per week required. Fee.


ART 233 (3) Figure Drawing—Further develops lessons introduced in ART 123 by addressing the classical subject of the live model in an intensive studio context. Various media. Three hours of laboratory per week required. Prerequisite: ART 111, 123. Fee.

ART 242 (3) Watercolor—Introduces the basic techniques of traditional watercolor. While the emphasis is on the handling of the media, principles of form and composition are also addressed. Fee. (alternate years)

ART 251 (3) Art History Survey I—Examination of major developments in art and architecture from prehistory through the 14th century, with consideration given to the dominant political, religious, and social concerns of each period. Fee.

ART 252 (3) Art History Survey II—Broad survey of the principal innovations in art and architecture in the West from the Renaissance to the present. Fee.


ART 300 (3) Art Theory and Criticism—Historical survey of critical methods and theories by which “art” and the “artist” have been defined and assessed. Theological perspectives on the visual arts are addressed. Fee.

ART 340 (3) Photography II—Intermediate studio course that introduces black and white darkroom craft, creative digital editing and management and archival output, as well some alternative processes. Photo history since WWII is also covered, along with current trends in the medium. Prerequisite: ART 266. Fee.

ART 354 (3) Graphic Design I—Fundamental design principles within the context of graphic design. Two-dimensional visual communication is reinforced, along with typographic principles and a survey of graphic design processes, through problem solving projects and exercises. Introduction of industry standard page layout and digital image editing software. Fee.

ART 372 (3) Sculpture—Exploration of three-dimensional design through a study of free forms, heads, and figures with clay, wax and plaster as the media. Three hours of laboratory per week required. Prerequisite: ART 112. Fee.

ART 381 (3) Painting—This course introduces the basic concepts and techniques of representational painting in acrylics, oils, and egg tempera. The emphasis lies in developing technical proficiency and visual acuity as the foundation for imaginative formal expression in paint. Three hours of laboratory per week required. Prerequisite: ART 123 or ART 111 or permission of instructor. Fee.
ART 390 (3) **Printmaking**—Students learn the procedures, techniques, and vocabulary of intaglio, relief, serigraphy, and lithography printmaking processes. Three hours of laboratory per week required. Prerequisite: ART 123. Fee.

ART 391 (1-3) **Directed Study** (non-majors)—Independent work in a field chosen in consultation with the supervising professor. Repeatable. Prerequisite: 12 hours in ART. Fee. Contract.

ART 394 Summer Seminar Abroad (3)—Summer Seminar immersed in art and history of France, or another destination as specified by Art Department. Fee.

ART 435 (3) **Internship**—Students work under joint supervision of professor and on-the-job trainer in appropriate field work setting. Prerequisites: junior standing and departmental approval. Fee. Contract

ART 452 (3) **Graphic Design II**—Builds on ART 354 in considering critical analyses in graphic design and its larger cultural impact. Introduces vector graphics software and further study of page layout and digital image-editing tools. Prerequisite: ART 354. Fee

ART 454 (3) **Renaissance Art**—Examination of developments in art from the 13th through the 17th centuries, both in Italy and north of the Alps. In addition to Renaissance art, challenges to traditional conceptions of classical beauty found in Baroque art will be examined as well. Prerequisites: junior standing and departmental approval. Fee. (alternate years)

ART 455 (3) **20th Century Art**—Exploration of developments in modern art with particular attention to the ways in which trends in modern art may be considered expressions of historical conditions and ideologies. Prerequisites: junior standing and departmental approval. Fee. (alternate years)

ART 475 (.5) **Senior Seminar**—Prepares the art student to install his or her senior exhibit, or an exhibit by another artist, treating aspects of professional exhibition and documentation. Portfolio preparation, and plans for relevant graduate education and career opportunities are explored. Senior Seminar is normally taken in the year in which the student will carry out the senior exhibit or carry out senior art historical research. Prerequisite: senior status. Fee.

ART 476 (0.5) **Senior Exhibit/Presentation**—A student in studio art mounts a professional-quality exhibition of a body of work created for the Art major in the college gallery or other designated space. The exhibit must meet faculty approval both as proposed and as installed. The student completing an art history emphasis presents research at the public annual art history symposium or independently curates a show on or off campus. Prerequisite: senior status and recommendation of department following junior review. Fee.

ART 491 (1-3) **Directed Study**—Specialization in chosen discipline (painting, sculpture, photography, fiber arts, ceramics, stained glass, printmaking, drawing, graphic design, computer illustration or art history) in consultation with professor. Prerequisites: Introductory level course in chosen area of specialization. Repeatable. Fee. Contract.
PSYCHOLOGY

The Psychology Department presents psychology from a Christian perspective. The Department does not reject secular psychology outright but evaluates it, and whenever possible, integrates it with Christianity. We expect students to integrate psychology and their faith both professionally and personally.

1. A basic goal of the psychology program is to provide students with an overall knowledge of psychology and to prepare students for graduate study. Reflecting the institutional purpose to develop the whole person, the department provides students with an awareness of ethical problems in the application and acquisition of psychological knowledge and encourages them to act ethically. Recognizing the importance of the relationships between persons, all psychology majors are encouraged to grow in their personal-social development.

2. Students interested in a career in psychology should take PSY 372 Experimental Psychology to prepare for graduate school. In addition to the courses specified, they should take other psychology courses to prepare them for their chosen field, as well as courses in sociology, biology, and Bible. Math and computer skills also are important for effective performance at the graduate level in psychology. Those planning on graduate school in a secular university should take French, German, or perhaps Spanish, and those planning on a Christian psychology graduate program may consider Greek.

3. Students who are interested in psychology for their own personal development and for application of psychological principles, but do not plan to attend graduate school might select PSY 331 Introduction to Research Methods in place of PSY 372 Experimental Psychology. Such students should be aware that this does NOT prepare them for further work in psychology; consequently, job opportunities in psychology itself are limited for students electing this option.
SOCIAL WORK
The mission of the Asbury College Social Work Program is to prepare social work graduates who are rooted in the liberal arts, the Christian and Wesleyan perspectives, social work values and ethics, prepared for generalist social work practice, and as agents of change in a variety of settings. The Asbury College Social Work Program is accredited by the Commission on Accreditation, Council on Social Work Accreditation.

In order to provide a quality, generalist social work education, the program’s faculty has established the following goals for beginning generalist practitioners through the curriculum’s knowledge, ethics, and practice with diverse populations.
1. Provide the knowledge, values, skills, and ethics to serve diverse client systems of all sizes and types integrating knowledge about how individuals, families, groups, communities, and organizations grow, change, and function together within the context of their environment.
2. Develop generalist social work practitioners who are both knowledgeable and understanding of diverse client systems of all sizes including: minorities of color and ethnicity, social and economic status, women, mentally and/or physically disabled, gay and lesbian populations, whether individuals, families, groups, or communities.
3. Infuse throughout the curriculum social work values and ethics as stated in the NASW Code of Ethics to prepare graduates for professional practice.
4. Prepare graduates who can think critically about knowledge, and practice, integrating social work history, values, research, skills in practice, and who value continuing learning and professional development throughout their careers.
5. Develop practitioners who understand, integrate knowledge, and practice in evaluation of programs and client systems of all sizes.
6. Develop practitioners who will use their knowledge and practice base to work as advocates and agents of change at all levels of service and organizations and with diverse cultural groups.

ADMISSION REQUIREMENTS
1. Any student who wishes to enter the social work program will be impartially considered. Students interested in the social work major should declare their interest by Spring semester of their Sophomore year and no later than Fall semester of their Junior year and be assigned an advisor. The assigned Social Work faculty advisor will then guide the student through the admission process.
2. Application for admission to the Social Work program. To begin the formal admission process the student obtains and completes an application form packet from the Social Work Program Director’s Office. The form is completed in consultation with the faculty advisor and application for admission is submitted to the program director’s office. Completion of the following criteria is necessary for admission to the program.
   a. Minimum GPA of 2.50 overall.
   b. Completion of the program application form.
   c. Applicants may be asked to obtain clearance from the Office of Student Development concerning moral, ethical, and social behavior acceptable to college community standards and the community at large.
   d. Recommendations by three persons familiar with the applicant.
e. Recommendation from one non-social work faculty member.

f. Interview by a minimum of two social work faculty.

g. Recommendation by social work faculty.

3. Students will be considered to be admitted to the social work program when they have completed the application process and have received a formal letter of acceptance from the Social Work Program Director.

4. Continuance in the Social Work Program is not guaranteed. Students must maintain an acceptable level of performance according to community, academic, and professional social work standards. Reviews of student performance are held prior to SW 340 Field Practicum, prior to graduation, or other times as required. Students are responsible for completing forms and scheduling performance reviews through their individual faculty advisors. Probationary status may be assigned to students not meeting program criteria. A student who is on probation will not be allowed to do field practicum until student is off probation.

5. Continuance in the Social Work program, includes meeting the following criteria:

a. Maintain academic standing according to the academic progress scale of category two (2) under the academic progress scale listed under the policies section of the Asbury College Bulletin.

b. Demonstrate personal and professional qualities consistent with working with people. These qualities which will be assessed upon entry to the program, through references and interview, and prior to the first field practicum will include, but are not limited to:
   i. value system consistent with the ethical standards of the social work profession.
   ii. sensitivity to needs of people.
   iii. self-awareness.
   iv. responsibility in class work, contributions to college and community life.

SOCIOLOGY

Sociology is the study of human social relations in all kinds of populations ranging in size from two individuals to nations. Sociologists study the changing and stable patterns of social interaction, values, and attitudes as reflected in race relations, crime, urbanization, migration, organizations, and institutions such as religion, science, and the family.

1. A major in sociology contributes to a liberal arts education by orienting the student toward increased understanding of human social groups and of the methods and techniques for analyzing these social units. Sociology offers valuable background and preparation for careers in a variety of professions and service occupations.

2. Courses in sociology are designed to meet the needs of two general categories of students. First, are those students who have a general interest in sociology as a background for understanding human society and behavior. Second, are students interested in careers in professional sociology. This major, then, prepares the student for graduate work in the discipline, for advanced training in professional programs such as law, ministry, missionary service, and corrections, and for careers in community service, government, extension service, public relations, medically related fields, family, industry, teaching, and human resources.
PSYCHOLOGY (39 hour major + general education + electives). PSY 110, 210, 275, 315, 341, 360, 375, 475; PSY 372 or SW 331; plus 17 PSY hours including no more than 8 hours of Independent Study or Practicum.

PSYCHOLOGY GRADES 8-12 (80 hour major + general education + electives)
ED 200, 210, 220, 240, 320, 385, 405, 410, 420, 470; PSY 100, 110, 220, 275, 302, 315, 341, 342, 360, 372, 375, 475; SOC 100; PSY 210 or SOC 212; PSY 320 or 330; PSY 351, 452 or 462.

SOCIAL WORK (54 hour major + general education + electives)
SW 100, 211, 251, 252, 302, 310, 331, 340, 402, 410, 440, 475; plus 12 hours from MIS 201, 322, 330; PHL 343; PS 300; PSY 210, 315, 340, 360; SOC 301, 312, 322, 323, 341, 352, 353, 411, 414, 421, 432, 472; SW 311, 351, 422.

SOCIOLOGY (45 hour major + general education + electives)
PSY 315; SOC 100, 472; SW 331; plus 24 hours from SOC 212 or SOC 300/400 courses; plus nine hours from: BM 381; COM 220; CSC 113 or higher; ECN 272, 273, 473; ENG 351, 352, 362; HIS 300 level (any course); PED 261; PHL 300 level (any course); PS 101, 300; PSY 300 level (any course); SW 351, 402.

PSYCHOLOGY (24 hour minor)
PSY 100, 110, 210, 341, and 12 additional hours at 300 or 400 level.

SOCIOLOGY (21 hour minor):
SOC 100, 472; SW 331; plus additional 12 hours of SOC 212 or SOC 300/400.

PSYCHOLOGY COURSES

PSY 100 (3) General Psychology I — A basic course in the foundation principles of the subject, designed to acquaint the student with the nature of psychology as a science, with emphasis on motivation, emotions, intelligence, health, social behavior, personality, psychological disorders, and psychotherapy. Prerequisite to any other PSY course.

PSY 110 (3) General Psychology II — A basic course with special emphasis upon learning, physiological studies, sensation, perception, consciousness, developmental studies, learning, memory, and thinking. Prerequisite: PSY 100.

PSY 210 (3) Social Psychology — A study of the ways in which individuals think about, influence, and relate to other people. A scientific analysis of human social behavior. Prerequisite: PSY 100.

PSY 220 (3) Stress Management — Designed to increase awareness of factors that help or hinder personal adjustment to life events and situations. Stress inoculation, stress management, and coping resources are emphasized. Prerequisite: PSY 100.

PSY 275 (1) Survey of Psychology-related Careers — Designed for any student interested in the range of career paths open to psychology majors. Surveys careers in coun-
seling, psychotherapy, psychological assessment, social and human services, residential care, forensic applications and settings, teaching (high school or college/university), research, industrial/organizational, psychiatry and other medical specialties, psychiatric nursing, and church/para-church/missions applications. Job search strategies, steps and tools are detailed.

PSY 300 (3) Developmental Psychology I: Infancy and Childhood—The study of human development emphasizing some of the significant theories and known characteristics of the various “stages” of development from conception through childhood. Prerequisite: PSY 100.

PSY 302 (3) Developmental Psychology II: Adolescence, Adulthood, and Aging—The study of human development emphasizing some of the significant theories and known characteristics of development from adolescence through adulthood to death. Prerequisite: PSY 100.

PSY 315 (3) Statistics for Behavioral Science—An introduction to descriptive statistics, inferential statistics, and probability with emphasis on the application of these statistical procedures to experimentation. Prerequisite: PSY 100, MAT 120.

PSY 320 (3) Psychology of Gender—Examines the psychobiological, sociopsychological, evolutionary, and developmental perspectives on gender. Integrates theories regarding the psychology of gender into a Christian worldview that includes the doctrines of creation, the fall, redemption, vocation, and eschatological hope.

PSY 322 (3) Equine Facilitated Mental Health—Provides an introduction to the cutting-edge fields of equine assisted personal development and equine assisted therapies. The different approaches, the variety of therapeutic settings, and the special populations that can be served are addressed. Also emphasized are equine psychology and body language. Prerequisites: PSY 110

PSY 330 (3) Cognitive Psychology—Explores the current and historical theories, research findings and methodologies associated with topics relating to various information processing tasks. Perception, attention, memory, knowledge representation and organization, language, reasoning, and problem solving.

PSY 340 (3) Forensic Psychology—Provides an introduction to the major theories and issues related to the practice of forensic psychology. Emphasis is placed on the application and practice of psychology in both the civil and criminal justice systems with the following topics examined in depth: police and investigative psychology, family forensic psychology, psychology of crime and delinquency, victimology and victim services, legal psychology, expert witness testimony, consulting psychology, and correctional psychology.

PSY 341 (3) History and Systems of Psychology—Historical development, description and explanation of different schools of thought in psychology. An integrated understanding of modern psychology. Prerequisite: PSY 100, 110.

PSY 342 (3) Multicultural Psychology—Explores the effects of culture on the way people think, act, and feel. Taught from a biopsychosocial perspective. Differences in worldviews, communication, identity development, mental health, stereotyping, and discrimination are examined.
PSY 351 (3) Counseling and Psychotherapy I—An introduction to the various theories, techniques, and issues related to the practice of counseling and psychotherapy. Integration of applied psychology, Wesleyan theology, and spirituality are emphasized. Prerequisite: PSY 100

PSY 352 (3) Counseling and Psychotherapy II—Advancement of the student’s knowledge of the practice of counseling and psychotherapy. Introductory helping skill development is emphasized through supervised training experience with a systematic model. Prerequisites: PSY 100, 351.

PSY 360 (3) Abnormal Psychology—Studies abnormal behavior and psychological disorders with consideration of causal factors, symptom patterns, and treatment options. Prerequisite: PSY 100.

PSY 372 (3) Experimental Psychology—Procedures utilizing experimental design are learned and used in undertaking classroom experiments dealing with a variety of topics in psychology and related fields. Prerequisites: PSY 100, 110, 315.

PSY 375 (1) Integration and Vocation Seminar—Explores the relationship between Christianity and psychology as a science and helps students clarify their own calling as Christian psychologists. Students will also become familiar with APA writing style.

PSY 381 (3) Physiological Psychology—Physiological explanation of behavior, primarily in the areas of sensation, motivation, learning, and memory. Prerequisite: PSY 100, 110, BIO 100 (or equivalent).

PSY 391 (1-3) Independent Study—An in-depth study of a given problem area of interest to the student. Designed for students who plan graduate studies in psychology or for those who desire to enhance their own personal development. Not more than a total of eight hours of Independent Study, or internship may apply toward the major. Prerequisites: PSY Majors only and permission of professor. Contract.

PSY 393 (1-3) Seminar—Study of various topics of psychological theory, research, and application. Prerequisite: 9 hours of PSY including PSY 100 and 110.

PSY 435 (1-3) Practicum—Provides a practicum experience in an area of special interest in order to expose the student to practical applications of psychology in real world settings. The student may select from: a) counseling/clinical practicum — pre/co-requisites PSY 351, 352, 360 and consent of instructor; b) research practicum — prerequisites PSY 315, 372 and consent of instructor; or c) teaching practicum — prerequisites PSY 100, 110, and consent of instructor. Contract.

PSY 442 (3) Psychology of Religion—Relates modern psychological theory, research, and practice to the study of religious experience. Selected aspects of psychology are also examined in the light of the Christian religion. Prerequisite: PSY 100, 110.

PSY 452 (3) Psychology of Personality—An examination of personality structure, dynamics, and development emphasizing major theoretical perspectives and current research. Prerequisite: PSY 100.

PSY 462 (3) Psychological Assessment—Acquaints the student with various theories, techniques, and issues in the practice of psychological assessment. Prerequisite: PSY 100, 360.
PSY 472 (3) Psychology of Learning and Motivation—A comparison of theoretical explanations of the causes of behavior and behavior change, and of the empirical evidence on which they are based. Prerequisite: PSY 100, 110.

PSY 475 (2) Senior Seminar—Requires students to develop their individual systems of psychology, develop their stand on ethical issues, and complete their basic knowledge of psychology. Prerequisite: Senior PSY majors only.

SOCIOLOGY COURSES

SOC 100 (3) Introduction to Sociology—An introduction to the perspectives, methods, concepts, and general findings of the sociologist. Includes discussion of historical and conceptual development of sociology and is a study of society with analysis of group life and other forces shaping human behavior. Serves as the basic course for students who intend to take additional courses in sociology or as a support course for other majors.

SOC 212 (3) Introduction to Anthropology—An introduction to the comparative study of man and his culture. Treated are such themes as social organization (e.g. marriage, kinship, social stratification, etc.), social interaction (e.g. economic and political systems, religion, social control, etc.), and cultural change.

SOC 301 (3) Social Problems—An analysis of present day social problems in American society arising from personal and social disorganization. Particular attention to the social variable involved in the development, continued existence, and amelioration of these conditions. Prerequisite: SOC 100.

SOC 312 (3) Issues in Intercultural Relations—A study of the cultural, political, economic, linguistic and social relationships between racial and ethnic groups in multicultural America, and within and between other nations. Emphasis will be on understanding the origins, history and current state of racial and ethnic groups, the appreciation of other cultures, and on the Christian responses to conflict. Prerequisite: SOC 100 or permission of professor.

SOC 322 (3) Rural Studies—A study of the rural culture, its role, socialization, interaction processes, and of their effect upon society. Emphasis upon the Appalachian culture, its institutions, folkways, and social structure. Prerequisite: SOC 100. Fee.

SOC 323 (3) Urban Studies—A study of urban social, economic, and political growth and their effects upon mass society. Emphasis on patterns of urban growth, demographic and ecological processes, institutions, folkways, and dynamics of social class. Prerequisite: SOC 100. Fee.

SOC 341 (3) Family Studies—Development of the family as a social institution with emphasis on the contemporary American family its structure and interaction. Emphasis will also be placed on family organization, interaction, and communication in the parental and postparental family. Prerequisite: Junior standing or permission of the professor.

SOC 352 (3) Juvenile Delinquency—A study of the problems of juvenile delinquency in America and across cultures; including its nature and causes, the juvenile court system, methods of treatment, probation, detention, parole and prevention. Prerequisite: SOC 100.
SOC 353 (3) International Social Issues—Examines international social problems. Social problems are defined as issues that affect many people and require collective action. The course is designed to study social problems that affect the lives of inhabitants in several countries and require international action to bring their resolution.

SOC 391 (1-3) Independent Study—Individual research and/or reading in particular fields of sociology. Prerequisite: Permission of the professor. Contract.

SOC 393 (3) Seminar—The study of various social issues with special emphasis on trends and issues of interest in the field. Topics will be determined and announced each semester when the course is offered.

SOC 411 (3) Sociology of Religion—Cross-cultural analysis of religion as a social institution as it relates to culture, society, and the individual. Prerequisite: SOC 100 or 212.

SOC 414 (3) Perspectives on Aging—Study of the social, psychological, biological and economic aspects of aging. The content is interdisciplinary, cross-cultural, and examines the positive contributions and special problems of the aging population. Dying, death and grief are included in the exploration of end of life stages.

SOC 421 (3) Sociology of Crime and Corrections—A study of the general social conditions as they relate to understanding of crime, juvenile delinquency, and the corrections systems. An analysis of the incidence, causes, the court systems, methods of treatment, punishment, reform, and measures for prevention of crime and delinquency is included in this study. Prerequisite: SOC 100 or 212.

SOC 432 (3) Marriage—Courtship and marriage given special emphasis. Mate selection problems, adjustments in marriage, communication, human sexuality, finances and other important factors included. Prerequisite: Junior standing or permission of the professor.

SOC 435 (2-5) Applied Sociology—To provide the opportunity for extensive work in a selected area of sociology, including special investigations, reports, and discussions. Internships can be designed to meet the student’s specific interests. Prerequisite: Senior Sociology Major and/or permission of the professor. Contract.

SOC 472 (3) Sociological Theory—A study of the development of the discipline of sociology in terms of the major trends of sociological theory, past and present, including the theorists and the major theoretical problem areas of the discipline. Prerequisite: Senior standing; Sociology, Social Sciences or Philosophy majors.

SOCIAL WORK COURSES

SW 100 (3) Introduction to Social Work—An introduction course designed to study the development of the social work profession and the role of the social worker in society. The values and attitudes of the social worker are explored. The course includes field trips in which the student has opportunity to observe various social service agencies and the role and responsibilities of the social worker within these settings. Prerequisite: Interest in major in Social Work.

SW 211 (3) Social Service Systems—A conceptual framework is established that will provide the student with the knowledge base necessary to approach the various systems in social services. The student will begin to uti-
lize practical skills needed to serve client systems. 45 hours of volunteer service in an agency setting is required. Prerequisite: SW 100.

SW 251 (3) Human Behavior and the Social Environment I: Birth to Adolescence—Study of human growth and activity of the individual as a basis for understanding of oneself and the individuals of society. Emphasis will be on change, and growth at different stages across the life span. An interdisciplinary approach examining biological, psychological, sociological, cultural, environmental, and spiritual aspects of human behavior will be used and applied to social work practice and understanding. Several theoretical approaches to explain human behavior and personality development are included. Prerequisite: SW 100.

SW 252 (3) Human Behavior in the Social Environment II: Adolescence through Adulthood and Aging—Study of human growth and activity of the individual as a basis for understanding oneself and the individuals of society. An interdisciplinary approach examining biological, psychological, sociological, cultural, environmental, and spiritual aspects of human behavior will be used and applied to Social Work Practice and understanding. Several significant theoretical approaches to explain human behavior and personality development are included, with focus on change and growth from adolescence through adulthood and aging. Prerequisite: SW 251.

SW 302 (3) Contemporary Issues in Social Work—A study of contemporary issues and trends in social work set within an historical context of the development of the social work field. Emphasis is placed on value and ethical dilemmas of practice and policy issues encountered by the social worker. Attention is given to problem and policy analysis to a wide range of activities and events that influence the quality of life for individuals, groups and society. Prerequisite: SW 100, 211.

SW 310 (3) Social Work Practice Theory I—Students will be expected to demonstrate an integration and utilization of the knowledge base developed in Social Service Systems. Interviewing and counseling techniques will be emphasized through video-taped role-playing during the first half of the course. The second half will focus on furthering skills in working with groups and families. Prerequisite: SW 211.

SW 311 (3) Social Services for Children and Families—A study of the various social services for children. This will include a historical perspective of child welfare and an awareness of societal problems which creates a need for social services to children and their families. Alternative placements outside the home, such as adoption, foster care, and institutionalization will be discussed as well as the supportive services offered to intact families and children. Prerequisite: SW 100, 211 or permission of professor.

SW 331 (3) Introduction to Research Methods—A course directed toward introducing the student to the basic research process elementary research design, data collection procedures; analysis and interpretation of data, and the preparation of a research proposal or report. Prerequisite: Major in one of the behavioral sciences or permission of professor.

SW 340 (5) Practicum I—The student is placed for a minimum of 200 hours for the semester in an agency providing social services. Requires a two-hour weekly seminar and individual, regular meetings with both field and academic instructors. The
practicum and practice seminar provide additional opportunity for the student to integrate classroom knowledge with practical experience. The practicum is designed to give the student experience in working with individuals and/or groups in an agency setting. Assigned readings, process recording, and other tools are used to enhance the field practicum experience. Must be taken either fall or spring semester. Prerequisite or concurrently: SW 310. Junior or senior social work majors only.

SW 351 (3) Family Life Education—Examines the historical development, current problems, and emerging trends in Family Life Education, with special attention to family, church, school, and community. Emphasis is given to application of knowledge of spiritual and cultural concerns in topical presentations as part of students’ preparation for family life work and ministry.

SW 393 (2) Seminar—Two-hour seminars will be offered in specific subject matters as necessary to further prepare students in the social work field. These courses could be independent study or a regular class format. Course will be an elective unless stipulated for a specific option in social work.

SW 402 (3) Social Welfare Policies—To develop an understanding of the history, concepts and consequences of social welfare policies of national, state, local and agency organizations. Analyzes effects on functioning of social workers at various agency and governmental levels. Examines methods of achieving change in social policy as well as policy implementation. Prerequisite: SW 100, 211 or SOC major.

SW 410 (3) Social Work Practice Theory II—Designed to further the students’ knowledge and competence as a skilled case worker and counselor. Designed to provide an overview of the divergent forms of counseling and therapy, the class will help students increase their knowledge and competence in the selection and use of various therapies. The course will emphasize personal dimensions as counselors. Prerequisite: SW 310, 340.

SW 422 (3) Social Work Administration—A study of administration and management principles in which students are introduced to organizing, community and organization needs assessment, goal setting, recruiting, selecting and organizing employees, securing and managing financial resources, grant writing, evaluating agency and program efforts.

SW 435 (2-3) Senior Social Work Practicum—Practicum in an area of special interest and opportunity to increase skills and knowledge. Open only to seniors who have completed SW 340 and 440 or to Sociology or Psychology majors who are seeking an internship experience. Details are to be coordinated carefully with the supervising instructor and field placement supervisor. Contract.

SW 440 (8) Practicum II—The student is placed for a minimum of 320 hours for the semester in a social services agency. Every effort will be made for a placement compatible with the student’s skills and interests. In addition the student is to meet individually on a regular basis with both field and academic instructors. The practicum and required practice seminar provide additional opportunity for the student to integrate classroom knowledge with practical experience. The practicum is designed to give the student experience with individuals, groups and organization in the agency setting. Assigned readings, process recording and other tools
are used to enhance the field practicum experience. Prerequisite: SW 410 or concurrently. Senior social work majors only.

**SW 475 (2) Senior Seminar**—Serves as the senior capstone course for social work program for the integration of theory, knowledge, skills, and values. Case studies, readings, and final written paper will be used as learning and discussion tools. Emphasis will be on ethical and value consideration as they apply to generalist social work practice. Exit interviews and testing, and resume preparation are a part of the course.
The BIBLE AND THEOLOGY PROGRAM offers an in-depth exploration of biblical content and theology. Students may choose one of two majors:

1. **The Pre-seminary major** is designed to equip students for graduate level theological study. Specifically these majors have opportunity to develop the writing and research skills to succeed in seminary.

2. **The Pre-ministry major** is designed to prepare for ministry immediately following college. These majors take courses, among others, in preaching, pastoral theology, biblical interpretations, Christian Ministries, and marriage or family in order to be as equipped as possible to enter ministry without going to seminary.

In both majors content, background, theological understanding, and interpretive skills are emphasized. Both programs facilitate understanding the Bible in its historical, cultural context and the ability to apply biblical principles to ministry in everyday life. In addition to studying individual books of the Old and New Testaments, students explore the rich historical and theological legacy of the Church and its implications for today.

*BTH 100, OT 100, NT 100, and TH 300 are part of the general education requirements for all students and do not apply to the majors and minor listed below.*

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

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

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

3. Some career options open to philosophy majors are law, medicine, business, politics, government service, journalism, and writing. Historically, only philosophy majors score 5% or more above the mean on these important exams: LSAT, GMAT, GRE Verbal, and GRE Quantitative. Philosophy majors as a group have a higher mean score on the GRE Verbal than students in any other major. Surveys of medical schools indicate that philosophy is the preferred major for applicants who are otherwise qualified in chemistry and biology.

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

**BIBLE-THEOLOGY: PRE-MINISTRY** (49 hour major + general education + electives)

BTH 475; CM 201, 211, or 380; CM 413; COM 341; MIS 201 or 311; 9 hours of NT; 9 hours of OT; PHL 231 or 361; SOC 341 or 432; TH 320, 340; 6 hours of TH.

**BIBLE-THEOLOGY: PRE-SEMINARY** (43 hour major + general education + electives)

BTH 475; CM 201, 211, 380, COM 341, or MIS 311; HIS 313, 320, 321, PHL 211, 231, 242, 361, or 411; 12 hours of NT; 12 hours of OT; PHL 231 or 361; 9 hours of TH.

**PHILOSOPHY** (30 hour major + general education + electives)

PHL 211, 212, 221, 231, 393, 412, plus 12 hours of PHL (not including PHL 200).

**BIBLE-THEOLOGY** (18 hour minor)

3 hours of NT; 3 hours of OT; 3 hours of TH; 9 hours of any NT, OT or TH.

**PHILOSOPHY** (18 hour minor)

18 hours of PHL 211 or above.
BIBLE COURSES

BTH 100 (3) Foundations of Biblical Thought—A biblical and theological study of the Holy Scriptures as the revelation of God and his saving purposes in the Church and the world. While giving attention to the literary, historical, and cultural diversity within Scripture, this course focuses on the theological unity of the canon, grounded in the saving aims and character of God in his holiness and self-giving love.

BTH 475 (1) Senior Seminar—A discussion-oriented course examining issues in biblical and theological studies. Requirements include readings and written reflections, with a required ministry experience for pre-ministry majors. Credit/no credit. Passing grades are based on fulfillment of requirements, attendance and participation.

NT, OT, TH 391 (1-3) Independent Study—A directed and supervised investigation of a selected research problem or issue in biblical studies, including the preparation of a scholarly paper. A student may not take more than four (4) hours of independent study. Prerequisites: OT 100 and NT 100, or BTH 100, 3.0 gpa. and approval of instructor. Contract.

NT, OT, TH 393 (1-3) Seminar—Selected topics in Bible or Theology.

NEW TESTAMENT COURSES


NT 210 (3) The Growth of the New Testament Church—A study of the emergence of Christianity in relation to the historical, religious, and philosophical milieu of the first century. Attention is given to the birth and development of the apostolic church and the variety of ways in which it witnessed to the revelation of God in Christ. Prerequisite: NT 100 or BTH 100.

NT 300 (3) Synoptic Gospels—A study of the basic teachings of Jesus in the Synoptic Gospels and the Synoptic Problem in light of critical studies. Prerequisite: NT 100 or BTH 100.

NT 320 (3) Prison Epistles—A study of the letters of Paul written in captivity. Ephesians, Philippians, Colossians and Philemon will be examined with special attention given to Pauline Christology. Prerequisite: NT 100 or BTH 100.

NT 330 (3) Hebrews and General Epistles—Detailed exposition of Hebrews, James, I & II Peter and Jude. Each letter is interpreted in its historical, cultural and literary context. Prerequisite: NT 100 or BTH 100.

NT 340 (3) The New Testament and the End Times—A study of New Testament passages that deal with the end times, especially the Revelation. Various theological interpretations of the data are presented for analysis and discussion. Prerequisites: OT 100 and NT 100, or BTH 100.

NT 350 (3) Writings of John—A study of the Gospel of John and the three Epistles of John. Distinctive literary and theological features of the Johannine literature will be considered. Prerequisite: NT 100.

NT 400 (3) Galatians and Romans—An analysis of Paul’s letters to Galatia and Rome, with special emphasis on the theological content of Pauline soteriology. Prerequisite: NT
100 or BTH 100 and one NT course at 300 level.

OLD TESTAMENT COURSES

OT 100 (3) Understanding the Old Testament—Old Testament literature understood in the light of its historical contexts, its literary forms, and its diversity and unity of theological ideas.

OT 200 (3) Pentateuch—An analysis of the general content and spiritual teachings of each of the first five Old Testament books, with special attention to historical and theological features. Prerequisite: OT 100 or BTH 100.

OT 210 (3) History of Israel—A study of the history of ancient Israel from the conquest and settlement of Canaan to the post-exilic community are examined against the background of ancient Near Eastern literature, geography, and archaeology. The focus is on Israel’s historical development within its political, social, and religious context. Prerequisite: OT 100 or BTH 100.

OT 320 (3) Eighth Century Prophets—The prophecies of Amos, Hosea, Isaiah, and Micah examined in their historical, literary, and theological context, utilizing a variety of exegetical approaches. Prerequisite: OT 100 or BTH 100.

OT 330 (3) Wisdom Literature—A study of wisdom in the Old Testament with an emphasis on Job, Proverbs and Ecclesiastes. Some attention will be given to wisdom in its broader ancient Near Eastern context. Prerequisite: OT 100.

OT 340 (3) Near East Archaeology and Geography—An investigation of archaeological discoveries, mostly in Palestine, from the Stone Age to the Late Iron Age. Emphasis will be given to literature rather than to other remains such as pottery. Also, exceedingly more attention will be given to archaeology than to geography. Prerequisite: OT 100 or BTH 100.

OT 350 (3) Psalms—Exegetical studies of selected Psalms, focusing upon the meaning and use of the Psalms in their Old Testament setting as well as their continued use in the Church. Prerequisite: OT 100 or BTH 100.

OT 400 (3) Jeremiah—An analysis of the contents of Jeremiah against the background of the decline and fall of the Southern Kingdom, and an evaluation of various attempts to determine the composition of the text. Prerequisite: OT 100 or BTH 100 and one OT course at 300 level.

PHILOSOPHY COURSES

PHL 200, 212, or 231 serves as a prerequisite to all other PHL courses.

PHL 200 (3) Introduction to Philosophy—Introduction to the nature, methods, and purposes of philosophical inquiry. Investigates major topics such as reality, knowledge, and ethics. Surveys and evaluates important world views in an attempt to formulate a Christian world view.

PHL 211 (3) Ancient & Medieval Philosophy—Surveys the development of philosophical thought from the ancient Greeks to the late medieval period. Emphasis is placed on the philosophy of Plato, Aristotle, Augustine, and Aquinas.

PHL 212 (3) Modern Philosophy—Surveys the development of philosophical thought during the seventeenth and eighteenth centuries. Primarily studies Hobbes,
Descartes, Spinoza, Leibniz, Locke, Hume, Reid, and Kant.

PHL 221 (3) Logic—Analyzes the methods of correct reasoning; covers propositional logic, term logic, and modern quantification theory. Employs symbolic notation while remaining sensitive to ordinary discourse. Some attention to informal fallacies.

PHL 231 (3) Ethics—Studies the major thinkers and positions in the field of ethics with attention to their relation to Christian thinking related to moral life. Among the views studied are forms of utilitarianism, Kantianism, hedonism, and virtue theory.

PHL 242 (3) World Religions—Presents the history and philosophy of the major living religions in the world outside the Judeo-Christian tradition: Hinduism, Buddhism, Confucianism, Taoism, Islam. Addresses issues related to the uniqueness of Christianity.

PHL 251 (3) Seminar: Philosophy of C. S. Lewis—A study of the philosophical works of Lewis dealing with arguments for the existence of God based on human rationality, the problem of suffering, objective truth, and moral law. Addresses philosophical themes in the Narnia Chronicles and Lewis’ thought in relation to popular culture. Includes viewing and discussion of pertinent videos.

PHL 293 (3) Seminar—Selects a significant issue, problem, theme, or thinker for intensive study.

PHL 312 (3) Epistemology (Theory of Knowledge)—Investigates the nature of human knowledge and belief. Addresses issues related to the sources, justification, and types of knowledge. Major epistemological theories are compared and contrasted.

PHL 322 (3) Metaphysics (Theory of Reality)—Employs a combination of classical and contemporary sources to discuss issues related to the nature and structure of reality. Each offering of this course selects from a range of issues to cover: substance, matter and mind, free will and determinism, space and time, the relation of logic and ontology, and the like.

PHL 343 (3) Political and Social Philosophy—Surveys the nature and development of political and social theories with special interest in those factors which give cohesion to human community. Ideas pertaining to humanity, justice, law, and the social good are addressed.

PHL 361 (3) Philosophy of Religion—Surveys the classic topics in the field, such as the theistic arguments, the problem of evil, miracles, religious language, and the divine attributes. Also considers alternative approaches to the subject, such as fideism, natural theology, and Reformed epistemology.

PHL 372 (3) Philosophy of Science—Explores the presuppositions, methods, and role of science as a knowledge-seeking enterprise. Reviews major philosophies of science, such as positivism, Kuhnianism, and realism.

PHL 391 (1-3) Independent Study—Offered by consent of a supervising instructor. A topic is established by negotiation with instructor. A student may not take more than 3 hours per semester. Contract.

PHL 393 (1-3) Seminar—Selects a significant issue, theme, problem, or thinker for intensive and rigorous study. Conducted in seminar style; a major paper is required. Prerequisite: 9 hours in PHL including PHL 200.
PHL 411 (3) Philosophical Theology—Applies the methods of philosophical elucidation to major Christian doctrines, such as Creation, Revelation, Incarnation, Atonement, and the like. Seeks to clarify understanding of and trace the implications of the central concepts of these doctrines.

PHL 412 (3) Contemporary Philosophy—Concentrates on the analytic movement in philosophy, which shaped the tone of professional Anglo-American philosophy. The course surveys the work of such thinkers as Moore, Russell, Ayer, and Carnap, Quine, Strawson, and others. It usually features Wittgenstein for very concentrated study. Where possible, reference is made to other contemporary movements such as: existentialism, phenomenology, and postmodern hermeneutics.

THEOLOGY COURSES

TH 300 (3) Christian Theology—An exploration of the Christian Faith from the perspective of biblical, historical, and systematic theology. This course includes emphases on the essentials of Wesleyan thought and contemporary ethical issues. Prerequisites: NT 100 and OT 100 or BTH 100; and one PHL course.

TH 310 (3) History of the Early Church—An introduction to the rise and development of the Christian church from its inception to the Council of Chalcedon in the fifth century. Prerequisite: TH 300.

TH 320 (3) Biblical Interpretation—A study of the methods and principles of biblical interpretation. It includes an application of interpretive principles to such areas as literary genre, historical and theological issues, the history of interpretation and the relationship between the testaments. Prerequisites: OT 100 and NT 100; or BTH 100.

TH 330 (3) The Theology of John Wesley—A study of John Wesley’s theology with particular attention given to his theology of salvation. Special emphasis will be placed on his doctrine of Christian perfection. Prerequisite: TH 300.

TH 340 (3) Pastoral Theology—Designed to acquaint students with the office and functions of the pastor. Classical Christian sources and concepts are explored in order to develop a theory of pastoral care that is consistent with Scripture and the Wesleyan tradition. Prerequisite: TH 300.

TH 400 (3) Historical Theology—A study of the historical development of theology within the Christian tradition. Representative theologians and theological issues which have shaped the faith of the Christian church from post-biblical times to the modern period are investigated in the light of biblical, historical, and ethical concerns. Prerequisite: TH 300.

TH 410 (3) Modern Theology—A study of 20th century theologians who have been decisive in responding to post-Enlightenment skepticism and its critique of revealed religion. Seminar class. Prerequisite: TH 300.
The program in business management/accounting at Asbury College provides an opportunity to study the principles of effective business management from the standpoint of the Christian world view. The philosophy of Christian liberal arts education with its breadth of perspective and biblical view of truth is reflected in a distinctly Christian approach to the study of business management. The program makes the biblical principle of stewardship and Christian standards of ethics an integral part of the acquisition of technical knowledge and of the pursuit of excellence in professional skills.

1. The business curriculum includes (1) courses in the functional areas of management, finance, human relations, economics, marketing and (2) courses in the information processing and the quantitative analysis areas of accounting, computer programming and data processing, statistical methods, and management science and operations research.

2. The Department strives to incorporate free market economic concepts and ethical concepts throughout our course offerings.

3. Some of the career opportunities for students of business management include (1) positions with accounting firms; (2) positions with such financial organizations as banks, brokerage firms, insurance companies, and savings and loan associations; (3) positions with all types of industrial and commercial organizations; (4) positions in religious organizations as staff accountants, controllers, treasurers, and in various administrative posts; and (5) positions in government and other not-for-profit organizations such as welfare agencies and hospitals.

4. Asbury requires 124 semester hours for a bachelor’s degree with a major in accounting. Students interested in an accounting major should be aware that in many states, the Society of Certified Public Accountants requires 150 credit hours to sit for the CPA exam. Our recommendation is that the student complete the undergraduate accounting major
from Asbury and obtain the additional hours needed to sit for the CPA exam in a graduate program such as an MBA or Master of Accountancy. In some cases, students are able to obtain the 150 hours while at Asbury through higher placements in foreign language, summer programs, internships, or some combination of these opportunities.

5. The course of study in business management pursued in the Christian environment of Asbury College offers young people an education which will enhance and enrich their personal lives and prepare them (1) for Christian service to society, (2) for effective performance in their profession, and (3) success in advanced study at the graduate level.

ACCOUNTING (55 - 57 hour major + general education and electives)
ACC 201, 202, 301, 302, 305, 307, 361; BM 300, 311, 321, 413, 451; ECN 272, 273, 315; 6 hours from ACC 309, 401, 402, 403, 435; MAT 181 or (MAT 131 and 132).

BUSINESS MANAGEMENT (55 or 57 hours major + general education and electives)
ACC 201, 202; BM 251 or ACC 361; BM 300, 311, 321, 341, 413, 451; ECN 272, 273, 315; MAT 181 or (MAT 131 and 132)
Area of emphasis (choose one):
   A. General Management: BM 331, 412, 457; 6 hours from BM/ACC/ECN 300 or higher
   B. International Business: BM 452; ECN 372, 471, 473; 3 hours from BM/ACC/ECN 300 or higher
   C. Finance: BM 371, 457, 452; ACC 305; 3 hours from BM/ACC/ECN 300 or higher
   D. Public Policy: BM 325, 412; ECN 372; ACC 309 or BM 371; PHL 343

ACCOUNTING (21 hour minor)
ACC 201, 202, 301, 302, 305, 307, plus 3 hours from any 300 or 400 level Accounting course.

BUSINESS MANAGEMENT (21 hour minor)
ACC 201, 202; BM 311, 451; ECN 272, 273; plus 3 hours from any BM 300 or higher. The BM minor may not be completed by ACC majors.

ECONOMICS (27 hour minor)
ACC 201, 202; BM 451, ECN 272, 273, 315, 372, plus 6 hours from ECN 300 or higher.
ACCOUNTING COURSES

ACC 201, 202 (3 each) Principles of Accounting—An introduction to the basic structure of accounting. Development of concepts and skills for reporting, analyzing, and interpreting accounting information. The three major types of business entities are considered: proprietorship, partnership, and corporation. Financial accounting is emphasized the first semester while concepts relating to managerial accounting are introduced the second semester.


ACC 307 (3) Principles of Federal Income Tax Accounting—Basic concepts, applicable to all taxpayers, of tax management, exempt income, nondeductible items, corporate distributions, computations of income, realization and recognition of incomes and deductions. Prerequisite: ACC 202 or permission of professor.

ACC 309 (3) Accounting for Non-Profit Entities—The requirements of adequate accounting systems for various government units (city, welfare), religious organizations, hospitals, including the recording of usual transactions and the form and content of reports. Prerequisite: ACC 202 or permission of professor.

ACC 361 (3) Management Information Systems—Theory and design of information systems from a managerial perspective. This course provides an understanding of the role of information technology in business and how it can be used for competitive advantage. Topics include information technology (data base, networks, etc.), developing applications and managing with information (e.g. decision support systems and expert systems). Prerequisite: BM 311.

ACC 393 (3) Contemporary Issues in Accounting—Study of various issues that are relevant to the current accounting industry environment. Topics to be determined. (on occasion)

ACC 401 (3) Advanced Accounting—Selected topics in advanced accounting, including study of unique problems related to special sales arrangements, business combinations, and consolidated financial statements. Prerequisite: ACC 302.

ACC 402 (3) Basic Auditing—A course in auditing theory practice. Auditing standards, procedures, rules of professional conduct, and related materials of professional importance. Consideration is also given to internal auditing. Prerequisite: ACC 302 or permission of professor.

ACC 403 (3) Accounting Theory—Critical examination and analysis of accounting theory with emphasis on determination of cost and income. Prerequisites: Senior standing and ACC 302.

ACC 435 (3) Internship—Students are placed with cooperating firms for on-the-job training in business and accounting. Written
reports to be submitted by the firm and by the student to the professor. This is an option for the student and will be tailored to fit the student’s needs as far as possible. Consent of the instructor must be secured. Contract.

BUSINESS MANAGEMENT COURSES

BM 251 (3) Computer Applications for Business—Application of business-related software including in-depth training in the use of spreadsheets and integrated software in financial decision-making and business presentations; database management; theory of networks and internet.

BM 281 (3) Personal Financial Management—This course is designed to familiarize the student with the following topics which will aid in personal money management: personal family budgeting and banking, insurance principles (property, liability, health, and life insurance), financial loans, income tax, investment principles, retirement and estate planning. May not apply to BM major or minor. (offered on occasion).

BM 300 (3) Business and Technical Writing—Focuses on types of writing required in professional settings; the production of clear and correct technical reports, electronic documents, and other business-related texts. Elimination of grammar and usage errors not accepted in a business environment. Includes opportunity to interact with business and technical professionals.

BM 311 (3) Principles of Management—A study of the underlying theory and operation of modern management at all levels of the corporate enterprise. Topics include: planning, organizing, staffing, influencing, and controlling.

BM 312 (3) Small Business Management—This course examines the development and management of the business venture. Topics include: the innovation idea, the development of business and financial plans, feasibility studies, alternative modes of financing, and the launching of the venture.

BM 321 (3) Business Law I—An introduction to the American Legal System including an overview of both civil and criminal procedure. A study of the applications of legal principles to business transactions. Substantive areas to be considered include: Contracts, Commercial Paper, Sales, Real Property, Personal Property, Wills and Trusts, Agency, Torts, Business Crimes.


BM 325 (3) Public Policy—An understanding of the practice of administration in public organizations. The course will include an analysis of budget structure and process; revenue structure and administration; and public capital acquisition and debt management. Emphasizes an applied focus and comparative analysis of alternative management structures and strategies. Explores ethical dimensions in the public sector and examines ethics in connection with policy development.

BM 331 (3) Human Resource Management—A study of issues related to attracting, motivating, and retaining employees.
This course discusses the activities of planning staffing, appraising, compensating, training and developing, improving, and establishing work relationships with employees. Prerequisite: BM 311.

**BM 341 (3) Principles of Marketing**—A study of marketing research, channels, demand, analysis, product policies, salesmanship, advertising, and pricing.

**BM 371 (3) Financial Institutions Management**—A study of the application of basic principles and concepts of management and finance in banking. Bank management practices are analyzed within the economic and legal framework of the American economy. Prerequisite: ACC 201, 202.

**BM 391 (1-3) Independent Study**—Independent study projects with required written reports approved and directed by a member of the Business Management faculty. Contract.

**BM 412 (3) Organizational Behavior and Structure**—Study of alternative schools of thought on organizations. Describes the structural design of various organization types and the behavior patterns associated with them. Topics covered include environment and design, work flows, structure and decision processes, power and conflict, influence, control and leadership, motivation, conflict and adaptation to change. Prerequisites: BM 311.

**BM 413 (3) Strategic Management and Ethics**—Analysis of management problems; conceptual and operational models of comprehensive corporate planning; formulation of alternative courses of action including planning in major functional areas; process, development, and structure of such planning; translating objectives and strategies into current operational plans. Ethical implications will be considered. Capstone course for all senior business and accounting majors. Prerequisites: BM 451, ECN 372.

**BM 431 (3) Labor Economics and Industrial Relations**—An analysis of the labor market and the institutions which affect labor outcomes. Examines issues such as wage determination, human capital, earnings dispersion, discrimination, labor management relations, unions and collective bargaining, and applies the theoretical framework to various case studies. Prerequisite: ECN 273.

**BM 435 (3) Internship**—Students are placed with cooperating firms for on-the-job training in business and accounting. Written reports to be submitted by the firm and by the student to the professor. This is an option for the student and will be tailored to fit the student’s needs as far as possible. Consent of the instructor must be secured. Contract.

**BM 441 (3) Market Research**—An introduction to the major areas of research in marketing. Attention is given to problem definition, research design, gathering information, and analysis to assist management with its decision-making process. The design, management and integration of a firm’s promotional strategy plus the economic and social aspects of advertising. Prerequisite: BM 341, ECN 315.

**BM 451 (3) Principles of Finance**—A study of the financing of institutions and business organizations with emphasis on cash flows, budgeting, and financial structure and markets. Prerequisites: ACC 201, 202, ECN 272.
formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions.

BM 457 (3) Quantitative Methods for Production Management—The theory, algorithms, and application of linear programming, transportation models, assignment models, inventory models, time series analysis, forecasting, statistical quality control and decision theory to business, economic, and industrial decision making. Prerequisites: BM 311, ECN 315, MAT 132 or 181.

ECONOMICS COURSES

ECN 100 (3) Current Economic Issues—A basic course in economics designed to expose the students to the fundamentals of economic analysis. Course presentation will consider current economic issues such as inflation, unemployment, poverty, urbanization, social stratification, economic growth, international trade, finance, and development from the perspective of modern economic paradigms.

ECN 272 (3) Introduction to Microeconomics—The course focuses on the decisions made by firms, the operation of the markets (under different industrial structures), cost minimization, production efficiency, impact of social institutions on the functioning of commodities and labor markets, and analysis of current issues.

ECN 273 (3) Introduction to Macroeconomics—Study of the dynamics of the aggregate economy in the framework of stabilization policies. Examines business cycles, the relation between investments, interest rates and expectations and the problems of unemployment, inflation, stagflation, deficit/debt, and economic development. Current issues are discussed from the perspective of different economic paradigms.

ECN 315 (3) Statistics for Behavioral Science—An introductory course to descriptive and differential statistics with business/economics applications. Topics include statistical measures, distribution analysis, hypothesis testing, ANOVA analysis and introduction to regression analysis.

ECN 372 (3) International Financial Markets and Monetary Economics—A study of the principles and function of the stock, bond, mutual fund, derivative and other major financial markets. Operation of securities markets, monetary policy, interest rates, business cycles, inflation, money supply, stabilization policy, and financial restructuring. Significant emphasis on international applications of financial developments and monetary policies around the globe.

ECN 391 (1-3) Independent Study—A directed and supervised investigation of a selected research problem or issue in economics, including the preparation of a scholarly paper. A student may not take more than four (4) hours of independent study. Prerequisite: permission of instructor. Contract.

ECN 471 (3) International Economics—Survey of both the micro and macro global economic environment. Micro portion: comparative advantage and the effects of trade, tariffs and non tariff barriers, strategic trade policies, and trade and economic growth. Macro portion: foreign exchange markets, the balance of payments, global financial restructuring, international debt and international inequality. Prerequisite: ECN 272 or ECN 273.

ECN 472 (3) Applied Econometrics—Application to current managerial concerns: op-
timization analysis, pricing decision, production decision, output fluctuations and cost behavior. Econometrical techniques and problems are introduced and analyzed: regression analysis, time series analysis, ARIMA models, etc. Prerequisites: ECN 272, ECN 315.

ECN 473 (3) Comparative Economic Systems—A case oriented course involving different economic philosophies and paradigms. The principles, institutions and the functioning of all the markets are analyzed in country studies of market capitalism, communitarian capitalism, socialism, mixed systems, and democratic social market economies. Prerequisite: ECN 273. (Includes optional trip to Washington D.C. at student expense.)

**POLITICAL SCIENCE COURSES**

PS 101 (3) Survey of American Government—A general survey of the functions, problems, and trends of the national government, with a special emphasis on the American democratic heritage.

PS 300 (3) Washington Federal Seminar—A study of the actual and potential role of evangelical Christians in elected, appointed and career positions in the federal government. Includes approximately two weeks of formal classroom time for a survey of American national government and a one week intensive intercollegiate Federal Seminar in Washington D.C. Travel and on site costs in Washington are in addition to tuition. A gpa of 2.50 or better is required. Fee.
The Great Commission calls for strong leadership among those who seek ministry vocations as the church moves into the 21st century. The Department of Christian Ministries and Missions seeks to increase understanding and thoughtful participation in the work of the church, with particular focus on the educational and missional components of that work. Programs of study in the department demonstrate special concern for exploring ways to meet spiritual needs, from a Biblical perspective, as they exist individually and socially in various societies.

1. A core of courses anchors students in basic understandings of the Church and its mission in the world, in foundational practices of Bible study and other spiritual disciplines, and in experiences leading to effective ministry. Students may major in Christian Ministries, Missions, or Youth Ministry (minors are also available in each of these areas).

2. The CHRISTIAN MINISTRIES MAJOR prepares students for leadership in the disciple-making and teaching ministry of the church and parachurch. Preparation is supported through study of developmental patterns and ministry approaches throughout the life cycle. A concern for organizational structure and curricular resources is reflected in course offerings. The department’s Resource Center (housed in the Kinlaw Library) makes a wide variety of materials available for student research, as well as for applied ministry.

3. The MISSIONS MAJOR prepares students for cross-cultural ministry in an international setting or among ethnic groups in the United States. This program seeks to equip students with knowledge and understanding of the issues of intercultural communication in general and cross-cultural communication of the Christian gospel in particular. Using a multidisciplinary approach, students learn to analyze intercultural problems, work within the arena of cultural diversity, and form the conceptual framework and practical skills needed for effective cross-cultural communication and ministry.

4. The YOUTH MINISTRY MAJOR prepares students for leadership roles in ministry with adolescents in church and parachurch. Rooted in study and understanding of the unique developmental journey of youth, the major equips students for evaluating various models of ministry with adolescents and developing their own consistent approach. A focus on teaching and mentoring youth is supported by study and practice in evangelism, counsel-
ing, recreation, and assessment of youth culture, with a goal of guiding youth to Christian maturity and participation in the Church’s ministry.

CHRISTIAN MINISTRIES (48 hour major + general education + electives)
CM 100, 201, 211, 235, 380, 435, 475; EM 220, 280; MIS 201; 9 hours from EM 340, 350, 360, SW 351; 5 hours of CM/EM; 6 hours of NT/OT (not 100)

MISSIONS (42 hour major + general education + electives)
CM 100, 201, 211, 475; MIS 201, 311, 312, 435; 6 hours from ENG 200, MIS 322, 323, 330, 350, SOC 212; 12 hours of NT/OT (not 100)

YOUTH MINISTRY (48 hour major + general education + electives)
CM 100, 201, 211, 380, 475; EM 220, 280; MIS 201; YM 235, 350, 435; YM 360 or 370; EM 360 or SW 351; 6 hours of CM/EM/YM; 6 hours of NT/OT (not 100)

CHRISTIAN MINISTRIES (18 hour minor)
CM 100, 201, 380; 3 hours from EM 340, 350, 360; plus 6 hours of CM/EM
The CM minor may not be completed by YM majors.

MISSIONS (18 hour minor)
CM 100; 15 hours of MIS

YOUTH MINISTRY (21 hour minor)
CM 100, 211, 380; YM 350; YM 360 or 370; plus 6 hours of CM/EM/YM
The YM minor may not be completed by CM majors.
CHRISTIAN MINISTRIES COURSES

CM 100 (3) Ministry and Mission in the Contemporary Church—An examination of various models of the church and its ministry. Contemporary expressions of the church's mission in the world will be explored and compared to Biblical ideas, and students will develop a personal statement of ministry philosophy. Consideration will be given to the call, qualifications, and roles of ministry leaders.

CM 201 (3) Dynamics of Spiritual Growth—A study of the dynamics of Christian growth and maturity, with special emphasis on the Spirit-filled life. Concepts of discipleship and spiritual formation will be considered in the light of human developmental patterns. The course is concerned with students’ own spiritual growth, and their facilitation of others’ spiritual growth.

CM 211 (3) Instructional Bible Study—A Bible study skill course combined with examination and application of appropriate methods and materials for teaching the Bible. Opportunity is given in lab sessions to develop personal skills in teaching and leading small group Bible studies.

CM 235 (1) CM Practicum—Opportunity for observation and practical experience in ministry settings as a means to clarify direction and call to ministry through networking with professionals serving in a ministry role. Periodic class sessions provide opportunity for interaction with peers and reflection on ministry practices. Majors and minors only. May be repeated once for credit. Contract.

CM 371 (3) Media Ministries (same as MC 371)—Prerequisite: Junior standing. Fee.

CM 380 (3) Organizational Strategies in Ministry—A study of organizational strategies and administrative structures for effective ministry. Attention is given to planning, implementing and evaluating the organizational and administrative framework of various types of ministries. Prerequisite: CM 100.

CM 391 (1-3) Independent Study—A directed and supervised investigation of a selected research problem or issue in Christian ministry. The preparation of a scholarly paper is included. Prerequisites: EM 280, seniors only, departmental permission required. (May not be repeated for credit.) Contract.

CM 393 (1-3) Seminar—The study of various issues and fields of Christian ministry, with special emphasis on trends and issues of contemporary ministry. Topics will be determined and announced for each semester the seminar is offered. Prerequisites: EM 340, 350, 360, 380. (Not more than 4 hours of seminar credit may count towards major or minor. Admission by departmental permission only.)

CM 411 (3) Leadership in Ministry—A survey of foundational principles of leadership and leadership development in ministry settings. Students develop personal leadership skills relating to team ministry.

CM 413 (2) Worship—An examination of the history and biblical base of Christian worship, including implications for the role and development of forms of worship in contemporary ministry. Fee

CM 435 (3) Internship—The application of ministry principles in an actual ministry setting, supervised by appropriate ministry personnel. Credit/No credit. Prerequisites: Either EM 340, 350, or 360 (whichever is appropriate to the internship situation), and
CM 380; JR/SR status; major/minor only. Contract.

CM 475 (3) Senior Seminar—A reflection upon the entire field of Christian Ministries with specific orientation toward the evaluation of experience and the setting of goals for future ministry. Senior majors and minors only. Perquisite: CM/MIS/YM 435.

EDUCATIONAL MINISTRIES COURSES

EM 220 (3) Teaching in the Church—An introduction to the educational ministry of the church, with a focus on the act of teaching as a means for leading people to Christ and to maturity in their Christian walk. Students will explore basic principles of learning and human development, curriculum design and varieties of methodology, as well as structures for Christian growth and learning in the Church.

EM 280 (3) Foundations for Educational Ministry—A study of cultural, theological, philosophical, and psychological concepts foundational to the field of educational ministry.

EM 340 (3) Children’s Ministry—A study of the nature and needs of childhood with special attention to principles of nurturing and enriching the moral and spiritual development of the child. Students gain skills in planning the Church’s ministry to, by, and with children.

EM 350 (3) Youth Ministry—An analysis of contemporary youth culture, peer syndrome, personal identity and value development with principles and skills of creative youth ministry methodology. Emphasis is given to evangelism and spiritual growth of adolescents, toward the goal of full involvement in the Church.

EM 360 (3) Adult Ministry—An examination of the periods of adulthood from the perspective of needs, developmental tasks and spiritual formation. Includes program development and a study of principles which promote the integration of all adults into the community of faith.

EM 401 (2) Curriculum and Resources—A study of the biblical, theological, and historical foundations of church/ministry curriculum and resources. Opportunity is provided for students to critique and write curriculum, as well as to observe the commercial development of materials for the Christian market. Fee.

MISSIONS COURSES

MIS 201 (3) Christianity & Contemporary World Religions—A critical analysis of the belief systems and behavioral practices of contemporary religious systems such as Islam, Buddhism, Hinduism, Confucianism, animism, secular humanism, etc. Special attention is given to the development of effective missionary strategies for reaching those people groups who practice such religious systems with the message of the Gospel.

MIS 311 (3) Strategies in Intercultural Communication—Focuses upon the development of skills needed for effective, cross-cultural communication of the Gospel. Attention is given to strategic concerns such as the understanding of one’s target audience, the task of identification with that target audience, and the effects of cultural differences on the communication process.

MIS 312 (3) Strategies in World Evangelism—Considers the biblical and historical dimensions of evangelism as well as a
step-by-step process for developing a culture specific evangelistic plan. Attention is given to such concerns as target audience selection, team development and training, goal setting, evaluation, etc.

MIS 322 (3) Christianity and Culture—Examines the impact of culture upon Christianity in all cultures, including our own, and the need for effective contextualization of the Gospel in every culture in order to establish an indigenous church. Attention is given to the implications of “being North American” in another culture as well as to the issue of “dynamic equivalency” in missionary strategy.

MIS 323 (3) Ministry in the 2/3 World—Focusing on the contemporary missiological emphasis of power evangelism, this course seeks to equip the cross-cultural worker to deal with the phenomenon of “signs and wonders” in a biblically responsible and culturally contextual manner. Attention is given to the need for an integration of the purity and power dimensions of ministry historically characteristic of the Wesleyan tradition. Alternate years.

MIS 330 (3) Latin American Culture and Religion—Provides the student with a general introduction to the intertwining of culture and religion in a present-day Roman Catholic Latin America as well as the historical, political and social conditions which gave rise to that culture. Attention is given to the phenomenon of religious change, to the Protestant sub-culture which is often formed as a result of such a change, and to modern socio-religious forces such as Liberation Theology, the role of multinational cooperations, the influence of United States government policy, etc. Alternate years.

MIS 350 (3) Mission Trends—A study of historical trends in the missionary enterprise as well as an analysis of current philosophies and methodologies. Emphasis is placed on missions as both a science and a special calling of God. Attention is given to the implications, practical problems, and challenges of “being a missionary” in today’s world.

MIS 435 (3) Internship—Integrates the practical experience of a short-term, cross-cultural assignment with directed, academic research. The course is carried out in connection with an approved agency such as a mission board, national church ministry, intercity outreach, etc. The student’s performance is evaluated and graded by a faculty member of Asbury College in consultation with the approved agency. Contract.

YOUTH MINISTRY COURSES

YM 235 (1) YM Practicum—Opportunity for observation and practical experience in ministry settings as a means to clarify direction and call to ministry through networking with professionals serving in a youth ministry role. Periodic class sessions provide opportunity for interaction with peers and reflection on ministry practices. Majors and minors only. May be repeated once for credit. Contract.

YM 350 (3) Youth Ministry (Same as EM 350)

YM 360 (2) Youth and Culture—A course exploring characteristics and trends in youth culture. Emphasis is placed on equipping future youth ministry leaders to assess and address these issues from a biblical and culturally-sensitive perspective in their ministry. Students will design and implement a research project. Alternate years. Pre-requisite: EM/YM 350 or department permission.
YM 370 (2) Pastoral Care of Youth—A study of various problems that affect adolescents and processes for spiritually-centered assistance and intervention. Basic pastoral care/counseling principles and strategies for a ministry context will be explored, including confidentiality, limitations, referral, and ethics. Alternate years. Prerequisite: EM/YM 350 or department permission.

YM 391 (1-3) Independent Study—A directed and supervised investigation of a selected research problem or issue in youth ministry. The preparation of a scholarly paper is included. Prerequisites: EM 280, seniors only, departmental permission required. (May not be repeated for credit.) Contract.

YM 393 (1-3) Seminar—The study of various issues and fields of youth ministry, with special emphasis on trends and issues of contemporary ministry. Topics will be determined and announced for each semester the seminar is offered. Prerequisites: EM/YM 350. (Not more than 4 hours of seminar credit may count towards major or minor. Admission by departmental permission only.)

YM 435 (3) Internship—The application of ministry principles in an actual ministry setting with adolescents, supervised by department-approved ministry personnel. Prerequisites: EM 350 and CM 380; JR/SR status; major/minor only. Credit/No credit. Contract.
Asbury College recognizes that communication competence is vital to success in every field and strongly encourages the development and understanding of a Christian philosophy of communication. The objective of the Communication Arts Department is to prepare students to communicate truthfully and effectively in this age of diversity. The ability to clearly present information to others is more than a desirable skill, it is also a responsibility. Communication Arts is a multi-dimensional department with a major in Media Communication; majors and minors in Communications, Journalism, and Theatre & Cinema Performance; and minors in Leadership, Public Relations, and Theatre & Cinema Performance.

1. Communications is the number one skill sought in job interviews and is vital for nearly every human interaction. The COMMUNICATIONS MAJOR & MINOR give students the theory and practice necessary to communicate effectively in multiple environments through appropriate channels. Asbury’s program empowers students with ideas and skills that benefit their personal and spiritual lives as well as equips them for professional careers. In the modern world where people increasingly have multiple jobs over a lifespan, Communications delivers flexibility for a broad range of vocations including public relations, politics, event planning and management. Rooted in the ancient traditions of oratory and rhetoric as well as modern social scientific research, Communications majors can concentrate their studies in public relations, leadership, or international communications.

2. The MEDIA COMMUNICATION MAJOR is designed to prepare Christ-centered students who think creatively and critically about their messages, their audiences and their communication tools. These men and women will develop competency in using a variety of media to communicate – including the Internet, audio and radio, television and the cinema – and they will seek to engage and transform the culture around them to better reflect the Kingdom of God. Recognizing the media’s collaborative nature, each student will also develop greater self-understanding, an appreciation of diversity, and the abilities to listen and to work in a team. The program has concentrations in production, performance, management, film studies, multimedia, and music management.
3. The JOURNALISM MAJOR and MINOR ground students in an understanding of the power of writing, photo-imaging and graphics to bring meaning in an ever-changing marketplace of ideas. Students with a journalism major or minor gain not only professional journalistic skills but an understanding of how Christian values can be applied to competent leadership over print and online media ranging from newspapers and magazines to public relations and advertising materials. Areas of concentration within the major include News-Editorial, Magazine & Publishing, and Literary Journalism.

4. The THEATRE AND CINEMA PERFORMANCE MAJOR and MINOR give students an opportunity to develop and refine acting, directing, and production skills. Students will develop a strong understanding of the history of the theatre and the cinema and their power to influence society and culture. This knowledge enables students to experiment with theatre communication techniques and approaches to an audience that stress excellence in performance and purity of purpose and message.

5. Together, these four programs help students learn to creatively and effectively communicate with others. The expectation is that students’ communications abilities be guided by a deeper understanding of how one’s faith in Jesus Christ, the Word made flesh, can shape personal communications. Communication knowledge and skill can enhance student marketability in a variety of professions ranging from law, business, entertainment, advertising, public relations, electronic and print media, ministry, education, government/politics, health, high-technology industries, international relations and negotiations, and social and human services. Vocational opportunities in the 21st century demand that employees be able to use their technical expertise to communicate through varied and multiple media.

COMMUNICATIONS MAJOR (36-49 hour major + general education + electives)
COM 220, 221, 271, 331, 435, 475 (18)
Area of emphasis (choose one):
A. Leadership (21): BM 311; COM 230, 351; SOC 100, 301; 6 hours from BM 331; COM 281, 342, 350; 3 hours from CM 411; COM 251; HIS 200; REC 362, 412.
B. Public Relations (31): BM 341; COM 281, 342, 351, 431; JRN 211, 212, 411; MC 225; 3 hours from ART 354; MC 120, 261, 411; JRN 342; 3 hours from BM 300, 441; COM 251; MC 212, 300.
C. International Communications (21): COM 251, 281, 350; SOC 353; 6 hours from BM 311, 341, COM 342, 351, 431; 3 hours from COM 341, HIS 318, MIS 311, 322, PHL 242, PSY 342, SOC 312.

JOURNALISM (41 hour major + general education + electives)
ART 266; COM 281; JRN 211, 212, 302, 332, 342, 411, 435, 475
Area of emphasis (choose one):
A. News-Editorial (15): JRN 335, 380; MC 212, 225; three hours from ART 354; JRN 280; MC 120, 261, 411; PS 300.
B. Magazine & Publishing (15): JRN 305, 380, 390; three hours from ENG 351, 352; three hours from BM 300, 311, JRN 280, ENG 351, 352 (not already used).
D. Photojournalism (15): ART 340, 354, JRN 391; MC 225; three hours from ART 452; MC 372, 472.
MEDIA COMMUNICATION (49-42 hour major + general education + electives)
MC 101, 212, 225, 261, 342, 371, 475, 476; 3 hours from MC 120 or 121
Area of emphasis (choose one):
A. Performance (18): MC 362, 435; THA 211, 221; 6 hours from JRN 332, MC 393, 411, 472, THA 251, 272
B. Production (18): MC 362, 435; 12-13 hours from ART 354, BM 311, JRN 332, 342, MC 331, 370, 372, 380, 391/491, 393, 411, 472, THA 221, 282
C. Management (18): MC 252, 345, 435; BM 311, 341; 3 hours from BM 300, COM 281, 351; MC 393, 472
D. Multimedia (18-19): MC 362, 372, 435; ART 354, 452; 3-4 hours from ART 111, 266, CSC 113, JRN 342, MC 370, 391/491, 393
E. Music Management – Martha's Vineyard (16): MM 310, 312, 320, 330, 340, 435 [A cumulative g.p.a. of 2.75 is required for enrolling in this concentration and the student must apply for acceptance.]
F. Film Studies – Los Angeles (19): MC 362, FS 325, 330, 435; 3 hours from FS 340, 350, 360, 393 [A cumulative 2.75 gpa is required for participation in this concentration and students must apply for acceptance.]
G. Film Studies – On Campus (19): MC 362, 382, 435; THA 282; 6 hours from COM 221, ENG 315, MC 300, MC 391/491, 393 (must be in film area), THA 221, 325, 331, 362

THEATRE AND CINEMA PERFORMANCE (37 hour major + general education + electives)
THA 101 (4); 221, 251, 362, 382; VOC 100 or 201
Area of emphasis (choose one):
A. Acting (16): COM 221 or MC 371; THA 272, 282; 6 hours from ENG 410, 351, MC 261, 362, THA 285, 391, 393.
B. Musical Theatre (16): MTH 111, 112, 121, 122; VOC 211, 300; 6 hours from ENS 1__ (1-2); MHL 251, 252, 356; PNO 151, 152; THA 272, 391, 393.

COMMUNICATIONS (21 hour minor)
COM 220, 221, 271, 331, 351; 6 hours from COM, JRN THA, MC above 100 level.

JOURNALISM (25 hour minor)
COM 281; JRN 211, 212, 302, 332, 342, 411, 435; ENG 351.

LEADERSHIP (22 hour minor)
BM 311, COM 230, 331, 435; PHL 231; SOC 301; 6 hours from BM 412; CM 411; COM 281, 350; HIS 200; PSY 210; REC 362. (Not available to Communications majors and must be completed without substitutions.)

PUBLIC RELATIONS (22 hour minor)
BM 341; COM 281, 431; JRN 211, 212; MC 225; 6 hours from COM 251, 342, 351; JRN 342, 411.

THEATRE AND CINEMA PERFORMANCE (18-20 hour minor)
THA 101 (2 hours), 221, 251, 325, 382; 4-6 hours from ENG 410, THA 272, 282, 285, 362, 393, VOC 100, 201.
COMMUNICATION COURSES

COM 130 (3) The Cultural Influence of Mass Media—Students develop their public speaking and critical thinking skills by examining how mass oratory and media impact culture. Starts with public speaking skills then analyzes contemporary messages in news, television entertainment, film, and the internet. Emphasis given to recognizing the cultural formation aspects of mass media and becoming better consumers of media by evaluating messages in the light of Biblical instruction and ethics.

COM 150 (3) Introduction to Communication—An exploration of the communication field with emphasis on various strands of communication study such as interpersonal; small group; media; and the preparation, composition, and presentation of public speeches. Examines the central role of communication in our society, our culture, and our individual identities, and also our role as critical evaluators of the messages we receive.

COM 220 (3) Interpersonal Communication—The primary goal of Interpersonal Communication is to provide increased student understanding of communication behaviors and increased potential for improved communication capabilities. Prerequisite: COM 150.

COM 221 (3) Narratives and Ideologies of Hollywood—Stories shape society, and the medium used shapes the stories. Blends mass media and narrative theory with theology as it looks at how stories are told in film, various television genres, radio, newspapers, magazines, and advertising. Emphasis given to understanding what Hollywood teaches theologically, how mass media stories shape modern culture, and then analyzing and creating stories for moral purposes.

COM 230 (3) Introduction to Leadership—Course will focus on leadership as a field of study and on the personal leadership development of each student. The course introduces students to several styles, characteristics, and practices of leadership, and examines dimensions of leadership in varied contexts. The course is preparatory for students placed in positions of designated or collaborative leadership.

COM 240 (1) Intercollegiate Forensics—For students who desire to participate in the intercollegiate forensic program. Practice in persuasion, extemopore and impromptu speaking, oral interpretation and duo acting will be given. No more than three hours may be earned toward graduation and no more than one hour may be earned per semester.

COM 251 (3) Intercultural Communications—Focuses on introducing the fundamental topics, theories and theorists, cultural values models, concepts and themes that are at the center of research in intercultural communication. The application of that information will focus on identifying, understanding, and being able to effectively apply knowledge so as to increase ones cultural intelligence, particularly in the educational and business world.

COM 271 (3) Introduction to Communication Theory—An introductory, yet diversified, examination of various theories analyzing and describing the human communication process from different perspectives. Systematic examination of models, structural components, content, audiences and effects of communication and their interaction.

COM 281 (3) Public Relations Theory and Practice—Examines the theories and practice of contemporary public relations. Practical analysis of public relations problems confronting business, church, professions,
government and institutions. Applies “public relations” principles to chosen vocations and personal life. Fee.

COM 331 (3) Group Communication and Leadership—The course is a study of the structure and dynamics of small groups with participation in the specialized forms of group discussion. Students will learn about the dynamics of group interaction with emphasis on leadership, subordinate participation, and problem solving, to encourage efficient and productive small group discussions.

COM 341 (3) Communication of the Gospel—This course is primarily designed to introduce the student to the art of teaching and preaching. It deals with the principles of interpreting Scripture, the relationship of theology to proclamation, the preparation of sermons, and other types of Christian proclamation.

COM 342 (3) Communication Campaigns—Examines the intentional communication processes designed to influence a designated audience over a specific period of time. Communication processes such as campaign cycles, campaign development and maintenance, and campaign strategies for commercial, political, and social action campaigns. (alternate years)

COM 350 (3) Organizational Communication—A study of the methods and practice of key theories, propositions, and directions of communication patterns within organizations. (alternate years)

COM 351 (3) Persuasion—Contemporary theories and practices of persuasion. Analysis of persuasive communication as a form of social influence in interpersonal and mass audience contexts. Considers how persuasion works within human beings with emphasis on shaping behavior primarily by the spoken word.

COM 391/491 (1-3) Directed Study—A directed and supervised investigation of a selected research problem or issue in the field of applied communication. Reading and preparation of a scholarly paper or special project is included. Juniors may take 391, seniors 491; course credit for the major may be received only once. Contract.

COM 393 (3) Seminar—The study of various issues in the fields of communication and theatre arts, with special emphasis on trends and issues of contemporary communications. Topics will be determined and announced for each semester the course is offered.

COM 431 (3) Public Relations Management and Case Studies—Integrates public relations knowledge with practice. Focuses on PR management and application. The class will act somewhat as a Public Relations firm, providing research, strategies, writing, customer interaction, and PR evaluation for external customers. Includes case studies. Prerequisite: JRN 281.

COM 435 (3) Internship—A supervised, work experience of one academic semester with a previously approved business firm, private, academic, or government agency. Work experience of 120 hours will be expected plus a journal and final paper. Prerequisites: junior standing, Communications major, 12 hours completed within the major, and departmental approval. Contract.

COM 475 (3) Senior Seminar—A capstone course designed to allow students to apply course work to professional issues. Course content includes in-depth readings in communication journals to gain a broader understanding of the discipline, the nature of employment access, post-graduate study options, completion of portfolio, and student assessment testing. Seniors will also partici-
part in departmental assessment testing.

JOURNALISM COURSES

JRN 211 (3) Journalism and Culture—An overview of the ways American journalists create texts to complement graphics and photos which inform society in a changing marketplace of ideas. Course includes analysis and discussion of how Americans seek out and filter journalistic information within ever-changing currents of culture. Students must enroll concurrently in JRN 212.

JRN 212 (1) Journalism Practicum—Field experience in campus media. Students write for the campus weekly newspaper or for on-campus public relations publications to produce a final portfolio of finished work suitable for use in seeking competitive internships. Serves as writing style lab complement to JRN 211 and must be taken concurrently.

JRN 280 (3) Ethics and Media—Provides a Christian and historical perspective for ethical decision making at both Christian and secular newspapers and magazines in America, as well as corporate communications and electronic media. Covers ethics of media used in advertising, marketing, public relations, entertainment, and sports.

JRN 302 (3) Writing Magazine Articles and Feature Stories—A study of the process followed in writing features for magazines and newspapers. Topics include originating and developing ideas, writing, rewriting and marketing.

JRN 305 (3) Publishing and Design—Building on the foundations of magazine and feature writing established in JRN 302 and newspaper writing in JRN 332, this course uses readings, discussion and hands-on projects to take students from idea-inception to market-planning to page design to creation of a proto-type publication. Students will examine aspects of newspaper, magazine, book and newsletter publishing. Fee.

JRN 311 (3) Editing and Staff Development—Develops grammar, style, spelling and punctuation skills needed for all publications, with special attention to AP and MLA styles. Students also learn to coach writers and develop the skills within their staff. Students will shadow editors and develop training modules for staff writers. Prerequisite: JRN 211. Fee

JRN 332 (3) Newsgathering—Teaches fact-finding, deadline-writing of news and news-features for print audiences. Includes news approaches to interviewing and profiling aided by basic public records. Overview of newsgathering by newspapers, newsmagazines, TV, radio, and web news sites. Fee. Prerequisites: JRN 211 and 212.

JRN 335 (3) Depth Reporting and Editorial Research—A thorough grounding in advanced reporting, use of records databases and electronic databases, advanced interviewing and polling methods. Makes application to specialty reporting in sports, business, courts/government or education beats in remote locations. Applicable to TV and online news. (alternate years) Fee. Prerequisite: JRN 332

JRN 342 (3) Photojournalism—Introduction to journalistic communication by visual images. Stresses story-telling by means of photo projects using slides as well as negative film and digital-camera images scanned into imaging software. Examines similarities and interactions between still-photography and videography and includes online journalism. Briefly considers documentary photojournalism and photojournalism-related careers. As-
sumes basic familiarity with SLR photography. Students provide own 35 mm camera and flash. Fee. Prerequisite: ART 266

JRN 380 (3) Opinion Journalism—Examines analytical argument and critical thinking applied to the journalistic essay and editorial pages of newspapers and magazines. Students will read and study editorials and opinion pieces, examining their implications for change in public policy and popular culture. Students will also examine elements of editorial pages including letters to the editor, guest opinion columns, supplemental graphics, and editorial cartoons. Prerequisite: JRN 211

JRN 390 (3) Creative Non-Fiction—This course, integral to students’ understanding of journalism pursued as an art form, draws on the foundations of Nineteenth Century British Literature. Students will read and examine the writing and stylistic approaches of a variety of authors, producing their own writing in the context of the course. Prerequisites: JRN 211

JRN 391 (1-3) Independent Study—A directed and supervised investigation of a selected research problem or issue in the field of Journalism. A student may not take more than four (4) hours of independent study. Contract.

JRN 393 (3) Seminar—A seminar focusing on one or more significant areas of journalism such as advocacy journalism, editing, pictorial journalism, journalism history, propaganda/persuasion in the media, devotional writing, review writing for books, plays, films, and records. Topics chosen by instructor. For students having completed two three-hour journalism courses. Credit may be given more than once.

JRN 435 (1-3) Internship—Students work in an independent study capacity under supervision of a faculty member and an on-site editor or media manager. Requires regular meetings with a faculty member, journal and time log, portfolio of finished, independently-produced journalistic work, and a final analytical paper tying the experience to industry-related issues. Prerequisites: JRN 211, 212 and junior status or by approval of the department head based on significant prior media experience. Contract.

JRN 475 (1) Senior Seminar—Designed to prepare the journalism student for entrance into the professional world. Topics include pursuing advanced degrees, developing a resume and portfolio, and developing a strategy for future employment in journalism-related fields.

MEDIA COMMUNICATION COURSES


MC 120 (3) Radio Production—Develops knowledge of the radio frequency spectrum and the characteristics of radio. Students will gain a basic understanding of audio equipment used for radio production and live broadcasting. Course provides experience and knowledge of the principles and techniques of producing radio commercials, news, documentaries, interviews and magazines. Participation in live broadcasting on WACW campus radio. Fee.
MC 121 (3) Audio Production—Studies the technique and philosophy of audio recording as it’s used in radio and television as well as in fields of music, multimedia and advertising. This course provides experience in the writing, production and performance of radio commercials, news, documentaries and interviews. Field and studio audio recording principles are also discussed and demonstrated. Fee.

MC 212 (3) Writing for The Media—Examines a variety of techniques and formats including broadcast news, web/interactive media, television commercials/public service announcements, industrial/non-profit video, documentaries, and screenplays. Practical emphasis on improving writing/editing skills and developing writing strategies. Prerequisite: ENG 110 or 251. Fee.

MC 225 (3) Interactive Media I—Provides an overview of new multimedia technologies and their impact on human communication as well as cultural, ethical, and industry implications. Emphasizes basic design principles for effective digital information architecture and offers a hands-on introduction to building web sites and creating multimedia presentations. Fee.

MC 252 (3) Media Programming—Strategies for programming of radio, cable and television stations, as well as online audio and video sites. Fee. (alternate years)

MC 261 (4) Multi-Camera Television Production—Survey of the theory, process, and technique of television production including the planning, preparation, and production of various types of studio and remote programs. Includes three-hour lecture and a lab. Fee.

MC 300 (3) Script to Screen—Provides 12 students with an opportunity to step through the entire process of motion picture narrative production. Working in teams of two, they will conceptualize a story idea, pitch a treatment, write a script, cast the parts, choose their production crew, shoot, edit, promote, and submit their final work to the annual Asbury Film Festival. The emphasis here is on story, not technology. Requires application including short essay to professor. Video production experience is a plus. Basic video production kit provided. Not open to freshman. Prerequisite: MC 212 or THA 282.

MC 311 (3) Advanced Audio Production—Explores advanced audio production techniques including microphone positioning, multi-track recording and digital audio. Course covers theory and practical hands-on applications in audio, radio and/or television. May be repeated with a different course emphasis. Fee.

MC 342 (3) Mass Communication Theory—A study of mass communication theory with emphasis on electronic media. Fee.

MC 345 (3) Broadcast Management and Sales—A study of the structure and methods of broadcast management, focusing on legal and technical issues facing radio, television and cable management. The course will also acquaint students with the methodology and research techniques used in broadcast advertising and advertising/promotional campaigns. Fee.

MC 362 (3) Digital Field & Post-Production—Techniques in television field production. Special emphasis on single-camera, film-style shooting, field lighting and audio, producing, budgeting, working with clients, and post-production editing. Prerequisite: MC 261. Fee

MC 370 (3) Animation Design—A hands-on study of 3D computer animation. Basic concepts and techniques of model building,
mapping, lighting, and animation. Prerequisite: ART 354 & 452. Fee.

MC 371 (3) Media Ministries (same as CM 371)—Overview of the many intersections between media and the gospel, including media uses in the local church and in missions, religious broadcasting history, portrayals of Christ and Christians in film/television, and ways Christians can influence media organizations as “salt and light.” Prerequisite: THA 382 for Theatre and Cinema Performance majors Fee.

MC 372 (3) Interactive Media II—An advanced study of design, organization and creation of interactive multimedia. Covers the process of developing media elements and authoring a stand-alone application for digital distribution. Prerequisite: ART 354, MC 225. Fee

MC 380 (3) Remote Television Production—The study and application of multicamera remote field television production techniques. Field production areas that will be highlighted include directing, producing, camera and audio. Students will apply classroom-learned theory and techniques to a variety of remote productions. Prerequisite: MC 362. Fee. (on occasion)

MC 382 (3) Film Production—Students work collaboratively to shoot, direct and edit a narrative short or feature digital film production. This is an intense, hands-on course that requires each student to fulfill one of the key roles in the film production process. Acceptance into this class is by application. Students must specifically apply for one of the fifteen crew positions.

MC 391/491 (1-4) Directed Study—An opportunity for research, special projects and readings in the field of media communication. Juniors may take 391, seniors 491; course credit for the major may be received only once. Fee. Contract.

MC 393 (3) Seminar—The study of various issues in the field of communication, with special emphasis on trends and issues of contemporary communication. Topics will be announced for each semester the course is offered. Credit for this course may be given more than once. Fee.

MC 411 (3) Broadcast News—A study of the broadcast news process primarily emphasizing television news. Content includes writing, reporting, news editing and the news production. Prerequisite: MC 212 and 362 or permission of the instructor. Fee.

MC 428 (3) Special Events Promotions and Production—Advanced studio class that provides students with opportunities to develop ideas, public relations, marketing plans, event management/production, storytelling, graphic design and print production for an actual event. Students generally focus on one area for professional development for a portfolio-quality project. Juniors and seniors only and requires being assigned to a specific area by the professor. Prerequisites include at least two media communication production courses, two journalism courses or at least two of the courses required for PR.

MC 435 (1-4) Internship—Broadcast or related industry experience under auspices of cooperating organization, with paper submitted detailing internship experiences. Fee. Contract.

MC 472 (3) Media Law—Develops understanding of the legal system in the United States and the legal issues and litigation most often confronting media institutions: first amendment, libel and slander, privacy, obscenity, access, and shield law. Fee. (alternate years)
MC 475 (.5) Senior Seminar I—Designed to prepare the media communication student for entrance into the professional world. Topics include pursuing advanced degrees, developing a resume and portfolio, and developing a strategy for future employment in communication-related fields. Fee.

MC 476 (.5) Senior Seminar II—Continuation of MC 475 with increased emphasis on a completed portfolio for performance, production, film, multi-media or management. The course is also used for assessment testing in the student’s senior year. Fee.

FILM STUDIES COURSES

(Film Studies [FS] courses must be taken in Los Angeles, at the Council of Christian Colleges and Universities’ Los Angeles Film Studies Center. Tuition fees are paid directly to Asbury College. Admission to Los Angeles Film Studies program requires a 2.75 cumulative g.p.a. and meeting category 3 of the Academic Progress Scale. Students may also complete a film studies concentration at Asbury. See the options under the Media Communications major requirements.)

FS 325 (3) Hollywood Production Workshop—Students work collaboratively in groups to create a festival-ready piece, including all the legal documentation and rights to enable the finished production to qualify for festival submission. The course offers students the opportunity to make a motion picture production using Hollywood locations, resources, and protocol. Students participate in a competitive vetting process of scripts, pitches, and meetings much like the process of the professional industry.


FS 340 (3) Motion Picture Production—Intense, hands-on course in short film production. Students individually write, shoot, direct and edit their own projects. Visual storytelling is achieved through developing skills in directing, cinematography and editing. Designed to enable both novice and advanced students to develop their integration of story with technical skill.

FS 350 (3) Professional Screenwriting—Contemporary screenwriting, including an understanding of dramatic structure, character and dialogue development, and the writing process. Students complete a full-length screenplay for a feature film or “movie-of-the-week.” Whether novice or advanced, students are expected to develop and improve their skills. Emphasis is given to the role of Christian faith and values as they relate to script content.

FS 391 (3) Independent Study—Course may be setup by special request and arrangement. In order to be considered students may submit a portfolio and a project proposal. Students with approved projects will be appointed a mentor who is a professional in the Hollywood industry to supervise the project. Projects could include further development of a portfolio or reel, critical research, or a senior thesis project. Contract.
FS 435 (6) Internship: Inside Hollywood—Students participate in an internship experience in some aspect of the Hollywood entertainment industry. These are nonpaying positions primarily in an office setting such as development companies, agencies, management companies, post-production facilities, etc. Students work 20 to 24 hours a week, spread over a three day schedule and accumulate 200-250 hours for the semester. Orientation to the internship includes an overview of the creative and operational aspects of the Hollywood entertainment business, including the Christian's role working therein.

MUSIC MANAGEMENT COURSES

(Music Management courses must be taken from the Contemporary Music Center in Martha's Vineyard, Massa-chusetts, operated by the Council of Christian Colleges andUniversities. Tuition fees are paid directly to Asbury College. Admission to the Contemporary Music Center program requires a cumulative 2.75 g.p.a. and meeting category (3) of the Academic Progress Scale.)

MM 310 (3) Faith, Music & Culture—Help students develop a Christian approach to the creation, marketing, and consumption of contemporary music. While engaging in studies of theory, history, and criticism, students explore the concept and nature of popular culture, examining popular art and music in contemporary aesthetic, social, cultural, and industrial contexts.

MM 312 (1) Practicum—Participation in an intensive week-long practicum at record companies, artist management firms, booking agencies, and recording studios.

MM 320 (3) Inside the Music Industry—Studies the structure and methodologies of the music industry as well as career possibilities. Includes analysis of U.S. record companies, including A&R, marketing, radio promotion, public relations, sales & distribution, product development, art, manufacturing and business affairs.

MM 330 (3) Artists & Repertoire—Techniques in creating a business plan for a music artist. Analyze and forecast trends in popular music; assemble a successful artist roster; and, in tandem with artists, plan, budget, and produce recording sessions.

MM 340 (3) Music Marketing & Sales—Analyzes the marketing and sale of recorded music, including the role of packaging, retail point-of-purchase materials, publicity, advertising, radio and video promotion, Internet marketing and tour support. Students develop comprehensive marketing plans for each semester’s student artists.

MM 435 (3) Internship: Artist Management—In concert with CMC staff, music management students will help student artists identify their gifts and develop a long-term career plan. Students will prepare materials to pitch an artist to a record company and negotiate a recording contract.

THEATRE AND CINEMA PERFORMANCE COURSES

THA 101 (1) Theatre/Cinema Practicum—Performance or crew assignment (40 clock hours) in theatre production or student film. May be repeated for a maximum of 4 credit hours.

THA 211 (3) Fundamentals of Media Performance—A study of the theories and
techniques of performance in film, audio, video, and public address. Students will be given opportunities for performance in studio and other public communication settings. The course will acquaint students with the media performance industry, with emphasis on personal marketing and tools for employment.

THA 221 (3) Acting I—A study of the basic principles of acting based on the Sanford Meisner technique. An emphasis will be placed on Stanislavsky’s “Communion” of acting as it relates to connection, commitment, and communication.

THA 251 (3) Acting II—The sequential continuation of Acting I involving the organic gesture and emotional and physical imagination, further developing the actors’ impulses. Prerequisite: THA 221

THA 272 (3) Acting for the Camera—Study of performance techniques for camera and interpretation of comedy and drama for television, film, and emerging technologies. Single and multiple camera productions. Prerequisites: THA 251 or MC 211.

THA 282 (4) Screenwriting Fundamentals—A writing course in film and television. Original screenplays will be developed. Includes lab for script development and discussion of three act structure and story development based on Aristotle’s Poetics and Lajos Egri. May be repeated twice for credit.

THA 285 (4) New Works Seminar—This course is for the development of new works for stage or to explore new approaches to existing scripts. The development process centers around text analysis, readings, blocking, and movement rehearsals. Students must submit story ideas which will then be work shopped and developed with actors in a laboratory setting. Includes lab for script development through rehearsal, readings, and blocking.

THA 325 (3) Fundamentals of Directing for Theatre and Cinema—A study of the structural analysis of stage and screenplays, rehearsal problems and procedures, composition visualization, movement and rhythm on stage and screen. Prerequisite: THA 251 or instructor approval. Fee.

THA 331 (3) Religion and the Theatre—A study of the distinctions between and correlations among secular, religious, and “Christian” drama, with particular emphasis placed on religious-literary criticism. (alternate years)

THA 362 (3) Approach to Design for Theatre and Cinema—Conceptualization and visualization of the elements involved in creative design for theatre, television, and film; strong emphasis on script analysis and formation of visual concepts.

THA 382 (3) World Theatre Forum—A survey of the historical background and significant cultural developments in World Theatre 1650-Present.

THA 391 (1-3) Directed Study—Work may be in technical design, acting, and directing. A maximum of three hours applicable toward graduation. Contract.

THA 393 (1-3) Seminar—Study of various issues in the fields of communication and theatre arts, with special emphasis on trends and issues of contemporary communications. Topics will be determined and announced for each semester the course is offered. Credit for this course may be given more than once. (on occasion)
A sbury College has a variety of teaching majors leading to either the Bachelor of Science in Education or the Bachelor of Arts degree. The goal of the Education Department is to provide a strong academic program and prepare quality educators who are committed to professional excellence and who positively impact P-12 student learning. This commitment is embodied in the Education Department’s model: “Facilitators of Student Success.” Embedded within the model are standards for educator preparation as follows:

A teacher who is a Facilitator of Student Success will demonstrate competence in these teacher performance standards:

- Design and plan instruction and learning climates
- Create a learning climate
- Introduce, implement, and manage instruction
- Assess student learning and communicate results
- Reflect and evaluate teaching, learning, and programs
- Collaborate with colleagues, parents, and agencies
- Evaluate professional performances and development
- Demonstrate adequate content knowledge
- Use technology to support instruction
- Demonstrate professional leadership
- Demonstrate dispositions that facilitate student learning and success

An integral facet of the program is education in a Christian context with preparation for service in various educational settings. Addressing a broad range of contemporary educational issues, many courses offer opportunities for working with school-age young people. Cooperating officials of nearby school systems, as well as the Kentucky Education Professional Standards Board (EPSB), provide the Department staff and students access to practical educational experiences.
TEACHER EDUCATION PROGRAM

The Teacher Education Program is administered through a Performance Assessment System built on a continuous improvement cycle which includes four progress check points or GATES:

- **GATE 1 - Program Entry**: complete Form 1 (sophomore standing)
- **GATE 2 - Admission to Teacher Education**: admission to upper level courses
- **GATE 3 - Admission to Student Teaching**: complete Form 2
- **GATE 4 - Program Exit**: recommendation for certification

Each gate consists of an interview and a portfolio review. A student must complete each gate successfully (proficient rating) on both the interview and portfolio review before moving to the next gate. Candidates in education use an e-portfolio process for each of the GATE assessments.

Students seeking a recommendation for a teaching certificate must be accepted into the Teacher Education Program (GATE 2) in order to complete required professional courses (300 or above). Receiving a “proficient” rating at Gate 3 is required to pursue the professional semester and obtain a student teaching assignment. Fulfilling the requirements of Gate 4 (exit from program) results in a recommendation for certification. Student teaching, which is considered to be a full semester of course work, involves two weeks of seminars and day-long involvement and participation for 13 weeks during a semester in a local school district.

A minimum grade point average of 2.75 must be maintained for all education major programs.

**Admission to Teacher Education (GATE 2)**

In order to seek admission to the Teacher Education Program at Asbury College, a student must:

1. obtain sophomore standing (minimum of 30 semester hours).
   - Achieve – 39 credit hours plus the first semester in the Elementary Achieve Program
2. obtain a minimum cumulative GPA of 2.75 on a 4.0 scale.
   - Achieve – 14 credit hours from the first semester – minimum of 2.75
3. submit a formal application (Form 1) for admission into teacher education
4. obtained a grade of “C” or above in each of these courses:
   - **ENG 110 or 151** (or ENG equivalent)
     - (May be met by ACT/SAT English score of 27/660 and satisfactory completion of a writing test administered by the Department of English.)
   - **COM 150 or 351** (or its equivalent)
   - **MAT 120 or 162** (or math equivalent).
     - (May be met by ACT/SAT Math score of 26/600.)
     - Achieve is MAT 162 (or math equivalent).
5. complete the ACT with a composite score of 21 or above or obtain passing scores on the PPST.
6. obtain a grade of “C” or above in ED 200 Introduction to Education
7. complete an 82-clock hour practicum (ED 210 component) that includes at least one diversity experience with positive teacher recommendations (proficient rating)—including disposition ratings. Achieve has a 12 hour diversity experience in a school with ethnicity.
8. obtain clearance from the Office of Student Development concerning moral, social, and ethical behavior. Achieve candidates sign off on the Community Life Form.
9. Obtain 5 positive recommendations with disposition ratings for admission into teacher education. Achieve – two of the five recommendations come from application to the Achieve Program (one personal and one professional)

10. Submit completed “Character and Fitness” form that meets Kentucky’s Code of Ethics

11. Complete a successful interview with the Teacher Education Committee (Proficient ranking).

12. Obtain a Proficient score on the Gate 2 portfolio which includes Standard X for dispositions.

Continuation in the program requires a 2.75 g.p.a. in all coursework (cumulative), the teaching major, and in the professional core. The professional courses are as follows: ED 320, 340, 341, 342, 350, 360, 380, 385, 393, 400, 405, 410, 420, 421, 422, 423, 425, 430, 435, 440, 450, 455, 460, 465, 470, 999 (Student Teaching code)

Admission to Student Teaching (GATE 3)
In order to seek admission to the Student Teaching professional semester at Asbury College, a student must have:

1. Filed a Supervised Student Teaching Application (FORM 2) with the Education Office by midterm of the semester prior to student teaching.

2. Completed at least 75% of the course work for the teaching major (senior standing).

3. Completed all institutional prerequisites with respect to time in residence and laboratory experiences.

4. Obtained a minimum g.p.a. of 2.75 on a 4.0 scale in the professional education core, the teaching major, and the cumulative g.p.a. (Middle school majors must obtain a minimum g.p.a. of 2.75 on a 4.0 scale in the professional education core, each of the two teaching minors, and the cumulative g.p.a.)

5. Been admitted to and retained good standing in the Teacher Education Program (GATE 2).

6. Received the recommendation of his/her major department.

7. Received the recommendation of the Department of Education.

8. Submitted a current physical examination report (to be done immediately prior to student teaching.)

9. Completed the GATE 3 (Admission to Student Teaching) interview with proficient rating, completed field components with a proficient rating, presented a proficient e-portfolio, and demonstrated a proficient rating on Standard X regarding dispositions.

Certification Examinations
All education majors are required to take the appropriate PRAXIS II Specialty Area Exam(s) and the respective Principles of Learning and Teaching (PLT) prior to graduation.

Certification (GATE 4)
The Teacher Education Program at Asbury College is accredited by the Kentucky Education Professional Standards Board and the National Council for the Accreditation of Teacher Education (NCATE). Requirements for each teaching area at Asbury College are in compliance with the minimum regulations set forth by the Kentucky Education Professional Standards
Board and are subject to change. Each program curricular design responds to the specific NCATE specialty professional associations (SPA).

Applicants for a Kentucky teaching certificate must complete state approved program requirements and all graduation requirements which provide for meeting the initial academic certification standards. To be recommended for certification, a candidate must pass the Gate 4 interview and the portfolio review with a proficient rating, which includes a rating on candidate dispositions. For certification the candidate must also receive scores that meet or exceed the Kentucky established minimums on the PRAXIS II Specialty Area Assessment(s) and Principles of Learning and Teaching.

When the approved teacher education program and Kentucky certification testing requirements have been met and when an application for Kentucky certification has been completed, a Statement of Eligibility may be requested from the Kentucky Education Professional Standards Board. Upon securing a teaching contract in Kentucky, the beginning teacher must participate in the Kentucky Teacher Internship Program (KTIP) during the first year of teaching in Kentucky.

Asbury graduates currently teach throughout the United States and in many foreign countries. Over 60% of the states, including Kentucky, belong to the Interstate Certification Compact. (When certification is desired in another state, keep in mind that most state Departments of Education request a copy of the teaching certificate obtained from the state in which the teacher education program was completed.) Graduates can contact a state’s Department of Education to ask for an application for certification and can contact the Certification Specialist at Asbury College for assistance in interpreting individual state certification requirements.

Student Teaching Overseas
Asbury is affiliated with Interaction International/CCTECC (Christian College Teacher Education Coordinating Council) and SEND International. These organizations provide Asbury with an accredited framework to offer overseas student teaching. Dual placement is necessary, with candidates teaching stateside in a local school district with supervision by Education faculty during the first half of the semester. Student teaching overseas occurs during the last half of the professional semester. Careful consideration needs to take place by anyone desiring to student teach overseas. There is an application and stateside training fee. **Candidates must apply at least one full calendar year in advance of student teaching placement.** Contact the Director of Field and Clinical Experiences in the Education Department for details and application specifications.

MAJOR REQUIREMENTS
The Kentucky Education Professional Standards Board mandates four levels of certification requirements which include Elementary (P-5), Middle School (5-9), Secondary (8-12), and all grade levels (P-12) Education. Students must meet the requirements of one of the prescribed certification programs.

Fifty percent of the major must be taken at Asbury College to receive a degree, and student teaching must be completed in a school district with which Asbury has a contractual agreement. All program requirements are in response to Kentucky Education Professional Standards Board regulations and subject to change.
ELEMENTARY SCHOOL GRADRES (P-5) (83 hour major + general education + electives)
ED 200, 210, 220, 230, 274, 276, 320, 341, 342, 350, 360, 380, 400, 405, 410, 430/435 or 440;
ENG 240, 360; GEO 211; MAT 162, 261, 262; PSY 100
Academic Emphasis—12 hours from one of the following areas (general education and other
courses required above may not be included):

- English (12);
- English as a Second Language (12 hours from ED 418, ENG 200, 331, 335, 336);
- Mathematics (12 hours from MAT 131 or higher; not 162, 261, 262);
- Science (12 hours from BIO, CHE, ESC, and/or PHY);
- Social Studies (12 hours from HIS, PS, PSY, and/or SOC);
- World Language (12 hours in one language);
- Fine Arts (12 hours from Music and/or ART with 3 hour limit on independent studies,
ensembles, private lessons);
- Cross-Cultural (12 hours as follows: SOC 212, 323 or ED 393, SOC 353; 3 hours from
COM 311, ENG 200, 362, MIS 201, 312, 322, 323, 330).

Learning and Behavior Disorders (P-12) (12 from ED 225, 330, 332, 334, 338, 415, and 416;
completion of all 18 hours provides dual certification in elementary and special education)

Interdisciplinary Emphasis (12 hours from Humanities [Fine Arts, Literature, Philosophy],
English, Mathematics, Science, Social Science, Communications, and World Languages; not
ENG 100 or MAT 100)

MIDDLE SCHOOL GRADRES (5-9) (61-64 hour major + general education + electives)


Middle School Education Minors (48): Select two from the following five minors:

- English & Communication Middle School Education Minor (24): ENG 230, 231, 232,
250, 261, 262, 331, 361.
- Mathematics Middle School Education Minor (25): Track A: MAT 162, 261, 262, 371;
12 hours from CSC 113, 121, MAT 152, 181, 232, 241, 271, 342, 362, 462.
- Track B: MAT 152, 232, 362, 371, 462; 8 hours from CSC 113, 121, MAT 262, 181, 241,
271, 342.
- Science Middle School Education Minor (24): BIO 161,163, 221,225, 341; CHE 111,
112; ESC 202, PSC 151.
- Social Studies Middle School Education Minor (27): ECN 100; GEO 211; HIS 301, 302,
350; HIS 351 or 352, 3 hours from HIS 320-327; PS 101 or 300; SOC 100 or PSY 100.

Learning and Behavior Disorders (P-12) (18): ED 225, 330, 332, 334, 338, 415, 416

LEARNING AND BEHAVIOR DISORDERS (P-12) Dual Certification with Elementary/Middle

SECONDARY EDUCATION (8-12)

Students preparing to teach at the secondary level must follow the curriculum as outlined by
the departments offering majors in education. These majors have the following components:
general education 39-48 hours; professional courses 37 hours; and teaching major 42-56 hours.

Learning and Behavior Disorders (8-12) Endorsement Dual Certification with Secondary (15) 

P-12 EDUCATION (All grade levels) 
Students preparing to teach at all levels must follow the curriculum as outlined by the departments offering P-12 majors. These majors have the following components: general education 46.5-48 hours; professional courses 28-34 hours; P-12 teaching major 39-61.5 hours. 

ENGLISH AS A SECOND LANGUAGE P –12 (15 hour endorsement; education majors only) ENG 200, 331, 335, 336; ED 418

MIDDLE SCHOOL GRADES 5-9 EXTENSION (27-30 hour extension) 
ED 425; plus one of the Middle School Education Minors. The middle school certification extension may be added to the secondary education or elementary major. Elementary Education (P-5) majors may add a Middle School extension by completing one of the four Middle school minors. Note: Secondary majors may obtain a middle school extension by taking the additional methods course for middle school.

PRE-EDUCATION (21-22 hour minor) 
ED 100, 210, 220, 320; Choose one track—Elementary Track: ED 230; MAT 162; 5 hours from ART 200; ENG 240, 360; HED 322; MAT 261; or MED 301; Middle/Secondary Track: ED 240; 8-9 hours in content area; P-12 Track: ED 230; 8-9 hours in content area.
EDUCATION COURSES

ED 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.

ED 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.

ED 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

ED 225 (1) Assistive Technologies for Special Populations—An array of basic technology skills will be included to facilitate the education of students with disabilities. Technological experiences will include: authoring software, interactive electronic presentation device/software and an assistive technology workshop.

ED 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.

ED 240 (3) Adolescent Learner—A study of the physical, emotional, social, cognitive, and moral aspects of human development through the life span focusing on the adolescent. Special emphasis is placed on helping the adolescent meet the challenges of the modern world the applying developmental theory to the secondary school setting. Includes Level I Field Component.

ED 274 (3) Social Studies and Science Content in the Elementary Classroom—Provides an overview of the content in science and social studies that elementary teachers need in order to deliver the instruction and assess that content in the K-5 grades. Candidates will be presented this content through the Kentucky Core Content for Assessment. This core content will be view as a part of the curriculum of an elementary school program.
ED 276 (3) Arts and Humanities and Practical Living/Vocational in the Elementary Classroom—Provides an overview of the content in arts, humanities, and practical living/vocational that teachers need in order to deliver the instruction and assess that content needed in the K-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. This core content will be viewed as part of the curriculum of an elementary school program.

ED 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.

**NOTE** The following courses all require admission to the Teacher Education Program.

ED 330 (2) Behavioral Intervention of Students with Learning and Behavior Disabilities—Offers principles and techniques for managing the behavior of children and youth with disabilities. Preventive, supportive, and corrective techniques are included. The course focuses on the development of management plans that provide positive behavior supports for P-12 students. Level II Field component required. Prerequisite: ED 320

ED 332 (3) Collaboration and Advocacy for Special Populations—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: ED 320.

ED 334 (3) Early Childhood Education of Special Populations—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: ED 320.

ED 338 (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. Level II Field Component Prerequisite: ED 320.

ED 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.
ED 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.

ED 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.

ED 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.

ED 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.

ED 385 (3) Reading and Writing Across the Curriculum (Middle School and Secondary Education majors) — Establishes methods and techniques for utilization by Middle and Secondary School Teachers to enhance the reading, composition, and writing skills of their students in whatever discipline they teach. Includes an overview of the various aspects of the reading process and discusses the specialized demands of reading and portfolio development in the content areas. Prerequisites: admission to the Teacher Education Program. Includes Level II Field Component.

ED 393 (3) Seminar — Seminars and special extended field experiences supervised by faculty, with appropriate reading and assessment.

ED 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.

ED 405 (3) Learning Performance and 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. An assessment 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.

ED 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.

ED 415 (3) Assessment for Special Education—This course provides instruction on the various forms of assessment used by a special educator including; administration of standardized individual achievement assessments, techniques for monitoring student progress and IEP benchmarks and various forms of curriculum-based measures. To demonstrate test administration, interpretation and data analysis of curriculum-based measures, candidates will complete a clinical work sample. Level II Field Component. Prerequisites: ED 320, 330, 338

ED 416 (3) Methods for Special Populations—This course focuses on direct instruction and student-oriented methodologies for students with mild disabilities. Emphasis will be placed on metacognitive strategies, appropriate and non-intrusive accommodations, and seamless transitions for collaborative and inclusive settings. Instructional methodologies that support student achievement in the general core knowledge will be included. An instructional work sample will provide evidence of the candidate’s competence in designing and accommodating instruction. Level II Field Component Prerequisites: ED 320, 330, 338.

ED 418 (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. Includes Level II Field Component.

ED 420 (3) Secondary/P-12 Methods Courses by Subject: Biological Science, Chemistry, English, World Language, Mathematics, and Social Studies—The study of methods and materials used in current education and to develop skills in relating these to the teaching-learning process. Aims and objectives for teaching a specific discipline are included as well as courses of study, unit and lesson plans, assessment, and use of equipment. Prerequisites: Admission to the Teacher Education Program, ED 385, FRN 410, LAT 410, or SPN 410. Includes Level II Field Component.

ED 421 (3) Art Methods and Materials (P-12)—A study of visual art for elementary and secondary students. This course includes art fundamentals review, planning for students development in cognitive skills, processes and avenues to art appreciation, and hands-on experience working with var-
ious media, methods and materials. Each student presents two lessons with lesson plans; also classroom visitation to area schools for observation and participation is part of the criteria. Learning of classroom management, such as ordering supplies and equipment, is dealt with. Prerequisites: Admission to the Teacher Education Program. Includes Level II Field Component. (alternate years) Fee.

ED 422 (2) Instruction for Teaching Physical Education (P-12)—An introduction to methods and materials used in current education and to develop skills in relating these to the teaching-learning process. Aims and objectives for teaching each discipline include unit and lesson plans, assessment, and use of equipment. Prerequisites: Admission to the Teacher Education Program. Includes Level II Field Component.

ED 423 (2) Instruction for Teaching Health (P-12)—An introduction to methods and materials used in current education and to develop skills in relating these to the teaching-learning process. Aims and objectives for teaching each discipline include unit and lesson plans, assessment, and use of equipment. Prerequisites: Admission to the Teacher Education Program. Includes Level II Field Component.

ED 425 (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. Prerequisites: Admission to the Teacher Education Program and ED 385. Includes Level II Field Component.

Prerequisite for following student teaching courses: Admission to the Teacher Education program and completion of Gate 3 requirements (Admission to Student Teaching). Student must have a minimum 2.75 g.p.a. in all coursework (cumulative), the teaching major, and in the professional core.

ED 430, 435, 440, 450, 455, 460, 465, 470, 475, 480 Student Teaching: Level III Clinical Component—Within the professional semester, there will be four components to support and guide the beginning educator. The first component, “Leadership for Family/School/Community Relations,” focuses on culturally-responsive leadership to embrace the richness of the diverse multicultural heritage of today’s society. The second component, “Student Teaching Camp,” focuses on teaching objectives, classroom procedures, motivation techniques and legal implications for classroom teachers. Successful completion of Components I and II is a prerequisite for the full-time assignment of student teaching. Component III, “Integration and Reflection Forums,” are bi-weekly seminars to focus on practical insights gained through authentic learning during student teaching. The student teaching portion (Component IV) of this professional semester involves 13 weeks of full-time assignment in a local school to observe, to participate, and to teach in classroom settings with a special emphasis on the impact of student learning. Successful completion of all components is necessary for degree completion.

ED 430, 435 (6 each) Student Teaching Elementary: Level III Clinical Component—During the first two weeks of the semester, students will meet in a seminar to focus on teaching objectives, classroom procedures, motivation techniques, and legal implications for classroom teachers. Oppor-
tunities will be given for pre-placement conferences with cooperating teachers and observation. Each student will then be assigned full time for 13 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 two non-adjacent grade levels (grades P-5); each will be six weeks in length.

ED 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.

ED 450, 455 (6 each) Student Teaching Middle School: Level III Clinical Component—Course description and requirements are the same as for ED 430 with the exception that the placement may be a twelve-week continuous placement in two subject areas or two six-week single subject placements (5-9). Prerequisites: same as ED 430.

ED 460, 465 (6 each) Student Teaching P-12: Level III Clinical Component—Course description and requirements are the same as for ED 430 with the exception that the placement will be two six-week subject placements (P-5 and 5-12). Prerequisites: same as ED 430.

ED 470 (12) Student Teaching Secondary: Level III Clinical Component—Course description and requirements are the same as for ED 430 with the exception that the placement will be a twelve-week continuous placement in a high school (8-12). Prerequisites: same as ED 430.

ED 475 (6) Student Teaching Special Education: Level III Clinical Component—Course descriptions and requirements are the same as for ED 430 with the exception that the placement will be a six-week experience in special education. Prerequisites: same as ED 430.

ED 480 (6) Student Teaching Special Education: Level III Clinical Component—Placement will be a six week placement in special education. The other six-week placement will occur in elementary, middle, or secondary.

ED 999 (12) Supervised Student Teaching—Used as a code for advance registration for the professional semester.

GEOGRAPHY COURSE

GEO 211 (3) Principles of Geography—A study of geography using primarily a balanced approach between physical and cultural geography, designed primarily for the elementary and middle school teacher and for the concentration in the social studies emphasis.
The Department of English has a central role in Asbury College’s objective of the integration of faith and learning. Fundamental to the growth of any student is the ability to communicate effectively in oral and written forms.

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

ENGLISH COMPOSITION

A. Policy
   1. Students must complete ENG 110 or ENG 151 to satisfy the general education requirement in composition.
   2. Students are placed in English Composition based upon their ACT/SAT English scores according to the following scale:

<table>
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<tr>
<th>ACT/SAT ENGLISH SCORE</th>
<th>ENGLISH COMPOSITION PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>21/500 or less</td>
<td>ENG 100 Introduction to Composition</td>
</tr>
<tr>
<td>22/510 – 26/650</td>
<td>ENG 110 Exposition and Research</td>
</tr>
<tr>
<td>27/660 or higher</td>
<td>ENG 151 Advanced Exposition and Research</td>
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</tbody>
</table>

   3. Students placed in ENG 100 must complete ENG 100 before enrolling in ENG 110.
   4. Students assigned to ENG 100 will be enrolled concurrently in the Writing Center’s tutorial program.
B. Diagnostic Testing
   1. The following categories of students must take a composition diagnostic test during orientation:
      a. Students who apply to Asbury with a GED;
      b. Students who apply without having taken ACT/SAT testing;
      c. Students who transfer from another institution without ACT/SAT scores and without credit for English composition;
   2. Performance on this test will affect placement in composition courses and enrollment in the Writing Center. Students will be notified of the test results through their advisors.

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

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

CREATIVE WRITING (39 hour major + general education + electives)
BM 300; ENG 230, 348, 351, 352, 403, 450; ENG 231 or 232; ENG 261 or 262; ENG 353 or FS 350; JRN 302 or 390; 6 hours from ENG 311, 322, 340, 342, 345, 360, 361, 382, 393; 3 hours from ENG 331, 362, 393, 410, 431.

ENGLISH (36 hour major + general education + electives)
ENG 230, 231, 232, 261, 262, 410, 431; 3 hours from Group I (311, 312, 322, 342, 382); 3 hours from Group II (370, 375, 378); 3 hours from Group III (401, 432, 434); 6 hours from 300 or 400 ENG electives, excluding ENG 335, 336, 360, 361, 402).

ENGLISH GRADES 8-12 (79 hour major + general education + electives)
ED 200, 210, 220, 240, 320, 385, 405, 410, 420, 470; ENG 230, 231, 232, 250, 261, 262, 331, 332, 361, 431; 9 hours from ENG 311, 312, 322, 340, 342, 345, 348, 362, 370, 375, 378, 382, 393, 423; 3 hours from BM 300, COM 240, 262, 331, ENG 200, 351, 352; JRN 211, 332, 411; THA 221, 382.

ENGLISH AS A SECOND LANGUAGE (18 hour minor; 2 years and summer school enrollment)
ENGLISH AS A SECOND LANGUAGE P – 12 (15 hour endorsement; education majors only)
ENG 200, 331, 335, 336; ED 418

LITERATURE (21 hour minor)
ENG 230; 6 hours from ENG 231, 232, 261, 262; 12 hours of ENG, 200 level or above (not Gen. Ed. Courses).
(The Literature minor may not be completed by ENG or ENGE majors.)

WRITING (21 hour minor)
BM 300, ENG 230, 351, 352; JRN 390; 6 hours from ENG 231, 232, 261, 262.
(The Writing minor may not be completed by ENG or ENGE majors or LIT minors.)

ENGLISH COURSES

ENG 100 (3) Introduction to Composition—To increase proficiency in communication skills, with emphasis on grammar and writing. The course may include reading assignments of essays as models for student writing. Required of all freshmen with ACT/SAT English scores of 17/340 through 21/500. Students will be enrolled concurrently in, and must successfully complete, the Writing Center Tutoring Program. Students completing ENG 100 are required to proceed to ENG 110 during the next semester of enrollment.

ENG 110 (3) Exposition and Research—A writing-centered course that aims to develop the written communication skills vital to functioning successfully in contemporary society, whether in the context of college classes, business, industry, or in private life. Concentrates on expository and argumentative writing, and deals, as needed, with matters of sentence structure, spelling, punctuation, and grammatical usage. Concludes with an essay employing research and documentation. Required of freshmen with ACT/SAT scores of 22/510 through 26/650. Prerequisite: placement scores or ENG 100

ENG 151 (3) Advanced Exposition and Research—An advanced composition course centered around expository and argumentative writing, using traditional patterns such as narration, description, and analysis. Concludes with an essay employing research and documentation. Special attention given to the nature of good writing, sentence and paragraph precision, and style. Required of freshmen with ACT/SAT scores of 27/660 or above. Not for students who have completed ENG 110.

ENG 200 (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. Prerequisite: completion of ENG 110 or 151.

ENG 205 (3) Western Classics—A survey of selected literature of the Western World from the ancients to the present. Designed to provide the student with an in-depth exposure to literary works that have shaped contemporary culture.
ENG 230 (3) Introduction to Literature—An initial course in the art of critical reading. A survey of genres (fiction, poetry, drama) which lays a foundation for the upper-division course work in the major, it is designed to assist entry-level students (or the interested non-major) to develop the skills and techniques of effective literary analysis.

ENG 231 (3) The British Literary Tradition I—An historical survey of English literature from its beginnings to the Romantic movement, tracing the development of literary traditions and techniques, intellectual history, and major movements.

ENG 232 (3) The British Literary Tradition II—A continuation of the study begun in English 231, beginning with the Romantic movement and continuing to the present.

ENG 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.

ENG 250 (3) Writing for Teachers—Instruction in the teaching of composition in English classes for the middle school and secondary school teacher. Includes introduction to research methods and documentation for English education, contemporary theories about composition pedagogy, revision and editing methods, and practice in writing styles and writing modes.

ENG 261 (3) American Literature I—A general survey of American literature from the early Colonial period to the time of Walt Whitman (up to 1860).

ENG 262 (3) American Literature II—A general survey of American literature from the time of Walt Whitman to the present (since 1860).

ENG 311 (3) The English Novel—A study of the technique and historical development of the novel of England from its beginning to the close of the 19th Century. (alternate years)

ENG 312 (3) English Romanticism—A history of the Romantic movement in England; a study of both the poetry and prose, with particular emphasis upon the works of the major poets of the time. (alternate years)

ENG 315 (3) Film As Literature—Teaches students to recognize and analyze the narrative, visual, and aural elements of film. To illustrate the breadth of film's expressive potential, the class will present a variety of film styles (Classic Hollywood, realism, expressionism, avant garde, and documentary) over the course of the semester and consider how external forces (economics, politics, culture, etc.) shape film aesthetics and reception. Includes schools of film theory.

ENG 322 (3) Victorian Period—Representative writers from 1830 to about 1900. (alternate years)

ENG 331 (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.

ENG 335 (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: ENG 331.

ENG 336 (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: ENG 331.

ENG 340 (3) Modern Poetry—A survey of contemporary American and British poetry, with particular emphasis on the various aspects of the poetic movement of the present. (alternate years)

ENG 342 (3) The American Novel—A study of the history and technique of the novel in America from its beginning to the close of the 19th Century. (alternate years)

ENG 345 (3) Modern Novel—A study of the major trends in the American, English, and continental novel from 1900 with special emphasis on the novel as a literary and artistic form. (alternate years)

ENG 348 (3) Contemporary Literature—A study of British and American Literature since 1950. The course will focus on poetry, prose, and drama.

ENG 351 (3) Creative Writing—Fiction—Introduction to the writing of fiction through the study of professional models, specific writing assignments, and instructor critique.

ENG 352 (3) Creative Writing—Poetry—Introduction to the writing of poetry through the study of professional models, specific writing assignments, and instructor critique.

ENG 353 (3) Creative Writing for Young People—Includes a variety of exemplary examples of creative writing for young people, including both fiction and poetry. In-class workshops will give opportunity to share their responses to writing prompts, to receive feedback on writing, and to offer comments and suggestions on the work of classmates. Requires a number of original works for critique, revision, and polishing. Class time will also be given to exploring markets for this type of writing and on finding appropriate venues where projects may be submitted.

ENG 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.

ENG 361 (3) Adolescent Literature—Survey of literature from various genres for use in middle/high school. To prepare teachers for the tasks of assisting students in the transition from children’s literature to adult reading and guiding adolescents in the development of appreciation for well written literature.

ENG 362 (3) American Multi-Ethnic Literature—A survey of American minority literature, including African-American, Native American, Hispanic-American and Asian-American writers, from the mid-nineteenth century to the present. (alternate years)

ENG 370 (3) Medieval Literature—Critical study of Anglo-Saxon and Middle English periods. Emphasis on historical context
and major genres, including epic, romance, lyric, drama, and histories

ENG 375 (3) Renaissance Literature—A study of the representative writers of the English Renaissance from More to Jonson, excluding Shakespeare, with special emphasis on the Christian humanists. (alternate years)

ENG 378 (3) Milton and the Seventeenth Century—A study of the principal writers of the 17th century. A major emphasis of the course will be a study of Milton’s poetry and prose and his development as a writer with major emphasis on Paradise Lost, giving attention to both his artistic quality and his theology.

ENG 382 (3) Eighteenth Century English Literature—A study of the major poets and prose writers of the 18th century, together with the social and political backgrounds which affected the literature of the period. (alternate years)

ENG 391 (1-3) Independent Study—A directed and supervised investigation of a selected research problem or issue in the field of English. A student may not take more than four (4) hours of independent study. Contract.

ENG 393 (1-3) Seminar—A study of one major author, or a small circle of authors or a literary movement, the subject to be determined by the staff. Credit for this course may be given more than once.

ENG 402 (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. Prerequisite: ENG 200. Contract.

ENG 403 (1) Practicum in Creative Writing—An experiential learning opportunity that may take one of two forms. Students may volunteer their writing abilities at a community or adult learning center. They may help with literary readings, publicity, tutoring and other writing-related tasks. Each hour of credit requires 34 hours of contact. Alternatively, students may attend a creative writing conference during which they will have their own work critiqued and hear published authors. The conference must be at least three days and be approved by the professor. Repeatable. Contract.

ENG 410 (3) Shakespeare—A study of the principal plays of Shakespeare read in the light of dramatic and literary conditions of his time.

ENG 423 (3) C. S. Lewis and the Oxford Circle—A study of literature inspired by a Christian vision of life. Focuses primarily on the writings of C.S. Lewis and secondarily on the Oxford Circle of writers with whom he was associated.

ENG 431 (3) Literary Criticism—A study of the philosophy of literary composition from various sources, designed to give students an understanding of the principles which underlie literary composition and to enable them to form a basis for evaluating the literature which they meet in their own personal reading.

ENG 450 (2) Advanced Studies in Creative Writing—Students will analyze their current body of work and write additional pieces in preparation for a final portfolio worthy of being submitted to a graduate school or a publisher. Contract.
Strategies for College Success—Strategies for college success is offered for students in an approved support program. The course is designed to help the student: (1) identify personal strengths and weaknesses; (2) create an individual college plan; (3) demonstrate competency in note-taking; (4) complete weekly management sheets; (5) demonstrate writing competency in journal writing. This seminar provides a systematic structure to address the above concerns. A student may not enroll for GEN 110 and GEN 100 concurrently. Students admitted to the approved support program must enroll every semester (either 0.5 semester hours or audit). No more than one semester hour may be applied toward the total required semester hours for graduation. Credit/No Credit.

First Year Experience Seminar—Prepares new students to engage in the college experience academically, spiritually, emotionally, socially, and physically. Assists in exploring unique ways God has gifted them for life. Addresses purpose and value of a Christian liberal arts education, campus resources, strategies for achieving academic excellence, goal-setting, time management, stress management, effective communication, problem solving, living in community, meaningful relationships, and cultural diversity. Open to students with fewer than 30 semester hours completed. Fee.

The Peer Educator—Theory and Practice in Higher Education—Examines student development, learning, and leadership theories, models, and practices for students success in the college classroom. Students will have the opportunity to demonstrate their knowledge and skills as Peer Educators for GEN 120. By permission of instructor.

Honors Seminar—Open to seniors who have a cumulative standing of 3.50 and a minimum of 48 hours earned at Asbury College. Participation by invitation of the Provost. May not be repeated. Credit/No Credit.

The following courses are offered without reference to any department. Address questions concerning these offerings to Dr. T. L. Thomas, Associate Academic Dean.
HEALTH, PHYSICAL EDUCATION, RECREATION, AND ATHLETICS

Professor K. Pickerill, Chair
Professor Pritchett
Associate Professor Rainwater

The Department of Health, Physical Education, Recreation & Athletics at Asbury College has a strong commitment to a program of quality. The program offers the student both depth and breadth in Health, Physical Education, Recreation, Sport Management, and Equine Management. Five majors and five minors are available.

1. The majors include the following:
   A. The HEALTH AND PHYSICAL EDUCATION MAJOR prepares the students for positions as kindergarten through high school teachers in both health and physical education.
   B. The EXERCISE SCIENCE MAJOR prepares the student for graduate school study and entry level positions in a growing number of career opportunities in human movement. These include corporate, commercial, private and clinical based fitness/wellness, and athletic strength and conditioning in high schools, colleges and sports medicine clinics. The degree provides the academic preparation to sit for certification by the leading organizations in the field, such as the American College of Sports Medicine or The National Strength and Conditioning Association. In addition to classroom course work, there is a six credit hour internship that encompasses 240 clock hours of work related experience in an Exercise Science setting that matches the student’s interests.
   C. The RECREATION MAJOR prepares the students for positions in parks and recreation administration, facility planning and design, outdoor leadership, and recreation programming.
   D. The SPORT MANAGEMENT MAJOR is designed to provide the student with the opportunity to develop expertise in business management with an orientation toward the world of sport. People given the opportunity for responsibility in the management of sport programs and facilities must become familiar with the various aspects of sport activities in addition to becoming professional business leaders. The major addresses
the emphasis on Christian service in the growing area of world sport business. Opportunities for employment would include a variety of sport organizations involving management, marketing, promotion, and fund raising.

E. The EQUINE MANAGEMENT MAJOR prepares graduates to serve in the horse industry as riding instructors, stable and/or farm managers, and in ministry settings. Students will also be introduced to facility and event management, business operations, and equestrian organizations.

2. Each of the majors also prepares the student for graduate school in his/her area of interest and study.

3. The minors include coaching, equine management, exercise science, recreation, and sport management.
   A. The coaching minor prepares both the education and the non-education major for coaching opportunities in the middle school and high school settings as well as the non-school setting.
   B. Equine management provides the unique educational opportunity for students desiring to pursue an interest in the equine profession.

4. The HPERA majors are encouraged to become involved in state and national professional organizations related to their major. Students are encouraged to attend professional conventions, hear guest lectures, and gain work experience in their area of interest.

5. All HPERA classes, as well as athletic practices are held at the Luce Physical Activities Center, a state of the art athletic facility housing classrooms, an Olympic size pool, a weight room, indoor track, gymnasium, racquetball courts, training room, and a variety of outdoor fields.

6. Athletic participation in a Christian liberal arts college presents unique learning experiences which prepare Christian men and women for a life of meaningful work and service. The athletic experience provides opportunities for a dynamic growth process in discipline, team work, leadership, and mutual respect. The student-athlete and his/her total educational experience are paramount to the coaches and the athletic administration. The college is a member of the NAIA and the NCCAA. It is within the guidelines of these associations that the college participates in the following intercollegiate sports: women – basketball, cross country, soccer, swimming, tennis and volleyball; men – baseball, basketball, cross country, soccer, swimming, and tennis.

7. The intramural program is a vital part of the total college program and is under the leadership of the Department of Health, Physical Education, Recreation and Athletics. The program is open to all Asbury students, faculty and staff. Some of the sports and activities included in this program are the following: basketball, flag football, soccer, softball, tennis, volleyball, and other dual games and activities.

8. A tumbling team, which performs gymnastic exhibitions and witnesses in schools and churches, is also a part of the department. The tumbling team travels on a tour to the surrounding states during spring break and performs at a homecoming show, “Jym Jam-boree,” upon return to campus.

EQUINE MANAGEMENT (41-53 hours major + general education + electives)
PE 130, 131; EQM 200, 202, 206, 208, 251, 435
Area of emphasis (choose one):
   A. Management (18): EQM 210, 245, 310; HED 231; 6 hours from BM 311, COM 230, EQM 393

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B. Equine Facilitated Mental Health (30): PSY 110, 210, 300, 302, 322, 351, 352, 360, 472; SW 331

EXERCISE SCIENCE – FITNESS PROMOTION (38-41 hour major + general education + electives)
HED 231, 312, 393; PED 210, 228, 261, 275, 350, 371, 420, 431, 435 (3-6), 461, 475; PED 360 or 361; 9 hour of suggested electives from ACC 201, 202; BIO 262, 331; BM 251, 312; PE 120, 121, 280, 300; REC 422.

HEALTH & PHYSICAL EDUCATION GRAD ES P-12 (81 hour major + general education + electives)

PRE-PHYSICAL/OCCUPATIONAL THERAPY MAJOR (66-69 hour major + general education + electives)
BIO 162, 164, 331, 333, 352, 380; CHE 121, 122; HED 231, 312; PED 210, 228, 261, 350, 371, 420, 431, 435 (3-6), 461, 475; PHY 201, 202; PSY 300.
Specific General Education needed for this major (14): BIO 161, 163; COM 150; MAT 181; PSY 100.

RECREATION (41 hour major + general education + electives)
HED 231, PED 275, 321, 360 or 361; REC 212, 252, 273, 342, 422, 435; 1 hour from: PE 130, 131, 280, 300; REC 110; 9 hours from: EQM 202, 245, 251, PED, 350, REC 231, 345, 362, 393, 412.

SPORT MANAGEMENT (53 hours major + general education + electives)
PED 210, 220, 261, 275, 310, 330, 340, 400, 410, 435; REC 422; ACC 201; BM 251 or ACC 361, BM 311, 341; 6 hours from BM 321, 331, 412, COM 230, ECN 272.

COACHING (24 hour minor)
HED 231; PED 200, 205, 206, 261, 300; 3 hours from PED 275, 371, 420, 431; 6 hours from PED 301, 302, 303, 304, 305, 330. (The Coaching Minor may not be completed by Exercise Science or HPHE majors)

EQUINE MANAGEMENT (20 hour minor)
PE 130, 131; EQM 202, 206, 245, 251, 435(3); 4 hours of EQM.

EXERCISE SCIENCE (21 hour minor)
PED 210, 261, 275, 350, 371, 420, 431.

RECREATION (21 hour minor)
PED 275; REC 212, 252, 273, 422, 6 hours of REC 300 or above.

SPORT MANAGEMENT (21 hour minor)
PED 210, 220, 275, 340, 410; BM 251 or ACC 361, BM 311
EQUINE MANAGEMENT COURSES

EQM 200 (3) Horsemanship Ministry—Training of dedicated Christians to conduct safe, efficient, and effective horsemanship programs as a tool of Christian Ministry. Designed to equip each equine student with the necessary tools to successfully manage, train, and teach in a variety of equestrian ministry settings. Fee.

EQM 202 (3) Stable Management—Basic principles of establishing a business plan, creating a safe and satisfying environment, applying practical and economic horse keeping techniques and maximizing your efforts for a successful operation. Fee.

EQM 206 (3) Equine Health and First Aid—Comprehensive course to explain routine but essential health care, basic first aid, and how to identify urgent medical conditions. Fee.


EQM 210 (3) Equine Administration—Study of equestrian business, equestrian organizations, breed associations, facility and event management operations, conventions and programs. Fee.

EQM 245 (3) Riding Instructor Certification—Students complete a 40 hour certification clinic. Teaching and equitation skills in ring and trail riding. Fee.

EQM 251 (3) Horse Training—Establishing horse training goals and programs. Positive and progressive approach to horsemanship including handling, ground lessons, and obedience under saddle. Fee.

EQM 310 (3) Farm and Ranch Management—Resource Management of land, water, and facilities involved in equine programs. The primary goals will be to train equine managers, and to develop a focus on natural resource systems with the overall aim to increase efficient farm or ranch management. Fee.

EQM 391 (1-3) Independent Study—A directed and supervised investigation of a selected problem/topics in the area of Equine Management. Available to senior EQM majors or minors. A student may take up to six (6) hours of independent studies.

EQM 393 (1-3) Seminar—The study of various issues/topics in the field of equine management. Topics will be determined and announced for each semester a seminar is offered.

EQM 435 (3-6) Equine Field Experience—A directed field experience at Asbury College or at another location with departmental approval. Students are responsible for total care of the horses including feeding, as well as maintaining stables and facilities including programming for one semester. 240 hours. Contract.

HEALTH EDUCATION COURSES

HED 231 (3) Injury Care and Safety—Science of prevention, evaluation, management and rehabilitation of athletic injuries. Emphasis is placed on developing an understanding of the mechanisms of injury and on
acquiring practical training room skills. Includes American Red Cross Community CPR and First Aid certifications. Requires a field component.

**HED 282 (3) Community Environmental Health**—Basic view into community health and environmental issues. Discussions include: personal health, community and national health organizations, the nation’s health profile, health care systems and other basic community health related issues. Covers the study of the environment and the human impact on it and how it relates to the individual and global health. Requires a field component.

**HED 299 (3) Contemporary Health Issues**—Psychological, social, and physical implications of health education. Emphasis on creative teaching as well as the professional organizations associated with health education. Studies the theory and practice of selecting, organizing, and teaching health. Discussions include: consumer health issues, choosing reliable products and services, distinguish between valid and questionable information in the media and internet. Requires a field component.

**HED 312 (3) Nutrition for Health and Human Performance**—Study of nutrition and its relationship to health and physical performance. Covers nutrition throughout the life span and relation to the enhancement of health, fitness, and sport performance. Recommended dietary intakes, supplements, ergogenic aids, special populations, weight control, weight loss and weight gain.

**HED 322 (2) HPE in the Elementary School**—Materials, methods, and practice in health and physical education activities suitable for use in the classroom, gymnasium and playground by children in the elementary school. Includes a weekly one hour laboratory. Requires a field component.

**HED 393 (3) Health Seminar**—A discussion of selected topics and issues in the area of health education. Topics may vary for each semester the course is offered. Requires a field component.

**HED 400 (3) Human Behaviors and Relationships**—Emphasizes mental and emotional health, human sexuality and relationships. Prepares the future health educator to teach the components of mental and emotional health and the relationship between health and human sexuality.

**PHYSICAL EDUCATION ACTIVITY COURSES**

Policy: One credit hour of an activity course is required of each college student for graduation. This activity course should be completed by the end of the sophomore year. However, three additional PE activity courses (3 hours) may be taken as electives. No more than one (1) semester hour of PE credit may be taken in any one semester. The letter grades received in the physical education activity classes will be included in determining GPA.

**PE 106 (1) Personal Fitness**—The development of a personal exercise program for the purpose of meeting individual fitness needs. Seniors only, with permission of the instructor and department chair. Prerequisite: PED 100. Contract.

**PE 107 (1) Weight Control**—A study of the principles and values of obtaining and maintaining optimum weight with specific emphasis upon good nutrition (within the framework of the college cafeteria) and upon
an exercise program geared to the individual's need. Open only to those with a weight problem. Prerequisite: PED 100. Contract.

**PE 108 (1) Varsity Athletics**—One hour physical education credit for participation in one full season of varsity athletics. Two (2) hours maximum credit. Women's sports: [Fall] cross country, soccer, volleyball; [Spring] basketball, swimming, tennis. Men's sports: [Fall] cross country, soccer; [Spring] baseball, basketball, swimming, tennis. Credit/No credit.

**PE 110 (1) Cheerleading**—Participation in cheerleading activity. By permission of instructor and tryouts. May be taken concurrently with PED 100. Three (3) hours maximum credit. Credit/No credit.

**PE 111 (1) Physical Activity**—Credit given for various combinations of the following 0.5 credit physical activity classes. Prerequisite for all classes: PED 100. See official schedule for specific combination options.

**Aerobics**—A conditioning class for the purpose of developing cardiovascular fitness. The program consists of different endurance exercises such as jogging, circuit training, aerobic dance (running games), etc.

**Beginning Archery**—Basic fundamentals of shooting safety, etiquette, care of equipment with practice in shooting. Fee.

**Beginning Badminton**—For students interested in learning the basic fundamentals of badminton. Included are basic strokes, strategy, rules, and etiquette.

**Beginning Basketball**—A beginning skill level course designed to develop ability in basketball fundamentals. Drills are used often to facilitate learning.

**Intermediate Basketball**—A course designed to review the basic fundamental skills of basketball and to include new skills. Attention will also be given to offensive and defensive formations in game situations. Prerequisite: Beginning Basketball.

**Beginning Golf**—An introductory course designed to develop proper pre-swing and in-swing fundamentals, putting, golf etiquette, and rules of play. Fee.

**Beginning Gymnastics**—An introductory gymnastics course in which the student will learn about equipment, safety devices and spotting techniques as well as various gymnastics movements such as rolls, cartwheels and partner stunts.

**Paddle Tennis**—The basic fundamentals of the game are studied and practiced; grips, strokes, service, court position, footwork, etc.

**Beginning Racquetball**—The fundamentals of the game are studied and practiced: grips, strokes, service, court position, footwork, etc.

**Beginning Soccer**—A beginning skill level course designed to develop ability in soccer fundamentals. Drills are used to facilitate learning.

**Beginning Softball**—A beginning skill level course designed to develop the basic fundamentals of softball. Included are individual and team skills.

**Beginning Tennis**—The basic fundamentals of the game are studied and practiced: grips, strokes, service, court position, footwork, etc.

**Intermediate Tennis**—Designed to perfect the basic strokes and add new ones, such as the lob, overhead, etc. Time will be spent in doubles play and in working on form and strategy. Prerequisite: Beginning Tennis.

**Beginning Volleyball**—A beginning skill level course designed to develop funda-
mental volleyball skills as well as a knowledge of the rules and basic formations. Skills included are serve, forearm pass, above-the-face pass, spike and block.

**Intermediate Volleyball**—A course designed to review the basic fundamental skills of volleyball and to include new skills such as dig, dink, and sprawl. Attention will also be given to offensive and defensive formations for team play. Prerequisite: Beginning Volleyball.

**Beginning Weight Training**—Course offers the student the theory, technique and basic philosophy involved in weight training for strength and endurance. The student will develop a personalized weight training program.

**Intermediate Weight Training**—Course offers the student the theory, technique and basic philosophy involved in weight training for strength and endurance. The student will develop or continue a personalized weight training program. Prerequisite: Beginning Weight Training.

**PE 120 (1) Beginning/Intermediate Weight Training**—Full semester course. (Required for Exercise Science Majors). See descriptions above.

**PE 121 (1) Aerobics**—Full semester course. (Required for Exercise Science Majors). See descriptions above.

**PE 122 (1) Fitness Walking**—Seeks to improve one’s fitness level by walking often enough (frequency), hard enough (intensity), and long enough (duration) to achieve fitness gains. Includes health-related (cardiopulmonary, muscular strength and endurance, flexibility and body composition) pre-tests and post-tests of physical fitness.

**PE 125 (1) Swimming Courses**—Full semester or combined half semesters activities of swimming and diving.

**Beginning Swimming**—Instruction in water adjustment, buoyancy, balance, relaxation, propulsive movement and coordinated stroking. Attention to personal safety and general information on hydrodynamics.

**Intermediate Swimming**—Introduces four major strokes: freestyle, backstroke, breaststroke and butterfly. Further discussion of hydrodynamics and stroke mechanics. Starts and turns are introduced, along with discussion of swimming for a lifetime of fitness.

**Swimmer’s Course**—Further development of the four major strokes in Intermediate Swimming, as well as competitive stroke development. Further discussion of stroke mechanics, competitive starts and turns. Diving and diving safety will be introduced. Students will learn how swim meets are formatted.

**Advanced Swimming**—The purpose of this class is to produce outstanding all-around swimmers. The student will be prepared to pursue competitive swimming, if so desired.

**Beginning Diving**—The fundamentals of the dive are studied: approach, leap, landing, flight, entry, etc.

**PE 130 (1) Beginning Horseback Riding**—Provide the basic principles of horseback riding as well as instruction in the care of the equipment and the animal. Fee.

**PE 131 (1) Intermediate Horseback Riding**—Review of the basic fundamentals learned in Beginning Horseback Riding and to introduce new skill including riding at the trot and canter. Prerequisite: Beginning Horseback Riding. Fee.

**PE 138 (1) Advanced Gymnastics**—One hour physical education credit for participation in one full season on the Asbury College...
Tumbling Team. Three (3) hours maximum credit. Credit/No credit.

PE 280 (1) Lifeguard Training—Instruction given in accordance with the American Red Cross. Students who complete requirements successfully will be certified as lifeguards with certification in CPR, First Aid, Head Lifeguarding, Waterfront Guard, as well as general lifeguarding. Prerequisite: PED 100.

PE 300 (1) WSI/LGI—For those who hold a current Lifeguarding Certificate. Upon successful completion of the course and American Red Cross exams, students will become certified instructors in lifeguarding and water safety, as well as head lifeguarding. Prerequisite: PED 100

PHYSICAL EDUCATION
THEORY COURSES

PED 100 (1) Theory of Wellness—An introduction to the development and maintenance of a healthy lifestyle for the purpose of achieving the highest potential for well-being in all dimensions of wellness. Emphasis is placed on health-related fitness and the course includes individual fitness prescriptions. A variety of fitness assessments are administered. Required for all students.

PED 200 (3) Introduction to Coaching—A lecture/discussion course designed to introduce students to the profession of coaching. The course is applicable to any student interested in coaching in the school and/or non-school setting. The course will examine the principles of coaching as they relate to areas such as the roles and responsibilities of the coach, the types of coaches, the organization of a sport team, sport organizations, motivation, competition, leadership, sportsmanship, team dynamics and available resources for use in coaching. Requires a field component. Prerequisite to PED 205 and 206.

PED 205 (1-2) Coaching Practicum I—Practical experience in a specific sport under the supervision of a specific coach. Identifies skills, techniques in game situations, strategies, scouting, conditioning, practice planning. Requires a field component. Prerequisite: PED 200. Contract.

PED 206 (2) Coaching Practicum II—Same as PED 205 but must be in a sport different from that in PED 205. Prerequisite: PED 200. Contract.

PED 210 (3) Introduction to Health and Physical Education—Study of the philosophical, historical, and contemporary issues of health/physical education, exercise science, and sport management. Includes study of organizations, careers, and a field component.

PED 220 (3) Sport Management—Basic concepts and principles of sport management. A survey of the careers, professional opportunities, and the structure and process of sport organizations.

PED 228 (1) Practicum—40 hours of practical experience and observation in selected exercise science settings. Contract.

PED 261 (3) Psychology/Sociology of Physical Education/Sport—A survey of the psychological and sociological concepts which are relevant to physical education and sport. Topics include personality, motivation, competition, group and team dynamics, leadership, sportsmanship, sport in society, history, and current issues.
PED 275 (3) Principles of Administration in Exercise-Related Professions—A study of basic management components used in the administration of programs in the exercise-related professions. The course combines theory and concepts with concentration on practical strategies for skill development in administration and leadership for professionals in physical education, athletics, athletic trainers, fitness specialists, and intramural and recreational sport administrators.

PED 300 (2) Sports Officiating—Theory and practice of sports officiating. Emphasis is given to philosophy of officiating, responsibilities and qualities of officials; the study and interpretation of rules. Requires earning KHSAA (or equivalent) officials rating.

PED 301 (2) Coaching Individual and Dual Sports—Study of the current trends and various aspects of coaching individual and dual sports such as tennis, cross country and swimming. Methods of training/conditioning, rules, practice organization, scheduling, event management, and skill/strategy components.

PED 302 (2) Coaching Baseball/Softball—Theory and practice in coaching baseball and softball with emphasis on strategy. Includes philosophy, skill techniques, conditioning/training, practice, organization, contest management and scheduling.

PED 303 (2) Coaching Basketball—Various aspects of coaching basketball. Includes philosophy, skill/strategy techniques, conditioning/training, practice organization, contest management, and scheduling.

PED 304 (2) Coaching Soccer—Theory and practice of coaching soccer. Includes strategy, philosophy, skill techniques, conditioning/training, rules, practice organization, contest management, and scheduling.

PED 305 (2) Coaching Volleyball—Various aspects of coaching volleyball. Includes philosophy, skill/strategy techniques, conditioning/training, practice organization, contest management, and scheduling.

PED 310 (3) History of Sport—An historical study of the emergence of sport in America (late 19th century to the present). The relationship of American sports to the economic, social, cultural, religious and political history will be surveyed. Other elements addressed include the forces of industrialization, urbanization, and immigration in early America. Development of sports organizations, professional sports, mass media and their influence on the continued evolution of sports in modern day America will also be addressed.

PED 321 (1) Adaptive Physical Education—Examines various special needs and the application of pedagogical techniques. This course addresses topics applicable to a variety of professional settings including, but not necessarily limited to, gymnasiums and fitness and rehabilitation facilities. Requires a field component. Contract.

PED 330 (2) Communication in Sport—Provides an introduction to such areas as interpersonal communications, small group communications, and mass communication as applied to sport organizations. Other topics include electronic media, print media, media management, public speaking, and organizational communication.

PED 340 (3) Sports Marketing, Promotion, and Fund Raising—Fundamental areas of marketing and promotion are applied to the sport industry. Emphasis on the principles, policies, and product of sport and successful fund raising.
PED 350 (3) Physical Fitness Assessment and Prescription—Methods and techniques used to enhance physical fitness and physical performance capacities. Includes assessment, training techniques, exercise prescriptions, enhancement of health and skill related areas of fitness.

PED 360 (3) Sport Skills I—A lecture/activity-based course designed to allow students the opportunity to acquire the knowledge, skill and technique to instruct the fundamental skills in activities such as badminton, bowling, golf, soccer, tennis and volleyball. Requires a field component.

PED 361 (3) Sport Skills II—A lecture/activity-based course designed to allow students the opportunity to acquire the knowledge, skill and technique to instruct the fundamental skills in activities such as aerobics, archery, basketball, gymnastics, orienteering, rhythm, softball, track and field, and weight training. Requires a field component.

PED 371 (3) Motor Learning and Development—A study of the principles of motor learning that affect acquisition and performance of skilled movement in sports and physical education and recreational activities.

PED 391 (1-3) Independent Study—A directed and supervised investigation of a selected problem/topic in the area of PED, mutually agreed upon by the student and professor. Available to senior PED majors. A student may take up to six (6) hours of independent studies. Contract.

PED 393 (1-3) Seminar—The study of various issues/topics in the field of exercise science. Topics will be determined and announced for each semester a seminar course is offered.

PED 400 (3) Sport Law—Study of negligence liability, product liability, risk management procedures, legal status of sports organizations, and crowd control and security. Also tort law, constitutional law, contracts, sport labor relations, and selected current issues.

PED 410 (3) Sport Economics and Finance—Finance and economic marketing principles and theories applied to various sport organizations. Budget development is studied as a method of control and organization.

PED 420 (3) Physiology of Exercise—A study of the body’s physiological responses to exercise with emphasis on the proper methods of obtaining optimal levels of performance. One additional hour of lab required per week. Prerequisites: BIO 100 or 162 (preferred), PED 210 or permission.

PED 431 (3) Kinesiology/Biomechanics—The anatomical and mechanical analysis of human motion with emphasis on analyzing and improving athletic performance with application of mechanics to the structure and function of the human body. One additional hour of lab required per week. Prerequisite: BIO 100 or 162 (preferred) or permission.

PED 435 (3-6) Internship—Directed professional field experience in Exercise Science (240 hours expected; prerequisites: PED 228, 350, 420) or Sport Management (240 hours expected). Prerequisites: senior standing; application process; approval by the department. Contract.

PED 461 (3) Statistics and Evaluation in Physical Education & Exercise Science—Emphasis is placed on statistical techniques for the purpose of evaluating health-related and skill-related components of physical fitness. The course also examines the con-
struction, selection, administration and assessment of testing instruments in physical education and exercise science. Requires a field component.

PED 475 Senior Capstone—A course for all physical education majors where students are asked to integrate and assess their skills, experience, and understanding.

RECREATION COURSES

REC 110 (1) Archways Wilderness Experience—A practical introduction to adventure camping as a transitional experience for college freshmen.

REC 210 (1-2) Archways Wilderness Leadership—An advanced version of REC 110 for students chosen for leadership positions for the Archways Experience. Additional field experience for two credit hours.

REC 212 (3) Principles of Recreation—Introduction to the concepts of leisure and recreation. A survey of recreation as a profession and area of service and ministry from the national, state and local levels, both public and private.

REC 231 (3) Introduction to Therapeutic Recreation—Theoretical, philosophical and historical foundations of therapeutic recreation; role of the treatment and rehabilitation in settings and service models. Professional development and current issues and problems in therapeutic recreation.

REC 252 (3) Principles of Church Recreation—Study of history, philosophy, programming, and administration of recreation in the church as it relates to the total ministry. Overview of leisure and its value in the church setting.

REC 273 (3) Outdoor Living Skills—Emphasizes the skills and attitudes necessary for successfully living in and enjoying the outdoors in all seasons, ranging from day hikes to longer-term wilderness expeditions. Skills addressed will include outdoor equipment selection, staying warm and dry, shelter and campsite selection, safety awareness and wilderness travel using map and compass.

REC 342 (3) Recreation Programming—Study of programming content and process including assessment, planning, implementation, and evaluation of programs and services.

REC 345 (3) Outdoor Recreation and Education—A holistic approach to the study of the interrelationship of nature, humans, attitudes for caring about the environment and skill development in using natural resources for leisure pursuits. Includes first-hand observation, direct experience outside the classroom, and implications in botany, physical science, mathematics, history, etc.

REC 362 (3) Adventure Leadership—Study of technical and teaching skills necessary for beginning leadership in the challenge course adventure environment. The use of both permanent and mobile activities will be highlighted at the college challenge course facility. Fee

REC 391 (1-3) Independent Study—A directed and supervised investigation of a selected problem/topic in the area of REC, mutually agreed upon by the student and professor. Available to senior REC majors. A student may take up to six (6) hours of independent studies. Contract.

REC 393 (1-3) Seminar—The study of various issues/topics in the field of recreation. Topics will be determined and announced for each semester a seminar is offered.
REC 412 (3) Outdoor Christian Leadership—Seeks to integrate a Christian view of leadership in the context of outdoor and wilderness recreation and education. Students will explore a servant-leader model of outdoor leadership through wilderness instructional techniques, group processes, and through developing a Christian environmental ethic.

REC 422 (3) Plan, Design and Maintenance of Recreation, Athletic, and Park Facilities—Planning principles and procedures of athletic, recreation, and park areas. Facilities, designing problems, details of structure and equipment, master planning methods, study of standards and trends of maintenance procedures.

REC 435 (3-6) Internship—Directed professional field experience in public and private recreation agencies. Prerequisite: Senior standing and application process must be completed and approved by department. Contract.
History

Professor McKinley, Chair
Professors Reynolds, Spann

History is the story of human community as it has developed through time. It is a narrative and interpretive study, based upon documentary evidence. History plays a central role in the liberal arts curriculum because of its value in illustrating the human condition through time and because it integrates into a comprehensible whole the range of activities that have formed the human experience. In addition to its contribution to the general education program at Asbury, the History Department offers specialized courses. The History major prepares students for a number of occupations and postgraduate studies, including secondary and college teaching, Law, the Christian ministry, government and public service. In addition, History courses can be taken as electives by students in other Majors. The History Department sponsors the CLIO Club, an active honor society for History and Social Studies (Secondary Education) Majors.

Pre-Law Studies

The Pre-Law Handbook: The Official Guide to U.S. Law Schools states that most law schools do not recommend “pre-law” majors because they believe that “courses designated ‘pre-law’ tend to be a less effective means of preparing for law school”. For this reason, Asbury College does not have such a major. The Handbook further states: “While no single curricular path is the ideal preparation for law school, a broadly based undergraduate program that includes training in analytical reasoning and writing will serve you well. Law schools want students who can think, read and write and who have some understanding of the forces that have shaped human experience”. Asbury College has a number of majors that will accomplish the above objectives. Interested students should contact Dr. Gregory Swanson, the law-school advisor.

History (33 hour major + general education + electives)
The History Major requires 33 hours, including HIS 375. The student may choose any ten additional History courses at the 200 or 300 level or above to complete the Major.

The History Department strongly recommends that the student take HIS 375 in the Sophomore year, and include in remaining courses taken at least one course from each of the broad Historical areas:
ASBURY COLLEGE

U.S. History, European History, and Non-western History. Some complimentary programs, such as in Education, will require the student to take specific classes.

SOCIAL STUDIES GRADES 8-12 (82 hour major + general education + electives)
ECN 100; ECN 272, 273; ED 200, 210, 220, 240, 320, 385, 405, 410, 420, 470; GEO 211; HIS 301, 302, 350, 375; 1 of HIS 313, 319 or PS 318; 1 of HIS 351 or 352; 1 of HIS 320, 321, 322, 323, 324, 326, or 327; PS 101, 300; PSY 100; SOC 100; PSY 210 or SOC 212.

HISTORY (18 hour minor)
Any six courses from any HIS 200 or 300 level.

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<th>HISTORY COURSES</th>
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<tr>
<td>HIS 100 (3) Western Civilization—An introdutory survey of social, intellectual, aesthetic, religious, and institutional development of the western world from classical antiquity to the present.</td>
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<td>HIS 200 (3) Leadership in History—A presentation of principles of leadership, which draws upon current literature in the field as well as historical materials to explain the understanding of leadership in historical context, and using examples of leadership drawn from history. The material will be introductory in nature. No previous knowledge of history is needed.</td>
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<td>HIS 201 (3) History of the United States to 1876—An introductory survey from Elizabethan times to the period of reconstruction.</td>
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<td>HIS 202 (3) History of the United States since 1876—A continuation of HIS 301 from 1876 to the present.</td>
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<td>HIS 298 (3) The American Civil War—A detailed examination of the American Civil War, including military, diplomatic and social aspects of the conflict. Important issues raised by the causes of the War and its conduct are given special attention.</td>
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<td>HIS 313 (3) History of Religion in the United States—A study of the growth, development and spread of religion in the US from colonial times to the present.</td>
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<td>HIS 318 (3) History of American Foreign Relations—An overview of international relations theory, and the diplomatic and military history of the United States.</td>
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<tr>
<td>HIS 319 (3) History of the American South to 1865—An examination of the cultural, social and political institutions that shaped the American South from colonial days through the Civil War. Special attention will be devoted to a study of the slave system and how it influenced the development of the South as a particular American cultural system.</td>
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<tr>
<td>HIS 320 (3) Ancient History—A study of the development of Mediterranean Civilization from its inception to the dissolution of the western half of the Roman Empire. Pre-requisite: HIS 100.</td>
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<td>HIS 321 (3) History of Christianity—A study of the growth of the Christian Church from the Council of Nicea to the present with emphasis on the formation of orthodoxy and its interrelation to surrounding society.</td>
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<tr>
<td>HIS 322 (3) Medieval Civilization—An examination of the formation and mutation of the salient features of medieval society.</td>
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Prerequisite: HIS 100 or consent of the professor.

**HIS 323 (3) British History to 1603**—An overall survey of British political, social and cultural history from Roman times to the end of the Tudor Reign.

**HIS 324 (3) British History since 1603**—An overall survey of British political, social and cultural history from the beginning of the Stuart reign to the present.

**HIS 326 (3) History of Modern Germany**—A study of Germany from Frederick the Great to the present, with particular attention to the German state’s political impact upon world history since 1870.

**HIS 327 (3) Renaissance and Reformation**—An examination of the age of the Renaissance and its impact upon world thought, with special emphasis on the Reformation as a response to this view. Prerequisites: HIS 100, or consent of the professor.

**HIS 350 (3) Survey of Non-Western Cultures**—A review of three major non-Western cultures: Islam and the Middle East, China, and Japan.

**HIS 351 (3) History of Subsaharan Africa**—An introduction to Africa south of the Sahara, with special emphasis on general precolonial patterns, the transition to colonial rule in both European and African terms, independence, and current trends in modern African states.

**HIS 352 (3) History of Latin America**—A study of the social, cultural and political institutions of Latin America from colonial days to the present. Particular attention will be given to the formation of Latin society during the colonial period, the impact of the revolutionary era and the attempts of the Latin American nations to achieve social, political and economic stability and progress in the nineteenth and twentieth centuries.

**HIS 375 (3) The Study of History**—A survey of history as academic discipline and as profession. The course will include philosophies of history, the contemporary academic and professional scene and detailed guidance in preparation of research papers.

**HIS 393 (1-3) Seminar**—Designated special-interest classes, seminars, or field experiences supervised by faculty, with appropriate course requirements. Credit may be given more than once.
THE DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

The Department of Mathematics and Computer Science at Asbury College has a strong commitment to a program of quality. The curriculum offers the student both depth and breadth of mathematics and application content, and a variety of introductory computer science courses. Three majors and three minors are available.

1. The COMPUTATIONAL MATHEMATICS MAJOR prepares the student to enter a career in industry, government, or business immediately upon graduation or to enter graduate school in computational science, or related areas of applied mathematics such as statistics, management science, operations research, actuarial science or computational biology. This major couples a strong emphasis on applied mathematics with the computational and programming skills necessary to solve practical problems. These skills are in high demand in the private sector and in government employment. The Computational Mathematics major is designed to allow the student flexibility in choosing a minor area of study as an application of the computational and mathematical skills learned in Department courses. Suggested minors range from the sciences (physics, chemistry, computer science or biology) to business management to art/media communications.

2. The MATHEMATICS MAJOR prepares the student for graduate study in mathematics, mathematical physics, or a related area that relies heavily upon theoretical mathematics. Eventual employment opportunities for persons with this background include teaching and research at the college or university level or being a member of a research team in government or industry. The Department has a rich history of graduates who have been successful in graduate school and subsequent academic and research careers.

3. The program content of the MATHEMATICS GRADES 8-12 MAJOR follows the recommendations of the National Council of Teachers of Mathematics and the Mathematical Association of America and meets teacher certification requirements in most states. Teachers of mathematics in both public and private middle and high schools are very much in high demand.
In recent years, the need for additional analytical and technical skills in financial and risk analysis has grown significantly. The technical nature of modern financial and economic analysis requires a student with a strong mathematical and computational background in addition to strong skills in business and economics. The FINANCIAL MATHEMATICS MAJOR is designed to provide the student with these skills. The marketplace is also demanding this new combination of skills. Alumni and friends of Asbury College have advised that the need for technically savvy analysts is large and growing. Professional opportunities for actuaries, a prototype occupation for financial mathematics, are always near the top of employment projections. The continued spread of free-market economies, furthermore, increases the potential for these graduates to have international impact in an environment that seeks those who have a worldview shaped by the classical liberal arts and complemented by cutting-edge financial analysis.

Engineering
Asbury College has contracted a 3-2 Dual Degree Program in Engineering in cooperation with the University of Kentucky. A student enrolling in this program would take courses at Asbury for three years. While this is intended as a 3-2 program, some students find it necessary to extend their studies over 6 years. Engineering courses (leading to one of seven possible engineering degrees) would be taken primarily the fourth and fifth years on the UK campus. The student would receive a B.A. in Physical Science (a major offered only to students in this program) from Asbury College upon satisfactory completion of the fourth year. At the end of the fifth year, the student would receive a B.S. in one of seven engineering fields from UK. These fields include: agricultural, chemical, civil, electrical, mechanical, and mining engineering, and materials science and engineering. A minimum GPA of 2.5 must be maintained to participate in these programs. In some cases an engineering program has a higher GPA requirement. Please consult the department chair for more information.

COMPUTATIONAL MATHEMATICS (51 hour major + general education + electives)
CSC 121, 122; MAT 181, 182, 241, 252, 271, 281, 351, 352, 442, 475, 482; PHY 211, 212.

FINANCIAL MATHEMATICS (50 or 54 hour major + general education + electives)
CSC 121, 122; MAT 181, 182, 252, 271, 281, 474; ECN 272, 273, 372, 472
Choose one area of concentration:
   A. ACTUARIAL SCIENCE: MAT 351; BM 311; and 6 hours from: ACC 361, BM 321, 331, 451, 452, MAT 352
   B. INTERNATIONAL ECONOMICS: MAT 241, 435 (1); ECN 471, 473; and 6 hours from: MAT 351, 352, 481; BM 321, 451, 452

MATHEMATICS (54 hour major + general education + electives)
CSC 121, 122; MAT 181, 182, 241, 252, 271, 351, 352, 471, 472, 475, 481, 482; PHY 211, 212.

MATHEMATICS GRADES 8-12 (72-73 hour major + general education + electives)
CSC 113 or 121, ED 200, 210, 220, 240, 320, 385, 405, 410, 420, 470; MAT 152, 181, 182, 232 or 281, 241, 271, 342, 362, 462; MAT 371 or 471.
**PHYSICAL SCIENCE** (78 hour major + general education + electives
CHE 121, 122; CSC 121; MAT 181, 182, 252, 271, 351, 352; PHY 211, 212; SOC 100; PSY 100; MIS 330, SPN 322, HIS 351, or HIS 352; 4th year at the University of Kentucky—27 hours in chosen engineering major, with 18 at 200 level or above. (Requires a 2.50 cumulative grade point average.)

**MATHEMATICS** (21 hour minor)
MAT 152, 181, 182, 252, 271, 475, plus 3 hours MAT 200 or above.

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**COMPUTER SCIENCE COURSES**

**CSC 113 (4) Programming in Java**—An introduction to the object oriented programming language, Java. Focuses on problem solving, algorithm development, and designing, coding, testing, and documenting a program using standard programming techniques. Three lecture periods and one laboratory period per week. (alternate years)

**CSC 121 (4) Computer Science I**—Focuses on problem solving and algorithm development, learning a high-level language, how to design, code, test, and document a program using standard programming techniques. Three lecture periods and one laboratory period per week.

**CSC 122 (4) Computer Science II**—Continuation of CSC 121. Further development of programming skills, algorithmic analysis, elementary data structures. Three lecture periods and one laboratory period per week. Prerequisite: CSC 121.

**CSC 231 (3) Computer Organization**—A survey of computer organization and systems including number representation, common codes, secondary storage devices, digital logic, microprogramming, machine language, operating system concepts, and assembly language programming. Prerequisite: CSC 122. (alternate years)

**CSC 241 (3) Introduction to Digital Circuit Design**—An introduction to computer architecture and implementation. Topics include number systems, boolean algebra, combinatorial and sequential circuit design, flip-flops and adders, and storage mechanisms and their organization. Laboratory experiments introduce elementary integrated circuit building blocks, including gates, flip-flops, registers, counters and elementary sequential circuits. (alternate years)

**CSC 391 (1-3) Directed Study**—A study of some area of computer science not covered in other courses. Offered based on demand and availability of teaching staff. Prerequisite: permission of instructor. Contract.

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**MATHEMATICS COURSES**

**MAT 100 (3) Introduction to Problem Solving**—Basic arithmetic and algebra skills set in the context of practical problem solving. Includes basic mathematical modeling and computing tools for setting up and solving problems in a variety of applications; measurement, linear models and equations, polynomials; use of TI-83 graphing calculator.

**MAT 111 (3) College Algebra**—Review of fundamental concepts of algebra including radicals, exponents, products and factoring. A study of equations and inequalities, and functions and graphs including polynomial and rational functions. Prerequisite: MAT 100 or its equivalent.
MAT 112 (3) Precalculus—Emphasizes a strong working knowledge of logarithmic and trigonometric functions. A major review of algebra with emphases on functions. Includes a preview of calculus. Prerequisite: MAT 111 or its equivalent.

MAT 120 (3) Concepts of Mathematics and Technology—Integrated mathematics and computer science course that presents a survey of topics emphasizing problem-solving and practical calculation skills related to logic, set theory, probability, statistics, and finance. Prerequisite: MAT 100 or ACT/SAT Math score of 19/460 or higher.

MAT 131 (3) Finite Mathematics for Business—Mathematics of finance, systems of equations, matrices, linear programming, and probability with applications to business and economics. Prerequisite: MAT 100 or ACT/SAT Math score of 21/480.

MAT 132 (3) Calculus for Business—Differential and integrative calculus with applications to business and economics.

MAT 152 (3) Discrete Mathematics—An introduction to topics in discrete mathematics of relevance to both mathematics and computer science majors, including: logic and sets, combinatorics, algorithms and recursion, graphs and trees, Boolean circuits, and formal languages. Prerequisite: MAT 100 or ACT/SAT Math score of 21/480.

MAT 162 (3) 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

MAT 181, 182 (4 each) Calculus I, II—An innovative course designed to teach the standard topics of calculus within the framework of applications. The emphasis is on seeing how calculus can be used in a large variety of settings, while the mechanics of arithmetic and algebraic computations are performed using calculators and computers. Derivatives and integrals of algebraic and transcendental functions in one and several variables are covered, as are introductory vector methods and infinite series. Prerequisite: MAT 112 or its high school equivalent.

MAT 232 (3) Probability and Statistics—An introduction to the basic concepts of statistics including the organization and descriptive analysis of data, probability, sampling distributions, hypothesis testing, and simple regression and correlation. Prerequisite: MAT 181.

MAT 241 (3) Logic and Sets—A study of the language of logic and of the theory of sets with their applications to various content areas of mathematics for the purpose of helping the student acquire an ability to construct mathematical proofs. Prerequisite: MAT 181.

MAT 252 (3) Differential Equations and Modeling—A first course in the quantitative solution of differential equations, including first-order equations, second- and higher-order linear equations, and power series solutions. There will be an emphasis throughout the course on the application of differential equations to various real-world problems. Prerequisite: MAT 182.

MAT 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 (connect-
MAT 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 162.

MAT 271 (3) Linear Algebra—A study of linear algebra, including vector spaces, matrices, determinants, inner products, linear transformations, and eigenvalues and eigenvectors. Prerequisite: MAT 182.

MAT 281 (3) Probability—Calculus-based introduction to probability including distributions of discrete and continuous random variables, expected values, and the Central Limit Theorem. Prerequisite: MAT 182.

MAT 342 (1) History and Foundations of Mathematics—A study of the history and foundations of mathematics to the end of the nineteenth century. Prerequisite: MAT 182 (alternate years).

MAT 351, 352 (3 each) Applied Mathematics I, II—A contemporary approach to applied mathematics whose central topics are discrete and continuous mathematics, linear algebra and differential equations. Numerous applications from science and engineering are covered along with the associated algorithms, always stressing a consistent underlying mathematical framework. Equilibrium problems, Fourier techniques, analytical methods, initial-value problems, network flows and combinatorics, and optimization are possible topics. Prerequisite: CSC 112 or 121, MAT 252, 271.

MAT 362 (4) Modern Geometry—Designed for preservice middle and secondary teachers of mathematics. A study is made of Euclidean and non-Euclidean geometries using technology and hands-on experiences to generalize from example to theory. Prerequisite: MAT 241. (alternate years)

MAT 371 (4) Algebraic Structures—Introduces algebraic structures including groups, subgroups, rings, fields and integral domains. Special emphasis is placed on the real number system. The course includes a brief introduction to number theory. Also, a systematic review of Algebra I, Algebra II and Precalculus are conducted in a manner appropriate to Middle School and High School Teachers. Enrollment requires approval of the department chair. (on occasion)

MAT 393 (1) Seminar—Discussion of selected topics. May be offered in conjunction with other departments or as a separate course primarily for math or computer science students.

MAT 432 (3) Financial Statistics—Application of statistical methods in finance and economics. Topics include single and multivariate regression analysis, integrated methods, moving average models, autoregression models, time series analysis, ARIMA and ANOVA models. Prerequisite: MAT 232. (Alternate years.)

MAT 435 (1-3) Financial Mathematics Internship—In consultation with program faculty, a student will be placed in an internship in the business, finance or insurance industry. The student will maintain contact with the faculty sponsor and produce a paper or presentation of the
work done during the internship experience. Contract.

MAT 442 (3) Numerical Analysis—A study of numerical methods concerned with the formulation of mathematical problems so that they may be solved using computers. Topics include rootfinding, interpolation, integration, and the solution of linear systems and differential equations. Prerequisites: MAT 252, 271 and CSC 122. (alternate years)

MAT 462 (3) Topics in Secondary Mathematics—Designed for preservice middle and secondary school teachers of mathematics. Topics of the grades 5-12 mathematics curriculum reconsidered from the prospective of understanding, connecting, and explaining via manipulative and computer software.

MAT 471, 472 (3 each) Abstract Algebra I, II—A study of groups, subgroups, homomorphisms and isomorphisms, rings and ideals, fields, extension of fields, finite fields, sylow theorems, Galois theory, and Boolean algebras. There is an integrated emphasis on applications. Prerequisite: MAT 241. (472 offered alternate years)

MAT 474 (1) Financial Mathematics Senior Capstone—Focuses on how to use financial mathematics skills to penetrate and impact the cultural setting of corporate leaders in the U.S. and overseas. Requires a paper which synthesizes the student’s vision of how financial mathematics may be used for the Kingdom of God. Paper will be reviewed by a panel of people from both inside and outside the college who will then administer an oral examination to the student. Requires at least one professional interview with a senior executive, academician, or politician.

MAT 475 (1) Senior Seminar—This course will consist of a series of projects, many of which are chosen by students, on the basis of evaluative procedures and career plans. Most projects will involve class presentations, and projects that integrate several topics will be particularly encouraged.

MAT 481 (3) Real Analysis—A detailed examination of the analytic foundations of calculus. Topics include sequences, limits, continuity, differentiation, Riemann integration, and an introduction to topology. Prerequisite: MAT 241. (alternate years)

MAT 482 (3) Complex Analysis—The first course in the extension of calculus to complex numbers. Topics include the concept of analytic functions, the Cauchy-Riemann equations, Cauchy’s theorem and formula, power series, the calculus of residues and the evaluation of definite integrals, conformal maps, and Riemann surfaces. Prerequisite: MAT 252, 271. (alternate years)

MAT 491 (1-2) Directed Study—An advanced study of select problems. Prerequisite: 9 hours of MAT in courses numbered 300 or above and a 3.00 gpa in MAT courses. Not more than four hours may apply toward graduation. Contract.
Music

Professor Schell, Chair
Professors Bell, B. Holz, R. Holz, Zent
Assistant Professor Flanigan

Asbury College is an accredited institutional member of The National Association of Schools of Music and offers three majors in the area of music.

1. The Music Education Major prepares students for positions as teachers of vocal and/or instrumental music in the public and private schools.

2. Within the Music Major, four emphases are offered: Church Music Leadership, Composition/Arranging, Performance, and Music History. Students may choose one of these, may minor in some subject outside music, or may use general electives to complete the degree requirements.

3. The Music Business major is designed for those music-oriented students who would like to be involved in the business area of the arts (arts administration, music stores, music studios, etc.). The Music Business major is in the process of being accredited by NASM.

The faculty of the Music Department is committed to helping students gain a high level of performance proficiency, a firm theoretical and historical foundation, a solid preparation for a music career and/or graduate study, and a fusion of Christian faith and practice with the students’ musical pursuits.

Students applying for acceptance into the music major should obtain the “Music Department Student Handbook”, which functions as a comprehensive addendum to this Bulletin.

A. ENTRANCE AND AUDITION PROCEDURES

1. All students who wish to major or minor in music must have the approval of the music faculty, based on an entering performance audition. A student who successfully passes the entrance audition will be admitted to the music program through the sophomore level, at which time a second audition will determine eligibility for upperclassman standing. A student may also enter the program with a probationary standing. A student is removed from musical probation on the recommendation of his/her Area Coordinator and the Chairman of the Music Department after receiving a minimum of a B average in the semester jury examination combined with a minimum of a B average in the semester grade average given by the area coordinator. A student may remain
in the music degree program on musical probation for no more than two semesters.

2. AUDITION REQUIREMENTS

Auditions on campus are generally held during prospective student visit weekends. Applicants may also submit a taped audition (VHS, VHS-C, or DVD). All requests should be addressed to: Chairman, Department of Music, Asbury College, One Macklem Drive, Wilmore, Kentucky 40390-1198. Students must audition to be eligible for Music Performance Scholarships (see details in the Financial Aid section of this Bulletin).

The audition process for each specific vocal/instrumental type is described below.

a. INSTRUMENTAL

i. Wind and Stringed Instruments

Students should be prepared to perform major and minor scales through four sharps and four flats, a chromatic scale covering the entire range of the instrument, and selected solos representing at least two styles of music (e.g.: Baroque, Classic, Romantic, Twentieth Century, or technical and lyrical styles). Students will also perform a simple sight-reading exercise.

ii. Percussion Instruments

Percussion students should be prepared to perform major scales through three flats and three sharps on bells, marimba or xylophone. Students with snare and/or timpani experience should also be prepared to demonstrate rudiments and/or timpani tuning and basic technique. Percussionists will also play two solos or solo movements demonstrating contrasting musical styles.

b. ORGAN

Students who wish to be admitted to the study of organ may or may not have had previous training on the instrument. For those who have had private organ studies, the following are suggested as sample audition pieces: a prelude and fugue from Eight Little Preludes and Fugues by J.S. Bach (Krebs); a chorale prelude from The Liturgical Year by J.S. Bach. Those who have little or no organ study should demonstrate proficiency on the piano in at least two stylistic periods (e.g.: Baroque, Classic, Romantic, Twentieth Century) with levels of difficulty equal to the following: a two-part invention by J.S. Bach; any standard sonata by Mozart, Haydn, or Beethoven; a waltz by Chopin; a piano composition by a modern composer such as Bartok or Kabalevsky.

c. PIANO

Students should be prepared to sight-read a short piece, play several major scales (hands together, four octaves), and perform two pieces representing literature from two stylistic periods. The literature should either equal or exceed the level of challenge of works listed here: 1) Baroque—J. S. Bach, Two-Part Invention, No. 13, in A Minor; 2) Classic—Beethoven, Sonata in C Minor, Op. 13, movement III; 3) Romantic—Brahms, Rhapsody in G Minor, Op. 79, No. 2; 4) Twentieth-Century—Debussy, Arabesque No. 1 in E Major. Other appropriate literature might be found in anthologies, such as the following: 1) Agay, Denes, ed. Early Advanced Classics to Moderns, Volume 47, New York: Consolidated Music Publishers, 1969; 2) Bigler, Carole; and Lloyd-Watts, Valery, ed. Recital Winners, Volume Two, Van Nuys, CA: Al-

d. VOCAL

In addition to a simple sight-reading exercise, the student should demonstrate an ability to sing two art songs of a contrasting nature including an American/British song. Students demonstrating the ability to sing a foreign language song in addition to the required America/British art song will be given preference for the performance scholarship award. An accompanist will be provided. Taped accompaniments are not acceptable. Voice auditionees should send copies of their audition music at least three weeks prior to the audition date, to: Coordinator of Vocal Studies, Asbury College, Department of Music, One Macklem Drive, Wilmore, KY 40390.

B. GENERAL INFORMATION

1. Ensembles

Primary ensembles at Asbury are those that exist in support of the degree requirements for music majors and minors. The Asbury College Orchestra is the primary performing ensemble for students whose instrumental area of study is an orchestral stringed instrument. The Concert Band is the primary performing ensemble for students whose instrument is a wind or percussion instrument. The Chorale is the primary performing ensemble for students whose major instrument is voice. Primary Ensembles are not specified for majors and minors who study other instruments; however, those students must meet ensemble credit requirements. Students must not only register for an ensemble but also meet that ensemble’s membership requirements in order to participate. All ensembles are, however, open for participation by all students whether or not they are pursuing a major or minor in music.

Music majors, for whom a primary ensemble is required, must participate in that primary ensemble for the first 75% of the total ensemble semesters required for the degree. For example, majors who are required to receive 8 semesters of credit for an ensemble (MUS) must register for at least 6 semesters in Concert Band, Chorale or Orchestra, as defined above. Majors who are required to receive 7 semesters of credit for an ensemble (MUSE) must register for at least 6 semesters in Concert Band, Chorale or Orchestra, as defined above. Music minors, who are required to receive 4 semesters of credit for an ensemble, register for at least 3 semesters in Concert Band, Chorale or Orchestra, as defined above. In some circumstances, a major or minor may be permitted to have an auxiliary ensemble count toward a primary ensemble requirement. All exceptions, however, must be recommended by the advisor to the Area Coordinator, and then presented to the music faculty for approval.

Depending upon such factors as student interest, faculty loads, budget, etc., the Music Department also offers a wide variety of other ensembles to enrich the musical life of the college and to offer additional performing experiences for students of all majors. At present, the following additional ensembles are offered at Asbury College: Collegium Musicum (Instrumental Chamber Groups), Handbell Choir, Jazz Ensemble, Men’s Glee Club & Women’s Choir.

Further information about Asbury College Music Ensembles may be found on our website: http://www.asbury.edu/majors/music/ensembles.
2. Recital Attendance
Recital attendance is required of all music minors and majors. Those in the B. A. Music degree program must pass eight semesters of recital attendance. Those in the B.S. Music Education degree program must pass seven semesters, because the student teaching semester is exempt. Those in the B.S. Music Business degree program and the Music Minor program must pass four semesters of recital attendance. Transfer music majors are required to enroll in RCT 041 each and every semester.

3. Recital Requirement: All music majors (except Music Business) must present a recital of high caliber in accordance with music department standards.

4. Non-Music Majors: Students not majoring in music are encouraged to enroll in music courses and to participate in the choral and instrumental ensembles. They may also take private lessons.

5. Juries and Public Performance Requirement: Music majors and minors participate in a jury exam for private instrument or vocal study at the end of each semester of required private lessons. The evaluation of the non-music major receiving private instruction can be an examination, a jury, or a studio or student recital performance. In addition, music majors and minors have an annual public performance requirement. Departmental recital performances in the last four weeks of the semester may substitute for a jury examination.

6. Language Requirement: French and German are the languages of music; therefore these are the recommended languages for the Music majors. Music Education majors are exempt from the language requirement.

MUSIC (48-61 hour major + general education + electives)
CON 311, 312; MHL 251, 252; one of MHL 351, 352, 353, 354, 355, 356; MTH 111, 112, 121, 122, 231, 232, 311, 331; MUS 150; RCT 480 or 481; Keyboard Majors only: PNO 161, 162, 261; Non-keyboard majors: PNO 151, 152, 251; Piano majors: PNO 461; Voice Majors: VOC 105, 106; Major instrument: INS, ORG, PNO, VOC (4 semesters of 211 and 4 semesters of 411); ENS (8 semesters); RCT 041 (8 semesters).

In addition, one of the following options may be completed:
A. Church Music Leadership (9-10): CHM 210, 312, 472; CHM 435; MED 303 or 304; VOC 200-level Proficiency; PNO 130 instead of PNO 261 (Keyboard majors)
B. Composition/Arranging (11): MTH 293, 332, and 7 hours of MTH 393
C. Music History (11): MHL 391, 475, and 6 hours from MHL 351, 352, 353, 354
D. Performance (9-11): INS, ORG, PNO, VOC, (additional 6-8 hours of private lessons at major level); INS, ORG, PNO, VOC 461, 462, RCT 380.

MUSIC BUSINESS (62-63 major + general education + electives)
ENS (4 semester hours); INS, ORG, PNO OR VOC (4 semester hours); MHL 251, 252; MTH 111, 112, 121, 122; PNO 151; RCT 041 (4 semesters); ACC 201, 202; BM 311, 451; ECN 272, 273; MUS 150, 201, 435, 475.

Area of emphasis (choose one):
A. Business: BM 331, 341, 412, 441; 3 hours of ACC/BM/ECN 300 or above
B. Music Industry: [an off-campus program which requires an application process and a cumulative gpa of 2.75] MM 310, 312, 320, 330, 340, 435
C. Music: 15-16 semester hours from CON 311, 312; INS, ORG, PNO or VOC 461,462; MED 241, 242, 243, 244; MHL 351, 352, 353, 354, 355, 356; MTH 231, 293; VOC 300

MUSIC EDUCATION P-12 (85.5-95.5) hour major + general education + electives)
CON 311, 312; ED 200, 210, 220, 230, 320, 405, 460, 465; ENS 7 semesters; MHL 251, 252; 1 of MHL 351, 352, 353, 354, 355, 356; MTH 111, 112, 121, 122, 231, 232, 311, 331; MUS 150; RCT 041 (7 consecutive semesters); INS, ORG, PNO, VOC, (4 semesters of 211 and 3 semesters of 411); RCT 480; Voice majors: VOC 106, 462: Non-keyboard majors: PNO 151, 152, 251; Keyboard majors: PNO 161, 162, 261, 461;
Tracks (choose one):

A. Instrumental (14)—MED 241, 242, 243, 244, 363, 364, 365; plus 1-3 credits from MED 302, 303, 304, 305
B. Vocal/Choral (13)—MED 302, 303, 304, 305; VOC 105, 200, 461; plus 2 credits from MED 241, 242, 243, 244, 363, 364, 365
C. General Music (14)—MED 302, 305; VOC 200; VOC 105, 461 (if principle instrument is voice) plus 10 credits from the following: ED 410, INS 100 MED 241, 242, 243, 244, 303, 304, 363, 365
D. Combined Instrumental/Vocal (18)—MED 302, 365, VOC 200; plus 13 credits from the following: INS 100, MED 241, 242, 243, 244, 303, 304, 305, 363, 364, 461

MUSIC (24 hour minor)
CON 311; ENS (4 semesters); MHL 251, 252; MTH 111, 112, 121, 122; 4 semesters of private lessons at major level; PNO 151, 152 (non-keyboard minors) or PNO 161, 162 (keyboard minors); RCT 041 (4 semesters).
(The Music minor may not be completed by MUS, MUSB, or MUSE majors.)
CHURCH MUSIC LEADERSHIP COURSES

CHM 210 (2) Music in Worship—A brief examination of the history and philosophy of church music in its relation to fixed and free forms of Christian worship. Includes study of both Western and non-Western indigenous practices. Open to all students without prerequisites.

CHM 312 (2) Church Music Administration—A philosophical and practical study of methods and materials used in the administration and leadership of congregational, choral and instrumental music in the church. Open to all students without prerequisites.

CHM 435 (1) Internship—An internship under the guidance of experienced and qualified church musicians in an approved church music program. It is designed for the student to acquire the practical experience vital to understanding a comprehensive ministry of church music. The internship may also be completed internationally, with the expectation that the student will assume full financial responsibility. Contract.

CHM 472 (2) Songs of the Church—An introduction to the historical and analytical study and utilization of songs intended for Christian worship. The content begins with Biblical songs and progresses to the current time. Open to all students without prerequisites.

CONDUCTING COURSES

CON 311 (2) - Conducting I—Study of the fundamentals of conducting. Prerequisite: MTH 112

CON 312 (2) Conducting II—Course will include conducting skills with baton and the study of orchestral and band scores. Score reading, score study, aural skill development, interpretation, style and rehearsal techniques are all part of the study. Members of the class serve as the laboratory ensemble. Prerequisite: CON 311.

ENSEMBLES

ENS 101 (.5–1) Collegium Musicum—General name under which all of the instrumental chamber groups function. Combinations vary each semester. By audition and as openings occur. Ensembles may be combined. Minimum of one-hour weekly rehearsals.

ENS 111 (.5-1) Women’s Choir—Open to all women students, staff, and faculty by audition. In addition to local concerts, this ensemble will tour periodically.

ENS 131 (.5-1) Men’s Glee Club—Open to all male students without audition. In addition to local concerts, this ensemble will tour periodically.

ENS 141 (.5-1) Concert Band—Open to all qualified students by audition. In addition to local concerts, this ensemble will tour periodically.

ENS 151 (.5-1) Orchestra—Open to all qualified students by audition. The heart of the group is the string section. Woodwind, brass, percussion, and keyboard players are added on a per/composition basis. The literature studied and performed is from the classical tradition, baroque to the present.

ENS 161 (.5-1) Chorale—The Asbury Chorale is an SATB ensemble open to all students by audition. Repertoire consists of challenging choral literature from various style periods. The Chorale supplements its
on-campus performance schedule with occasional off-campus events and tours.

ENS 171 (.5-1) Handbell Choir—Open to all students by audition. In addition to local concerts, this ensemble tours periodically.

ENS 191 (.5-1) Jazz Ensemble—Open to all qualified students through audition. In addition to local concerts, this ensemble will tour periodically.

MUSIC EDUCATION COURSES

MED 241 (2) Brass Methods—Class instruction in the techniques of playing and teaching brass instruments. Various materials and diagnostic measures are studied.

MED 242 (2) Strings Methods—Class instruction in the techniques of playing and teaching string instruments. Various materials and diagnostic measures are studied.

MED 243 (2) Percussion Methods—Class instruction in the techniques of playing and teaching percussion instruments. Various materials and diagnostic measures are studied.

MED 244 (2) Woodwind Methods—Class instruction in the techniques of playing and teaching woodwind instruments. Various materials and diagnostic measures are studied.

MED 301 (2) Elementary School Music—An overview of teaching methods and materials for using musical activities in the elementary grades; includes practical experience with home-schooled students

MED 302 (3) Introduction to Elementary Music Teaching—Introduction to elementary music education pedagogy with overview of teaching methods and materials for teaching music in the elementary grades, including state and national standards. Includes lab teaching experience with home-school classes.

MED 303 (3) Training Children's Voices, P-5—Introduction to training children's voices and to incorporating Kodaly & Orff methodologies in both church and school music programs; includes practical experience with home-schooled students.

MED 304 (2) Choral Music Pedagogy—Introduction to working with choirs in church and school, adolescent through adult singers.

MED 305 (1) Secondary General Music—Introduction to teaching secondary general music classes, including keyboard labs, guitar classes, humanities classes, world music, etc. (aligns with National Standards for Music Education and with Kentucky Core Content guidelines)

MED 363 (2) High School Instrumental Methods—Prepares the future instrumental music educator to teach band and/or orchestra in the secondary schools. Students will develop skills in appropriate teaching techniques and strategies, create a file of appropriate materials, and develop a personal philosophy of music education. Students will also acquire the skills needed to administer a successful instrumental music program. Prerequisites: MED 241, 242, 243, 244 or permission of the instructor.

MED 364 (2) Marching Band Methods—Designed to prepare the instrumental music education major to organize and administer a marching band program in the secondary schools. The student will learn both manual and computer assisted charting techniques for marching drill design, participate in a planned field experience, and develop teach-
ing skills through peer teaching. Students will explore the role of the marching band in the schools through a study of its history and the various philosophical positions related to the marching band.

**MED 365 (2) Elementary/Middle School Instrumental Methods**—Student will develop techniques, strategies, and materials unique to the elementary and middle school instrumental music program. This course will introduce a systematic recruitment and retention program for the beginning instrumental music program, will develop skills in diagnosing and prescribing solutions for performance problems on the various band and orchestra instruments, and will examine the administrative skills needed for the program. Prerequisites: MED 241,242 243, 244 or permission of the instructor.

**MUSIC HISTORY AND LITERATURE COURSES**

**MHL 251 (3) History and Literature of Music I**—Early Christian, Medieval, Renaissance, and Baroque Periods (ca. 33—1750). A study of the music of these periods through reading, listening, performance practice seminar, and score analysis. Prerequisite: MTH 111 and 112 or consent of instructor.

**MHL 252 (3) History and Literature of Music II**—A continuation of MHL 251; study of music from ca. 1750 to the present (Classical, Romantic, and 20th Century). Prerequisite: MTH 111 and 112 or consent of the instructor.

**MHL 351 (2) Chamber Music**—An intensive survey of solo and chamber literature, with particular attention given to the solo song, solo sonata and the string quartet. Students are encouraged to research and study the solo/chamber literature for their particular instrument.

**MHL 352 (2) Symphonic Literature**—An intensive survey of the symphonic repertoire from the late-18th century until the present. Both orchestral and wind repertoires are studied.

**MHL 353 (2) Choral Masterworks**—Intensive survey of choral masterworks from the Renaissance to the present, with particular emphasis on the works of J. S. Bach, W. A. Mozart, and Johannes Brahms.

**MHL 354 (2) Music since 1900**—In-depth study of the music of the 20th and early 21st centuries with particular emphasis on the music of the post-World War II era, 1945-to present.

**MHL 355 (2) World Music Survey**—Intensive survey of a number of musical soundscapes of non-Western origin, and the cultural contexts out of which they arise, with particular emphasis given to the discipline of ethnomusicology and its attendant approaches to the study of individual soundscapes. May not also hold credit for MHL 281.

**MHL 356 (2) Opera and Musical Theater**—A concentrated study of representative operas and musicals from the late 18th century to the contemporary Broadway stage.

**MHL 391 (3) Independent Study**—An introduction to the discipline of historical musicology and the techniques related to historical research in music. During this independent study the student will complete a major research and data-gathering project that will provide the basis for the student’s Senior Project, MHL 475. Prerequisite: Completion of MHL 251, 252, and at least one of the MHL 351-356 sequence of genre courses. Contract.
MHL 393 (1-3) Seminar—Study of various issues in the field of music history and literature. (on occasion)

MHL 475 (2) Senior Seminar—Independent study during which the student will complete a major written report on a topic researched during MHL 391. Prerequisite: MHL 391.

MUSIC THEORY COURSES

MTH 100 (3) Fundamentals of Music—Designed to increase proficiency in music fundamentals such as rhythm, scales, modes, intervals, triads. Suggested for non-majors or music majors or minors with Theory Placement Exam scores of less than 70%. A mastery of these basic fundamentals is essential for any further work in the music major or minor. Does not count toward graduation hours for a music major or minor (offered on occasion).

MTH 111 (2) Musicianship: Written Theory I—Basic theory sequence begins with a study of rhythm, scales, intervals, triads, and cadences, followed by principles of harmony, embellishing tones, and 18th-century part-writing techniques. Original compositions in a simple, four-voice texture are written. Prerequisite: Theory Placement Exam.

MTH 112 (2) Musicianship: Written Theory II—This course is a continuation of Basic Musicianship I, and introduces melodic form, large-scale melodic relationships, and simple two and three-part forms. Further exploration of harmony centers on diatonic seventh chords and chords of secondary function, and includes elementary modulation. Original compositions in two or three-part forms are written. Prerequisite: MTH 111.

MTH 121 (1.5) Musicianship: Sight Singing / Aural Training I—Sight singing / aural training sequence begins with a study of rhythm, scales, modes, intervals, triads and corrective listening as well as large-scale analytical listening. Emphasis is on experiential tasks and the skill of aural imaging; in addition to class meeting, students attend a weekly sight-singing lesson and complete a taped transcription assignment. Class meets twice weekly, and is taken concurrently with MTH 111. Prerequisite: Theory Placement Exam.

MTH 122 (1.5) Musicianship: Sight Singing / Aural Training II—Sight singing / aural training sequence continues the study of rhythm, scales, modes, intervals, triads, and corrective listening as well as large-scale analytical listening. Aural training expands to include seventh chords. Emphasis is on experiential tasks and the skill of aural imaging; in addition to class meetings, students attend a weekly sight singing lesson and complete a taped transcription assignment. Class meets twice weekly, and is taken concurrently with MTH 112. Prerequisite: MTH 121.

MTH 231 (4) Advanced Musicianship I—An integration of the aspects of written theory, sight singing, and aural training. This course explores 18th-century contrapuntal forms, followed by Classical forms such as sonata-allegro and rondo. Harmonic vocabulary expands to include altered pre-dominants, followed by early 19th-century harmonic developments. Sight singing curriculum include melodies with modulations/altered tones, as well as rhythms with varying meters, syncopations, and unusual subdivisions. Emphasis on developing a facility with bass lines and harmonic progressions, including chords of secondary function as well as altered pre-dominants. Corrective lis-
MTH 232 (4) Advanced Musicianship II—An integration of the aspects of written theory, sight singing, and aural training. This course is a continuation of Advanced Musicianship I, and introduces linear chromaticism in 19th-century piano forms as well as late 19th-century harmonic developments, including higher-order tectonic sonorities. Examines 20th-century harmony, rhythm, and compositional techniques, and includes early 20th-century tonal music, set theory, serial procedures, and recent musical developments. Training in sight singing and aural training expands to include 20th-century concepts in rhythm, melody, and harmony. Emphasis on developing a facility with bass lines and harmonic progressions, including chords of secondary function, as well as altered pre-dominants. Corrective listening, as well as large-scale analytical listening further heightens aural abilities. Prerequisite: MTH 231.

MTH 293 (2) Introduction to Composition and Arranging—An exploration of the basic principles of composition and arranging in preparation for MTH 393. Prerequisite: B+ average in MTH 111, 112, 231 and approval of the instructor.

MTH 311 (2) Form and Analysis—A study of basic formal principles of music by means of thorough analyses of representative pieces. Students develop analytical skills, both visual and aural, so that they might begin to interpret and perform music intelligently. Prerequisite: MTH 232.

MTH 322 (2) Counterpoint—An advanced exploration of the contrapuntal forms and techniques of the 18th century by means of in-depth analysis of representative pieces; includes polyphonic composition in two, three, and four-part counterpoint (offered on occasion).

MTH 331 (1) Orchestration—A study of the characteristics of band and orchestral instruments, with assignments in scoring for various instrumental combinations, full band/orchestral score and smaller ensembles. Prerequisite: MTH 232. (Students in the composition/arranging emphasis must take MTH 332 in place of MTH 331).

MTH 332 (2) Advanced Orchestration—An advanced study of the characteristics of band and orchestral instruments, with assignments in scoring for various instrumental combinations, full band/orchestra score and smaller ensembles. Prerequisite: a B+ average in MTH 232 and 311.

MTH 393 (1-3) Composition Seminar—Students work in a private lesson setting in the area of original composition and arranging, leading to the development of a repertoire suitable for presentation at their Senior Recital (RCT 481). Prerequisite: MTH 293. May be repeated to a maximum of 7 hours. Contract.

MUS 100 (3) Understanding Music—Designed for the liberal arts student as an introduction to the art of music, in which refined listening skills, knowledge of the basic parameters of music, and informed aesthetic judgment lead to perceptive
understanding of a wide range of historical, cultural and contemporary musical styles.

MUS 110 (1) Music Reading For Singers—Beginning sight-singing (using solfegge and rhythmic training to sound out vocal parts).

MUS 150 (1) Music Technology—An introduction to the use of software and technology commonly utilized by music majors and minors. Students learn fundamental skills in use of music notation software as well as basic recording and sound reinforcement technology. Required of all music majors and minors (unless proficiency is demonstrated in covered technologies), but open to all students. Credit/No Credit. Prerequisite: Basic music notation reading skills.

MUS 200 (3) Piano Technology—Open to all students, preference is given to music majors and minors. This course not only teaches piano tuning, servicing, and repair but also the history and the development of the piano, the making of a Steinway grand piano and the servicing of electric pianos and harpsichords. Some attention is given to the theory and acoustics of stringed instruments. Fee. (on occasion)

MUS 201 (3) Introduction to Music Business—Survey of the history, structure, business practices, procedures, technologies, and career opportunities within the commercial music industry. Topics also include copyright issues, licensing, music management, etc.

MUS 391 (1-3) Independent Study—Available to students at the junior level or higher. Requires the completion of a contract, signed by the student, instructor, and department chair. Contract.

MUS 393 (1-3) Seminar—Study of various issues in the field of music.

MUS 435 (3) Music Business Internship—Placement in an approved music business for on-the-job training for one semester. Chosen to fit the student’s needs as far as possible. Junior or senior standing. Contract.

MUS 475 (1) Senior Seminar in Music Business—Capstone, discussion-oriented, course for senior majors with special emphasis on trends and issues in music business. Includes written and verbal reflection on music business experiences and development of a portfolio. Prerequisite: MUS 201, 435.

**PERFORMANCE COURSES/STUDIO LESSONS**

Private music lessons are available on piano, organ, voice, handbells, all orchestral and band instruments, and guitar. A private lesson fee per credit is charged in addition to tuition credit. Students for whom placement is not finalized should register for private lessons using INS 999, ORG 999, PNO 999, or VOC 999.

INS, ORG, PNO, VOC, 201 (1-2) Private Lessons for Non-Majors—For all non-majors studying private keyboard, voice, wind, string or percussion instruments. Students registering for 1 credit hour receive a one-half-hour lesson weekly. Students registering for 2 credit hours receive a one-hour lesson weekly. Students are encouraged to also enroll in an approved ensemble. Prerequisite for VOC 201: completion of VOC 100 or permission granted by audition arranged with the Coordinator of Vocal Studies. Students desiring the vocal audition option must be prepared to demonstrate good vocal technique and accurate, expressive musicianship in the performance a standard-length art
song. Other variables which will be considered include: (1) past private voice study (at least one semester recommended), (2) music reading skill (determined by a brief sight-reading example) and (3) other musical background (piano, other instruments, etc). Prerequisite: PNO 100 or permission by audition with Coordinator of Keyboard Studies. Fee.

**INS, ORG, PNO, VOC, 211 (1-2) Private Lessons for Underclassmen Music Majors and all Music Minors**—Underclassmen music majors and music minors enroll for 4 semesters of private instruction at the 211 level. Students registering for 1 credit hour receive a one-half-hour lesson weekly. Students registering for 2 credit hours receive a one-hour lesson weekly. Students selecting a performance emphasis are required to register for 2 credit hours per term (with the exception of voice students in the freshman year). Prerequisite: Acceptance into the music major or music minor by audition as described in the Music Student Handbook. Fee.

**INS, ORG, PNO, VOC 411 (1-2) Advanced Private Lessons for Upperclassmen Music Majors**—Upperclassmen music majors in the B.A. degree program enroll in 4 semesters of instruction at the 411 level. Those electing the Performance Emphasis are required to enroll for 2 credit hours per term. Students whose emphasis is Composition or Music History are only required two semesters of private lessons at the 411 level—with a demonstration of major instrument proficiency as approved by the appropriate Area Coordinator (see Music Student Handbook). Upperclassmen music majors in the B.S. degree (Music Education) program enroll for 3 semesters of instruction at the 411 level, with a recital requirement included as part of the final semester of study. Prerequisite: Upperclassman Proficiency Exam passed. (See the Music Student Handbook.) Fee.

**RCT 041 (0) Recital Attendance**—Required of music majors/minors. Music majors: 8 consecutive semesters; Music Education majors: 7 semesters (student teaching semester is exempt); Music Business majors and Music minors: 4 semesters. Credit/No Credit.

**RCT 280 (1) Sophomore Recital**—Optional recital with approval of the faculty.

**RCT 380 (1) Junior Recital**—Required only of music majors with an emphasis in performance; optional recital for other degree programs. This is a 30-minute recital.

**RCT 480 (0.5-1) Senior Recital**—Required of all music majors according to standards outlined in the Music Student Handbook. Music Grades P–12 majors enroll for 0 semester hours (on PF basis) and complete a 14 minute recital. All non-education Music majors (except performance emphasis) enroll in 1 semester hour (on a graded basis) and complete a 30 minute recital. Performance emphasis majors enroll in 1 semester hour (on a graded basis) and complete a 60 minute recital. Music Business majors are exempt from this requirement.

**RCT 481 (1) Senior Composition Recital/Music History Lecture Recital**—Required of students completing the emphasis in either Music Composition/Arranging, or Music History. See Music Student Handbook for particulars on the specific timings and requirements.

**INS 100 (1) Class Guitar**—Class lessons for the beginning student in folk guitar.
PNO 100 (1) Beginning Piano for Pleasure—Class designed for non-major, adult beginners at the piano. By playing a variety of attractive styles, students develop technical skills while learning basic fundamentals of music notation, rhythm, improvisation. Class meets once weekly. Students may proceed to private piano lessons after successful completion of the course.

VOC 100 (1) Class Voice Instruction for Non-majors—An introductory survey of singing technique. Emphasis on gaining fundamental skills involved in vocal production. This course is required prior to enrolling in Private Voice Lessons.

VOC 105 (1) Diction for Vocal Majors I—Required of all voice and vocal music education majors, B.A. or B.S. Course includes use of the International Phonetic Alphabet for diction of English, Italian and Spanish. (Requirement may be waived; see Music Department Handbook.)

VOC 106 (1) Diction for Vocal Majors II—Required of all B.A. music majors whose major instrument is voice. Also recommended for voice students in the B.S. degree (Music Education). This course is a continuation of VOC 105 using IPA for diction instruction in German and French. Prerequisite: VOC 105 or the equivalent. (Requirement may be waived; see Music Department Handbook.)

VOC 200-level Proficiency—Demonstration of vocal proficiency, equivalent to 4 semesters of elective voice lessons at the college level, is required for B.A. students with an Emphasis in Church Music and for B.S. students (Music Education) seeking a vocal or combined endorsement. Students may fulfill the VOC 200-level proficiency by either of the following two methods:

1. Completion of 4 semesters of non-major vocal studies with jury averages of B or better each term. (Students may also elect vocal lessons for a shorter period of study and pass the proficiency exam following any semester of study. Exam criteria follow.)
2. An examination in which the vocal faculty assesses the student’s ability to demonstrate accuracy in song performances in both English and a foreign language, and to demonstrate an appropriate level of performing skill deemed to be equivalent to four semesters of elective, non-major vocal study. For further information, see the Music Student Handbook.

VOC 300 (1-2) Opera Workshop—Established to give performance experience with chamber operas, light operas or operettas, and/or with opera scenes. Students accept responsibilities for learning a role, assisting with some aspect of technical execution, and/or performing the opera or scenes in which they are involved. Students may register in either term with a maximum of 2 credits. By audition only.

PERFORMANCE METHODS COURSES

INS 461, 462 (1 each) Instrumental Pedagogy—Designed for performance emphasis students but not restricted to them. Open to students preparing to teach brass, woodwind, string, or percussion instruments. Emphasis is given to a survey of pedagogical procedures and materials. Practical experience is gained through supervised teaching. (on occasion)

ORG 461, 462 (1 each) Organ Pedagogy and Literature—Introducing point of view, techniques, and some approaches used in
teaching of organ literature and materials. Problems of pedagogy, analysis, and performance, as well as important segments of organ repertoire will be studied, extending from the Baroque period through contemporary literature. (on occasion)

PNO 461 (2) Piano Pedagogy—Designed for piano majors and other students preparing to teach piano. Emphasis is placed upon business aspects of maintaining a studio; survey/evaluation of methods, materials, and techniques for teaching young pianists; observation of piano teachers; supervised piano teaching. Prerequisite: Consent of the instructor (offered on occasion).

VOC 461, 462 (1 each) Vocal Pedagogy and Literature—Open to all music majors. Emphasis is placed upon the definitive study and understanding of the body as an instrument, the survey/evaluation of teaching materials, and lesson procedures. Includes laboratory teaching experience.

PIANO, FUNCTIONAL-ALL MAJORS

1. Non-keyboard music majors must enroll in Functional Piano (151, 152, 251) concurrently with the Freshman and Sophomore Music Theory courses; this enrollment in Functional Piano must continue without interruption until all required courses have been passed.
2. Keyboard music majors are required to take: PNO 161, 162, 261, 262. (Church music keyboard majors take PNO 130 instead of PNO 261).
3. No student will be permitted either to register for student teaching or to request a senior recital hearing until he/she passes all Functional Piano requirements.

PNO 130 (1) Piano Service Playing—Designed to allow the student to develop piano skills for leadership in the church. Skills developed will include improvising congregational accompaniments in various styles, preparing piano solos appropriate for the church service, and accompanying. The student must be able to play the piano on an intermediate level and read four-part music in order to be successful in the class.

PNO 151 (1) Beginning Functional Piano—Designed for non-keyboard music majors/minors who are beginners at the piano. Students learn to read piano music, developing two-hand coordination by playing two- and three-part studies. Other emphases include sight-reading melodies, harmonizing melodies using primary chords, transposing, and improvising. Class meets twice weekly. PNO 151 taken concurrently with MTH 111. Credit/No Credit.

PNO 152 (1) Elementary Functional Piano—Designed for non-keyboard music majors/minors. Students play more challenging repertoire in two/three parts and several major and minor scales. Other emphases include sight-reading parts of ensembles and simple two-part piano pieces; reading two-part vocal scores; harmonizing with primary, secondary, and secondary dominant chords; transposing simple pieces; and improvising with set patterns. Class meets twice weekly. PNO 152 taken concurrently with MTH 112. Prerequisite: PNO 151. Credit/No Credit.

PNO 251 (1) Intermediate Functional Piano—Designed for non-keyboard music majors. The Piano Proficiency is administered during the course. Review of skills learned in PNO 152. Other emphases include playing accompaniments of vocal and instrumental pieces; preparing three-part
vocal and two-part instrumental scores; sight-reading parts from choral/instrumental scores; harmonizing tunes played by ear; playing pieces in four parts. Class meets twice weekly. PNO 251 taken concurrently with MTH 231. Prerequisite: PNO 152. Credit/No Credit.

PNO 161 (1) Advanced Functional Piano I—Designed for keyboard music majors/minors. Skills include music-reading; vocal score-reading of two-four parts; instrumental score-reading involving music for strings, woodwinds, and brass; and basic adapting of hymns in congregational styles. Credit/No Credit.

PNO 162 (1) Advanced Functional Piano II—Designed for keyboard music majors/minors. Skills include transposing pieces and patterns of accompaniment; transposing chord progressions involving primary chords, secondary chords, secondary dominants, fully-diminished seventh chords, and modulation; harmonizing and by-ear playing using appropriate styles of accompaniment. Prerequisite: PNO 161. Credit/No Credit.

PNO 261, 262 (0.5 each) Piano Accompanying I, II—Designed for piano majors, except for those whose emphasis is Church Music. Students develop their skills in piano accompanying by accompanying a one half-hour vocal lesson per week during two semesters. Furthermore, students will participate in three monthly coaching sessions per semester.
Mission
The mission of the Department of Natural Sciences is to equip men and women for leadership and service to society and the church in the fields of the biological and physical sciences, science education, and the health professions.

Facilities
Separate laboratory facilities are available for the following life sciences: general biology/anatomy, cell and molecular biology, environmental and plant sciences, and microbiology. In the physical sciences, labs are available for general chemistry, organic, analytical and physical chemistry, physics, and earth science. Laboratory instrumentation includes autoclaves and incubators, research-level microscopes, a level 2-3 bio-safety cabinet, PCR and electrophoresis; NMR and infrared spectrophotometers, ultraviolet/visible spectrophotometer, atomic absorption spectrophotometer, solution and bomb calorimeters, gas and liquid chromatographs, and radiological equipment. The computer equipment in the Mathematics and Computer Science department is available for use, and the science labs employ computers for data collection and for various types of science software such as molecular modeling.

BIOLOGICAL SCIENCES
The Department offers majors in Biology, Biology Secondary Education, and Health Science.

Biology Major
The B.S. degree in Biology prepares students for some entry-level positions in life sciences, but mainly for additional study in the health sciences or graduate work in one of the many fields of biology, e.g., anatomy, physiology, genetics, microbiology, ecology, and plant sciences. For completion of a biology major, there is a required senior research project.
Biology Secondary Education Major (Teaching)
The Biology Secondary Education major prepares students for a biology teaching career at the high school level (grades 8-12).

In addition, there is a hands-on program designed to give education majors an opportunity to prepare and teach laboratories. The shortage of high school biology teachers makes this an important major.

Pre-professional Health Science (Pre-medical, Pre-dental, Pre-veterinary etc.)
The academic requirements for entrance into medical, dental, or veterinary school may be readily fulfilled at Asbury College. No specific major is required by these schools but all require a year’s work in each of the following subjects: English, general chemistry, organic chemistry, general biology, and physics. Those planning on pre-medical, pre-dental, or pre-veterinary work should consult with the health professions advisor before planning a schedule.

Individual counseling by the Advisor to the Health Professions enables students to prepare for entry into graduate degree programs in Physician Assistant Studies, Physical Therapy, and Occupational Therapy as well as any of the other nationally available programs in Health Sciences. Students interested in pursuing a career in Clinical Laboratory Science (formerly Medical Technology) may complete a bachelor's degree in biology which includes all preparatory course work for the required one year of clinical training in a NAACLS approved school of Clinical Laboratory Science.

Health Science (Nursing)
1. Asbury College offers a major in Health Science which provides several options to Asbury students interested in pursuing professional courses or a career in nursing. Students in this major take a prescribed course of study for three years at Asbury College, and then transfer to the School of Nursing of their choice. Professional nursing courses taken at the School of Nursing during the first year transfer back to Asbury College to complete the Bachelor of Arts in Health Science from Asbury.
2. Students have the option of transferring to a nursing school offering a Bachelor of Science in nursing, or to a school offering an entry level Master of Science degree in nursing.
3. A student who decides not to pursue nursing at the end of three years may complete a B.A. degree in psychology by taking the appropriate courses during the fourth year at Asbury College.
4. A student may also transfer to any accredited School of Nursing after completing the first two years of the Health Science major. The University of Kentucky School of Nursing, for example, has agreed to accept (according to enrollment limitations) any second year Asbury College pre-nursing student who has a minimum gpa of 3.0. This option does not provide for a degree from Asbury College.

Environmental Science
This option within the biology major is designed to meet the needs of students who have an interest in environmental science. Students take environmental science at Asbury College and then choose at least seven credit hours from some 20 course offerings of the summer program at the AuSable Institute in Michigan to meet part of the requirements of our major. A description of the AuSable Institute may be found under Special Programs in this Bulletin.
PHYSICAL SCIENCES
The Department offers majors in Chemistry, Biochemistry, and Chemistry Education. A dual degree program in engineering in cooperation with the University of Kentucky is offered in conjunction with the Department of Mathematics and Computer Science. The department offers minors in chemistry and in physics which can be combined with majors in Biology or Mathematics to better prepare a student for various professions in those disciplines. It also offers a Science Middle School Education minor in cooperation with the Department of Education.

Chemistry Major
The Chemistry major provides students with experience in each of the sub-disciplines of chemistry: inorganic, organic, analytical, biological, and physical. Since chemistry is a discipline based on experimental results, most of the courses have integral laboratory experiments. Furthermore, the final course for a senior student is a laboratory research project. Students who graduate with a degree in Chemistry can go into entry-level positions in industry or go on to graduate school for more advanced training. A chemistry degree combined with a minor in Biology is excellent preparation for medical school or many of the other health professions.

Biochemistry Major
The Biochemistry major is an interdisciplinary major that focuses on the interface between biology and chemistry. It combines basic courses in biology, chemistry and physics with advanced courses in chemical instrumentation, cell and molecular biology, and biochemistry. This whole area constitutes one of the most active and exciting areas in science as scientists seek to understand the molecular basis of life. Students who major in Biochemistry usually go on to medical school or graduate programs. Another possible goal is an MD-PhD degree for someone interested in medical research.

Chemistry Secondary Education Major (Teaching)
The Chemistry Secondary Education major is excellent preparation for teaching chemistry and/or physical science at the high school level (grades 8-12). The shortage of high school chemistry teachers makes this an attractive major.

In many states such as Kentucky, the public schools offer a loan forgiveness program for entering chemistry teachers.

BIOCHEMISTRY (70-71 hour major + general education + electives)
BIO 161, 162, 163, 164, 232 or 352, 322 or 379; BIO 341, BIO/CHE 372, 399, 400, 475; CHE 121, 122, 201, 202, 321, 322, 371, 421 or 422; MAT 181, 182; PHY 201, 202.

BIOLOGY (63-66 hour major + general education + electives)
BIO 161/163, 162/164, 221/225 or 223/225, 232/234 or 242, 341, 352, 399, 400, 475; one of 322, 372, and one of 211/213, 331/333, 379 or 7 hours from courses offered by the AuSable Institute; CHE 121, 122, 201, 202; PSY 315; MAT 181; PHY 201, 202.

BIOLOGICAL SCIENCE GRADES 8-12 (87-90 hour major + general education + electives)
BIO 161/163, 162/164, 221/225 or 223/225, 232/234 or 242, 322, 211/213 or 331/333, 341,
ASBURY COLLEGE


CHEMISTRY (56-64 hour major + general education + electives)
BIO 341; CHE 121, 122, 201, 202, 321, 322, 421, 422, 475; CHE 371 or 372; MAT 181, 182; PHY 201, 202 or 211, 212.
Standard track: CHE 399, 400
American Chemical Society certification track: CHE 382, 435, MAT 252

CHEMISTRY GRADES 8-12 (93 hour major + general education + electives)
BIO 161, 163, 341; CHE 121, 122, 201, 202, 321, 371 or 372, 399, 400, 421 or 422; ED 200, 210, 220, 240, 320, 385, 405, 410, 420, 470; ESC 202; MAT 181, 182; PHY 201, 202.

HEALTH SCIENCE (69-70 hour major + general education + electives)
Program Restrictions
In order to receive an Asbury College degree under “transfer-out” nursing major:
1. Students must complete three (3) years at Asbury College.
2. Students may transfer into Asbury College no more than 16 semester hours (on the front end). No more than four of these 16 hours may be credits required for the health science major.
3. Students must transfer 30 semester hours of nursing back to Asbury College from an accredited four-year school of nursing.
BIO 252, 262, 211/213, 331; CHE 111, 112; MAT 111 or 181; PSY 100, 300, 302; PSY 315 or MAT 232; SOC 100; 30 credits transferred from an accredited four-year school of nursing.

CHEMISTRY (23-24 hour minor)
CHE 121, 122, 201, 202, 321; one of CHE 322, 371, 372, or 421.

PHYSICS (30-32 hour minor)
MAT 181, 182, 252; PHY 211, 212, 311, 314, 382, one of MAT 351, PHY 400 or CHE 421.

BIOLOGY (24 hour minor)
BIO 161/163, 162/164, 221/225 or 223/225, plus 8 hours of BIO 200 or above and 4 hours of BIO 300 or above.
BIOLOGY COURSES

BIO 100 (3) Biological Science—Specifically designed, in conjunction with BIO 101, to satisfy the biological lab science general education requirement for non-science majors. Emphasis is placed on the nature, methodology, and limitations of biological scientific investigation, as well as on selected topics relevant to humans, including cell biology, genetics, evolution, and ecology. Corequisite: BIO 101.

BIO 101 (1) Biological Science Lab—In conjunction with BIO 100, satisfies the biological lab science general education requirement for non-science majors. Emphasis is placed on using the methodologies of science for problem solving, and on distinguishing among pure, applied, and technological aspects of biological science. Specific labs highlight concepts presented in BIO 100 and cover cell biology, genetics, evolution, and ecology. Three-hour lab per week. Corequisite: BIO 100. Fee.

BIO 161 (3) General Biology I—First course in a one-year sequence designed to be taken by students majoring or minoring in biology or biochemistry. Included is coverage of cell biology, ecology, genetics, and evolution. Philosophy and methodology of science will also be treated from a Christian point of view. High school biology and chemistry are assumed. BIO 161/163 satisfies the general education requirement for a biological laboratory science. Three hours lecture per week. Corequisite: BIO 163.

BIO 163 (1) General Biology Lab I—In conjunction with BIO 161, satisfies the general education requirement for a biological laboratory science. Emphasis is placed on using the methodologies and tools of science. Developing computer and research report writing skills are integral to the course. Subject matter parallels BIO 161 and includes labs on ecology, cell biology, genetics, and evolution. Three-hour lab per week. Corequisite: BIO 161. Fee.

BIO 162 (3) General Biology II—Second course in a one-year sequence designed for students majoring or minoring in biology or biochemistry. Emphasizes biological classification and organismal biology, including a survey of plant and animal organ systems. Three hours lecture per week. Corequisite: BIO 164.

BIO 164 (1) General Biology Lab II—Includes laboratory exercises that correspond to the content of BIO 162. A variety of laboratory techniques, including microscopic observation, dissection, and computer data analysis will be used to investigate the biological systems of organisms within the five kingdoms of classification. Three-hour lab per week. Corequisite: BIO 162. Fee.

BIO 211 (3) Microbiology—A comprehensive study of the microbial worlds. Bacterial structure, reproduction, and growth are described. Emphasis is placed on microbial-related disease processes, microbial control and identification of common and medically-important bacteria and parasites. Also includes discussion of microbial genetics and virus replication. In conjunction with BIO 213, satisfies the general education requirement for a biological laboratory science. Three hours lecture per week. Corequisite: BIO 213.

BIO 213 (1) Microbiology Lab—Introduces students to the basic microbiological techniques used in the laboratory for the isolation, growth and/or identification of medically important bacteria, fungi and parasites. Special emphasis is placed on identifying
“unknown” microbes, utilizing various morphological and biochemical tests. Experimental data is obtained to study the effects of selected physical and chemical factors on bacterial growth. Two 75-minute labs per week. Corequisite: BIO 211. Fee.

BIO 221 (3) Ecology—Presents the theoretical basis for modern ecology: laws of thermodynamics, population dynamics, evolutionary adaptation, the earth’s weather machine, physiological ecology, marine ecology, paleobiology, and nutrient cycling. Three hours lecture per week. Prerequisites: BIO 161, 162. Corequisite: BIO 225. (alternate years)

BIO 223 (3) Environmental Science—Introduces some of the basic principles of ecology and current environmental issues. Topics include: overpopulation, pollution, renewable and nonrenewable resources, and biodiversity. Designed both for biology majors and non-majors with an interest in environmental issues. Three hours lecture per week. Corequisite: BIO 225.

BIO 225 (1) Ecology Lab—Emphasizes the understanding of some of the basic methods of experimentation, hypothesis testing, and sampling in ecology. Both field and laboratory exercises are included. Use of technology for statistical analysis and environmental testing is an important component. Students will present and listen to reports on papers from relevant ecological journals. Three-hour lab per week. Corequisite: BIO 221 or BIO 223. Fee.

BIO 232 (3) Plant Physiology—Emphasizes how physiological processes in plants can be explained by the laws of physics and chemistry. Special attention given to processes unique to plants (such as photosynthesis) and how physiological processes lead to increased adaptation. Three hours lecture per week. Prerequisites: BIO 161, 162; chemistry recommended. Corequisite: BIO 234. (alternate years)

BIO 234 (1) Plant Physiology Lab—Emphasis is placed on plant biotechnology. Other focuses include water potential, freezing point depression, seed germination, enzyme activity, and effect of light. Three-hour lab per week. Corequisite: BIO 232. Fee.

BIO 242 (4) Plant Taxonomy—In a world where there is a growing emphasis on environmental biology, it becomes increasingly necessary to know something about the major groups of plants. Plant phylogeny, major plant families, and modern taxonomic methods are emphasized in lectures. In the laboratory, field identification is stressed, with the greatest emphasis being placed on the use of keys for identifying herbaceous flowering plants. Three hours lecture and three hours lab per week. Prerequisite: One course in BIO. Fee. (alternate years)

BIO 252 (3) Nutrition—The basic principles of human nutrition are studied and then applied to the nutritional needs of humans at the various stages of the life cycle. The chemical and physiological approach is emphasized. (alternate years)

BIO 262 (3) Human Physiology—The functions of the human body tissues, organs and organ systems are studied. Specifically designed for pre-nursing, pre-physical therapy, and pre-physician assistant students.

BIO 302 (2) Modern Science and Religious Thought—Theories relevant to the origin of the universe, life, species, and humans are studied with reference to the Genesis account of creation. (on occasion)
BIO 322 (3) Genetics—A basic knowledge of Mendelian genetics is assumed. Traditional topics such as Mendelian genetics, meiosis, cytogenetics and population genetics are covered. Emphasis is also placed on modern molecular genetics including DNA organization, protein synthesis, gene control and recombinant DNA technology. Prerequisites: BIO 161 and 162. (alternate years)

BIO 331 (3) Human Anatomy—A comprehensive study of mammalian anatomy approached through a detailed examination of the organ systems of the human body. Designed for science majors and required for pre-nursing students.

BIO 333 (1) Human Anatomy Lab—A laboratory approach to the study of mammalian anatomy, including a detailed dissection of Felis domesticus. This lab is a corequisite for BIO 331, except for some pre-nursing students. Three-hour lab per week. Fee.

BIO 341 (2) Ethical Issues—Designed to help the students explore, from a biblical perspective, ethical issues involved in the practice and application of science. Prerequisite: Sophomore status.

BIO 352 (4) Physiology—First half focuses upon the cellular and ionic basis of nerve and muscle function followed by a detailed examination of the physiology of the heart and circulation. The remaining organ systems are each examined briefly in the second half with the major emphasis being the study of higher nervous function. Seeks to develop the student’s conceptual and quantitative skills and to prepare the student to understand the nature and potential consequences of common diseases. Prerequisites: One year chemistry and physics; one semester calculus recommended, but not required. Three hours of lecture and three hours lab per week. Fee.

BIO 361 (3) Histology—The microscopic study of basic animal tissue, including structural and functional relationships on the organ level. Two hours of lecture, 3 hours lab per week. Prerequisite: BIO 161. Fee. (on occasion)

BIO 372 (4) Cell and Molecular Biology—An introduction to the regulation of cellular structure and function at the molecular level with an emphasis on the study of enzymes and nucleic acids. Three hours of lecture and three hours lab per week. Prerequisites: BIO 161, 162, CHE 121, 122, 201, and 202. (CHE 202 may be taken as a corequisite). Fee.

BIO 379 (3) Immunology—An introduction to the biology and chemistry of the immune system. Includes discussion of antigen/antibody reactions, antibody synthesis, humoral and cell-mediated immunity, tolerance, the role of the immune system in disease related processes, and immuno-assay procedures. Includes several laboratory exercises. (alternate years)

BIO 380 (3) Scientific and Medical Terminology—Designed to provide science and preprofessional health majors with a basic knowledge of the linguistic principles inherent in the specialized vocabulary of medical science.

BIO 391 (1-3) Independent Study—Offered by consent by supervising instructor in the biology department. A topic is established by negotiation with the instructor. A student may not take more than 6 hours. Contract.

BIO 393 (1) Seminar—Discussion of selected topics. May be offered in conjunction with other departments or as a separate course primarily for biology students. (on occasion)
BIO 399 (1) Introduction to Biological Research—A practical experience which introduces the student to the methods of biological research and writing. The topic for an independent research project (for BIO 400) is chosen; a literature search is initiated; and essential laboratory techniques pertinent to the project are mastered. Prerequisite: Junior standing and a minimum of 12 hours each of biology and chemistry.

BIO 400 (1-2) Senior Research in Biology—Required of all biology majors. Students will, under faculty supervision, independently design and carry to completion an independent, scientific research project of a biological nature. A senior research paper must be written at the completion of the project. Students must earn a total of at least 2 credits but may take 1 credit per semester in their senior year. Prerequisite: Senior standing and completion of BIO 399. Contract

BIO 475 (1) Senior Seminar—Designed to provide practical experience in the oral presentation of a scientific paper. Students will prepare and present a seminar on their research projects (BIO 400). Prerequisites: Senior standing and BIO 400.

CHEMISTRY COURSES

CHE 111 (4) Introductory Chemistry—Introduction to chemistry for non-science majors and pre-nursing majors. Basic theory, principles, and problems of inorganic chemistry are covered, including scientific measurement, atomic structure, bonding and molecular structure, chemical reactions and stoichiometry, equilibrium, acid-base theory, and nuclear chemistry. Satisfies the general education requirement for a physical laboratory science. Prerequisite: completion of MAT 100 is required by the end of the first semester. Three hours of lecture and one 3-hour lab per week. Fee.

CHE 112 (4) Chemistry For The Health Sciences—Introduction to organic chemistry and biochemistry for pre-nursing and advanced non-science majors. A survey of the structure, nomenclature, and reactions of the major classes of organic compounds are studied, as well as the structures and reactions of the major biological classes of compounds (amino acids, carbohydrates, lipids, and nucleic acids). Satisfies the general education requirement for a physical laboratory science. Prerequisite: CHE 111 or equivalent. Three hours lecture and one 3-hour lab per week. Fee.

CHE 121, 122 (4 each) General College Chemistry—For Chemistry majors and minors, pre-medical, and medical technology students. Basic theory, principles and problems of inorganic chemistry, covering stoichiometry, atomic and molecular structure, reactions in solution, properties of gases, liquids and solids, thermodynamics, chemical equilibria, kinetics, electrochemistry, and the descriptive chemistry of main group elements. Includes introduction to organic and nuclear chemistry. This course satisfies the general education requirement for a physical laboratory science. Prerequisite: MAT 100. Three hours of lecture and one 3-hour lab per/week. Fee.

CHE 201, 202 (4 each) Organic Chemistry—An introduction to the study of organic compounds. The structure, nomenclature, synthesis and reactions of the major classes of organic compounds are studied, along with the major themes of reaction mechanisms and spectroscopic methods of identification. This course satisfies the general education requirement for a physical laboratory science. Prerequisite: CHE 122 or
permission. Three hours lecture and 3-hour lab/week. Fee.

CHE 321 (4) Analytical Chemistry—Basic principles, theory, and practice of quantitative analysis, including standard, traditional methods of analysis and instrumental methods of analysis. Three hours of lecture and one 4-hour lab/week. Prerequisite: CHE 122. Fee.

CHE 322 (3) Chemical Instrumentation—Modern theory and techniques of instrumental analysis, covering potentiometry, spectroscopy and chromatography. Two hours of lecture and one 3-hour lab/week. Prerequisite: CHE 321 or permission. Fee. (alternate years)

CHE 371 (4) Biochemistry—An introduction to cellular chemistry. Includes protein structure and enzyme function, carbohydrate, lipid and amino acid metabolism, nucleic acid synthesis and function and genetic engineering. Three hours of lecture and three hours of lab per week. Prerequisite: CHE 202 or permission. Fee. (alternate years)

CHE 372 (4) Cell and Molecular Biology—An introduction to the regulation of cellular structure and function at the molecular level with an emphasis on the study of enzymes and nucleic acids. Three hours of lecture and three hours lab per week. Prerequisites: BIO 161, 162, CHE 121, 122, 201, and 202. (CHE 202 may be taken as a corequisite). Fee.

CHE 382 (3) Inorganic Chemistry—Covers the following areas: 1. Theories of chemical bonding, including molecular orbital theory. 2. Symmetry and group theory, and its application to bonding. 3. Advanced topics in acid-base chemistry. 4. Survey of main group chemistry. 5. Coordination chemistry of the transition metals, including structures, bonding, spectra, and reaction mechanisms. 6. Organometallic chemistry. 7. Bioinorganic chemistry. Prerequisites: CHE 121, 122, 201, 202. (alternate years)

CHE 391 (1-3) Independent Study—Offered by consent by supervising instructor in the Chemistry Department. A topic is established by negotiations with the instructor. A student may not take more than 6 hours. Contract.

CHE 393 (1) Seminar—Discussion of selected topics. May be offered in conduction with other departments or as a separate course primarily for Chemistry students.

CHE 399 (1) Introduction to Chemical Research—A practical experience which introduces the student to the methods of chemical research and writing. The topic for an independent research project (CHE 400) is chosen and the literature search is initiated. Prerequisite: Junior standing and a minimum of 12 hours of chemistry.

CHE 400 (1-2) Senior Research in Chemistry—Required of all chemistry majors. Biochemistry majors take BIO 400 or CHE 400. Students will, under faculty supervision, design and carry to completion an independent scientific research project of a chemical nature. A senior research paper must be written at the completion of the project. Students must earn a total of 2 credits but may take 1 credit per semester in their senior year. Prerequisite: Senior standing and completion of CHE 399. Contract.

CHE 421, 422 (4 each) Physical Chemistry—The first course (421) focuses on chemical thermodynamics and includes the study of gas behavior, the laws of thermodynamics, enthalpy, entropy, free energy, phase
and chemical equilibria. The second course (422) covers quantum mechanics, spectroscopy, and chemical kinetics. Two hours of lecture, one hour of problem solving, and one 3-hour lab/week. Prerequisite or corequisite: PHY 201, 202 or 211, 212; MAT 181 (also MAT 182 for CHE 422). Fee. (alternate years for CHE 422)

CHE 435 (3) Internship—A summer undergraduate research experience of at least 6 weeks culminating in a paper on the research. The research may take place at Asbury or at another institution. Contract.

CHE 475 (1) Senior Seminar—Designed to provide practical experience in the oral presentation of a scientific paper. Students will prepare and present a seminar on their research projects (CHE 400). Prerequisites: CHE 400 and senior standing.

EARTH SCIENCE COURSES

ESC 202 (4) Earth Science—An examination of planet Earth, including its interior and exterior structure (geology and oceanography), its atmosphere and weather (meteorology), and its place in the heavens (astronomy). This course satisfies the general education requirement for a physical laboratory science. Three hours lecture and one 3-hour lab/week. Fee.

ESC 391A (2) Directed Study in Geology—This course extends, and develops in detail, the concepts introduced in ESC 202. Topics include mineral and rock cycles, landforms, glacial and volcanic activity, plate tectonics, earth history, and climatology. Prerequisites: ESC 202 and permission of instructor.

ESC 391B (2) Directed Study in Astronomy—This course extends, and develops in detail, the concepts introduced in ESC 202. Topics include constellations and major stars, orbital motion, objects in the solar system, spectroscopy, the structure and classification of stars, galaxies, and cosmology. Prerequisites: ESC 202 and permission of instructor.

HEALTH PROFESSIONS COURSES

PHP 209 (1) Introduction to the Health Professions—An introduction to the various health care professions and topics of current interest in health care using a seminar format. Half the course focuses on situational biomedical ethics. Credit/No credit. Prerequisites: sophomore standing or pre-registration with Health Professions Advisor. (on occasion)

PHP 302 (1) MCAT Preparation—Devoted to assisting the premedical student prepare for the MCAT exam and to outlining the procedure for applying to medical school. Credit/No Credit.

PHP 435 (1) Internship—Spending a minimum of forty hours with one of the health care professions provides an opportunity for the student to observe one of the health-care professions first hand. The student is responsible for the initial contact with the professional with whom he or she wishes to work. Credit/No credit.

PHYSICS COURSES

PHY 201, 202 (4 each) Introductory Physics—An introductory course in physics designed for Chemistry and Biology majors. Concepts from calculus will be used to explain various equations. Topics covered include mechanics of solids and fluids, heat, wave motion, electricity, magnetism and modern physics. This course satisfies the general education requirement for a physical lab-
oratory science. Prerequisite: MAT 181 or MAT 132 or equivalent. Three hours lecture and one 3-hour lab/week. Fee.

**PHY 211, 212 (5 each) General Physics—**
A calculus-based introductory course in physics designed for mathematics and engineering majors. Topics covered include mechanics of solids and fluids, heat, wave motion, electricity, magnetism and modern physics. This course satisfies the general education requirement for a physical laboratory science. Prerequisite: MAT 181, 182. Three hours lecture, one and one-half hours recitation, and one 3-hour lab/week. Fee. (alternate years)

**PHY 311 (3) Modern Physics—**This course covers the quantum mechanics of simple systems, atoms, and molecules; and atomic and molecular spectroscopy, including electronic, vibrational, and rotational spectroscopy. Three hours of lecture and one 3-hour lab per week. The course runs for 2/3 to 3/4 of the semester and is intended to be followed by PHY 314. Prerequisite: PHY 211 and 212; MAT 181 and 182. Fee. Alternate years.

**PHY 314 (1) Relativity—**This course studies the foundations of special relativity. It emphasizes problem solving as a means to give students an understanding and an intuition of space-time. In addition, the course presents a modest introduction to General Relativity. Because of the importance of differential geometry in modern theories of dynamics, it includes the basics of differential forms and their application to electricity and magnetism.

**PHY 382 (3) Analytical Vector Mechanics—**Vector treatment of the statics and dynamics of particles and rigid bodies including Lagrangian mechanics. Prerequisites: MAT 252; PHY 211, 212 (alternate years)

**PHY 393 (1) Seminar—**Discussion of selected topics. May be offered in conjunction with other departments or as a separate course. (on occasion)

**PHY 400 (1-2 hours) Special Problems in Physics—**Independent research in student’s preferred area of physics. Prerequisites: 6 hours or more of upper division physics. Not more than 6 hours may apply toward graduation. Fee.

**PHYSICAL SCIENCE COURSE**

**PSC 151 (3) Physical Science (Physics Emphasis)—**An introductory physical science course with an emphasis on physics. Topics covered include motion, gravity, heat, electricity, magnetism, waves, optics, atomic structure, and radioactivity. This course satisfies the general education requirement for a physical laboratory science. Prerequisite: MAT 100. Two hours lecture and one 3-hour lab/week. Fee.
All humans possess the gift of language, and true comprehension of this fundamental aspect of ourselves is not easily achieved by the monolingual. Greatly enhanced understanding of ourselves - our thought processes, our linguistic abilities, our culture - and of those who are unlike us comes through the study of another language. We are richer, more capable persons if we develop the ability to understand and communicate with those in another linguistic and cultural setting. We are better prepared to understand the world and to respond to life’s changing opportunities if we break free from some of the limitations that ethnocentricity and monolingualism tend to impose on any people. The Scriptures, classical texts, modern works of literature and thought, are better understood in the original language and with knowledge of the cultures that produced them. Living cultures and individuals are better understood and closer relations are established if the language barrier is down.

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

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

**GENERAL EDUCATION REQUIREMENT**

All students pursuing the B.A. degree must demonstrate proficiency in a world language at a level equivalent to three semesters of college study or higher. This proficiency is met by the successful completion of any three-hour language course numbered 201 or above. For details concerning this requirement and related policies see the Degree Requirements section.
ANCIENT LANGUAGES (37-43 hour major + general education + electives)

Emphasis (choose one):

A. Biblical Languages (40): CLA 475; 3 hours from CLA 211, 212, 223; GRK 101, 102, 201, 202, 301, and 302; HEB 101, 102, 201, and 301; 6 hours from HIS 320, NT 310, OT 310, OT 340.

B. Classical Languages (43): CLA 211, 212, 223, 475; GRK 101, 102, 201, 202; LAT 101, 102, 201, 202; GRK 301, 302 or LAT 301, 302; 3 hours from ENG 370, HIS 320, PHL 211.

C. Latin (37): CLA 211, 212, 223, 475; LAT 101, 102, 201, 202, 301, 302, 401, 402; 3 hours from ENG 370, HIS 320, PHL 211.

FRENCH (36 hour major + general education + electives)

FRN 101, 102, 201, 291, 301, 311, 312, 323, 401, 402, 430, 475; plus 3 hours above FRN 301.

FRENCH GRADES P-12 (73 hour major + general education + electives)

ED 200, 210, 220, 230, 320, 405, 410, 420, 460, 465; FRN 101, 102, 201, 291, 301, 311, 312, 323, 401, 402, 403, 410; plus 3 hours above FRN 301.

SPANISH (36 hour major + general education + electives)

SPN 101, 102, 201, 291, 301, 302, 331 or 332, 322, 323, 341 or 342, 403, 430, 475.

SPANISH GRADES P-12 (73 hour major + general education + electives)

ED 200, 210, 220, 230, 320, 405, 410, 420, 460, 465; SPN 101, 102, 201, 291, 301, 302, 331 or 332; 322, 323, 341 or 342, 403, 410, 430.

BIBLICAL LANGUAGES (27 hour minor)

3 hours from CLA 211, 212, 223; GRK 101, 102; HEB 101, 102; GRK 201, 202 or HEB 201, 301; 6 hours from HIS 320, NT 310, OT 310, 340.

CLASSICAL LANGUAGES (24 hour minor)

6 hours from CLA 211, 212, 223; LAT 101, 102; GRK 201, 202 or LAT 201, 202.

FRENCH (24 hour minor)

FRN 101, 102, 201, 291, 301; 3 hours from FRN 311, 312, 430; plus 6 hours above FRN 301.

GREEK (24 hour minor)

GRK 101, 102, 201, 202, 301, 302; and (a) GRK 401, 402; or (b) 6 hours from CLA 211, 212, 223.

LATIN (24 hour minor)

LAT 101, 102, 201, 202, 301, 302; and (a) LAT 401, 402; or (b) 6 hours from CLA 211, 212, 223.

SPANISH (24 hour minor)

SPN 101, 102, 201, 291, 301; 3 hours from SPN 302, 303, 331, 332, 341, 342; plus 6 hours above SPN 301.
WORLD LANGUAGES COURSE

CLA, FRN, SPN 475 Senior Seminar (1) — A course for all World Languages majors where students are asked to integrate and assess their skills with literature, language, and culture. Required of all World Languages majors.

CHINESE COURSES

CHN 101 (3) Beginning Chinese — An introduction to spoken Chinese with emphasis on listening (especially tones) and speaking, basic vocabulary, and basic reading skills.

CHN 102 (3) Elementary Chinese — A review and expansion of spoken Chinese building upon the skills acquired in CHN 101. Prerequisite: CHN 101.

CHN 201 (3) Intermediate Chinese — A course to introduce students to the first stages of intermediate proficiency in Chinese. Attention to the development of the skills of speaking, listening, reading, and writing. Prerequisite: CHN 102.

CLASSICS COURSES

All Classics (CLA) course readings are in English with no knowledge of Greek or Latin required.

CLA 211 (3) Classical Mythology — An introduction to classical mythology. Critical approaches to myths as well as the relationship of myth to areas such as art, literature, and religion will be explored.

CLA 212 (3) Classical Culture and Civilization — An introduction to Greco-Roman culture and civilization, and its influence on Western society.

CLA 223 (3) Survey of Classical Literature — An introduction to the major authors, genres, and periods of classical literature.

CLA, FRN, LAT, SPN 475 (1) Senior Seminar — A course for all World Languages majors where students are asked to integrate and assess their skills with literature, language, and culture. Required of all World Languages majors.

FRENCH COURSES

FRN 101 (3) Basic French — An introduction to the study of French with emphasis on listening, speaking, reading, and writing. This course is designed for students who have never studied French.

FRN 102 (3) Elementary French — Review and expansion of French grammar, composition, and conversation. Prerequisite: FRN 101, two years of high school French, or placement by examination.

FRN 201 (3) Intermediate French I — Continued development of listening, speaking, reading, and writing skills in French with a cross-cultural emphasis. Prerequisite: FRN 102 or placement by examination.

FRN 291 (3) Advanced Intermediate French — Designed to familiarize students with grammatical structures and syntax not mastered in elementary or intermediate French. Special attention will be given to enhancing student skills in listening, speaking, reading and writing, as well as the acquisition of cultural and literary knowledge. Enable students to move smoothly into courses at the 300-level and beyond. Prerequisite: FRN 201, college placement examination, or permission of instructor.
FRN 301 (3) French Composition and Conversation—Intensive practice in both oral and written French communication. Prerequisite: FRN 202 or placement by examination.

Prerequisite for courses above 301: Completion of FRN 301 or permission of professor.

FRN 302 (3) Advanced French Grammar and Composition—Review and study of advanced French grammar topics with intensive practice in writing French prose for a variety of purposes. Prerequisite: FRN 301.

FRN 311 (3) Survey of French Literature I—A chronological overview of French literature from the Middle Ages through the Eighteenth Century.

FRN 312 (3) Survey of French Literature II—A chronological overview of French literature of the Nineteenth and Twentieth Centuries.

FRN 323 (3) Introduction to French Civilization—A survey of French history from the Roman conquest of Gaul to the present followed by an overview of contemporary French civilization.

FRN 371 (1) French Listening Comprehension and Conversation Practice—Extensive practice viewing and discussing French-language films. Class meets two hours per week. Credit/No Credit. Course may be repeated for credit; may be counted only once toward major or minor. Prerequisite: FRN 301 or permission of instructor.

FRN 391 (1-3) Independent Study—Independent study in a specialized field in consultation with supervising professor. Prerequisite: Completion of at least one 300-level French course and a 3.0 GPA in French courses or permission of professor. Contract.

FRN 393 (1-3) Seminar—A course designed for advanced French students with the area of concentration to be determined by the staff. Credit for this course may be given more than once.


FRN 407 (3) Study in France I—Advanced French studies in the Chez Vous program in France.

FRN 408 (3) Study in France II—Advanced French studies in the ChezVous program in France.

FRN 410 (3) French P-12 Teaching Methods—An introduction to the methods and materials used in teaching French in elementary, middle and high schools. Prerequisites: FRN 301, ED 200, 210, 230 and admission to the Teacher Education Program. Course does not count toward the advanced French hours required for the non-teaching major in French. Field component.

FRN 430 (3) Advanced French Literary Topics—Important literary works from a variety of genres are read and analyzed. Content varies. May be repeated for credit.
GERMAN COURSES

GER 101 (3) Basic German—An introduction to the study of German with emphasis on listening, speaking, reading, and writing. This course is designed for students who have never studied German.

GER 102 (3) Elementary German—Review and expansion of German grammar, composition, and conversation. Prerequisite: GER 101 or placement by examination.

GER 201 (3) Intermediate German I—Continued development of listening, speaking, reading, and writing skills in German with a cross-cultural emphasis. Prerequisite: German 102 or placement by examination.

GER 251 (3) German for Professionals/Business German—Provides an introduction to the language of the German-speaking business and professional world. Includes a brief survey of current issues of the German and European economy. Designed for future professionals in business and administration, in journalism, and in media communication who need to communicate in German. A command of the special terminology of business and trade is expected by many German firms abroad, foreign companies in Germany, and firms with business ties to German-speaking countries. Prerequisite: GER 201, permission of instructor, or by placement examination.

GER 261 (3) Major Figures of German Culture—Provides an overview of some of the major figures of German culture and will discuss their contribution to the intellectual life of the Western world and their significance for European cultural history and for the development of German-speaking countries. No knowledge of German is required for this course as all class discussion and all texts will be in English.

GER 391 (1-3) Independent Study—Independent study in a specialized field in consultation with supervising professor. Prerequisites: Completion of GER 201 and a 3.0 GPA in German courses or permission of professor. Contract.

GER 393 (1-3) Seminar—A course designed for advanced German students with the area of concentration to be determined by the staff. Credit for this course may be given more than once.

GREEK COURSES

GRK 101 (3) Basic Greek—An introduction to Ancient Greek with an emphasis on grammatical foundations. This course is designed for students who have never studied Greek.

GRK 102 (3) Elementary Greek—Grammatical review and expansion of Basic Greek. Prerequisite: GRK 101 or placement by examination.

GRK 201 (3) Intermediate Greek I—Development of translation skills in ancient Greek literature with special emphasis on passages from the New Testament. Prerequisite: GRK 102 or placement by examination.

GRK 202 (3) Intermediate Greek II—A continuation of GRK 201. Prerequisite: GRK 201 or placement by examination.

GRK 301 (3) Readings in Greek Literature I—Readings in Greek literature from the classical period, including such authors as Xenophon, Hesiod, Herodotus, and Pindar. Prerequisite: GRK 202 or permission of the professor.

GRK 302 (3) Readings in Greek Literature II—A comprehensive reading of classical Greek literature in such authors as Plato,
Aristotle, and Philo. Prerequisite: GRK 301 or permission of the professor.

GRK 391 (1-3) Independent study—Independent study in a specialized field in consultation with supervising professor. Requirements usually include assigned readings combined with a research paper. Prerequisite: Completion of GRK 202 and a 3.0 GPA in Greek courses or permission of the professor. Contract.

GRK 393 (1-3) Seminar—A course designed for advanced students with the area of concentration to be determined by the staff. Credit for this course may be given more than once.

GRK 401 (3) Readings in Greek Literature III—Advanced grammar, syntax, and readings in such classical authors as Euripides, Sophocles, Aristophanes, and Homer. Prerequisite: GRK 302 or permission of the professor.

GRK 402 (3) Readings in Greek Literature IV—Advanced grammar, syntax, and readings in such ancient authors as Thucydides, Aeschylus, and Achilles Tatius. Prerequisite: GRK 401 or permission of the professor.

HEBREW COURSES

HEB 101 (3) Basic Hebrew—An introduction to Biblical Hebrew with an emphasis on grammatical foundations. This course is designed for students who have never studied Hebrew.

HEB 102 (3) Elementary Hebrew—Grammatical review and expansion of Basic Hebrew. Prerequisite: HEB 101 or advanced placement.

HEB 201 (3) Intermediate Hebrew I—Development of translation skills in Hebrew literature with special emphasis on passages from the Old Testament. Prerequisite: HEB 102 or advanced placement.

HEB 301 (3) Advanced Hebrew Reading—A close reading of selected passages from the Hebrew Bible. Emphasis will be placed upon developing translational and interpretive skills. Prerequisite: HEB 201, permission of instructor, or advanced placement.

HEB 391 (1-3) Independent study—Independent study in a specialized field in consultation with supervising professor. Requirements usually include assigned readings combined with a research paper. Prerequisite: Completion of HEB 201 and a 3.0 GPA in Hebrew courses or by permission of professor. Contract.

LATIN COURSES

LAT 101 (3) Basic Latin—An introduction to classical Latin with an emphasis on grammatical foundations. This course is designed for students who have never studied Latin.

LAT 102 (3) Elementary Latin—Grammatical review and expansion of Basic Latin. Prerequisite: LAT 101 or by advanced placement.

LAT 201 (3) Intermediate Latin I—Development of translation skills in Latin literature (from the Golden Age to the Renaissance) with emphasis on increasing familiarity with Latin prose, poetry, and history. Prerequisite: LAT 102 or by advanced placement.

LAT 202 (3) Intermediate Latin II—A continuation of LAT 201. Prerequisite: LAT 201 or by advanced placement.
LAT 301 (3) Readings in Latin Literature I—Readings in Latin literature from the classical period, including such authors as Virgil and Ovid. Prerequisite: LAT 202 or permission of the professor.

LAT 302 (3) Readings in Latin Literature II—A comprehensive reading of classical Latin literature in such authors as Cicero and Caesar. Prerequisite: LAT 301 or permission of the professor.

LAT 391 (1-3) Independent Study—Independent study in a specialized field in consultation with supervising professor. Requirements usually include assigned readings combined with a research paper. Prerequisite: Completion of LAT 202 and a 3.0 GPA in Latin courses or by permission of professor. Contract.

LAT 393 (1-3) Seminar—A course designed for advanced students with the area of concentration to be determined by the staff. Credit for this course may be given more than once.

LAT 401 (3) Readings in Latin Literature III—Advanced grammar, syntax, and readings in such classical authors as Horace and Seneca. Prerequisite: LAT 302 or permission of the professor.

LAT 402 (3) Readings in Latin Literature IV—Advanced grammar, syntax, and readings in such classical authors as Livy and Tacitus. Prerequisite: LAT 401 or permission of the professor.

SPANISH COURSES

SPN 101 (3) Basic Spanish—An introduction to the study of Spanish with emphasis on listening, speaking, reading, and writing. This course is designed for students who have never studied Spanish.

SPN 102 (3) Elementary Spanish—Review and expansion of Spanish grammar, composition, and conversation. Prerequisite: SPN 101, two years of high school Spanish, or placement by examination.

SPN 201 (3) Intermediate Spanish I—Continued development of listening, speaking, reading, and writing skills in Spanish with a cross-cultural emphasis. Prerequisite: SPN 102 or placement by examination.

SPN 291 (3) Advanced Intermediate Spanish—Designed to familiarize students with grammatical structures and syntax not mastered in elementary or intermediate Spanish. Special attention will be placed on enhancing student skills in speaking, as well as the acquisition of cultural and literary knowledge. Enables students to move smoothly into courses at the 300-level and beyond. Prerequisite: SPN 201, college placement examination, or permission of instructor.

SPN 301 (3) Spanish Composition and Conversation—Intensive practice in both oral and written Spanish communication. Prerequisite: SPN 291 or placement by examination.

Prerequisite for courses above 301: Completion of SPN 301 or permission of professor.

SPN 302 (3) Advanced Spanish Grammar and Composition—Review and study of advanced Spanish grammar with intensive practice in writing Spanish prose. Prerequisite: SPN 301.

SPN 303 (3) Introduction to Literature—Designed to familiarize students with the basic study of literary genres, critical reading skills, and basic literary analysis.
SPN 322 (3) Culture and Civilization of Spanish America—A survey of the cultural patterns of Spanish America from the pre-Columbian period to the present time. Emphasis on historical and contemporary attitudes, cultural contributions, geography, and the role of Spanish America in the world today.

SPN 323 (3) Culture and Civilization of Spain—A survey of the cultural patterns of Spain from the Middle Ages to the present time. Emphasis on historical and contemporary attitudes, cultural contributions, geography, and the role of Spain in the world today.

SPN 331 (3) Spanish Literature I—A survey of the development of Spanish literature from its earliest manifestations through the Golden Age. Readings from the major authors.

SPN 332 (3) Spanish Literature II—A survey of Spanish literature of the 18th, 19th, and 20th centuries. Readings from the major authors.

SPN 341 (3) Spanish American Literature I—An introduction to the principal literary figures and movements of Spanish America from the 16th century to the early 1900's. Readings from the major authors.

SPN 342 (3) Spanish American Literature II—An introduction to the principal literary figures and movements of Spanish America of the 19th and 20th centuries. Readings from the major authors.

SPN 371 (1) Spanish Listening Comprehension and Conversation Practice—Extensive practice viewing and discussing Spanish-language films. Class meets two hours per week. Credit/No Credit. Does not count toward major or minor. Prerequisite: SPN 301 or permission of instructor.

SPN 372 (1) Spanish Listening Comprehension and Conversation Practice—A continuation of SPN 371. Extensive practice viewing and discussing Spanish-language films. Class meets two hours per week. Credit/No Credit. May be repeated for credit; may be counted only once toward major/minor. Prerequisite: SPN 301 or permission of instructor.

SPN 391 (1-3) Independent Study—Independent study in a specialized field in consultation with supervising professor. Prerequisites: Completion of at least one 300-level Spanish course and a 3.0 GPA in Spanish courses or permission of professor. Contract.

SPN 393 (1-3) Seminar—A course designed for advanced students with the area of concentration to be determined by the staff. Credit for this course may be given more than once.

SPN 403 (3) Spanish Linguistics—Introduction to the study of linguistics. Analysis of the phonetic and syntactic structure of the Spanish language.

SPN 410 (3) Spanish P-12 Teaching Methods—An introduction to the methods and materials used in teaching Spanish in elementary, middle and high schools. Prerequisites: SPN 301, ED 200, 210, 230 and admission to the Teacher Education Program. Course does not count toward the advanced Spanish hours required for the non-teaching major in Spanish. Field component.

SPN 430 (3) Masterpieces of Spanish Literature—Study of selections from the masterpieces of the peninsular and Spanish-American canons. May be repeated with different readings.
ASBURY ACHIEVE
ORLANDO
Degree Completion Program

Dr. Eades, Director
Mr. Fee, Assistant 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
- LEADERSHIP AND MINISTRY
- MANAGEMENT AND ETHICS

Options and specific requirements within these majors are listed below.

Beginning in October 2008, Achieve will be offered through its new extension campus in Orlando, Florida. This new location is approved by Florida Commission for Independent Colleges and Southern Association of Colleges and Schools (SACS).

DEGREE PROGRAMS AND REQUIREMENTS

ELEMENTARY EDUCATION GRADES P – 5 PROGRAM

The Elementary Education Grades P-5 degree and licensure 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.” Elementary Education major must maintain a GPA of 2.75 for admission to the program (gate 2), for admission to student teaching (gate 3), and for exit from the program (gate 4). Embedded within the model are standards for educator preparation as follows:
A teacher who is a Facilitator of Student Success will demonstrate competence in these teacher performance standards:
- Design and plan instruction and learning climates
- Create a learning climate
- Introduce, implement, and manage instruction
- Assess student learning and communicate results
- Reflect and evaluate teaching, learning, and programs
- Collaborate with colleagues, parents, and agencies
- Evaluate professional performances and development
- Demonstrate adequate content knowledge
- Use technology to support instruction
- Demonstrate professional leadership
- Demonstrate dispositions that facilitate student learning and success

The curriculum is intended for working adults with about one or two years or more 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 Florida Department of Education, 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
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<tr>
<td>ENG 231</td>
<td>3</td>
<td>The British Literary Tradition I</td>
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<tr>
<td>ENG 232</td>
<td>3</td>
<td>The British Literary Tradition II</td>
</tr>
<tr>
<td>ENG 301</td>
<td>3</td>
<td>American Literature I</td>
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<td>Music and Art Appreciation</td>
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<td>COM 150</td>
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<td>BM 300</td>
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<td>HIS 100</td>
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<td>Western Civilization</td>
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<td>PSY 100</td>
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<td>General Psychology I</td>
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<tr>
<td>ECN 272</td>
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<td>Introduction to Microeconomics</td>
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<td>ECN 273</td>
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<td>History of the United States to 1876</td>
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<td>HIS 202</td>
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<td>History of the United States since 1876</td>
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<td>Survey of American Government</td>
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<td>SOC 100</td>
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<tr>
<td>SOC 212</td>
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<tr>
<td>MAT 111</td>
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<td>Other Technology course</td>
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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), grade-book 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 320 (3) Exceptional Learner in the General Education Classroom—An introduction to the field of special education deal-
ing 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 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 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 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.
LEADERSHIP AND MINISTRY PROGRAM

The Leadership and Ministry major is intended to provide students with a strong academic background in leadership skills, further Biblical knowledge, and augment ministry expertise. Christian concepts are foundational to the program. In addition, life and work experiences of students add richness to the program. A Christian worldview provides a deeper understanding of the opportunities and challenges in the leadership and ministry areas.

The Curriculum is intended for working adults with about one or two years or more of previously obtained credit and whose purposes for enrolling may include, but are not limited to, (1) individuals wanting to obtain leadership positions, (2) persons who want to work in areas pertaining to ministry, including lay ministry and professional programs, (3) persons who want to build their pastoral skills, and (4) individuals preparing for graduate school or seminary.

LEADERSHIP AND MINISTRY MAJOR

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

LEADERSHIP AND MINISTRY GENERAL EDUCATION REQUIREMENTS (45)

LITERATURE (3)
Courses such as: ENG 205 (3) Western Classics

HUMANITIES (9):
Courses such as: ART 100 (3) Art Appreciation
ENG 231 (3) British Literary Tradition I
ENG 232 (3) 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
THA 101 (3) Theatre

ENGLISH COMPOSITION (3)
ENG 110 (3) Exposition and Research

ENGLISH WRITING/COMMUNICATIONS (6)
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

### SOCIAL SCIENCE (6)
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  
- **PSY 100 (3)** General Psychology I  
- **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 (6)
LEADERSHIP AND MINISTRY
MAJOR REQUIREMENTS (54)

LMN 322 (3) History of Israel—A survey of Israel’s history as presented in the Pentateuch and the historical books with emphasis on creation, fall, covenant, kingship, and Israel’s role in God’s redemptive work.

LMN 332 (3) Leadership in Ministry—A survey of foundational principles of spiritual and organizational leadership in ministry settings. Particular focus is placed on team leadership and development of leaders.

LMN 342 (3) Jesus and the Gospels—A study of the life of Jesus in its ancient socio-historical and canonical contexts, and of the Four Gospels with regard to their literary genres and forms, settings, theology, and contemporary relevance.

LMN 352 (3) Studying and Teaching the Bible—An introduction to processes for studying and understanding the Bible with a view toward life application. Students develop skills in these processes, as well as in preparing and leading group Bible studies.

LMN 362 (3) Old Testament Prophetic Literature—A study of selected passages from key prophetic books focusing upon the prophets’ message of justice, mercy, salvation and future hope.

LMN 372 (3) Dynamics of Spiritual Growth—A study of the dynamics of Christian growth and maturity, with special emphasis on the Spirit-filled life. Concepts of discipleship and spiritual formation will be considered in the light of human developmental patterns. The course is concerned with students’ own spiritual growth, and their facilitation of others’ spiritual growth.

LMN 378 Growth of the New Testament Church—A study of the emergence and development of the first century Christian church in relationship to its historical, religious and philosophical milieu, with particular attention given to the Book of Acts.


LMN 392 (3) Congregational Education—Principles and practices for the church’s ministry of education and disciple-making will be considered, with concern for integration of Biblical/theological perspectives with the findings of educational and developmental research.

LMN 397 (3) Christianity and World Religions—A critical analysis of the beliefs and practices of contemporary religious systems, including Islam, Buddhism, Hinduism, animism, and secular humanism. Special attention is given to developing strategies for intersecting people groups who practice such religious systems with the message of the Gospel.


LMN 422 (3) Small Groups—An exploration of the value and function of small groups for discipleship and leadership development. Principles and practices of leading such groups will be studied, and students will become acquainted with historical and contemporary models of small group ministry.
LMN 432 (3) Psalms and Wisdom—An introduction to the Psalms and Wisdom Literature of the Old Testament emphasizing the theological themes of praise and worship, lament and doubt, and the ethical dimensions of biblical faith.

LMN 434 (3) Organizational Strategies in Ministry—A study of organizational strategies and administrative structures for effective ministry. Attention is given to planning, implementing and evaluating the organizational and administrative framework of various types of ministries.

LMN 442 (3) Theology of Mission—A study of theological foundations for mission, including examination of both Old and New Testament texts. Attention will be given to Israel’s responsibility for other nations, the commissions given by Jesus, and the missiological practices of Paul and other early church leaders, with an eye toward principles for reaching today’s world.

LMN 462 (3) The Church in Contemporary Society—The role of the Church within society will be explored in the light of Biblical teaching about the Kingdom of God, with concern for various models and expressions of church in the contemporary setting.

LMN 472 (3) Christian Theology—An exploration of the Christian faith from the perspective of biblical, historical, and systematic theology.

MGT 315 (3) Master Strategies for Personal Management—Course description: Emphasis on master strategies for achieving effective personal management, including goal attainment, prioritizing, learning style inventories, and critical analysis (includes a technology component).
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 about one or two years or more 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

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

MANAGEMENT AND ETHICS GENERAL EDUCATION REQUIREMENTS (45)

LITERATURE (3)
Courses such as:

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Western Classics

HUMANITIES (9):
Courses such as:

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<td>ART 100</td>
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Music and Art Appreciation
Music Appreciation
Intro Philosophy
Ethics
Basic Spanish
Elementary Spanish
Theatre

ENGLISH COMPOSITION (3)

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Exposition and Research

ENGLISH WRITING/COMMUNICATIONS (6)
Courses such as:

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<th>Course</th>
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<td>COM 150</td>
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<td>BM 300</td>
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Intro to Communication
Business and Technical Writing
HISTORY (3)
Courses such as: HIS 100 (3) Western Civilization

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
PSY 100 (3) General Psychology
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 (3)
Courses such as: BIO 100 (3) Biological Science
CHE 111 (3) Introductory Chemistry
ESC 201 (3) Earth Science

SCIENCE/MATHEMATICS/TECHNOLOGY (3)
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 (6)
Courses such as: Literature, history, philosophy, music, art, writing, communications, social sciences, science, world language, mathematics, theatre.
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 about 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 with specifications
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. If a student is officially accepted and does not begin course work, the student should reapply by submitting a revised application form and a letter request.

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.

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 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. Three times of such tardiness/departure will equal one class absence.

3. A student may not accumulate more than one class absence in a course. More than one absence in a course requires a withdrawal grade regardless of the circumstances. There are NO exceptions to this policy for any reason. The Achieve Program Director and/or
Assistant Director are not authorized to make any exception to this policy.

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 of $40.00 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 grade point average of at least 2.00.
   b. Will have completed all degree requirements August 15 following Commencement.
DEGREE REQUIREMENTS
1. Complete a minimum of 124 semester hours
2. Maintain a minimum cumulative grade point average of 2.00 (2.75 for Elementary Education majors.
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. The student must file an application with the Registrar’s office in order to receive a degree. It is the student’s responsibility to file the proper forms at the proper times.

GRIEVANCE POLICY
The Appeal and Substitution Procedure–Academic listed in this Bulletin under Academic Policies and Procedures exists to enable students to resolve concerns. A grievance procedure is available to any student who believes a school decision or action has adversely affected his/her status, rights or privileges as a student. The purpose is to provide a prompt and equitable process for resolving student grievances. Students with grievances should first follow the designated appeals processes outlined in the Bulletin and/or Handbook for Community Life. If the grievance is not resolved, then the Executive Director of the Commission of Independent Education will review it with all parties concerned. The Executive Director’s decision is final.

Students who feel a grievance is unresolved may refer their grievance to Executive Director, Commission of Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; toll free 888-224-6684.

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 course-
work at another institution. In both of these cases, the student should contact the Registrar’s Office for details.

TEXTS AND STUDENT GUIDES
Students are responsibilities 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 of 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.
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.” Embedded within the model are standards for educator preparation as follows:

A teacher who is a Facilitator of Student Success will demonstrate competence in these teacher performance standards:

- Design and plan instruction and learning climates
- Create a learning climate
Introduce, implement, and manage instruction
Assess student learning and communicate results
Reflect and evaluate teaching, learning, and programs
Collaborate with colleagues, parents, and agencies
Evaluate professional performances and development
Demonstrate adequate content knowledge
Use technology to support instruction
Demonstrate professional leadership
Demonstrate dispositions that facilitate student learning and success

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>ENG 302</td>
<td>3</td>
<td>American Literature II</td>
</tr>
<tr>
<td>FA 100</td>
<td>3</td>
<td>Music and Art Appreciation</td>
</tr>
<tr>
<td>MUS 100</td>
<td>3</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>PHL 200</td>
<td>3</td>
<td>Intro Philosophy</td>
</tr>
<tr>
<td>PHL 231</td>
<td>3</td>
<td>Ethics</td>
</tr>
<tr>
<td>SPN 101</td>
<td>3</td>
<td>Basic Spanish</td>
</tr>
<tr>
<td>SPN 102</td>
<td>3</td>
<td>Elementary Spanish</td>
</tr>
</tbody>
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**ENGLISH COMPOSITION (3)**

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<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENG 110</td>
<td>3</td>
<td>Exposition and Research</td>
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</tbody>
</table>

**ENGLISH WRITING/COMMUNICATIONS**

Courses such as:

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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 150</td>
<td>3</td>
<td>Intro to Communication</td>
</tr>
<tr>
<td>BM 300</td>
<td>3</td>
<td>Business and Technical Writing</td>
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</tbody>
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**HISTORY (3)**

Courses such as:

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<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HIS 100</td>
<td>3</td>
<td>Western Civilization</td>
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</table>

**PSYCHOLOGY (3)**

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<th>Credits</th>
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<tbody>
<tr>
<td>PSY 100</td>
<td>3</td>
<td>General Psychology I</td>
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</tbody>
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**SOCIAL SCIENCE (3)**

Courses such as:

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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ECN 272</td>
<td>3</td>
<td>Introduction to Microeconomics</td>
</tr>
<tr>
<td>ECN 273</td>
<td>3</td>
<td>Introduction to Macroeconomics</td>
</tr>
<tr>
<td>GEO 211</td>
<td>3</td>
<td>Principles of Geography</td>
</tr>
<tr>
<td>HIS 201</td>
<td>3</td>
<td>History of the United States to 1876</td>
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<tr>
<td>HIS 202</td>
<td>3</td>
<td>History of the United States since 1876</td>
</tr>
<tr>
<td>PS 100</td>
<td>3</td>
<td>Survey of American Government</td>
</tr>
<tr>
<td>SOC 100</td>
<td>3</td>
<td>Intro Sociology</td>
</tr>
<tr>
<td>SOC 212</td>
<td>3</td>
<td>Intro Anthropology</td>
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</tbody>
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**MATHEMATICS (3)**

Courses such as:

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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>3</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MAT 120</td>
<td>3</td>
<td>Concepts of Computer Science and Mathematics</td>
</tr>
</tbody>
</table>

**SCIENCE/MATHEMATICS/TECHNOLOGY (6)**

Courses such as:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MAT 181</td>
<td>4</td>
<td>Calculus I</td>
</tr>
<tr>
<td>BIO 100</td>
<td>4</td>
<td>Biological Science</td>
</tr>
<tr>
<td>CHE 111</td>
<td>4</td>
<td>Introductory Chemistry</td>
</tr>
<tr>
<td>ESC 201</td>
<td>4</td>
<td>Earth Science</td>
</tr>
</tbody>
</table>

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. Introduction 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

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.

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 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. Three times of such tardiness/departure will equal one class absence.

3. A student may not accumulate more than one class absence in a course. More than one absence in a course requires a withdrawal grade regardless of the circumstances. There are NO exceptions to this policy for any reason. The Achieve Program Director and/or
Assistant Director are not authorized to make any exception to this policy.

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.
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 responsibilities 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.
GRADUATE STUDIES

The Graduate Studies Program 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 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 STUDENTS
Master’s 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 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 ex-
ceed 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: 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

Professor Banker, Director of Graduate Education

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 Experienced Teacher Standards who will be able to:

- Demonstrate professional leadership
- Demonstrate knowledge of content
- Design/plan instruction
- Create/maintain learning climate
- Implement/manage instruction
- Assess and communicate learning results
- Reflect/evaluate teaching/learning
- Collaborate with colleagues/parents/others
- Engage in professional development
- Demonstrate implementation of technology
- 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.

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.
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.
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 following Master of Arts degree programs. Additional prerequisites are listed below each program. All of these programs lead to certification.

[BIOG] BIOLOGICAL SCIENCE SECONDARY EDUCATION (8-12) ALTERNATIVE CERTIFICATION (37 hour program)
BLG 510, 610; EDG 505, 510, 585, 600, 610, 630, 636, 675, 680, 681, 685; SEG 520
[Prerequisite: a major in Biology; pass content PRAXIS]

[CHEG] CHEMISTRY SECONDARY EDUCATION (8-12) ALTERNATIVE CERTIFICATION (37 hour program)
CHG, 510, 610; EDG 505, 510, 585, 600, 610, 630, 636, 675, 680, 681, 685; SEG 520 [Prerequisite: a major in Chemistry; pass content PRAXIS]

[ESLE] ENGLISH AS A SECOND LANGUAGE P-12 ENDORSEMENT (32 hour program)
EDG 600, 610, 636, 680, 681; SEG 638; TEL 500, 502, 518, 531, 535, 536 [Prerequisites: Teacher Certification]

[ESLG] ENGLISH AS A SECOND LANGUAGE P-12 ALTERNATIVE CERTIFICATION (43 hour program)
EDG 505, 510, 585, 600, 610, 630, 636, 680, 681; SEG 520; TEL 500, 502, 518, 531, 535, 536

[ELG] ENGLISH SECONDARY EDUCATION (8-12) ALTERNATIVE CERTIFICATION (37 hour program)
EDG 505, 510, 585, 600, 610, 630, 636, 675, 680, 681, 685; ELG 510, 610; SEG 520,
[Prerequisites: a major in English, pass content PRAXIS]

[FRG] FRENCH (P-12) ALTERNATIVE CERTIFICATION (37 hour program)
EDG 505, 510, 585, 600, 610, 630, 636, 675, 680, 681, 685; FRG 510, 610; SEG 520
[Prerequisites: a major in French, pass content PRAXIS]
[LBD] LEARNING AND BEHAVIOR DISORDERS P-12 (43 hour program)
EDG 600, 610, 636, 680, 681; SEG 630, 632, 634, 638, 640, 642, 660, 670, 672, 675, 685
[Prerequisites: Teacher Certification; ED 320 or SEG 520]

[LBDA] LEARNING AND BEHAVIOR DISORDERS P-12 ALTERNATIVE CERTIFICATION (49 hour program)
EDG 505, 600, 610, 636, 680, 681; SEG 520, 630, 632, 634, 638, 640, 642, 660, 670, 672, 675, 685

[LBDE] LEARNING AND BEHAVIOR DISORDERS 8-12 ENDORSEMENT (34 hour program)
EDG 600, 610, 636, 680, 681; SEG 630, 632, 634, 640, 642, 660, 672, 675
[Prerequisites: Secondary or P-12 Teacher Certification, ED 320 or SEG 520]

[LDG] EDUCATIONAL LEADERSHIP: TEACHER AS LEADER (30 hour program)
Professional Core (9): EDG 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

[LDG] EDUCATIONAL LEADERSHIP: PRINCIPAL LICENSURE IN EDUCATIONAL LEADERSHIP (32) (MA REQUIRED)
Instructional Leadership Core (18): LDG 710, 714, 718, 722, 730, 736
Administrative/Principal Emphasis (14): LDG 744, 748, 752, 760, 770
[Prerequisite: Teacher Certification, MA degree]

[MATG] MATHEMATICS SECONDARY EDUCATION (8-12) ALTERNATIVE CERTIFICATION (37 hour program)
MTG 510, 610; EDG 505, 510, 585, 600, 610, 630, 636, 675, 680, 681, 685; SEG 520
[Prerequisite: a major in Mathematics; pass content PRAXIS]

[RDG] READING AND WRITING ENDORSEMENT (P-12) (31 hour major)
EDG 600, 610, 636, 680, 681; RDG 600, 610, 620, 622, 630, 632, 640, 642, 644
[Prerequisite: Teacher Certification]

[SSG] SOCIAL STUDIES SECONDARY EDUCATION (8-12) ALTERNATIVE CERTIFICATION (37 hour program)
EDG 505, 510, 585, 600, 610, 630, 636, 675, 680, 681, 685, SEG 520; SSG 510, 610
[Prerequisites: a major in Social Studies, pass content PRAXIS]

[SPG] SPANISH (P-12) ALTERNATIVE CERTIFICATION (37 hour program)
EDG 505, 510, 585, 600, 610, 630, 636, 675, 680, 681, 685; SPG 510, 610; SEG 520
[Prerequisites: a major in Spanish, pass content PRAXIS]
EDUCATION COURSES

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 workload, 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 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.

EDG 605 (2) Foundations of Education—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 610 (2) Human Development and Learning—An in-depth study of the emotional, cognitive, physical, social, and moral development of the child, adolescent, and adult learners. 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 & 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 Responsive – 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 cli-
mate 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: (New) 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 626 (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 640 (2) Field Experience—Opportunities to work in authentic leadership settings, shadowing school leaders and engaging in projects that will benefit the educational growth of the school. Supervision and mentorship will be provided.
LDG 644 (3) Resource Management—Three modules designed to teach the prospective principal how to develop school budgets and non-academic programs to maximize their resources. Module I: Budget I – Utilizing state, federal and local funding for staffing within specific areas and ensuring CSIP (strategic planning) goals within a school; Module II: Budget II - Identifying school resources and how to effectively utilize budget allocations in a school, such as ESS, ESL, Title I, professional development and textbooks; Module III: Support Services – Understanding all the non-academic aspects of a school setting so they become an effective and efficient accomplishment of the school's mission.

LDG 648 (3) Organizational Leadership and Management—Three modules that prepare the prospective principal in the areas of effective scheduling, discipline, safety, and school climate. Module I: School Climate – Understanding the importance and development of motivation, team-building, and personnel management in the school; Module II: School-wide Discipline & Safety – Developing and informing student social skills and safety through school-wide expectations, standards, and support systems, including crisis management; Module III: Scheduling – Learning to develop a model master schedule for the school, including student grouping patterns, extra-curricular activities, support services, and community agencies.

LDG 652 (3) Performance Assessment and Impact on Student Learning—Three modules teach how to utilize data and make decisions regarding school capacity, personnel evaluation, and effective professional development. Module I: Capacity Analysis – Learn to make data-driven decisions through student assessment analysis, classroom observation and the involvement of all school stakeholders; Module II: School Personnel Evaluation – Learning effective faculty evaluation and development from KTIP teachers through National Board certified teachers; Module III: Professional development – The what, when, how, and why of effective professional development meeting from school wide needs to the individual staff member.

LDG 656 (3) Legal Responsibilities—Understanding school law and its implications for principals, including statutes and requirements, personal and school liability, and teacher termination. This knowledge is then applied to the responsibilities and mandates of the school-based decision-making council.

LDG 660 (4) Internship in Leadership—100 clock hours in an authentic leadership setting, including designated time with the principal or administrative leader, attendance at district meetings, including school board, and doing research on a school related strategic activity. Supervision and mentorship will be provided.

LDG 710 (3) Leading Teaching and Learning—Part I – Curriculum – Three modules designed to teach the prospective principal the core of instructional leadership: Module I: Curriculum Design: Understands the processes to align, audit, monitor, and evaluate curriculum. Understands the design, purpose and analysis of curriculum maps and pacing guides that are aligned with Program of Studies, performance standards and core content; Module II: Understands how to design course schedule(s) and sequences that provide rigorous programs accessible by all students; Module III: Understands the strategies and structures to support improvements in literacy and numeracy as the priority in a well rounded curriculum. Module IV: Field Study: Understands learning by design. Supervision and mentorship will be provided in all field study work.
LDG 714 (3) Leading Teaching and Learning—Part II – Instruction and Learning Interventions – Three modules designed to teach the prospective principal the core of instructional leadership: Module I: Understands learning interventions to address skill deficits and learning needs of students; Module II: Understands appropriate use of varied research-based instructional strategies; Module III: Understands the appropriate use of technology in instructional settings. Module IV: Field Study: Understands learning strategies and interventions in regular, collaborative and resource room settings. Supervision and mentorship will be provided in all field study work.

LDG 718 (3) Assessment and Accountability in the Classroom—Three modules are designed to teach the aspiring principal the role of assessment in the classroom. 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: Data-Driven Decision Making: Understands how to use data to prioritize decisions, drive change, and address curricular gaps; Module IV: Field Study – Understands how to use data to drive change. Supervision and mentorship will be provided in all field study work.

LDG 720 (3) Assessing the Instructional Program and Monitoring Student Performance—Three modules are designed to teach the aspiring principal the assessment links that connect curriculum, instruction, professional development and school improvement. Module I: Assessment: Understands, analyzes and applies school data to: identify learning and achievement gaps; determine instructional needs; develop a monitoring and improvement process for curriculum, instruction, evaluation and professional development; knows a variety of protocols to promote teacher collaboration in analyzing student work, designing curriculum and instruction, using formative, benchmark, and summative assessments; Module II: Data-Driven Decision Making – Understands how to use data to prioritize decisions, drive change, and address curricular gaps; Module III: Data-Driven Decision Making – Understands how to use data to prioritize decisions, drive change, and address curricular gaps; Module IV: Field Study – Understands how to use data to drive change. Supervision and mentorship will be provided in all field study work.

LDG 722 (3) Securing and Developing Staff—Four modules are designed to teach the aspiring principal the vital importance of selecting high quality teachers and developing those teachers into master teachers. Module I: Staff Selection – Understands the dispositions, content knowledge and pedagogy of effective teachers and understands methods of assessing these elements in selecting high quality teachers. Understands how to apply legal requirements, state and district personnel policies and procedures. Module II: Personnel Evaluation: Understands the Kentucky Teacher Standards and instructional best practices for use in personnel evaluation. Understands the components and legal requirements of formative and summative staff evaluation. Module III: Classroom Observations: Understands effective classroom observation techniques and teacher conferencing methods. Module IV: Professional Growth Plans – Understands how to collaboratively develop professional growth plans based on instructional needs identified through the evaluation process. Module V: Field Study: Understands the evaluation process in school setting. Supervision and mentorship will be provided in all field study work.
vision and mentorship will be provided in all field study work.

LDG 730 (3) Building Positive School Culture and Community—Three modules designed to teach the aspiring principal the critical importance of building a positive school climate for teaching and learning and for engaging all stakeholders in the process. Module I: Understands strategies to reinforce norms of behavior within a school culture conducive to student learning and achievement. Understands strategies to promote effective change. Module II: Understands how data can be used to influence and inform school culture. Module III: Understands how to engage all stakeholders in creating policies, places, processes and procedures to remove barriers to learning and improve student achievement. Module IV: Field Study – Understands how to foster individual and collective accountability among staff members that creates and sustains a positive climate for learning. Supervision and mentoring will be provided in all field study work.

LDG 744 (3) Resource Management—Three modules designed to teach the aspiring principal how to develop school budgets and non-academic programs to maximize their resources. Module I: Budget I – Utilizing state, federal and local funding for staffing within specific areas and ensuring CSIP (strategic planning) goals within a school; Module II: Budget II - Identifying school resources and how to effectively utilize budget allocations in a school, such as ESS, ESL, Title I, professional development and textbooks; Module III: Support Services – Understanding all the non-academic aspects of a school setting so they become an effective and efficient accomplishment of the school’s mission. Module IV: Field Study: Understands how to determine most efficient and effective strategies for managing resources to support student learning. Supervision and mentorship will be provided in all field study work.

LDG 748 (3) Organizational Systems to Support Student Learning—Three modules that prepare the prospective principal in the areas of effective scheduling, discipline, safety, and school climate. Module I: Scheduling – Learning to analyze master schedules for the school, including student grouping patterns to maximize student learning; Module II: School-wide Discipline & Safety – Developing and informing student social skills and safety through school-wide expectations, standards, and support systems, including crisis management; Module III: School Climate – Understanding the importance and development of motivation, team-building, and personnel management in the school. Module IV: Field Study: Understands how to design and evaluate systems to support student learning. Supervision and mentorship will be provided in all field study work.

LDG 752 (3) Professional Development and the Impact on Student Learning—Three modules teach how to utilize data and make decisions regarding school capacity, personnel evaluation, and effective professional development. Module I: Capacity Analysis – Learn to make data-driven decisions through student assessment analysis, classroom observation and the involvement of all school stakeholders; Module II: Professional development – Understands theory and research underlying effective professional development and the significance of continual attention to effective teaching practices; Module III: Understands how to design embedded professional development. Module IV: Field Study: Understands embedded professional development through small learning communities. Supervision and mentorship will be provided in all field study work.
LDG 760 (1) Seminar: Professional Ethics and Legal Responsibilities—Designed to address the laws, regulations, and policies under which the school must function and how to access legal information in a timely manner.

LDG 770 (4) Internship in Leadership—150 clock hours in an authentic leadership setting, including designated time with the principal or administrative leader, attendance at district meetings, including school board, and doing research on a school related strategic activity. Supervision and mentorship will be provided in all field study work.

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.

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 re-
search 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 sci-
ences. 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

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.
GRADUATE SOCIAL WORK

Professor Descoteaux, Director of Graduate Social Work

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 625, 630, 640, 650, 670, 680, 690; one of 661, 662, 663; and 9 hours of SWG

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 625, 630, 640, 650, 670, 680, 690; one of 661, 662, 663; and 9 hours of SWG
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 & 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 540 (3) Social Work Policy & 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 & 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 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.

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 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 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 625 (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 di-
agnosis, 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.

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 include: 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 & 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 is 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 serv-
ices 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 & 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 & 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 role of values and ethics is 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.
Off-campus Programs

General Policy

In addition to the standard fall and spring semester academic offerings at Asbury College, a variety of special programs may be pursued.

1. Participation in any and all off-campus special programs requires the approval of the Associate Academic Dean prior to application and enrollment. Students who enroll in such programs without this approval jeopardize any credits earned.

2. Students participating in off-campus programs are required to have a cumulative g.p.a. of 2.75 (some have higher g.p.a. requirements) and to have completed at least two semesters at Asbury College. Students seeking to participate in these programs should be advised that additional fees and tuition rates may apply. A student may not participate in the same program more than once and may not participate in more than two fall/spring semester programs.

3. For further information regarding any of these programs contact:

Dr. T. L. Thomas, Associate Academic Dean

American Studies Program

The American Studies Program is based on the principle of integrating faith, learning and living. Students spend a semester in Washington, D.C. earning academic credit by serving as interns and participating in a contemporary, issue-oriented seminar program. Internships are available in congressional offices, social service agencies, think tanks, cultural institutions and many other organizations. The American Studies Program is designed for juniors and seniors with a wide range of academic majors and vocational interests. (Dr. I. Adams)

AuSable Institute of Environmental Studies

The AuSable Institute of Environmental Studies (Mancelona, Michigan) is a Christian environmental stewardship institute whose mission is to bring healing and wholeness to the biosphere and the whole of Creation. It does this through academic programs for college and university students, research projects, environmental education for local school children, and information services for churches, denominations, and the wider world community. Supported by the natural settings at both its sites in the Great Lakes Forest of northern Michigan and on Puget Sound in
the Pacific Northwest, participants take courses, engage in scholarship, gain field experience, confer, and develop practical tools for environmental stewardship in programs that take seriously both science and theology. See Biology major for further information. (Dr. B. Baldridge)

AUSTRALIA STUDIES PROGRAM
The Australia Studies Centre at Wesley Institute (Sydney) seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic, whether in Australia, North America, or other parts of the world. Students are encouraged to think through their role as kingdom builders in a Western world that is increasingly secular both intellectually and culturally. Students are further challenged to grapple with the meaning of being salt and light in the culture-shaping arena of the professional. Students may select courses in Integrative Studies, Theology, Music, Drama, and Design. (Dr. T. Thomas)

BOLIVIAN EVANGELICAL UNIVERSITY
Universidad Evangelica Boliviana (Bolivian Evangelical University), located in Santa Cruz, was founded in 1980 as the first private university in Bolivia and the first evangelical university in Spanish-speaking South America. It is an affiliate member of the Council of Christian Colleges and Universities (CCCU) and is fully accredited by the Bolivian government. It has about 1,500 students in a variety of undergraduate and graduate programs. (Dr. S. Thacker)

CHEZ VOUS SUMMER STUDY IN FRANCE
The Chez Vous Summer Study in France program is available through an arrangement with the Jacques LeFevre Institute. Located in Franceville, a small town on the Normandy coast, the program offers French studies in a Christian atmosphere, opportunities for developing relationships with inhabitants of the area, an extended stay in Paris, and excursions to churches and attractions in the region of the center. Participants enroll for 6 hours of French credit at one of three levels beginning with second-year French. Recommendation by the Asbury Foreign Language Department is required. (Dr. Thacker)

CHINA STUDIES PROGRAM
Students in the China Studies Program participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students will assist Chinese students learning English. The program seeks to introduce students to the diversity of China, including Beijing, Shanghai and X-i’an. This interdisciplinary, cross-cultural program enables Christian students to deal with this increasingly important part of the world in an informed, Christ-centered way. (Dr. S. Pauler)

CONTEMPORARY MUSIC PROGRAM
Provides students the opportunity to understand the integration of music, faith and business. The Contemporary Music Program (Martha’s Vineyard, Massachusetts) offers two tracks: The Artist track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, and recording engineers. The Executive Track is designed for those considering careers as artist managers, agents, record company executives, music publishers, concert promoters, and industry entrepreneurs. Students receive instruction
and experience from a Christian perspective while working to create and market a recording of original music. (Dr. D. Walker)

**DAYSTAR UNIVERSITY**

Daystar University located in Nairobi, Kenya enrolls approximately 1,700 students from a number of African nations. The university provides courses in accounting, biblical studies, business and management, Christian ministries, communications, community development, education, English, and music disciplines. Courses are also available that introduce students to the history, culture, literature, politics, art, music, and religions of Africa. All instruction is in English, offered by a faculty composed primarily of African nationals. (Dr. T. Thomas)

**FOCUS ON THE FAMILY INSTITUTE**

The Institute for Family Studies (Colorado Springs, Colorado) offers a semester-long program of on-site instruction and field experiences aimed at addressing the causes and cures for fractured families, and helping students become equipped to reverse societal trends that cause harm to traditional family structures and beliefs. (Dr. T. Thomas)

**FRANKFORT SEMESTER INTERNSHIP PROGRAM**

The Frankfort Semester Internship Program (Frankfort, Kentucky), an initiative of the Association of Independent Kentucky Colleges and Universities (AIKCU), seeks to enhance students’ academic, civic, and professional skills through internship experiences, public policy symposia, academic seminars and exposure to the ideas and perspectives of a variety of notable citizens. The interns will work directly with state legislators, government officials, and government liaisons in the crafting and passage of legislation. The program is intended for all upper-division and graduate students, regardless of major. Students must be motivated learners, have a deep curiosity about current events and the policy-making process, and be committed to fulfilling the requirements of the semester-long internships and seminars. (Dr. T. Thomas)

**HONG KONG BAPTIST UNIVERSITY**

Hong Kong Baptist University (Kowloon), a four-year institution founded in 1956, is committed to a distinctive mission of higher education which incorporates teaching, research and service, and which inculcates in all who participate, a sense of value that extends beyond the mere acquisition of knowledge. These commitments have developed from the University’s heritage of Christian higher education within a Chinese cultural setting. Students may apply to spend a semester receiving instruction in English at HKBU. (Dr. T. Thomas)

**IRELAND – AN TOBAR NUA**

Through An Tobar Nua, Foundation in Christ Ministries (FICM) offers Ministry Experience in Galway, Ireland. Geared for college students, this internship program provides a practical, personal, and biblically-based opportunity for evangelical outreach training in a foreign culture. This area of Ireland has a very secular worldview and a high drug and alcohol abuse culture with the attendant problems of unwanted pregnancy, addictions, life-controlling depression, and lifestyle challenges. The participant will also encounter multiple alternative spiritual belief systems. Students may enroll in this program through a consortium agreement with Taylor University. (Dr. T. Thomas)
JERUSALEM UNIVERSITY COLLEGE
Credit may be earned through the Jerusalem University College located in Jerusalem, Israel. Students study the history, language, culture, archaeology, geography and literature of the region, with a focus on enhancing their understanding of the Scripture. (Dr. O. Dickens)

LATIN AMERICAN STUDIES PROGRAM
An opportunity to live and learn in Latin America is available to students through the Latin American Studies Program. Located in San Jose, Costa Rica, the program gives students the opportunity to study the language, culture, politics, history, economics, ecology and religion of the region while living with a Costa Rican family. Students also participate in a service opportunity and travel for two weeks to surrounding countries. Two specialized academic tracks, International Business and Management and Tropical Sciences and Sustainability, are available to qualified students. (Dr. S. Thacker)

LOS ANGELES FILM STUDIES CENTER
The purpose of the Los Angeles Film Studies Center is to enable college students to serve in various aspects of the film industry with professional skill and Christian integrity. Located in Burbank near major production studios, the semester-long program combines seminar courses with internships in various segments of the film industry, providing the opportunity to explore the industry within a Christian context and from a liberal arts perspective. Participation in this program requires a cumulative g.p.a. of 2.75. (Dr. J. Owens)

LOS ANGELES TERM (AZUSA PACIFIC UNIVERSITY)
L.A. Term is a residential study and service semester in the heart of Los Angeles. It aims to equip undergraduate students to live out their faith and values in postmodern urban culture. Dependent on public transportation during the semester, students live with homestay families in Los Angeles, do an internship at a local community or government organization, and take classes at the L.A. Regional Center in Koreatown.
Students earn 15 semester units through a curriculum blending four academic components:
  — An interdisciplinary urban culture-learning seminar (Urban Explorations, 3 units)
  — A survey and analysis of various faiths (Urban Religious Movements, 3 units) A semester-long internship within a community or government organization, combined with a weekly seminar (Community Organization and Social Change, 6 units)
  — A survey of the social dimensions of immigration into Southern California (Immigrant L.A., 3 units) (Dr. T. Thomas)

MIDDLE EAST STUDIES PROGRAM
The Middle East Studies Program in Cairo, Egypt provides students with the opportunity to study Middle Eastern cultures, religions and conflicts from within this diverse and strategic region. Juniors and seniors participate in interdisciplinary seminar classes, receive Arabic language instruction and serve as interns with various organizations in Cairo. The MESP encourages and equips students to relate to the Muslim world in an informed and constructive manner. (Dr. O. Dickens)
MUERCIA UNIVERSITY
The University of Murcia located in the southeastern region of Spain between Valencia and Andalusia provides an opportunity for study in Spanish. Murcia is a city with a long history and many cultural opportunities. Academic study options available parallel those of major European universities. Special approval required; normally only for Spanish majors. (Dr. S. Thacker)

OXFORD SUMMER PROGRAMME
Based at Wycliffe Hall, this programme is designed for students looking to connect Christian faith with the development of the West. Students do specialized work under expert Oxford academics in the fields of History, Philosophy, Political Philosophy, Religious Studies, English, or the History of Science. (Dr. D. Strait)

RESERVE OFFICERS’ TRAINING PROGRAM
Asbury College is affiliated with the Army and Air Force ROTC Programs through the University of Kentucky. Substantial scholarships are available to qualified students admitted to these programs.

1. Students interested in Air Force ROTC should contact AFROTC Detachment 290, University of Kentucky, Lexington, Kentucky 40506-0028 (Phone: 859-257-7115) for details.
2. Students interested in Army ROTC should contact ROTC, 101 Barker Hall, University of Kentucky, Lexington, Kentucky 40506 (Phone: 859-257-2696) for details.
3. Students admitted to these programs may cross-register for courses through the University of Kentucky. (For course details see UK Bulletin) (Mr. W. Hall)

RUSSIAN STUDIES PROGRAM
The Russian Studies Program enables juniors and seniors to spend a semester living and learning in Russia. Students study the Russian language and attend seminar courses on Russian culture, history and current political and economic issues. Program participants experience a variety of Russian environments, living for twelve weeks in Nizhni Novgorod and visiting both Moscow and St. Petersburg. The semester includes the opportunity to participate in a service project and to live with Russian families for a portion of the semester. (Dr. T. Thomas)

SCHOLARS’ SEMESTER IN OXFORD
The Scholars’ Semester in Oxford allows students to do intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As visiting students of Oxford University and members of Wycliffe Hall, students have the privilege to live, study, and learn in one of the university’s historic halls. The SSO is designed for students interested in the fields of Theology, Biblical Studies, Education, Science, Pre-Med, Psychology, Business and the Humanities. Applicants are generally honors and other very high achieving students. (Dr. D. Strait)

SEMESTER IN SPAIN
Semester in Spain, a program of Trinity Christian College (Palos Heights, Illinois), has offered Spanish courses in Seville, Spain since 1977. The program combines challenging academic
study (beginning, intermediate, and advanced levels) with practical opportunities for students to practice what they learn. With its location in Seville, Semester in Spain is designed to provide a rich academic and cultural experience as well as foster lasting relationships between students and their hosts. (Dr. S. Thacker)

TRAVEL PROGRAMS
Various departments sponsor travel courses on an occasional basis. Information will be available from the sponsoring department. Clearance and registration through the Office of the Associate Academic Dean is also required.

UGANDA STUDIES PROGRAM
The Uganda Studies Program (Kampala, Uganda) seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic, whether in Africa, North America, or other parts of the world. The program seeks to introduce students to the dynamic world of the Global South, focused in the vibrant East African nation of Uganda. Christianity here is joyful and growing rapidly, even as it engages Islam and secularization. Students will move through this society first in the classes and dormitories of Uganda Christian University and then as humble learners observing places and people of interest around the country. (Dr. T. Thomas)

WASHINGTON JOURNALISM CENTER
The Washington Journalism Center (Washington, D.C.) is an advanced, experiential semester on Capitol Hill that will cultivate professional news skills and encourage students to think through the implications of being a Christian working in the news media in a city that is home to the powerful and the powerless. (Prof. D. Wheeler)
**Fees and Expenses**

**Undergraduate**

For a resident student, the average basic cost of attending Asbury College is $27,827 for a full year (two semesters). Personal items such as books, laundry and spending money are extra. The schedule of basic costs for 2008-2009 is as follows:

### Undergraduate Fall 2008 and Spring 2009 Costs

<table>
<thead>
<tr>
<th></th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-18 credit hours</td>
<td>$11,121</td>
<td>$22,242</td>
</tr>
<tr>
<td>12 credit hours</td>
<td>$10,266</td>
<td>$20,532</td>
</tr>
<tr>
<td>less than 12 hours</td>
<td>$855 per hour</td>
<td></td>
</tr>
<tr>
<td>more than 18 hours</td>
<td>$11,121 + $619 per hour over 18</td>
<td></td>
</tr>
<tr>
<td><strong>Board</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 Meals per week</td>
<td>$1,104</td>
<td>$2,208</td>
</tr>
<tr>
<td>225 Meals per semester</td>
<td>$1,104</td>
<td>$2,208</td>
</tr>
<tr>
<td>14 Meals per week</td>
<td>$1,006</td>
<td>$2,012</td>
</tr>
<tr>
<td>175 Meals per semester</td>
<td>$1,006</td>
<td>$2,012</td>
</tr>
<tr>
<td>7 Meals per week (Apartment residents only)</td>
<td>$514</td>
<td>$1028</td>
</tr>
<tr>
<td>95 Meals per semester (Apartment residents only)</td>
<td>$514</td>
<td>$1028</td>
</tr>
<tr>
<td><strong>Housing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single room</td>
<td>$1,679</td>
<td>$3,358</td>
</tr>
<tr>
<td>Double room</td>
<td>$1,603</td>
<td>$3,206</td>
</tr>
<tr>
<td>Triple room</td>
<td>$1,438</td>
<td>$2,876</td>
</tr>
<tr>
<td>Quad room</td>
<td>$1,371</td>
<td>$2,742</td>
</tr>
<tr>
<td>Aldersgate I Apartment (4 per apartment)</td>
<td>$2,226</td>
<td>$4,452</td>
</tr>
<tr>
<td>Aldersgate II Apartment (8 per apartment)</td>
<td>$2,021</td>
<td>$4,042</td>
</tr>
<tr>
<td><strong>Student Activities Fee</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student registered for 8 or more hours</td>
<td>$85.50</td>
<td>$171</td>
</tr>
<tr>
<td><strong>Audit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>per semester hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time student</td>
<td>$0 per hour</td>
<td></td>
</tr>
<tr>
<td>Part time student</td>
<td>$40 per hour</td>
<td></td>
</tr>
</tbody>
</table>

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In any residence hall, a student who requests an assignment as a single in a double room and is approved for that assignment will pay one and one half times the published per person charge.

**MARRIED/NONTRADITIONAL STUDENT HOUSING**

- 1 Bedroom Duplex: $267-304 per month, plus utilities
- 2 Bedroom Duplex: $332-$412 per month, plus utilities
- 1 Bedroom Apt.: $242-$375 per month, plus utilities
- 2 Bedroom Apt.: $463 per month, plus utilities
- 3 Bedroom Duplex: $380 per month, plus utilities

**UNDERGRADUATE SUMMER SCHOOL 2009 CHARGES**

- **Tuition**: $372 per semester hour
- **Room**: Aldersgate 4 week session $505 per session
- **Aptments II Board**: (14 Meals – no breakfast) 4 week session $252 per session

Students who enroll in the ROTC may incur other costs specifically associated with the ROTC program.

Because of fluctuating economic conditions, all costs and fees are subject to change without notice.

**COURSE AND GENERAL FEES**

Certain courses are subject to a fee. Such courses include the notation “Fee” in their course description. Students who withdraw from a course during the semester (after the end of the drop/add period) do not receive a refund of tuition or fees. The specific fees are as follows:

**SPECIFIC FEES**

- ART 100: $18
- BIO labs: $75
- CHE labs: $80
- CM/MC 371: $54
- CM 413: $5
- COM/JRN 281: $5
- ED 220: $50
- ED 421: $66
- EM 401: $75
- EQM 202: $120
- EQM 206: $120
- EQM 208: $120
- EQM 245: $120
- EQM 310: $120
- ESC labs: $66
- FA 100: $18
- GEN 120: $35
JRN 332 $37
JRN 335 $37
JRN 342 $64
JRN 411 $11
JRN 421 $5
MUS 200 $125
PE 111 Archery $20
PE 111 Golf $15
PE 130, 131 Horseback Riding $120
PHY labs $66
PS 300 $550
REC 204, 251 $45
REC 356 $60
REC 362 $20
SOC 322 $85
SOC 323 $125
THA 425 $39
VOC 100 $25

PER CREDIT HOUR FEES
ART $22
MC $18

PRIVATE MUSIC LESSONS
additional tuition per credit hour each semester:
Orchestral Instruments $284
Organ $284
Piano $284
VOC 201 $284
VOC 211 $354 (includes accompanist fee)
VOC 411 $354 (includes accompanist fee)

OTHER FEES
Application Fee $30
Commuter Automobile parking $13 per semester
External Program Fee $50 per semester
ID Card Replacement Fee $11
Institutional Credit Fee $20 per hour
Late financial registration $37
Resident Automobile parking $26 per semester
MISCELLANEOUS FEES AND SERVICES

1. Students enrolled for 9 or more credit hours are required by Asbury College to carry minimum medical insurance. At registration, the student will automatically be enrolled in the medical insurance plan offered by the college unless the student signs a waiver indicating the student already has adequate coverage elsewhere. The waiver must be submitted to the Student Accounts Office by registration day. Please refer to the student insurance brochure for information.

2. Throughout the school year, students may incur additional charges from several different areas. It is recommended that all miscellaneous charges be paid at the time/location incurred. In most cases, any charge that is not paid to the appropriate department within one month will be added to the student’s account. A $5.00 service fee is assessed for each transaction that is applied to the student’s account. Some of the areas that have miscellaneous charges are mentioned below, although this is not an exhaustive list.

Students are permitted to purchase books and supplies at the bookstore using a charge voucher. They may charge items up through the second Wednesday of the semester. They may pay for these charges in the cashier’s office through the second Friday of the semester. After that date all remaining charges will be transferred to the student’s account.

3. Library and Media charges for overdue books and unreturned materials should be paid at the Library. Parking fines should be paid at the Cashier. All unpaid Library, parking fines, Media and Clinic charges are transferred to the student’s account monthly.

4. Many of the services at the college Clinic are free. If the student needs to be referred to a specialist, a lab or any outside doctor, the student is personally responsible for the resulting charges.

5. One telephone jack per room provides local telephone service free of charge. The student is responsible to bring his/her own telephone, which must be touch-tone compatible.

6. One data jack per student is provided for network access to the Internet and email. Any student can bring their computer to campus and use the network. Asbury College supports standard Ethernet networking cards. A Microsoft Office installation CD is available to all students to be purchased at the Bookstore for a small fee. Currently, the charge is $10.60. See http://www.asbury.edu/information-services/faq for more information.

7. One cable TV jack is provided per room at no additional charge. There are currently 40 stations available in student rooms.

DEPOSITS

PRE-TUITION PAYMENT
New students are required to pay $200.00 as an indication of intention to enroll. At registration, this amount is credited to the account. This Pre-Tuition deposit is refundable until May 1 for the fall semester, December 1 for the spring semester, and April 15 for the summer session.

HOUSING DAMAGE DEPOSIT
Students residing in campus apartments are assessed an apartment damage deposit, equal to one month rent. This deposit will remain on reserve until the student ceases to reside in campus housing, at which time it will be returned, provided the apartment passes final inspection for damage and all utility bills have been paid.
INTERNATIONAL STUDENT DEPOSIT
All first year or incoming international students must remit at least ninety days prior to registration, one-half of the projected annual cost of attending Asbury College. At the beginning of each succeeding semester, the international student must pay the full cost for said semester no later than registration day.

PAYMENT POLICY
The academic year is divided into three sessions: Fall Semester, Spring Semester, Summer School. Registration is held at the beginning of each semester. An invoice is prepared based on that registration. Financial aid (except student employment) is subtracted from the total, and the balance is due at that time. The student is responsible for ensuring payment of tuition, fees and all other debts to the college is made in a timely manner.

Asbury College is pleased to offer payment plans to help students and parents make their educational costs affordable. Three payment plans are available. A late charge of $20.00 will be applied if payments are received after the payment due date.

PAYMENT IN FULL
Payment for the entire bill, less financial aid, is to be made on registration day. If the account balance, less pending financial aid, cannot be paid in full by the registration deadline, please contact the student accounts office for other payment options. Failure to make a change in your payment plan may result in financial penalties.

FIVE-MONTH PLAN
The account balance less pending aid is divided into 5 installment payments. The first payment is due no later than July 31 for Fall semester and December 31 for Spring semester. Payments are to be made each month so that the bill is paid in full before the semester ends. No interest charge is applied to this payment plan, however late charges do apply. The account will be placed on the deferred payment plan (which accrues interest) if payments are not made on schedule.

DEFERRED PAYMENT PLAN
The account balance less pending aid is divided into four installment payments. The first payment is due on registration day. Each month a payment is made so that the bill is paid in full before the semester ends. An interest charge of 1% (12% APR) of the outstanding balance is charged each month.

SUMMER SESSION PAYMENT PLAN
There are payment plans available for the summer semester. Please contact the student accounts office for details.

POLICY ON UNPAID BALANCES
1. Students must pay all previous balances before registering for a subsequent semester. If a student’s account is unpaid at graduation, the diploma is withheld until such payment is made.
2. Academic transcripts and diplomas will be released to non-enrolled students only when
(1) the student account is paid in full, and (2) college loans are being paid on schedule. Academic transcripts will be released to currently enrolled students when either: (1) the student account is paid in full, or (2) the student is fulfilling the terms of the Five Month Payment Plan or the Deferred Payment Plan and all requirements of the Financial Aid Office have been fulfilled.

REFUNDS
1. Refunds are made only after official notification of the student’s withdrawal from the college by the Office of the Associate Academic Dean is made to the Business Office. Students withdrawing from the college within the drop/add period will be refunded all charges, except a pro-rata board and room charge.
2. The following refund schedule is related to tuition refunds only. Please refer to “Financial Aid Refunds” in the following section for the policy for refunding financial aid.
3. The tuition charges will be refunded according to the following schedule:

<table>
<thead>
<tr>
<th>Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>During second week</td>
<td>90%</td>
</tr>
<tr>
<td>During third week</td>
<td>80%</td>
</tr>
<tr>
<td>During fourth week</td>
<td>80%</td>
</tr>
<tr>
<td>During fifth week</td>
<td>70%</td>
</tr>
<tr>
<td>During sixth week</td>
<td>60%</td>
</tr>
<tr>
<td>During seventh week</td>
<td>60%</td>
</tr>
<tr>
<td>During eighth week</td>
<td>50%</td>
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<tr>
<td>During ninth week</td>
<td>50%</td>
</tr>
<tr>
<td>During tenth week</td>
<td>40%</td>
</tr>
<tr>
<td>During eleventh week</td>
<td>30%</td>
</tr>
<tr>
<td>During twelfth week</td>
<td>20%</td>
</tr>
<tr>
<td>During thirteenth week</td>
<td>10%</td>
</tr>
</tbody>
</table>

After the thirteenth week no refunds will be given
4. NOTE: Course fees, lab fees, student activity fees are not refundable.
5. The student will be charged a withdrawal fee of 5% of total charges not to exceed $100.00. Board charges are refundable on a pro-rata basis from the date the student finalizes his/her withdrawal with the Student Accounts Office. Room charges are refundable on a pro-rata basis from the date at which the room is vacated and the key turned into the resident director.
6. Refunds cannot be made to the student until all financial aid awards are withdrawn, adjusted or applied to the account.
7. Students who withdraw or are dismissed from the college must make application for readmission and be readmitted before being permitted to register.
8. Students who withdraw from a course during the semester (after the end of the drop/add period) do not receive a refund of tuition or fees.
9. For other details which apply to students in the Graduate Program or in the Asbury Achieve program, please see the general section on Academic Policies and Procedures: Withdrawal Policy.

BILLING
The Student Accounts Office sends out a monthly statement to each student. A copy of each monthly statement will only be sent to parents if the student specifically gives the college written permission to do so. Receipts for payments are normally sent to the student. It is the student’s responsibility to ensure payment is made, even if they do not receive a billing statement.
Fees and expenses not addressed in this section will be charged according to the schedule in Fees and Expenses: Undergraduate.

ASBURY ACADEMY
Enrollment in the Asbury Academy allows high-school seniors to take up to four (4) credits each semester (Fall 2008, Spring 2009; summer not included) with no tuition charge. Asbury Academy students may also take additional classes (up to 15 semester hours) during each of these two semesters at a reduced tuition charge of $372 per credit hour. Students may only attend under the Asbury Academy for two semesters (not including summer).

ASBURY ACHIEVE
Tuition

| Cohort beginning in 2008 calendar year | $363 per credit hour |
| Cohort beginning in 2009 calendar year | $382 per credit hour |

- Application Fee: $35
- Parking Fee: $13 per term
- Change of Cohort fee: $200
- Reinstatement fee: $200
- CDC Portfolio Evaluation: $40 per credit
- CDC Credit Granted: $25 per credit

Books may be purchased from the college bookstore and charged to your student account for only one month after the first class of the term. After that date, you must pay cash, check, or use a credit card to purchase your books.
PAYMENT PLANS

Payment in Full: Payment for the entire bill, less financial aid, is to be made at registration. You may make this payment with cash, check, or credit card. Registration is the only time tuition may be paid using a credit card.

Five-Month Payment Plan: The account balance for each term less pending aid is divided into 5 installment payments. The first payment is due no later than 30 days before the first class period. The remaining four payments must be made on time. No interest charge is applied to this payment plan. The account will be placed on the deferred payment plan (which accrues interest) if payments are not made on schedule.

Deferred Payment Plan: The account balance for each term less pending aid is divided into four installment payments. The first payment is due at registration. Each month a payment is made so the entire bill is paid in three months after the registration date. An interest charge of 1% (12% APR) of the outstanding balance is charged each month.

Student Financial Responsibility
It is expected that when a student signs a financial agreement to pay all tuition and fees, that this means that the student is pledging to faithfully fulfill all financial obligations to the College. The College reserves the right to take whatever steps are necessary for those who default on payment. Diplomas and final official transcripts are not released until all academic and financial obligations to the college are satisfied.

GRADUATE EDUCATION (M.A.)

Tuition $372 per credit hour

Course Fees
- SEG courses $18 per credit hour
- EDG 636 $18 per credit hour

GRADUATE SOCIAL WORK (M.S.W.)

Tuition $462 per credit hour
At Asbury College we want to partner with you in funding your education. It is most advantageous to think of funding your education as a partnership between **You** (the student and family), **The Government** (federal and state), **The Institution** (Asbury College) and Outside Sources (civic organizations, businesses, etc).

Institutional and federal financial aid is available to students who are pursuing a degree on a full time basis (12 or more credits per semester). Part time federal aid is available for students taking less than twelve hours each semester.

To receive need based aid at Asbury College, students must complete the Free Application for Federal Student Aid (FAFSA) each year. It is available after January 1, and should be submitted before March 1 for optimum consideration. In addition, Asbury requires an Institutional Aid Application to be completed by all students each year. The priority deadline is March 1.

Offers of financial aid will not be sent to any person who has not received an official acceptance from the Admissions Office and who has not completed all the necessary paperwork. It is the responsibility of the student to ensure that all the appropriate paperwork is turned into the Financial Aid Office for processing. Students entering and applying for financial aid for the Fall term (including those selected for verification) must have all paperwork completed and in the Financial Aid Office by October 1. For students entering in the Spring, the deadline is February 1.

The Financial Aid Partnership described in paragraph 1 is best defined by the following:

**YOU (THE STUDENT AND FAMILY)**

Expected Family Contribution (EFC) is determined by a need analysis as part of the Free Application for Federal Student Aid. You must submit financial and personal information from the previous tax year when completing the FAFSA after January 1 of the year the student intends to enroll. The EFC is deducted from Asbury’s cost of attendance to determine student need. The Financial Aid Partnership functions most efficiently when families commit to paying their share of college costs as suggested by the expected family contribution. For those who are unable to pay, PLUS (Parent Loan for Undergraduate Students) and Alternative Loans are available.
THE GOVERNMENT (FEDERAL AND STATE)

Federal Pell Grant: Pell Grants provide money to help high need undergraduate students pay for their education after high school. For many students, these grants provide a foundation of financial aid to which aid from other federal and non-federal sources may be added. Unlike loans, grants do not have to be paid back. The maximum award for the Pell Grant in 2006-2007 was $4050.00 per year. The student must apply for this grant each year by completing the FAFSA and may not receive the grant until enrolled in an eligible program. The grant will be split with one-half being placed on the student’s account at the beginning of each semester. The above regulations and provisions of the Pell Grant are subject to change by Federal legislative action.

Federal Supplemental Educational Opportunity Grant (FSEOG): This grant is available to enrolled undergraduate students. The selection of applicants for this program is based upon financial need. Applicants with exceptional need and who receive Pell Grants will be given preference. Although federal guidelines state that grants of up to $4000 per year may be awarded, most grants range from $500 to $1000 per year because of limited funds at Asbury College. The above regulations and provisions of the Supplemental Educational Opportunity Grant are subject to change by Federal legislative action.

Federal Family Educational Loan Program (FFELP)

Federal Perkins Loan: The Perkins Loan is a long term loan for students who enroll at least half time. Proven need for financial assistance determines eligibility. The selection of applicants for this program is based upon financial need. Applicants with the greatest financial need will be given preference. Loan repayment and interest payments are deferred until after graduation or as long as the individual remains in half—time attendance at an accredited institution of higher education in the United States. The Federal Perkins Loan has a 9 month grace period beginning when the student graduates or drops below half time enrollment. During the repayment period the charge is five percent (5%) interest on the unpaid balance. The Financial Aid Brochure should be consulted for other provisions regarding this loan. The above regulations and provisions of the Perkins Loan program are subject to change by Federal legislative action. The Financial Aid Officer at Asbury College can provide information about loan cancellation provisions for borrowers who enter fields of teaching or who teach in designated schools. If a student defaults on a Perkins Loan and if Asbury is unable to collect, the Federal Government may take action to recover the loan.

Federal Stafford Loan: The Stafford Student Loan program enables a student to borrow directly from a bank, credit union, savings and loan association or other participating lender willing to make the loan. The maximum a student may borrow as a first year student is $3500, a second year student is $4500, while a third and fourth year student may borrow up to $5,500 per year. Graduate students may be able to borrow up to $18,500 ($8,500 Subsidized) per year based on need. The interest rate on these is fixed at 6.8 percent. For other provisions see the Financial Aid Brochure. The above regulations and provisions of the Stafford Student Loan are subject to change by Federal legislative action.
Federal PLUS Loan: The Parent Loan for Undergraduate Students (PLUS) is available to parents of dependent children attending college. The maximum amount is equal to the Cost of Attendance less any other financial aid the student has qualified for. Students must complete a FAFSA form, and parents must qualify with a lender. If parents are denied the PLUS loan, the student is eligible for additional unsubsidized Stafford Loan eligibility. The interest rate is a fixed rate at 8.5 percent. The regulations and provisions of the PLUS loan are subject to change by Federal legislative action.

Kentucky Grant Programs:

The Kentucky Tuition Grant is available to Kentucky residents who demonstrate need upon filing the FAFSA and enroll full time at an eligible private Kentucky college.

CAP Grant is available to Kentucky residents enrolled at least half-time at a Kentucky college. This grant is available to students whose expected family contribution is $3850 or less based on filing the FAFSA.

Kentucky Scholarship Programs

Kentucky Educational Excellence Scholarship: Students attending certified Kentucky high schools can earn scholarships based on their grade point average (GPA) for each year of high school and bonus awards based on their highest ACT score achieved before graduating from high school. Students must have an annual 2.5 or higher high school GPA for the base amount of the scholarship and a 15 or above ACT or equivalent SAT score for the bonus award. The scholarship is renewable for each year of college. Students who do not meet the minimum GPA requirement at the end of an academic year will forfeit the scholarship for the next year. Students may regain eligibility by reestablishing the minimum GPA.

Other State Grant Programs: Grants are also available from the states of Delaware, Michigan (one year), Pennsylvania, Rhode Island, and Vermont. Contact the education agency in your state or the Financial Aid Office at Asbury for further information. There are filing deadlines for each of these programs. The deadline dates are available in the Financial Aid Office.

Federal College Work Study Program: Students are eligible for part-time employment under the Asbury College Work Study program if they meet the requirements to receive Federal Aid. The selection of students will be made as follows. All students with financial need will be considered, but if funds are not sufficient to cover all requests, students showing the greatest financial need will be given preference. Students may work up to twenty hours per week at the approved minimum wage level.

THE INSTITUTION (ASBURY COLLEGE)

Scholarships, Awards, Grants: The scholarship program at Asbury College has been established to recognize outstanding academic achievement, leadership ability, excellence of performance and/or financial need. Recipients are selected on the basis of academic performance
as shown by grade point average, test scores, and other criteria. Scholarships are awarded on an annual basis and are awarded only to those students pursuing their first bachelor’s degree. Awards shall cover the traditional terms, fall and spring, only. Complete procedures for applying for scholarships may be obtained from the Financial Aid Office or the Admissions Office. Transfer students are entitled to receive a scholarship for the normal time frame expected to complete the degree requirements not to exceed four years or eight semesters. In order to receive scholarships, students must be enrolled at and complete their financial aid through Asbury College. Students enrolled in the 3-2 Engineering program with the University of Kentucky are not eligible to receive Asbury College scholarships once they have enrolled at and are handling financial aid through the University of Kentucky.

**Merit Finalist/Frances Asbury Honors Scholarship:** A scholarship equal to 70% of tuition will be awarded to National Merit finalists entering their freshman year during the fall semester, who graduated from high school the previous spring. Students are entitled to receive the scholarship for up to four years or eight semesters as long as a 3.5 cumulative GPA is maintained. A student who does not maintain a 3.5 cumulative GPA at the end of an academic year will forfeit the scholarship permanently.

**John Wesley Hughes Scholarship:** Two scholarships equal to 100% of tuition will be awarded on a competitive basis to one new male student and one new female student who demonstrate the highest outstanding scholastic achievement. Eligible applicants will automatically receive an invitation to the competition weekend held each year in early spring. To be invited to the competition weekend, applicants must meet the criteria for a 30% Presidential Scholarship or a 35% Governor’s Scholarship. Evaluation will include academic records, test scores, rank in class, extra-curricular activities, leadership ability, quality of high school program, letters of recommendation, an essay and interview.

Students are entitled to receive the scholarship up to four years or eight semesters as long as a 3.6 cumulative GPA is maintained. Students who do not maintain the required 3.6 cumulative GPA at the end of any academic year will forfeit the Hughes Scholarship permanently. However, students maintaining at least a 3.5 cumulative GPA may still receive the 30% Presidential Scholarship or the 35% Governor’s Scholarship that they were originally awarded.

**H C Morrison Scholarship:** Sixteen scholarships equal to 50% of tuition will be awarded on a competitive basis to new students who demonstrate the most outstanding scholastic achievement. Eligible applicants will automatically receive an invitation to the competition weekend held each year in early spring. To be invited to the competition weekend, applicants must meet the criteria for a 30% Presidential Scholarship or a 35% Governor’s Scholarship. Evaluation will include academic records, test scores, rank in class, extra-curricular activities, leadership ability, quality of high school program, letters of recommendation, an essay and interview.

Students are entitled to receive the scholarship up to four years or eight semesters as long as a 3.5 cumulative GPA is maintained. Students who do not maintain the required 3.5 cumulative GPA at the end of any academic year will forfeit the scholarship permanently.

**Presidential Scholarship:** Students who demonstrate high academic achievement in high school and who meet minimum standard of admission in all categories may qualify for a Presidential Scholarship. The scholarships range from 15% to 30% of tuition.
A 15% scholarship will be awarded to new students who meet two of the following three criteria:
• minimum 3.5 cumulative GPA on a 4.0 scale
• minimum ACT composite of 27 or SAT composite of 1200
• upper 10% of high school class.

A 20% scholarship will be awarded to new students who meet two of the following three criteria:
• minimum 3.7 cumulative GPA on a 4.0 scale
• minimum ACT composite of 29 or SAT composite of 1280
• upper 5% of high school class.

A 30% scholarship will be awarded to new students who meet two of the following three criteria:
• minimum 3.9 cumulative GPA on a 4.0 scale
• minimum ACT composite of 30 or SAT composite of 1320
• upper 2% of high school class - minimum of 50 students in graduating class. (Students who are the valedictorian of their graduating class with a graduating class size of 20-49 will be considered to have met the rank in class criterion. Students who are the valedictorian of their graduating class with a class size of less than 20 will need to meet the GPA and minimum test score requirements to qualify for this scholarship.)

Home-schooled students become eligible for this scholarship by achieving a qualifying score on the ACT or the SAT. Class rank and high school GPA are not considered.

Students are entitled to receive the scholarship up to four years or eight semesters as long as renewal grade point average requirements are met. A 3.5 cumulative GPA must be maintained to renew the scholarship awarded at the 30% level. A 3.4 cumulative GPA must be maintained to renew the scholarship awarded at the 20% level. A 3.3 cumulative GPA must be maintained to renew the scholarship awarded at the 15% level. A student who loses a scholarship at a particular level and then subsequently reaches the required GPA for that level may have the scholarship reinstated. A student who loses a scholarship at a particular level may not receive a scholarship at a lower level. It is the responsibility of the student to notify the Financial Aid Office once the minimum cumulative GPA is reached.

**Governor’s Scholarship:** Governor’s Scholarships are awarded to graduates of Kentucky high schools who have attended either the Governor’s Scholars or the Governor’s School for the Arts programs. The scholarships range from 15% to 35% of tuition. A 15% scholarship will be awarded to students who do not meet the criteria for the following three scholarships. A 20% scholarship will be awarded to students who meet two of the following three criteria: minimum 3.5 cumulative GPA on a 4.0 scale; upper 10% of high school class; minimum ACT composite of 27 or minimum SAT composite of 1200. A 25% scholarship will be awarded to students who meet two of the following three criteria: minimum 3.7 cumulative GPA on a 4.0 scale; upper 5% of high school class; minimum ACT composite of 29 or minimum SAT composite of 1280. A 35% scholarship will be awarded to new students who meet two of the following three criteria: minimum 3.9 cumulative GPA on a 4.0 scale; upper 2% of high school class; minimum ACT composite of 30 or minimum SAT composite of 1320.

Students are entitled to receive the scholarship up to four years or eight semesters as long as renewal grade point average requirements are met. A 3.5 cumulative GPA must be maintained to renew the scholarship awarded at the 35% level. A 3.4 cumulative GPA must be maintained to renew the scholarship awarded at the 20% level. A 3.3 cumulative GPA must be maintained to renew the scholarship awarded at the 15% level. A student who loses a scholarship at a particular level and then subsequently reaches the required GPA for that level may have the scholarship reinstated. A student who loses a scholarship at a particular level may not receive a scholarship at a lower level. It is the responsibility of the student to notify the Financial Aid Office once the minimum cumulative GPA is reached.
maintained to renew the scholarship awarded at the 25% level. A 3.3 cumulative GPA must be maintained to renew the scholarship awarded at the 20% level. A 3.0 cumulative GPA must be maintained to renew the scholarship awarded at the 15% level. A student who loses a scholarship at a particular level and then subsequently reaches the required GPA for that level may have the scholarship reinstated. A student who loses a scholarship at a particular level may not receive a scholarship at a lower level. It is the responsibility of the student to notify the Financial Aid Office once the minimum cumulative GPA is reached.

**Music Performance Scholarship:** Music Performance Scholarships are available to prospective students with demonstrated abilities and interest in music. Eligible students include those intending to major or minor in music, or students only desiring to actively participate in music ensembles.

Applicants must complete the Asbury College admissions application process, be admitted in good standing, perform an audition, submit a "Music Performance Scholarship" application, submit a Letter of Recommendation from a music professional who knows the applicant’s work, and have a minimum of a 2.25 (4.0 scale) high school or college GPA. Music Performance Scholarships will be awarded soon after the application process is complete and Asbury College receives the candidate’s completed FAFSA report.

The initial scholarship is offered by contract and is maintained annually by active participation in an assigned ensemble. Keyboard and Guitar students must also take a private lesson on their auditioned instrument. Students must continue to participate into their eighth semester, unless student teaching. Students awarded large scholarships based on successful auditions in several areas, may be assigned participation in several ensembles. Scholarship recipients in composition begin lessons in the sophomore year.

The specific ensemble requirements for each semester are as follows: Orchestral strings and harp enroll in the Orchestra, wind and percussion instruments enroll in Concert Band, vocalists enroll in the Asbury Chorale, handbell ringers enroll in Handbell Choir, and in addition to private lessons, guitar and keyboard students are assigned an ensemble by their Area Coordinator.

For more information, or to request an application, contact the Music Department Office (859-858-3511, ext. 2250), or email the Music Department Chair at mark.schell@asbury.edu.

**Harry Hosier Scholarship:** The Harry Hosier Scholarship is a scholarship designated for prospective African-American students in honor of Harry Hosier.

Harry Hosier, the first black preacher of Methodism, was born a slave near Fayetteville, North Carolina. Even though he was illiterate, he became one of the most eloquent preachers of his day. As Francis Asbury’s itinerant companion, he became a popular orator who was able to reach out to the enslaved, the poor, and the uneducated. The purpose of this scholarship is to provide and maintain an awareness of the value the college places on ethnic diversity and its attention to multicultural concerns on campus; therefore, race will be a factor in making the selection.

Two scholarships equal to 70% of tuition are awarded to new students who demonstrate outstanding scholastic achievement. U.S. citizenship and a minimum GPA of 3.0 on a 4.0 scale are required for consideration. Evaluation will also include academic records, test scores, rank in class, extracurricular activities (particularly as they relate to African-American ethnic minority concerns), leadership ability, quality of program, letters of recommendation, an essay and
interview. This award may be renewed for up to four years provided the recipient maintains a 2.5 cumulative GPA at the end of the freshman year, 2.75 at the end of the sophomore year and a 3.0 at the end of the junior year, and continues to demonstrate the outstanding qualities that led to the selection. A recipient who does not meet the minimum GPA at the end of an academic year shall forfeit the scholarship permanently.

Jose Velazquez Scholarship: In keeping with the goal of making Asbury a more multicultural community, the college has established the Jose Velazquez Scholarship for Hispanic students to encourage enrollment of North American students of Hispanic origin. The scholarship honors the Rev. Jose Velazquez, strong supporter and board member of Asbury College. Rev. Velazquez has been an outstanding example of Christian leadership in Hispanic communities of Chicago, Illinois, and El Paso, Texas.

Two scholarships equal to 70% of tuition are awarded to new students who demonstrate outstanding scholastic achievement. U.S. citizenship and a minimum GPA of 3.00 on a 4.00 scale are required for consideration. Evaluation will also include academic records, test scores, rank in class, extracurricular activities (particularly as they relate to Hispanic-American ethnic minority concerns), leadership ability, quality of program, letters of recommendation, an essay and interview. This award may be renewed for up to four years provided the recipient maintains a 2.5 cumulative GPA at the end of the freshman year, 2.75 at the end of the sophomore year and a 3.0 at the end of the junior year, and continues to demonstrate the outstanding qualities that led to the selection. A recipient who does not meet the minimum GPA at the end of an academic year shall forfeit the scholarship permanently.

Athletic Scholarship: The Athletic Department awards scholarships in varying amounts to outstanding athletes who demonstrate a potential to significantly contribute to the athletic program of the college. To qualify for any athletic scholarship, students must meet regular admissions standards and NAIA requirements. Athletic scholarships are recommended by coaches and the Athletic Director of Asbury College. In order to maintain this scholarship, students must meet the minimum cumulative GPA required for graduation, pass a minimum of 24 credits per year and continue to have the recommendations of a coach and the Athletic Director.

International Student Scholarship: Each year the Scholarship Committee will select new international applicants to receive partial scholarships/loans. Selection will be based upon academic standing, letters of recommendation and an essay written by the student. The awarding of these scholarships to new recipients will be made prior to March 1 each year. This scholarship is available only to persons who are not citizens of the U.S.A. and/or Canada.

The purpose of this scholarship/loan is to serve the international community through the education of young leaders, to provide qualified international students the opportunity of an education at Asbury College and to maintain an awareness of international concerns through the presence of students from other countries on campus. Deadline for application is January 1.

These scholarships may be renewed for a total of four years or eight semesters (excluding any summer terms) as long as the student maintains satisfactory academic progress. Minimum acceptable progress is defined as a 2.5 GPA during each Freshman semester and 3.0 during each subsequent semester. Progress will be monitored through an annual interview with the Financial Aid Sub-Committee of the Enrollment Management Committee. Failure to maintain acceptable academic progress will result in notification of scholarship non-renewal.
Each semester when the students on the program register, they will sign a promissory note for the amount of their scholarship. This amount will revert to a scholarship (i.e., will not need to be repaid) on the following basis: One year of service outside of the U.S. and Canada following graduation will forgive one year of loan assistance. A deferral can be granted if the student continues his/her education in a full-time graduate school program.

Asbury College Alumni Honors Award: Two awards consisting of 5% of tuition will be given annually to entering freshmen who are the direct descendants of an Asbury College alumnus. These are one-time awards and are not renewable. The scholarships will be awarded to students who have outstanding high school records. A letter of application must be received by April 15 by the Alumni Relations Office who selects the recipients.

Endowed Scholarships: The following annual scholarships are awarded by the Financial Aid Office using income from endowment funds. Selection is determined by the FAFSA and the Asbury College Financial Aid Application.

- Carl L. and Emma Lou Akers Memorial Endowed Scholarship
- Alabama Endowed Scholarship
- Chris Louis Allison Memorial Endowed Scholarship (pastoral or missionary ministry)
- George R. Allison Memorial Endowed Scholarship
- The Ruth Hall Anderson Endowed Scholarship (music major with preference to piano and/or organ students)
- Ralph C. and Katherine B. Argo Memorial Endowed Scholarship
- Asbury College Alumni Endowed Scholarship
- Asbury College Alumni Honors Endowed Scholarship (descendent of alumnus)
- Asbury College Fund for Ancient Languages Endowed Scholarship
- John Frank Askins, Sr. Endowed Scholarship
- Rev. Tom and Sara Avery Endowed Scholarship
- J. David and Pauline Odell Aycock Endowed Scholarship (students of missionary parents serving outside the United States)
- John L. Ayers Endowed Scholarship (pastoral ministry)
- Elizabeth Hutcherson Bailey Memorial Endowed Scholarship (elementary education majors)
- Paul Bailey Endowed Scholarship
- Howard C. and Agnes L. Barnett Endowed Scholarship
- Justus J. and Nellie C. Barnett Endowed Scholarship
- Horace C. and Jennie W. Barrow Memorial Endowed Scholarship
- The Wayne and Jean Barthel Endowed Scholarship (full-time Christian service)
- Henry and Elsie Bayless Endowed Scholarship
- Alice Marie Jackson Beck Endowed Scholarship (Secondary Education-English majors)
- Onesia Beadle Memorial Ministerial Endowed Scholarship
- Walter and Beatrice Beck Endowed Scholarship
- The Bell-Boney Endowed Scholarship (Christian service, nursing, teaching)
- James A. and Emily Boney Bell Endowed Scholarship (Christian service, nursing, teaching)
- The Charles and Dorothy Bertges Endowed Scholarship (students from Lowville United Methodist Church)
- Berwanger Endowed Scholarship

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Maude Betts Endowed Scholarship
Ruth W. and Roscoe Bierley Memorial Endowed Scholarship
William H. Blair and Harry W. Snyder Endowed Scholarship
Blackburn, Bolerjack, Deke, Huber & McFarland Memorial Endowed Scholarship (non-music majors participating in Orchestra, Concert Choir or Collegium Vocal Ensemble)
Lloyd M. and Maude E. Blakely Endowed Scholarship
Ralph E. and Virginia J. Blodgett Endowed Scholarship (Christian service)
Charles L. and Kathryn Adams Boss Endowed Scholarship (Native American and/or African/American students)
James A. Bowles Family Memorial Endowed Scholarship (students preparing for missionary service)
Margaret Round Brabon Missionary Scholarship (juniors or seniors preparing for missionary service outside the United States and Canada)
Hallie Mayhew Brashear Memorial Endowed Scholarship
Jewel Abney Brockinton Memorial Endowed Scholarship
Bessie M. Brown Endowed Scholarship (missionary service)
Rev. and Mrs. Edward Brown Memorial Endowed Scholarship
Ruth L. and Sheridan E. Brown Endowed Scholarship for Salvation Army Students
Verner Haden and Pearl Esther Brown Memorial Endowed Scholarship (students from under developed countries planning to return to their homeland)
Joyce E. Brubaker Memorial Endowed Scholarship (senior Secondary Education English major)
Fred C. & Dorothy A. Buhler Endowed Scholarship
Ricky Burns/Ichthus Endowed Scholarship
F. G. and Aviss C. Bynum Endowed Scholarship (student preparing for career in ministry and service in the United Methodist Church)
Mrs. Helen D. Canaday Endowed Scholarship (freshman Salvationist, music major)
Benis Gordon Carnes and Rebecca Bingham Carnes Memorial Endowed Scholarship (African-American students)
Dr. Paul L. Carnes Memorial Endowed Scholarship (graduates of Elizabethtown High School)
The Hal and Tillie Carpenter Endowed Scholarship (Tippecanoe County, Indiana)
Jordan Witt Carter Memorial Endowed Scholarship
Mamie D. Chambers Memorial Endowed Scholarship
Thomas Cleon Chambers, Sr. Memorial Endowed Scholarship
Dr. Pak Chue Chan and Ethel Groce Chan Endowed Scholarship
Gerald O. and Dreama J. Chapman Endowed Scholarship
W. H. Chapman Memorial Endowed Scholarship (art students)
Rev. John H. and Mrs. Helen I. Chasteen Endowed Scholarship (students of missionary parents)
Helen Wylie Clapp Memorial Endowed Scholarship
Class of 1938 Endowed Scholarship
Class of 1939 Endowed Scholarship
Class of 1956 – Jay B. Kenyon Memorial Missionary Scholarship
Charles and Thsora W. Cobb Memorial Endowed Scholarship
Patsy M. Collins Memorial Endowed Scholarship
ASBURY COLLEGE

Eugene I. Cooper Family Memorial Endowed Scholarship
Corbitt Family Endowed Scholarship
Mary Corley Memorial Endowed Scholarship
Steven Wayne Countiss Memorial Fund
T. Delos and Virginia Jones Crary Endowed Scholarship
Creative Group Endowed Scholarship
J. L. and Hanna Crouse Memorial Endowed Scholarship
Kimber Franklin Crouse Memorial Endowed Scholarship (juniors and seniors preparing for missionary service)
Dottie and Karl Crowe Teacher/Ministerial Endowed Scholarship (students preparing for vocations in education or pastoral ministry)
H. E. and Lelia Cunningham Endowed Scholarship
Rev. and Mrs. J. C. Cunningham and Mr. and Mrs. C. J. Jones Endowed Scholarship (California students)
Jack and Wilma Davis Memorial Endowed Scholarship (married students)
Margaret Fillingim ’68 Davis Teaching Scholarship
Warner P. and Jessica Lee Davis Endowed Scholarship
Marvin G. Dean Memorial Endowed Music Scholarship
Judge J. W. and Wynelle Scott Deese Endowed Science Research Stipend (government service)
Louis R. and Madeline Kelso Dennis Endowed Scholarship (students from China, Sarawak, Korea, Singapore or other Asian countries)
Rev. Newton B. and Mrs. Helen Wax Dickens Memorial Endowed Scholarship (ministerial students)
Richard Dickinson Memorial Endowed Scholarship
Leo V. Diebold Memorial Endowed Scholarship (Batesville District or North Arkansas Conference of the United Methodist Church)
Huet Davis Dillon and Cora Ann Sink Dillon Memorial Endowed Scholarship
Thomas W. Ditto Endowed Scholarship
Edward and Ruth Dodd Endowed Scholarship (students preparing for foreign missionary service)
Sylvia Donaldson, Phyllis Donaldson and Norma Huber Endowed Scholarship (choral music education or church music students)
Erika A. Dorsett Memorial Endowed Scholarship (ministerial students)
Evangeline C. Dunn Memorial Endowed Scholarship (United Methodist ministerial students)
D. Alford Early Endowed Scholarship
Early Family Endowed Scholarship
Rev. William Clark Early Memorial Endowed Scholarship
William E. and Doris Akers Eddy Memorial Endowed Scholarship (students preparing for full-time Christian service or those entering the mission field)
Joseph B. Edie Endowed Scholarship
William R. and Willie P. Edwards Memorial Endowed Scholarship
Carmon and Mildred Elliott Endowed Scholarship (English, Drama, Elementary Education, Accounting or Business majors)
Betty Griffith Erskine Memorial Endowed Scholarship
Financial Aid

John Hillary Finch, Sr. and Stella Conrad Finch Memorial Endowed Scholarship (students preparing to teach biology in secondary school)
Leon Fisher Memorial Endowed Scholarship (Salvation Army students)
Florida Asbury Endowed Scholarship
Elizabeth Maxey and Elbert M. Fly Memorial Endowed Scholarship (education majors)
The June Lawrence Foster Memorial Endowed Scholarship (music voice majors)
Nellie G. Frank Memorial Endowed Scholarship
E. E. and Frances W. Franklin Endowed Scholarship
Roy A. & Bernice Froderman Endowed Scholarship
Henry E. and Edith E. Fryer and William J. Short Endowed Scholarship (students from missionary families or those preparing for ministry, missionary work or other Christian service)
Frank B. and Lucille Fryman Scholarship for Athletes
Rev. J. O. Fuller Endowed Scholarship
John H. Furbay Endowed Scholarship (international students studying at Asbury College or U. S. students studying abroad)
Dwight L. and Helen R. Gadbery Memorial Endowed Scholarship (Christian service)
Galbreath Memorial Endowed Scholarship
Joyce Ganocy Walker Memorial Endowed Scholarship
H. Raymond and V. Josephine Garner Endowed Scholarship (psychology majors)
Rev. William B. and Betty R. Garnett Endowed Scholarship
Timothy Edward Garrett Endowed Scholarship
Bessie M. Gehrig Memorial Endowed Scholarship (science major)
General Endowed Scholarship
General Ministerial Endowed Scholarship
Gettig Scholarship
Dr. James D. and Sarah E. Gibson Endowed Scholarship
William E. and Mary K. Gill Endowed Scholarship
Glover-Bridewell Endowed Scholarship (music student)
Henry T. Grayson Endowed Scholarship (student from Alabama-West Florida Conference of the United Methodist Church preparing for ministry or missionary work)
Gladys M. Greathouse Endowed Scholarship (speech majors)
Carmen and Jim Greeson Endowed Scholarship
Margaret Thompson Griffith Memorial Endowed Scholarship (education majors)
John E. Grigg Endowed Scholarship
Paul Asbury and Anna Grout Scholarship Fund (Hispanic students)
Hager Pre-Med Student Endowed Scholarship
Ruth Lansell Hager Memorial Endowed Scholarship (education majors)
Joe R. and Clotilde Littlejohn Hair Endowed Scholarship
Stuart L. Hall Endowed Scholarship
Cecil B. Hamann Memorial Endowed Scholarship
Cecil B. Hamann Memorial Medical Missions Endowed Scholarship
Gertrude D. Hamilton Memorial Endowed Scholarship
Dr. and Mrs. James E. Hamilton Endowed Scholarship
James E. Hamlin Endowed Scholarship (students from Fort Valley United Methodist Church or South Georgia Conference of the United Methodist Church)
Brigadier Mrs. Elsie A. Hammerstrom Endowed Scholarship (Salvation Army students)
Hanna/Burleigh Mission Support Scholarship
Marjorie Harmon Endowed Scholarship
Ted and Katherine Harper Memorial Endowed Scholarship (student athletes)
Frank G. and Frances M. Harris Endowed Scholarship (Georgia students)
HartLex Business Endowed Scholarship (junior or senior business majors)
Mr. and Mrs. Robert Carnahan Hatton Endowed Scholarship
Aaron Todd Hawks Memorial Endowed Scholarship (Freshmen Salvation Army students)
William and Jean Henderson Endowed Scholarship (Missouri students)
Lillian E. Henry Endowed Scholarship
Reverend Paul F. and Helen Skeen Hill Endowed Scholarship
Ruby Mann Hilley Endowed Scholarship
E. D. and Fern Hinkle Memorial Endowed Scholarship
Clarence W. Hoeper Memorial Endowed Scholarship (Salvation Army and/or missionary students)
Lydia H. Holmes Memorial Endowed Scholarship
C. T. and Annie Hooper Endowed Scholarship
Harry Hosier Scholarship Fund for Black Americans
Aaron D. and Florence Houglin Memorial Endowed Scholarship
Christopher Vernon Howard Memorial Endowed Scholarship
Henry H. and Irene Howell Memorial Medical Missions Endowed Scholarship
Florence S. Hubbard Memorial Endowed Scholarship
James A. and Sylvia Hughes Memorial Endowed Scholarship
John W. and Mary W. Hughes Memorial Endowed Scholarship
C. J. Hunter Endowed Scholarship (students from Trinity United Methodist Church, Maysville, KY or students from Mason County, KY)
J. Kenneth and Faith Hutcherson Memorial Endowed Scholarship
Robert G. Jackson Endowed Scholarship
Francis Asbury Jaggers Endowed Scholarship (ministry students)
Jamison-Coil Endowed Scholarship
Charles “Chic” Johnson Memorial Endowed Scholarship (ministry students)
Z. T. and Sarah M. Johnson Christian Service Scholarship
Paul and Jeanne Jolley Endowed Scholarship
Jay B. and Ella Dee Kenyon Memorial Endowed Scholarship
Charles W. Keysor Memorial Endowed Scholarship (journalism students)
Dr. Hal Kime Endowed Scholarship
Judith White Kinder Memorial Endowed Scholarship
James H. King Memorial Endowed Scholarship
Dennis F. and Elsie B. Kinlaw Endowed Scholarship
Kirkland-Kinlaw Endowed Scholarship (ministry, Christian education, or education majors)
Klingler-Huyett Endowed Ministerial Scholarship
Donald J. Kosin, Jr. Memorial Endowed Scholarship
Henry and Vera Krichbaum Memorial Endowed Scholarship
Judith Lamb Krusich Memorial Endowed Scholarship (missionary, ministry or social work students)
Dr. Roger W. and Ruth Hinkle Kusche Endowed Scholarship
Lashbrook Endowed Scholarship (sophomore, junior or senior business students)
Dr. Ting Lee Memorial Endowed Scholarship (freshman student)
Russell and Mary Lenox Memorial Endowed Scholarship (full-time Christian ministry)
Albert M. and Laura I. Lewis Endowed Scholarship (children of Salvation Army officers serving in Indiana or Central Territory)
Edward B. Lewis Memorial Endowed Scholarship
David and Mary Lindsey Family Memorial Endowed Scholarship (Philosophy or Bible & Theology students)
Rev. Dr. Carl C. Ling Memorial Endowed Scholarship (ministry students)
Joan Hammerstrom Lingle Endowed Scholarship (Salvation Army students)
Darrell and Prudence Tam Long Missionary Endowed Scholarship
Ralph W. Loudenslager Endowed Scholarship
Richard Kildow Lovejoy Memorial Endowed Scholarship (business majors)
Sara Hart Lovitt Memorial Endowed Scholarship
Clayton and Emily Luce Endowed Scholarship
George E. Luce Business Endowed Scholarship
George E. and Willouise B. Luce Endowed Scholarship
Rev. Richard C. Ludden Memorial Endowed Scholarship
Arlie Shepherd Mann Endowed Scholarship
William Robert and Betty Birdsong Mann Endowed Scholarship
Married Students Endowed Scholarship
Bill and Jessie Ruth Martin Memorial Endowed Scholarship
Mary Mason Memorial Endowed Scholarship
Jesta Bell Matherly Endowed Scholarship (art major)
J. & L. McClure Memorial, M. Powell, and Dr. Charles T. Pinkston Endowed Scholarship
Gene Fred and Geraldine McConnell Memorial Endowed Scholarship
John C. McCorkle Memorial Endowed Scholarship (students preparing to be missionaries)
Paul R. McDowell and William D. Powell Memorial Endowed Scholarship (junior or senior)
McFarland Endowed Scholarship (pre-med or biology major)
Velma C. McNitt Endowed Scholarship (junior or senior student)
Rudy Medlock Endowed Scholarship (art major)
L. L. and Vera N. Milam Ministerial Scholarship Fund
Andy and Joan Miller Endowed Scholarship (Salvation Army students)
Leland S. and Hazel E. Miller Endowed Scholarship (students whose parents are missionaries)
Ralph E. Mills Endowed Scholarship
Ralph E. Mills Salvation Army Endowed Scholarship
Missionary Martyrs Endowed Scholarship
Phillip W. Moegerle Memorial Endowed Scholarship (two or more students from the same family attending the college at the same time)
Marjorie Stratton Moore Endowed Scholarship (Methodist students)
Myrtle Rollings Moore Memorial Endowed Scholarship
Sadie Maude Moore Memorial Endowed Scholarship (students preparing for careers in Christian missions and ministry)
Erville Morehead Endowed Scholarship (junior or senior psychology major)
Henry Clay Morrison Endowed Scholarship Fund

Financial Aid
Rev. William W. and Minnie S. Morrow Memorial Endowed Scholarship (male ministerial student)
Ruth E. Mullins Memorial Endowed Scholarship
Reverend Mitchell C. and Faye Murrow Endowed Scholarship (for students from North Carolina)
Mr. and Mrs. John I. Naylor Memorial Endowed Scholarship
Dorothy Helton Nixon Memorial Endowed Scholarship (sophomore, junior or senior elementary education majors)
Myrtle P. Nixon Memorial Endowed Scholarship (pre-med students)
Oscar Nonneman Memorial Endowed Scholarship (education, psychology, sociology or social work majors)
S. Edward Notson Memorial Endowed Scholarship
Robert and Dorothy Oetjen Endowed Scholarship
Lucille Strouse Oliver Endowed Scholarship
Basil and Rachel Osipoff Memorial Endowed Scholarship (junior or senior music major with preference given to voice students)
Paul and Gene Pappas Memorial Endowed Scholarship
Esther Logsdon Paul Memorial Endowed Scholarship
Era Wilder Peniston Endowed Scholarship (organ student)
Robert and Era Peniston Scholarship Award (Honors Recital participants)
Rev. and Mrs. Frank L. Perry Endowed Scholarship
E. Robert Pfeiffer and Esther H. Pfeiffer Endowed Scholarship (pastoral ministry or missions)
Ford and Virginia Philpot Endowed Scholarship (students interested in Christian service from either Eastern Kentucky or missionary families)
Rev. C. P. and Alice Garriott Pillow Memorial Endowed Scholarship
Frances T. Powers Ministerial Scholarship
Audrey Price Memorial Endowed Scholarship
A. T. and Roberta Puntney and Grandchildren Endowed Scholarship
Jack and Dorothy Rains Endowed Scholarship
James W. and Jean C. Ranes Endowed Scholarship (student from family of minister or missionary)
Harry and Judy Ranier Endowed Scholarship
J. Paul Ray Medical Missions Endowed Scholarship
Register-Redeker Memorial Endowed Scholarship
Evelyn M. Rhodes Memorial Endowed Scholarship
Richardson Memorial S.A.S.F. Scholarship
Dr. Roy Ben Ridley and Nancy Crary Ridley Endowed Scholarship
Ben Ripley Memorial Endowed Scholarship
Olive M. Ritter Memorial Endowed Scholarship
The Rollings Memorial Endowed Scholarship
William H. and Easter Bell M. Roughton Endowed Scholarship (full-time Christian service, student from Georgia or Florida)
Paul Kistler Rowell Endowed Scholarship (students preparing for ministry in the Methodist church)
June Bissell Ryan Endowed Scholarship
Rydberg Endowed Scholarship
Donald E. and Wilma I. Sanders Family Endowed Music Scholarship
Claude K. Sands Memorial Endowed Scholarship
Clifford L. and Blanche Schissler Endowed Scholarship (students preparing for full-time Christian service)
Lee L. and Dawn P. Schissler Endowed Scholarship
Thomas Earl Scott Memorial Endowed Scholarship
Ruth Seifert Endowed Scholarship (junior or senior art studio and/or art education major)
Robert and Fay Sellers Endowed Scholarship
Hammell P. Shipps Science Award
Franklin W. Shisler Endowed Scholarship
Anna C. Short Memorial Endowed Scholarship
Fannie Haynes Simrall Memorial Endowed Scholarship
M. Ray and Jean M. Smith Memorial Endowed Scholarship (pre-ministerial students)
Margaret Ann Smith Memorial Endowed Scholarship
Sammye and Arthur Smith and Mary and Ezra King Memorial Endowed Scholarship (students preparing for missionary service)
Stuart A. Smith Endowed Athletic Scholarship
Dr. W.T. Smith and Lora Lee Barwick Smith Endowed Scholarship
Lenore Long Smoot and Josephine Long Diavastes Memorial Endowed Scholarship
Soffranko-Hale Endowed Scholarship (students of missionary parents who have served in developing countries)
Dorothy Spalding Memorial Music Endowed Scholarship
Sparks Collegiate Institute and Sparks College Endowed Scholarship
James Stanford Endowed Scholarship
Catherine B. Stevens Endowed Scholarship (education of pastors for the United Methodist Church)
Stewart Memorial Endowed Scholarship
Earl and Willie Hall Stilz Endowed Scholarship
Bishop and Mrs. Mack B. Stokes Endowed Scholarship (pre-ministerial students)
Joe and Eileen Tanzey Endowed Scholarship
Edmond S. and Ada R. Taylor Endowed Scholarship (foreign ministerial students)
Helen Taylor Endowed Scholarship
Philip L. and June W. Taylor Endowed Scholarship
Joe Thacker Family Endowed Scholarship
Nida Haskins Thayer Memorial Endowed Scholarship
Dorothy P. Thomas Memorial Endowed Scholarship (Alabama-West Florida Conference of UMC)
Lewis M. and Louise Scheible Thompson Memorial Endowed Scholarship (students majoring in Education)
William B. and Mary Thompson Memorial Endowed Scholarship (pre-med students)
George W. Thumm and Myrtle V. Thumm Memorial Endowed Scholarship
Evelyn Thurman Graduate Endowed Library Science Scholarship
Sybil Bowden Tomlin Memorial Endowed Scholarship
Town-Magarian Memorial Endowed Scholarship
Vending Scholarship
Olaf Wakefield Memorial Endowed Scholarship (North Carolina ministry students)
Mildred and Virginia Waller Memorial Endowed Scholarship
Arthur F. and Beatrice L. Walz, Sr. Scholarship
Watchman Endowed Scholarship (seniors)
Dr. Edward Wills Watkins Memorial
Gertie and Willie Weakley Memorial Endowed Scholarship (United Methodist ministerial students)
William G. Wells Memorial Endowed Scholarship (ministerial students)
Y. D. and Annie Laurie Westerfield Memorial Endowed Scholarship (speech and voice majors)
Ben Whaley Endowed Scholarship (UM student from Africa)
Goldie and Orvil Wheatley Endowed Scholarship
F. Bates White Endowed Scholarship
Davis T. Whitehurst Memorial Endowed Scholarship
Stan and Marna Wiggam Endowed Scholarship
Robert Wiley, Sr. Memorial Endowed Scholarship (pre-med students)
Williams/Fairbanks Endowed Scholarship
Bentley A. Williamston Memorial Endowed Scholarship (male ministerial student)
Willingham Memorial Endowed Scholarship
Jay Wilson, Jr. Memorial Endowed Scholarship (junior or senior history education major)
Gertrude Wiltsee Endowed Scholarship (preference for students from Victory Memorial UMC, Indianapolis)
Don K. Winslow Memorial Business Management Endowed Scholarship
Don Kenneth Winslow Memorial Endowed Scholarship (junior or senior accounting majors)
Mr. and Mrs. Jimmie Winslow Endowed Scholarship
Anna Thorp Wolford Memorial Endowed Scholarship
Lee Wommer Memorial Endowed Scholarship
C. B. Wymond Memorial Endowed Scholarship
Nancy Yocum Wynn and U. O. Wynn Memorial Endowed Scholarship (students preparing for missionary service)
Zaire-Reid Endowed Scholarship
Cecil C. Zweifel Endowed Scholarship for Athletes

Non Endowed Scholarships: The following scholarships are funded annually from gifts to Asbury College.

- AIKCU Ashland Inc. Foundation Student Fund
- AIKCU GHEEN Student Fund
- AIKCU Keeneland Student Fund
- AIKCU Kentucky Utilities Student Fund
- AIKCU Toyota Motor Manufacturing Student Fund
- AIKCU UPS Student Fund
- Dr. Edwin & Judy Blue and Dr. Al and Yvonne Moulton Scholarship Fund
- Ray and Patsy Brewer Fund
- California Students Scholarship
- Christian & Missionary Alliance Student Fund
- Abigail Miller Douglass ’02 Fund
The Froderman Foundation Scholarship
Elizabeth Ann Huntley Memorial Fund
International Student Fund
Maker-Hankins Ministerial Scholarship (United Methodist pre-ministerial students)
Missionary Children Scholarship
Music Scholarship
Pulliam Journalism Student Fund
United Methodist Student Fund
Vanguard Class Scholarship (junior or senior)
Wheeler-Carpenter Scholarship
Woodford-Fayette Student Fund

Institutional Loans: Funds from the following institutional loans are available to students who are pursuing at least a half-time load with a GPA of 2.00.

Asbury Student Fund
George L. Bagby Scholarship/Loan Fund
C.V. and Edna Bailey Student Loan Fund
Raymond and Margaretta Bennett Student Loan Fund
Earl and Elsie Butcher Loan Fund
Clark-Sikes Scholarship/Loan Fund (United Methodist student)
Emily Boyer Frazer Memorial Loan Fund
Grace P. Gowin Loan Fund
George D. and Vera L. Heagen Student Loan Fund
Wallace and Peggy Harned Student Loan Fund
Elno H. Hath Loan Fund
Howard E. and Mabel R. Hedinger Loan Fund
Henry Howell Loan Fund
Myrtle P. Howell Student Loan Fund
Hughes-Wilson Endowed Loan Fund
E. Stanley Jones Loan/Scholarship Fund (junior or senior planning career in international service/ministry; cancellation for service performed)
Light-Trust Scholarship/Loan Fund
Martha Linder Loan Fund
Ira and Edith Mann Loan Fund
Fred L. Martin Memorial Student Loan Fund
Elsie Matheny Loan Fund
Millard-Kyburz Memorial Loan Fund
The Connie L. Moore Memorial Loan Fund
Clayton Morrison Loan Fund
Ira and Pearl Nichterlein Student Loan Fund
G. Reid and Maude Smith Student Loan Fund
Margaret A. Smith Loan Fund
Frances F. Stansbury Memorial Scholarship/Loan Fund (active United Methodist students)
Mary and Alma Townsend Student Loan Fund
J. H. Tumlin Minister’s Fund
Goldie S. Vincent Student Loan Fund
Wakefield Loan Fund
Larry Ward Student Loan Fund
Emma F. Whitson Loan Fund
Clinton and Margaret Williams Student Loan Fund
Verne E. Wilson Student Loan Fund

Repayment of most of these begins six months after discontinuing school attendance at an interest rate of 6% per annum. Students must also have been in attendance at Asbury College for a minimum of one semester before making application. Loan repayment can be deferred as long as an individual remains in half-time attendance at an accredited institution of higher education. Deferment is not to exceed five years. For specific information regarding any of the above-mentioned loans please contact the Financial Aid Office, Asbury College.

Alumni Christian Ministry Grant: This grant program has been established to assist dependents of Asbury alumni who are in full—time ministry. The grant program is based on financial need as determined by filling out the Free Application for Federal Student Aid (FAFSA). Grants will be awarded in an effort to reduce or eliminate the unmet need and the grant will be given in addition to any other financial aid.

Entering freshman must have a 2.3 GPA on a 4.0 scale in order to qualify and must maintain a 2.0 GPA in order to renew each year. Students who fall below the 2.0 GPA at the end of an academic year may not receive the grant until which time they are making the minimum cumulative 2.0 GPA. The amount of the grant may vary from $500 to $2,000 depending on the student’s unmet need. Questions about the program should be directed to the Financial Aid Office.

Church Match Grant: The Church Match program was established to encourage churches to support students with scholarship aid. Asbury College will match scholarships awarded by the church up to $1000 per academic year. The Church Match Grant is not dependent on need and students do not need to fill out a FAFSA to qualify. Gifts will be accepted from churches and mission agencies only and the gifts must be received at the college by the first day of classes of an award year. Students enrolling for the second semester need to have funds in by the first day of classes of the second semester. The Church Match Grant will not be awarded for the Summer Term. Applications are required and are available in the financial aid office.

Multiple Family Waiver: When more than one dependent sibling from a family is enrolled full-time as a student, a tuition waiver will be granted for each student (4% of tuition per student for two students and 5% of tuition per student for three or more students). This waiver also applies to husband and wife who are both enrolled full-time at Asbury College.

Senior Citizen Waiver: Students who are at least 62 years of age and who are U.S. citizens may receive a waiver of tuition for a maximum of four credit hours per academic semester (including summer). The following stipulations apply: (1) the waiver includes only tuition and does not apply to other fees; (2) there must be room in the class after regular enrollment has been completed; (3) the professor must agree to the presence and continuance of such a person in the class; (4) if the person desires credit for the class, all prerequisites and requirements must be met; (5) housing must be secured off-campus; (6) credits may apply toward a degree program.
Institutional Employment: Eligible students who have filed their employment application in the Financial Aid Office may obtain employment in offices, laboratories, dormitories, the library, the cafeteria, the physical plant, or the tutoring center. Students may work up to twenty hours per week at the approved minimum wage level.

OUTSIDE SOURCES (CIVIC ORGANIZATIONS, BUSINESSES, ETC.)

Fast Web: Financial Aid Search through the Web. [www.fastweb.com](http://www.fastweb.com) A searchable database of more than 180,000 private sector scholarships, fellowships, grants, and loans. It provides useful information to students and parents.

CollegeNet: [www.collegeboard.org](http://www.collegeboard.org) A free search sponsored by the CollegeNet. It contains links to colleges throughout the country.

Veteran’s Benefits: An honorably discharged veteran of the Armed Forces who served more than six months may receive payments under the “G.I. Bill.” A dependent child or widow of a deceased veteran may also qualify. Check with a county Veteran’s Service Officer or with Asbury College’s Veterans’ Representative. [www.gibill.va.gov](http://www.gibill.va.gov)

R.O.T.C. Scholarships: Students enrolled in the Reserve Officer Training Corps program through Asbury College and the University of Kentucky may be eligible for scholarship aid to assist with the cost of the program. All questions regarding the ROTC scholarships should be directed to the ROTC office at the University of Kentucky. ROTC scholarships are considered a resource in determining eligibility for Asbury financial aid.

United Methodist Student Loan: Any United Methodist student who is registered as a full—time degree candidate at Asbury College may apply for a loan. The applicant must be a citizen of the United States and a member of the United Methodist Church for one year or more. He/she must be Christian in character, sound in health, financially reliable, wholly or partially self—supporting, and giving promise of future usefulness. Applicants must have a grade average of “C” or better. A first semester freshman must have an average of “B” or better for the senior year of high school. A legally binding promissory note is required. Payments are made monthly, beginning not later than six months after discontinuing school attendance. Interest will be computed at 6% per annum from the date the loan is granted until the note is paid in full. For service credit, a student must contact the National Office of United Methodist Student Loans. Applications are available in the Financial Aid Office.

Alternative Loans: Alternative loans are available for students to reduce any balance between the cost of education and financial aid. These loans are received through a bank and there are several types available. Financial Aid Office personnel will work with a student to determine the best type of loan and provide an application form. Alternative loans will be counted as pending aid against the student account for a period not to exceed 60 days after the loan has been certified. After that time such loans will automatically be removed from the student’s pending aid. The alternate loan, however, may still be processed and applied to the student account.
APPLICATION FOR FINANCIAL AID

Procedure: Because a student’s family situation can change significantly during an academic year, Asbury requires each student to apply annually for financial aid. Complete and submit all necessary institutional forms for financial aid before March 1, for optimum consideration.

Complete and submit a Free Application for Federal Student Aid (FAFSA) before March 1, for optimum consideration.

Kentucky residents especially should file before March 1 to ensure maximum consideration for the state grant program. Students from other states with grant programs should check with them for filing deadlines.

Applications for financial aid can be obtained by writing to the Financial Aid Office, Asbury College, One Macklem Drive, Wilmore, KY 40390.

Students who do not have all the necessary paperwork in will not be given credit for any pending aid. This will directly affect the balance due and any payment plans.

Repayment Policy: A portion or the entire amount of the cash disbursement may have to be repaid to the awarding program(s) when a student has received a cash disbursement in the form of a check (or cash) from Title IV, Kentucky Higher Education Assistance Authority, Pennsylvania Higher Education Assistance Agency, the State of Vermont Student Assistance Corporation grants, or non—Title IV programs. Full repayments of the cash disbursement amounts will be required if:

- The student was not eligible to receive the funds when they were disbursed.
- The student officially or unofficially withdraws from or is expelled by the College before the first day of classes for a payment period.
- The student unofficially withdraws from the College, and the institution is unable to document the student’s last day of attendance.

Financial Aid Refunds: A financial aid refund is different from a refund of tuition charges. For a discussion of a refund of tuition charges please refer to the “Expenses: Refunds” section that precedes the financial aid section. A financial aid refund is defined as unearned financial aid paid back to its source upon a student’s withdrawal from the college. Official withdrawal means that the student has notified the proper offices before leaving school. Unofficial withdrawal occurs when a student simply leaves school without notifying the proper offices. In this scenario the refund can only be calculated based on the last documented date of attendance. A copy of refund worksheets may be obtained from the financial aid office.

Return of Title IV (Federal) Financial Aid: When a student withdraws during a term, the amount of federal financial aid earned by the student is determined on a pro-rata basis up to the end of 60 percent of the term. For example, if the student has completed 30 percent of the term, he/she has earned 30 percent of the aid originally scheduled to be received. Once a student has completed more than 60 percent of the term, he/she has earned all of his/her financial aid. (Federal Work-Study funds are excluded from the return of Title IV funds requirements.)

If a student has received excess funds, the college must return a portion of the excess equal to the lesser of: The student’s institutional charges multiplied by the unearned percentage of
funds or the entire amount of excess funds. 

If the aid to be returned is in the form of a loan that has been released to the student (or parent) borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of time. If the aid to be returned is in the form of grant funds, the law provides that the student must repay 50 percent of the grant rather than 100 percent.

**Order of Federal Funds To Be Returned:** The funds must be credited to outstanding loan balances or to any amount awarded for the term in which a return of funds is required in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Perkins Loans
- Federal PLUS Loans received on behalf of the student
- Federal Pell Grants
- Federal SEOG Grants
- Other Title IV assistance

**Refund Of Institutional Financial Aid:** The refund/cancellation of institutional financial aid follows the pro-rata policy for the cancellation of institutional charges. When a student withdraws by the end of the tenth week of the term, a pro-rated portion of his/her institutional financial aid will be returned to the program(s) from which the student received funds. A student who withdraws within five days of registration will have 100 percent of financial aid refunded.

Financial aid will be refunded according to the following schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second</td>
<td>90%</td>
</tr>
<tr>
<td>Third</td>
<td>80%</td>
</tr>
<tr>
<td>Fourth</td>
<td>80%</td>
</tr>
<tr>
<td>Fifth</td>
<td>70%</td>
</tr>
<tr>
<td>Sixth</td>
<td>60%</td>
</tr>
<tr>
<td>Seventh</td>
<td>60%</td>
</tr>
<tr>
<td>Eighth</td>
<td>50%</td>
</tr>
<tr>
<td>Ninth</td>
<td>50%</td>
</tr>
<tr>
<td>Tenth</td>
<td>40%</td>
</tr>
<tr>
<td>Eleventh</td>
<td>30%</td>
</tr>
<tr>
<td>Twelfth</td>
<td>20%</td>
</tr>
<tr>
<td>Thirteenth</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Refund of Private Scholarships and Grants:** Unless otherwise requested by the donor, the refund of private assistance follows the pro-rata policy for the cancellation of institutional charges and financial aid.

**Refund of Kentucky Tuition Grant and K.E.E.S.:** Kentucky Tuition Grant, CAP Grant, K.E.E.S., and Teachers Scholarship will be refunded on a pro-rata basis to the state under the same schedule that institutional aid is refunded.

**Out of State Program Refunds:** Refunds for out of state programs will be done in accordance with the requirements of those states.
ACADEMIC PROGRESS AND FINANCIAL AID

The Higher Education Amendments of 1986 mandate that all students receiving Federal student aid funds be required to make measurable academic progress toward a degree.

The awarding of financial aid is based upon satisfactory academic progress. “Satisfactory academic progress” is comprised by two components: (1) completed semester hours; and (2) adequate cumulative grade point average.

The Financial Aid Office monitors semester hours of students receiving aid to ensure that an appropriate load is maintained according to the following chart:

<table>
<thead>
<tr>
<th>Aid status</th>
<th>Required semester load</th>
<th>Required annual hours completed to continue receiving aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>¾ time</td>
<td>9-11</td>
<td>18</td>
</tr>
<tr>
<td>½ time</td>
<td>6-8</td>
<td>12</td>
</tr>
</tbody>
</table>

A student considering dropping below 12 semester hours should contact the Financial Aid Office to discuss how such a change will affect financial aid.

A student who drops below 12 semester hours per semester or fails a course is REQUIRED to contact the Financial Aid Office.

The Registrar will regularly inform the Financial Aid Office concerning the enrollment status and academic progress of all students.

Incomplete courses count as hours attempted but not as hours completed.

Students who change enrollment status during the academic year will be expected to earn the minimum number of semester hours during each semester to maintain satisfactory academic progress. For example, a student who receives aid as a full-time student during the fall and as a half-time student in the spring semester is expected to earn a minimum of 18 semester hours during that academic year.

If a student receives financial aid during the regular academic year, but fails to earn the minimum number of semester hours, he/she may attend summer school to make up the necessary semester hours.

If a student chooses not to go to summer school to make up the necessary semester hours, no financial aid can be awarded until the student has made up those semester hours. For example, if a student is short 8 semester hours of being in satisfactory progress, and then satisfactorily completes a minimum of 8 semester hours during the fall term (for which the student has paid), the student’s aid will then be reinstated for the next term attended as funds are available. The Associate Academic Dean monitors adequate cumulative grade point average according to the following scale:

<table>
<thead>
<tr>
<th>ACADEMIC PROGRESS SCALE</th>
<th>Semester hours Attempted</th>
<th>Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 — 19</td>
<td>1.70</td>
</tr>
<tr>
<td></td>
<td>20 — 35</td>
<td>1.80</td>
</tr>
<tr>
<td></td>
<td>36 — 59</td>
<td>1.90</td>
</tr>
<tr>
<td></td>
<td>60 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Students who do not satisfy the academic progress scale are placed on academic probation for a semester and continue to receive aid.

Students who fail to satisfy the academic progress scale after a semester of academic probation may be allowed to continue and to receive aid for an additional semester of academic probation if it is determined that they are making suitable academic progress or they may be placed on academic suspension and not allowed to enroll for one semester (not including summer).

Students placed on academic suspension shall forfeit all financial aid until such time as they are again meeting the minimum standards.

Students, placed on academic suspension, who are re-admitted, will have the status of “suspended with permission to enroll.” At such time as these students reach the minimum academic standards, they will again be eligible for financial aid.

Reinstatement of aid is also dependent on availability of funds.

The maximum time frame a student can receive financial aid is equal to 150% of the normal expected time it takes to complete the academic program. The normal expected time frame to complete a degree program at Asbury College is 4 years; therefore, a student may receive financial aid for a maximum of 6 years or 12 semesters at a full-time rate.

Appeals Procedure
There are occasions when a student may be denied financial aid. The reasons for denial may include some of the following:

Annual income and assets of parents are sufficient to meet educational costs.
Annual income and assets of student and/or spouse are sufficient to meet educational costs.
Student is not making satisfactory academic progress toward a degree.
Student owes a refund or repayment on previous aid and/or is in default on student loan payments.
Student is taking less than a half-time load.
Student is not a citizen or permanent resident of the United States (required for Federal programs).
Other resources listed by the student should be adequate to meet educational costs.
Student has failed to provide sufficient information in order for an award to be made or has failed to provide requested documentation on reported information.

There are also times when a family’s financial resources may change after the original application is submitted and a review of aid awarded is in order.

A student who loses financial aid based upon the academic progress policy or concerning any of the items mentioned above may appeal the loss of funds to the Financial Aid Appeals Committee. The Financial Aid Appeals Committee will consist of the Director of Financial Aid, the Assistant Director of Financial Aid, the Assistant Vice President for Business Affairs, and the Associate Academic Dean. Information regarding the appeal process may be obtained in the Financial Aid Office.

Any appeal for reconsideration must be made to the Financial Aid Committee in writing. An interview may also be needed to clarify new information or the presentation of documentation may be required for verification of data. In all cases, a student will receive a written response to his/her appeal from the Financial Aid Committee.
Satisfactory Progress for Graduate Students

Scholarship standards, probation, and suspension policies for graduate students are outlined in the Graduate Program section of this Bulletin.

The time limit for the completion of the M.A. degree is stated in the Graduate Program section under Special Rules, paragraph 3.

All students including graduate students are subject to the Academic Progress and Financial Aid policy described above except as more specifically delineated below.

All students including graduate students are subject to the Appeals Procedure for financial aid as stated above.

All students including graduate students are subject to the Appeals Procedures—Academic as delineated in the Academic Policies and Procedures section of the current Bulletin.

In order to be eligible for financial aid (i.e., loans), graduate students must be enrolled for a minimum of 5 semester hours in any semester (fall, spring, and/or summer) and be making satisfactory progress toward the completion of the M.A. degree. The various M.A. degree programs require in the range of 32 to 52 semester hours to complete. Normally a graduate student should be completing at least 10 semester hours per academic year.

Students receiving financial aid (loans) must complete a minimum of five hours per semester and therefore will be making satisfactory progress as described above.

At the end of each semester (including summer) all graduate students will be reviewed by the Associate Academic Dean with regard to (1) academic status (scholarship standards) and (2) satisfactory progress. Students found not to be meeting the scholarship standard of a 3.00 cumulative grade point average will be handled as outlined above. Students found not to be making satisfactory progress (failure to complete all hours attempted) will be reported to the Director of Financial Aid. The Associate Academic Dean together with the Director of Financial Aid will make a decision regarding the appropriateness of continued aid (i.e., loans). Such a decision may be the termination of further aid or the continuation of aid under specified conditions.

Policies

1. Claims regarding financial aid award eligibility must be made during the academic year for which the aid is intended. Students pursuing a second bachelor’s degree will only receive government or alternative loans based on remaining eligibility.
2. Unless otherwise noted the following rules apply to all institutional financial aid:
3. Students who enroll for fewer than 12 hours are not eligible to receive a scholarship except in the case of a last semester senior who may receive the scholarship but only in the appropriate percentage of the tuition charged.
4. For optimal consideration, all financial aid materials should be submitted by March 1. For further information, please contact the Financial Aid Office.
5. Institutional Financial Aid may be extended beyond the four-year limit (eight semesters) for students enrolled in specific majors requiring more than eight semesters as determined by the College. Majors for 2006-2007 that meet this exception are: Health Education and Physical Education Grade P - 12; Music Grades P - 12; and Chemistry Grades 8 - 12. Students in these majors may receive institutional financial aid for nine semesters.
6. Home-schooled students are eligible for Presidential Scholarships and other college scholarships. Eligibility is based upon the student achieving a qualifying score on the ACT or
SA T. Class rank and high school GPA will not be considered. Students must complete the home school requirements of their home state.

7. Students who enroll in an officially approved special program (see Special Programs section of this Bulletin) may receive college financial aid for the program. However, college financial aid will not be given to repeat the same special program.

8. Students in the 3/2 Engineering program at the University of Kentucky will have aid processed by U.K. when attending U.K. during their 4th year.

9. In order to receive Asbury College Institutional Aid for the 2007 – 2008 school year, students enrolling in the Fall must have their files completed by October 1, 2007, and students enrolling in the Spring must have their files completed by February 1, 2008. A completed file includes received FAFSA information, completed verification if selected, and completion of all information deemed necessary by the financial aid office. Students who complete their files after the deadline will be eligible for any available federal and/or state aid, but not Asbury College aid.
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ROY L. LAUTER

ROBERT R. MOORE
Professor of Bible and Theology, 1975-2002; B.A., Emory and Henry College, 1969; M.Div., Asbury Theological Seminary, 1972; Ph.D., Emory University, 1982

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Professor of Psychology, 1962-2004; B.A., Asbury College, 1960; M.A., University of Kentucky, 1963; Ph.D., University of Kentucky, 1969

W. PHILIP THORNTON
RONALD G. WELLING  

FRANK H. WILBUR  
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STANLEY F. WIGGAM  
Dean of Admissions, 1987-2006; Associate Professor of Physical Education, 1965-2006; B.S., Greenville College, 1964; M.S., Eastern Illinois University, 1965

PART-TIME AND SPECIAL FACULTY 2007-2008

Rosalyn M. Akins, B.A. (Education)  
Katherine A. Alberts, B.M. (Music)  
James E. Aller, M.Ed. (Physical Education)  
Cheryl L. Amstutz, B.S (Music)  
Sandra L. Anderson, M.A. (General Studies)  
Bethany P. Barker, M.S. (Physical Education)  
Robert S. Barnard, Ph.D. (Management)  
Andrew E. Bathje, M.A. (Recreation)  
Clyde E. Beavers, D.M.A. (Music)  
Alva E. Beers, M.Div. (Music)  
Gary E. Black, M.A. (Communication)  
William L. Bland, B.S.Ed. (Physical Education)  
Bryan P. Blankenship, M.B.A. (Management)  
J. Stephen Boyd, M.B.A. (Business)  
Patricia J. Bracken, D.M.A. (Music)  
Susan B. Braden, M.A. (English)  
Eric C. Brown, M.M. (Music)  
Robert S. Bryant, M.M. (Music)  
Arthur W. Burdick, M.B.A. (Economics)  
Heidi N. Coffee, M.B.A. (Business)  
Joann E. Cullip, M.A. (Education)  
Timothy J. Davis, M.F.A. (Theatre)  
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Megan L. Estelle, M.A. (General Studies)  
Becky B. Faulconer, M.A. (Art)  
T. Joshua Fee, M.Div. (Management)  
Samuel K. Gilmore, Ph.D. (Biology)  
Katherine P. Gordon, B.A. Ed. (Education)  
Glenn R. Hamilton, M.B.A. (Management)  
Michael Hamilton, J.D. (Management)  
David W. Harrity, M.F.A. (English)  
Paul D. Hickner, M.M. (Music)  
Joy O. Ireland, M.Div. (General Studies)  
Bradley T. Johnson, M.A. (Bible)  
Timothy R. Johnson, M.S. (Music)  
Michael J. Kane, Ph.D. (Business)  
Wesley H. Kawaja (Media Communications)  
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Bradley S. Kerns, M.M. (Music)  
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Brian P. Kinney, M.B.A. (Business)
Kristine L. Kirsh, B.S. (Music)
Daniel B. Lewis, M.Div. (Christian Ministries)
Matthew D. Lewis, B.A. (Health)
Nam-Hee Lim, Ph.D. (Music)
James J. Lyons, M.Div. (Philosophy)
Debra S. Macquown, M.A. (English)
Richard L. Masters, J.D. (Business Law)
Douglas D. Mellor, M.A. (Art)
Jeremy R. Mills, M.A. (Education)
John R. Morley, M.A. (Christian Ministries)
Yvonne C. Moulton, M.A.Ed. (English)
James R. Noble, M.A.I.S. (Accounting)
Joshua T. Oakley, M.S. (Physical Education)
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Linda M. Pickerill, M.A. (Music)
H. Lee Rainwater, M.S. (Physical Education)
David C. Randall, Ph.D. (Biology)
Edward H. Ray, M.B.A. (Finance)
Stephen D. Rehner, M.B.A. (Business)
Carl A. Rhodes, M.A. (Education)
Kenneth P. Rietz, Ph.D. (Mathematics)
Jonathan D. Riley, M.F.A. (Art)
Jonathan B. Roller, Ph.D. (Music)
Margaret A. Saunders, B.A. (Music)
Cheryl A. Schell, B.S. (Music)
Kelly J. Sikorski, M.A. (Music)
Gregory N. Stepp, M.A.Ed. (Music)
Stephen P. Stratton, Ph.D. (Psychology)
T. Gregory Strouse, M.A.Ed. (Music)
Timothy D. Thompson, M.A. (General Studies)
Philip H. Troutman, M.Div. (Leadership)
Joyce A. Underwood, M.S.T. (Biology)
Mark A. Vanderpool, M.Div. (Leadership)
Deborah L. Vetter, M.A. (General Studies)
Nathan E. Waggoner, M.A. (Media Communications)
Laura A. Walther, M.S. (Chemistry)
James C. Webb, M.P.A. (Business)
Stephen M. Wellman, M.A. (Philosophy)

Mary Ann Wilder, M.M. (Music)
Elizabeth M. Wolfe, M.M. (Music)
Rebecca A. Wood, M.S.Ed. (Mathematics)
S. Brian Yeich, D.Min. (Leadership)
Aihua C. Yin, Ph.D. (Chinese)
STATISTICAL SUMMARY AND NOTICES

Fall Enrollment 2007

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Geographic Distribution of Students

Top Ten States

Kentucky ......................................................... .459
Ohio ............................................................. .133
Indiana ............................................................ .77
Pennsylvania .................................................... .67
Florida ............................................................ .47
Georgia ........................................................... .43
Illinois ............................................................ .42
Michigan .......................................................... .41
North Carolina ................................................... .31
Texas .............................................................. .31

Foreign Countries Represented

Bangladesh ......................................................... .1
Myanmar ........................................................... .1
Canada ............................................................. .4
China ............................................................... .2
El Salvador ......................................................... .1
Germany ........................................................... .1
India ................................................................. .2
Kenya ............................................................... .1
Republic of Korea ............................................... .1
Slovakia ........................................................... .1
Sudan ............................................................... .1
United Kingdom ................................................... .1
Zimbabwe ........................................................... .1

Enrollment of Students by Denomination

Top Fifteen Denominations

United Methodist ............................................... .266
Baptist (All Groups) ............................................. .181
Independent or Community Church ......................... .161
Christian Church (All Groups) .............................. .137
Nondenominational ............................................. .54
Christian and Missionary Alliance ......................... .50
Presbyterian (All Groups) ..................................... .40
Free Methodist ................................................... .35
Salvation Army .................................................... .35
Assembly of God .................................................. .31
Nazarene ........................................................... .29
Evangelical Free .................................................. .26
Church of God .................................................... .25
Wesleyan Church ................................................... .19
Church of Christ ................................................... .15
NOTICES
This Bulletin is for informational purposes and does not constitute a contract. Announcements in this Bulletin concerning regulations, fees, curriculum, or other matters, are subject to change without notice.

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

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

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

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

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

As required by the Student Right-to-Know Act (101-542), Asbury College hereby reports that the graduation rate for the cohort of first-time (new), full-time freshmen who entered in the Fall 1994 cohort is 50.3%; the graduation rate for the Fall 1995 cohort is 61.6%, the grad-
ulation rate for the Fall 1996 cohort is 57.4%; the graduation rate for the Fall 1997 cohort is 62.7%; the graduation rate for the Fall 1998 cohort is 69.7%; the graduation rate for the Fall 1999 cohort is 69.3%; the graduation rate for the Fall 2000 cohort is 63.5%; the graduation rate for the Fall 2001 cohort is 64.0%; and the average for these eight cohorts is 62.9%. This represents the number of students in the cohort who earned a degree within six years of matriculation. Questions regarding these statistics should be addressed to Dr. T. L. Thomas, Associate Academic Dean, at 859-858-3511 extension 2180.

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