



**ASBURY UNIVERSITY**

*Academic Excellence & Spiritual Vitality*

# UNIVERSITY COURSE CATALOG

## 2017-2018

## GRADUATE

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ASBURY UNIVERSITY  
ONE MACKLEM DRIVE  
WILMORE, KENTUCKY 40390

# GRADUATE COURSE CATALOG

## Listed alphabetically by prefix code

*[Indication of 'typical term course offered' is a general guideline for informational purposes only and is subject to change.]*

## COMMON COURSE NUMBERS WHICH MAY BE USED ACROSS GRADUATE DEPARTMENTS

\_\_\_ **593 Seminar Course (1 – 6)** Beginning master's level, non-regular course offered occasionally which covers topics selected by the department.

\_\_\_ **691 Independent Study (0.5 – 6)** Individualized study of a topic of interest beyond the content of regular course offerings, involving a minimum of 1 – 3 meetings with instructor during semester. . *Contract required.*

\_\_\_ **692 Directed Study (0.5 – 6)** A faculty-directed study on a topic of interest beyond the content of regular course offerings. Requires a minimum of 50 minutes per week with instructor during the semester. *Contract required.*

\_\_\_ **693 Seminar Course (1 – 6)** Upper master's level, non-regular course offered occasionally which covers topics selected by the department.

\_\_\_ **635 Internship (0.5 – 9)** Course and grade based on time spent in practical experience; required in several. *Contract required.*

\_\_\_ **799 Graduate Thesis/Project (1 – 9)** Course to allow graduate students working on master's level research, theses or creative projects to remain enrolled until satisfactory completion of the requirement. Load Credit/Credit/No Credit. *Contract required.*

## ACCOUNTING GRADUATE

**ACG 501 (3) Advanced Auditing**—This course focuses on advanced topics related to auditing standards. This course utilizes case studies to explore the auditor's ethical responsibilities, the profession's impact on stakeholders, auditing techniques, internal control evaluation, fraud detection, and other contemporary auditing issues. Prerequisites: ACC 402 or equivalent. (Occasional offering)

**ACG 502 (3) Advanced Taxation**—This course will explore the rules affecting regular taxation of corporations from initial organization, to capital structure, distributions, dissolution, and liquidation. Specifically, this course focuses on advanced issues related to Federal income taxation of partnerships, corporations, S-corporations, estates, trusts, and gifts. Prerequisites: ACC 307 or equivalent. (Occasional offering-fall.)

## BIOLOGY EDUCATION

**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. (Contract course)

**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. Pre-requisite: BLG 510. (Contract course)

## CHEMISTRY EDUCATION

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

**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. Pre-requisite: CHG 510. (Contract course)

## DIGITAL STORYTELLING

**DSG 550 (3) Master Storytellers Seminar**—This online course will focus on developing analyses and critiques of master filmmakers. Students will review a selected collection of films from some of the most talented directors in cinematic history and to post critiques/analysis for each film in an online forum each week. Learning outcomes will reflect an ability to develop lucid insights into the director's storytelling techniques, visual conventions and interpret messages and agendas with a Biblical worldview. Classic films will be reviewed. [was DSG 621] (Typically Fall)

**DSG 582 (3) Feature Film Screenwriting**—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. Prerequisite: DSG 550 or 621. (Typically Spring)

**DSG 585 (3) Cross Platform Storytelling**—Students will learn the theoretical foundations of designing nonlinear and interactive narratives across a variety of communication technology contexts, including social media, virtual worlds and video games. This course will be writing-intensive, with projects focused on creating effective narratives for multiple digital platforms. Upon completion of this course, students will possess the theoretical and practical knowledge to produce quality stories in a diversified media landscape. Prerequisite: DSG 550 or 621. (Typically Spring)

**DSG 600 (3) Reading the Great Scripts**—What do Preston Sturges, William Goldman, Joseph Mankiewicz, Billy Wilder,

and Christopher Nolan have in common? They are great screenwriters. Students will read the scripts of the greatest screenwriters and analyze them for story structure, dialogue, pacing, character development, action and all the many elements that make up the emotional Swiss watch we call a screenplay. (Typically every other fall-even years)

**DSG 610 (3) Cinematography Theory & Practice**—An in-depth exploration of the theory and practice of cinematography and lighting for film and television. Students will study the techniques of the leading directors of photography. Prerequisite: MC 302 or equivalent. (Typically Summer)

**DSG 612 (3) Summer Film Production**—Class participants will assume a specific production role in the department's summer film project. This will be a three-week intensive course/project that will occur on campus during the summer. Students will apply classroom-learned theory to a real life professional production project. Repeatable. Fee (Typically offered every other summer-odd years)

**DSG 613 (3) Summer Television Production**—Class participants will assume a specific production role in the department's summer television project. This will be a three-week intensive course/project that will occur on campus during the summer. Students will apply classroom-learned theory to a real life professional production project. Repeatable. (Typically every other summer-even years)

**DSG 614 (3) Writing the One-Hour drama**—This course will move students from theory to practice in its focus on the writing of a one-hour dramatic television show. Students will create their own original pilot, determining how their series will function and what the genre will be. They will move from outline to draft and then a final script. Prerequisite DSG 550. (Typically every other spring-even years)

**DSG 616 (3) Writing the half-hour comedy**—This course explores the creation of the weekly half-hour episodic television program by examining the acting and story structure, scene development, pacing the voicing of characters, and the pragmatics of weekly program production. Students will go through the process of creating a "spec" script for an existing comedy series, including "pitching" their story ideas, developing plot elements, creating a scene outline, and finally writing a "table draft" script. Prerequisite DSG 550. (Typically every other fall-odd years)

**DSG 620 (3) Rewriting the Script**—The course covers the actual process of rewriting something created in a previous writing course class. This includes what to expect through development, how to address studio/producer notes, how to handle a rewrite meeting, and pitching your take on a rewrite job. Prerequisite: DSG 550 and one of the following: DSG 582, 612, 614, or 616. (Typically every other spring-even years)

**DSG 625 (3) Deconstructing the Documentary: Myths, Propaganda, & the Truth**—This course will review the history and agendas of documentaries from Robert Flaherty, to Leni Riefenstahl, to Michael Moore to Ken Burns to Morgan Spurlock to Dana Brown. Students will read relevant articles, books and review a planned succession of documentary films and series. They will post weekly essays reflecting a thoughtful analysis of the meaning and agendas of the various documentaries reviewed. Learning outcomes will

include research strategies, critical analysis and worldview insight. Pre-requisite: DSG 550 or 621. (Typically Fall)

**DSG 630 (3) Viral Marketing, Methods, Messages & Media**—In this online course, students will learn the theoretical foundations of viral marketing, as well as how to successfully apply viral marketing concepts to a communication campaign. Student will investigate real-life viral marketing examples in diverse contexts, including political, business and non-profit/ministry arenas. (Typically Spring)

**DSG 640 (3) Communication Research Methods: Creativity, Tools & Evaluation**—This course provides graduate students with the theoretical and practical knowledge necessary to ask meaningful research questions and to investigate those questions appropriately. Assignments will allow students to apply course concepts within their own specific vocational contexts. (Typically Fall)

**DSG 642 (3) Media Ethics & Criticism**—Students will read, review, and analyze ethical philosophies and criticism using a Biblical worldview, and will then apply relevant principles to critique current examples of media storytelling. (Typically Fall)

**DSG 650 (3) The Business of Media**—So you have a screenplay. Now what? Learn how to start with the end in mind: Exhibition, and reverse engineer the process through distribution, marketing, financing, and assembling the creative team to make a green light for the project possible. Other topics will include working with agents & managers, the development process, and creating a budget. (Typically every other fall-odd years)

**DSG 655 (3) Directing for Television & Film**—Students will explore the role of the director in television and film. The course will be a mix of theory and hands-on directing experiences. Students must provide their own video camera and editing equipment for this class. Recommendations are available from the instructor. (Typically every other spring-odd years)

**DSG 680 (3) Los Angeles Media Workshop**—Students will spend two week in Los Angeles in an intensive exploration of the various facets of television and film production. This workshop-style course will spend time with production professionals and cover areas such as lighting, design, writing, studio back lots and acting. (Typically summer)

**DSG 692 (3) Directed Study**—A supervised, directed study of a selected topic in cinema or digital storytelling. May be taken more than once. (Contract Course)

**DSG 699 (0) DSG Equipment Lab**—Provides access to equipment on campus when needed for completion of projects in specific Digital Storytelling courses. Co-requisites: DSG 691, 692, or 799. Credit/No Credit. Fee. (Contract course)

**DSG 710 (3) Apprenticeship Program**—(generally off-campus) Graduate students will serve in an apprenticeship role directly under a qualified experienced industry professional (resume must be presented to faculty) in the production of a movie, advanced web site, magazine or the production of a music CD. This program requires a minimum of 160 hours under the guidance of a professor and/or qualified industry professional. Faculty strongly recommends a secular apprenticeship. Must be approved by faculty advisor. (Contract Course)

**DSG 799 (1-6) Master's Thesis/Creative Project**—This is a guided individualized mentoring experience in which the

student is assisted through their thesis or creative project under the direction of a faculty member. Projects may include a research paper, video/film project (20-30 minutes in length), a viral campaign, audio project or other media-related project. This usually takes more than one semester for completion. Thesis/project must be approved by the faculty advisor before beginning the project. Final thesis must be presented to the faculty committee for final approval. Minimum 5 credits required for degree. May be repeated additional semesters for 1.0 credit each semester to continue work until final faculty committee approval is obtained. Prerequisite: Must have completed a minimum of 12 hours before beginning the thesis. Repeatable. Load Credit/Credit/No Credit. (Contract Course)

## EDUCATION GRADUATE

**EDG 500 (2) Clinical Component I**—This course, in conjunction with clinical experiences, provides prospective teacher education candidates a variety of concepts, skills and performances considered essential to the successful completion of a graduate degree at Asbury University. Experiences will include introduction to the conceptual framework, the performance assessment system, the digital course management system, writing, and library skills. The clinical experience portion is the first integrated clinical experience designed to provide authentic exposure to public school classrooms. Clinicals: 50 hours. Fee. (Typically Fall & Spring)

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

**EDG 505 (3) Learning Theories & 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. (Typically Summer)

**EDG 510 (3) Culture, Design & Management for Secondary Schools**—A study of theory, culture, methodology, and environment. Classroom culture, climate, daily organization, conferencing skills, managing the work load, teaching style, as well as teacher/student and teacher/parent relationships will be explored. Emphasis will be given to the moral dimension of teaching and classroom interaction. Fee. (Typically Spring)

**EDG 525 (3) Middle School Curriculum & 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. Fee. (Typically Spring)

**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. Fee. (Typically Summer)

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

**EDG 593 (1-3) Graduate Seminar**—Seminars, special cross-cultural and diverse graduate experiences as well as extended field experiences supervised by faculty, with appropriate reading and assessment. Fee. (Occasional Offering)

**EDG 595 (1-3) Graduate Extended Field Experience**—Extends the graduate field experiences currently integrated within each of the Graduate Education majors. It will (a) assist the student to connect theory and practice; (b) provide a sense of flow and schedule of a typical school day; (c) enable in-depth and extended interaction with classroom teachers and students, and (d) help the candidates apply content from graduate course work in lesson planning and teaching. Candidates are involved in planning for and implementing lessons for both small and whole group instruction. This course also offers expanded opportunities for candidates who desire additional experiences in urban settings or with students who have diverse learning needs. Fee. (Occasional Offering)

**EDG 601 (2) Graduate Education Clinical Component II**—This is the second integrated clinical course that provides prospective teacher education candidates with analytical experiences across various disciplines through inquiry-based instruction with P-12 students. Candidates will spend 150 clinical/field hours in a variety of authentic settings where they will build upon experiences in EDG 500. Performance work sample requirements will include design, diagnosis, analysis, and prescribing to enhance student success. This component is also designed to further facilitate students' ability to work in schools with a high population of P-12 diverse students. Supervision and mentoring with be provided for each educator. Clinicals: 150 hours. Pre-requisites: EDG 500. Pre-requisites for ESLG students: EDG 500, 618. Fee. (Typically Fall & Spring)

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

**EDG 628 (2) Interventions for Differentiation**—The course focus is the teacher's role in creating collaborative structures that provide interventions to ensure the learning for each child. Through two modules of study that impact student learning and classroom management, candidates analyze Response to Intervention (RTI) for students as well as analyze and assess effective collaboration models for English Language Learners (ELL) and students with exceptionalities. To ensure the needs of all students can be met in the regular education classrooms, students will acquire an understanding of language acquisition theories and research based practices for English Language Learners. Students will design

an Intervention for Differentiation Plan of Action. Module 1: Response to Intervention (RTI) for Students; Module 2: Building Collaborative Models of Instruction for English Language Learners and Students with Exceptionalities Fee. (Typically Fall, Spring & Summer)

**EDG 630 (3) Secondary Methods & Strategies**—The study of methods, materials and strategies 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. Strategies for the 21<sup>st</sup> Century learner will be integrated throughout this course. Pre-requisite: EDG 585. Fee. (Typically Fall)

**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. Clinicals: 2 hours. Fee. (Typically Spring & Summer)

**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. Pre-requisite for students in Special Education program: SEG 670; Pre-requisite for students in Literacy program: LTY 642. Fee. (Typically Fall & Spring)

**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 presented and approved. Student must register for additional semesters for 1.0 credit each until final passing approval is obtained. Pre-requisite: EDG 680. Load Credit/Credit/No Credit. Fee. (Typically Fall, Spring; Summer—with prior department approval. Contract required for each additional term)

**EDG 700 (2) Graduate Education Clinical Component III (For MAT Candidates with Option 6 Alternative**

**Certification**—This third integrated clinical course provides prospective Option 6 Alternative Certification route teacher candidates with continued analytical experiences across various disciplines through inquiry-based instruction with P-12 students. Candidates will spend 150 clinical/field hours in a variety of authentic settings where they will build upon experiences in EDG 500 and 601. Performance work sample requirements will include design, diagnosis, robust data analysis, and prescribing to enhance student success. This component is also designed to further facilitate students' ability to work in schools with a high population of P-12 diverse students. Supervision and mentoring will be provided for each educator. Clinicals: 150 hours. Pre-requisites: EDG 601 or SEG 601. Fee. (Typically Fall & Spring)

**EDG 701 and 702 (2-6) Graduate Education Clinical Component III (For MAT Candidates Without Option 6)**—This third integrated clinical course provides prospective teacher education candidates with continued analytical experiences across various disciplines through inquiry-based instruction with P-12 students. For those candidates in the

MAT program and who are not currently employed as a teacher by a school district, a teaching experience of 70 days will be required in a variety of authentic settings where they will build upon experiences in EDG 500 and 601. Supervision and mentoring will be provided for each educator. Following meeting with Director of Clinical Experiences, candidates will be registered by the School of Education for the necessary clinical courses (6 hours total). Pre-requisites: EDG 601. Fee. (Typically Fall & Spring)

**EDG 793 (1-3) Leadership Seminar**—Leadership seminars, cross-cultural and diverse leadership experiences and special extended field experiences supervised by faculty, with appropriate reading and assessment. Fee. (Occasional Offering)

**EDG 795 (1-3) Extended Leadership Field Experience**—This course extends the field experiences currently integrated within each of the graduate leadership majors. It will (a) assist the candidate to connect theory and practice; (b) provide a sense of flow and schedule for leadership in a typical school day; (c) enable in-depth and extended interaction with school administrators, classroom teachers, students, and parents, and (d) help the leadership candidate apply content from leadership courses. Candidates are involved in planning for and implementing leadership activities for both small and large groups. This course also offers expanded opportunities for candidates who desire additional experiences in urban settings or with students who have diverse learning needs. Fee. (Occasional Offering)

## ENGLISH EDUCATION

**ELG 510 (3) Advanced Topics in English**—Students 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. (Contract course)

**ELG 610 (3) Advanced Independent Research**—Students 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. (Contract course)

## EDUCATION SOCIAL WORK

**ESW \_\_\_\_\_**—denotes a MSW program utilizing a course from the graduate education program.

**ESW 520 (3) Exceptional Learner in the General Education Classroom**—(SEG 520) 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. School-

embedded clinical experience required. Clinicals: 10 hours. Fee.

**ESW 630 (3) Behavioral Intervention of Students with Learning & Behavior Disabilities**—(SEG 630) 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). Clinicals: 15 hours. Pre-requisite: SEG 520 or equivalent. Fee.

**ESW 632 (3) Collaboration and Advocacy for Special Populations**—(SEG 632) 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. Clinicals: 5 hours. Pre-requisite: SEG 520 or equivalent. Fee.

**ESW 638 (3) Introduction to Students with Learning & Behavior Disabilities**—(SEG 638) 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) Clinicals: 10 hours. Pre-requisite: SEG 520 or equivalent. Fee.

## FRENCH EDUCATION

**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. (Contract course)

**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. (Contract course)

## INSTRUCTIONAL DESIGN GRADUATE

**IDG 550 (2) Project Management**—This course explores project management methodologies, procedures, and tools and their applications related to the creation and implementation of educational and training solutions. The course emphasizes strategies for managing human, financial, and technology resources based upon the constraints, scope, and nature of the project being designed. Prerequisite: completion of 200-level ID courses. (Occasional Offering)

## LEADERSHIP IN EDUCATION

**LDG 610 (3) Leading by Design: Creating Small Learning Communities**—Four modules explore the facets of teacher

leadership. Module 1: Understanding a Professional Learning Community; Module 2: Building Shared Goals; Module 3: Managing Shared Work; Module 4: Field Experience—Opportunities to work in authentic leadership settings, shadowing school leaders and engaging in small learning communities. Clinicals: 20 hours. Fee. (Typically Spring)

**LDG 614 (3) Instructional Leadership**—Module I: This course provides facilitation of a variety of skills considered essential to the successful completion of the Literacy Specialist degree at Asbury University. Module II: Benchmarks of instruction will be explored using the standards within content areas of instruction with strategies to align and deliver that content. Module III: Facilitation of developing effective interpersonal communication skills as well as coaching and collaboration will be provided. Fee. (Typically Fall & Spring)

**LDG 618 (3) Instructional Leadership: Part II**—Module 1: Teaching for Understanding—Designing a unit of study that is grounded in content standards and focused on the development of understanding goals and performances of understanding; Module 2: Differentiation of Instruction—Strategies for effective classroom practice to address the needs of individual students with both informally and formally identified instructional needs; Module 3: Cultural Responsiveness—Embracing diversity, social issues and cultural responsiveness resulting in a leader developing and nurturing them within the context of a school setting; Module 4: Field Study. Clinicals: 10 hours. Fee. (Typically Fall)

**LDG 622 (3) Strategic Leadership**—Four modules designed to understand the components of school law, planning and accountability. Module 1: Using data to identify learning needs and create plans for professional growth; Module 2: Identifying Problems of Practice; Module 3: 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; Module 4: Field Study in school improvement planning. Clinicals: 20 hours. Fee. (Typically Spring)

**LDG 629 (3) Teaching Literacy & Algebraic Thinking in Elementary School**—Module 1: Understanding how to incorporate reading strategies in content area instruction in intermediate grades; Module 2: Understanding how to incorporate algebraic thinking into everyday instruction by investigating, describing and using number patterns to make predictions; Module 3: Field Study—Strategies for teaching literacy and algebraic thinking in the primary and intermediate grades. Clinicals: 10 hours. Fee. (Typically Summer)

**LDG 634 (3) Curriculum Design for Accountability**—Four modules are designed to give leaders a comprehensive understanding of the relationship between curriculum design and its impact on accountability. Module 1: Standards-based Instruction—Gaining an understanding of instruction that is rooted in state and national standards; Module 2: Curriculum Development—Learning how to design a developmental instructional sequence through alignment and mapping using standards; Module 3: 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 4: Field Study—Standards-based curriculum and instruction. Clinicals: 20 hours. Fee. (Typically Spring)

**LDG 636 (3) Assessment & Accountability in the Classroom**—Four modules are designed to prepare the

leader to maximize the implementation of assessment based upon effective use of curriculum design and accountability results. Module 1: Principles of Assessment for Learning and Assessment Quality; Module 2: Analyzing Student Work—Understanding how to utilize assessment/accountability results through research-based models; Module 3: Impacting Student Learning—Communicating Assessment Results; Module 4: Field Study—Analyzing student work. Clinicals: 20 hours. Fee. (Typically Spring)

**LDG 704 (3) School Turnaround Action Research Project: Modeling Highly Effective Leadership in Low Performing Schools. Part 1, Level II**—This course immerses the instructional leader with current school improvement and turnaround school research and provides the candidate clinical supervision in a low performing school setting. This course will provide strategies for leading and evaluating staff in low performing schools, building and sustaining community, leading positive school culture and directing intervention programs for gap students. An emphasis will be placed on working to transform education through research based effective staffing strategies, use of data to pinpoint instructional needs, professional development to address adversity and diverse perspectives as well as incorporating an enriched curriculum, including the arts. Candidates develop a leadership portfolio to demonstrate a depth of understanding of Turnaround School Models through the application of the ISLLC standards, the Kentucky Dispositions, Dimensions and Functions, and Technology Standards for School Administrators. Clinicals: 15 hours. Fee. (Typically Summer)

**LDG 705 (3) School Turnaround Progress Plan: Modeling Highly Effective Leadership in Low Performing Schools. Part 2, Level II**—This course continues to provide the leadership candidate clinical supervision as he or she completes Level II requirements. This course provides additional field experiences that address strategies for effective school turnaround and reform. It incorporates the use of the action research collected and analyzed in LDG 704 and includes effective use of 21<sup>st</sup> century technology, education accountability, and the driving principles that underpin school reform. Candidates continue to develop and complete a leadership portfolio that demonstrates a depth of understanding of turnaround school research and the ISLLC standards, the Kentucky Dispositions, Dimensions and Functions, and Technology Standards for School Administrators. At the culmination of this study, candidates will present their portfolios to an Evaluation Committee comprised of higher education and public school partners. Clinicals: 15 hours. Fee. (Typically Summer)

**LDG 706 (3) Director of Pupil Personnel: Leading Student Services**—Candidates in this course will engage in the establishment of goals for pupil services based upon data; develop organizational plans for DPP services; determine resources needed for pupil services; evaluate programs for improvement; and plan for implementation of systems for effective communication, training for teachers, administrators, students, parents, community members and stakeholders. Candidates will continue to develop and complete a leadership portfolio that demonstrates a depth of understanding of effective school research and leadership standards, the Kentucky Dispositions, Dimensions and

Functions, and Technology Standards for School Administrators. Clinicals: 50 hours. (Typically Summer)

**LDG 707: (3) Director of Pupil Personnel: Seminar/Practicum**—In this course candidates will spend 15 hours in clinical experiences with a successful DPP for the purpose of engaging in services for all students, investigating district policy and procedures as related to the pupil personnel services and collaborating with building administrators. Candidates will acquire skills in monitoring community demographics, emerging trends, resources, and pertinent student data. Candidates will learn to ensure compulsory attendance, investigate habitual truants, seek elimination of causes for irregular attendance, how to conduct effective home visits, interview students and parents, and create methods for reporting to superintendent and other stakeholders. Candidates will continue to develop and complete a leadership portfolio that demonstrates a depth of understanding effective school research and leadership standards. Clinicals: 15 hours. (Typically Summer)

**LDG 710 (3) Leading Teaching & Learning Instructional Leadership and Graduate Orientation**—This course provides facilitation of a variety of skills considered essential to the successful completion of the Principalship licensure. In this course aspiring principal candidates will learn what processes ensure congruency between the intended curriculum, the taught curriculum, and the assessed curriculum. Additionally, essential skills, strategies, and understandings are gained to provide a “guaranteed” curriculum for every child, every day. Through field study candidates learn how to use effective professional development protocols to analyze student work, reflect on instructional practice, and ensure high quality of differentiated instruction for all. An anchor assessment is completed during this field study. Module 1: The Viable Curriculum—Processes to Align, Audit, Monitor, and Evaluate Curriculum; Module 2: Analyzing Student Work—Instruction and Learning Interventions; Module 3: Ensuring High Quality Differentiated Instruction for All. Clinicals: 10 hours. Fee. (Typically Fall)

**LDG 718 (3) Understanding Assessment & Monitoring Student Performance**—This course focuses on developing an understanding of the complexity of national, state, and local assessment and how to use assessment results to communicate meaningful feedback on student performance. Candidates learn how to use assessment data to identify achievement gaps, determine instructional needs, monitor and improve curriculum and instruction. Through a field study and an anchor assessment, they use selected protocols to analyze student performance, plan and lead school improvement efforts. Module 1: Using Assessment to Improve Student Achievement; Module 2: Protocols for Analyzing Student Performance; Module 3: Using Data to Improve Student Achievement. Clinicals: 10 hours. Fee. (Typically Spring)

**LDG 720 (3) Collaborative Performance Appraisal to Improve Student Achievement**—Foundational to this course is a depth of understanding of effective teaching based on a clear vision of good instruction that is rigorous, engaging and standards-based. Candidates learn how to use the collaborative performance appraisal process that includes observation, data analysis, and formative and summative feedback to build teacher capacity and improve student achievement. Additionally, candidates participate in a field

study and complete an anchor assessment. Module 1: Understanding Quality Instruction; Module 2: Observation and Quality Feedback; Module 3: Collaborative Planning for Professional Growth. Clinicals: 10-hours. Fee. (Typically Fall)  
**LDG 722 (3) Financial Resources & Personnel Selection**—This course centers on methods of assessing the dispositions, knowledge, and strengths of applicants and selecting the most highly qualified candidates who demonstrate knowledge, skills, and philosophy aligned to the mission and vision of the school. Aspiring principal candidates learn the legal framework for selection and hiring staff as well as effective ways in which to collaborate with colleagues in the hiring process. Candidates are placed with mentor principals to participate in the staff selection process. Module 1: Effective Teachers—Selecting High Quality Personnel; Module 2: Legal Framework and Financial Resources that Support Personnel Selection. Clinicals: 10-hours. Fee. (Typically Spring)

**LDG 730 (3) Building & Sustaining Professional Learning Communities**—This course provides candidates an opportunity to explore the emerging research about effective practices for creating, maintaining, and utilizing Professional Learning Communities in schools and districts. Participation in both a course and field-based Professional Learning Community provides relevant experience to deepen understanding of key theoretical concepts and complete an anchor assessment. Module 1: Organizing Professional Learning Communities around School Vision, Mission, Goals; Module 2: Organizing and Managing Shared Work within a Professional Learning Community; Module 3: Assessing and Sustaining Professional Learning Communities. Clinicals: 10 hours. Fee. (Typically Fall)

**LDG 748 (3) Organizational Structure to Improve Student Achievement**—This course centers on the critical significance of school improvement that is built upon the foundation of mission and vision aligned to shared beliefs, common commitments and clear goals for improving student achievement. Candidates learn the budgeting process, and ways in which to align resources, operational procedures, and organizational structures to achieve the vision and mission of the school. Candidates also participate in a field study and complete an anchor assessment. Module 1: Operational Mission, Vision, Shared Commitments and Clear Goals; Module 2: Aligning Organizational Structures and Leveraging Support to Improve Student Achievement; Module 3: Aligning Family and Community Resources to Support Student Achievement. Clinicals: 10-hours. Fee. (Typically Summer)

**LDG 750 (3) Using Data to Improve Student Achievement**—As part of the appraisal process principals learn how to construct relevant and manageable data systems and efficiently use them to collect, organize and use data for regular communication with staff, parents and the greater community for school improvement planning and continuous improvement of student achievement. Module 1: Data Wise Systems; Module 2: Collecting School Improvement Data; Module 3: Using Data to Drive Improvement. Clinicals: 10-hours. Fee. (Typically Spring)

**LDG 760 (3) Financial Resources & Legal Responsibilities**—This course centers on the laws, regulations, and policies under which the school must function in order to provide a safe and welcoming learning climate. The course will include topics such as school

governance, student safety, due process, search and seizure, church and state issues, sexual discrimination and harassment, and special education. Module 1: School Law, Policies and Regulations; Module 2: Student Safety and School Discipline; Module 3: Financial Resources. Clinicals: 10-hours. Fee. (Typically Summer)

**LDG 763 (3) Leading Differentiated Instruction**—The focus of this course is the leader's role in building collaborative structures that provide a pyramid of interventions to ensure the learning for each child, every day. Through a field study candidates analyze and assess effective collaboration models and ways in which the needs of special learners can be met in a regular classroom setting. Module 1: Response to Intervention (RTI) for Students; Module 2: Building Parent Partnerships; Module 3: Assessing Results of RTI and Collaborative Models of Instruction. Clinicals: 10-hours. Fee. (Typically Fall)

**LDG 775 (3) Capstone Project: Gate 8**—This course brings together elements of learning in Dimensions 1-6 and culminates in a Capstone Project developed around a school improvement plan. The Capstone Project is judged by a panel of school, district, and higher education faculty. Clinicals: 10 hours. Fee. (Typically Spring)

**LDG 781 (1) Ed.S. Research Project** – Emphasis in the course is on the fundamentals of research in education—what it involves, research methods, and how to design a research project. Specifically the focus is on giving candidates direction and support for developing research based on work begun in LDG 704 and 705. The culminating project will be a research proposal, which will be presented in a written paper format along with an oral presentation to faculty. Once commenced, continued enrollment in LDG 781 is required until the project is considered fully acceptable. Prerequisites: LDG 704 & 705. Load Credit/Credit/No Credit. Fee. (Typically Fall & Spring. Contract required for each additional term)

## LATIN EDUCATION

**LTG 510 (3) Advanced Topics in Latin Language & 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. (Contract course)

**LTG 610 (3) Advanced Topics in Roman Culture & 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. (Contract course)



## LITERACY

### **LTY 591 (1-3) Directed Study in Reading and Writing—**

Opportunity for students to do additional study in an area of need or interest. Fee. (Contract course)

### **LTY 600 (3) Reading & Writing in the Elementary**

**School—**This course 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. Instruction will address the use and assessment of Kentucky Core Academic Standards in English/Language Arts for P-5. Clinicals: 13 hours. Fee. (Typically Fall)

### **LTY 610 (3) Reading & Writing in the Content Areas in**

**Middle/Secondary School—**This course 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. Instruction will address the use and assessment of Kentucky Core Academic Standards in English/Language Arts for 6-12. Clinicals: 20 hours. Fee. (Typically Summer)

**LTY 620 (3) Clinical Assessment of Literacy—**This course promotes the educator's understanding of materials and approaches for assessing oral language, 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. Instruction will address the use of formative and summative literacy assessments for diagnosing the gaps in students' knowledge and skills based on the Kentucky Core Academic Standards in English/Language Arts for P-12. In the embedded clinical experience, the educator will work with a child or adolescent referred to the Asbury University clinic to assess the child or adolescent's strengths and areas of need related to reading and/or writing. Based on the 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 that are aligned to Kentucky Academic Standards in English/Language Arts for P-12. Clinicals: 15 hours. Pre-requisites: LTY 600, 610. Fee. (Typically Fall) *NOTE: Students (P-12) who have been clinically assessed become part of our Reading Clinic that provides the Literacy Interventions Clinical for our candidates.*

**LTY 630 (3) Literacy Interventions Clinical—**This clinical interventions course follows "Clinical Assessment of Literacy". It develops an in-depth understanding of various approaches

and strategies suggested by best practice research as being effective in helping learners overcome reading and writing difficulties, and the collaborative role of the literacy specialist in working with the general educator to promote the continuous literacy progress of all students. A supervised experience 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. Instruction will address strategies for closing the gaps in students' knowledge and skills based on the Kentucky Core Academic Standards in English/Language Arts for P-12. Clinicals: 30 hours. Pre-requisite: LTY 620. Fee. (Typically Spring)

**LTY 640 (2) Professional Development Seminar—**This course involves the educator in crafting her/his professional development plan for gaining additional literacy knowledge and skills through district/school-based opportunities, professional reading, and professional conferences. 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. Clinicals: 10 hours. Fee. (Typically Fall)

**LTY 642 (3) Investigations in Literacy—**This course 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 informs 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. Clinicals: 20 hours. Fee. (Typically Spring)

**LTY 644 (3) Leadership in Literacy Programs—**This course 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, development of literacy coaching skills, development of skills (using technology) for collecting, analyzing, diagnosing, prescribing, and reporting literacy data trends, building capacity for collaboration between general and special educators, providing professional development workshops, grant writing, collaborating with and empowering diverse families, and building community/school partnerships. Clinicals: 15 hours. Pre-requisite: LDG 614. Fee. (Typically Summer)

## MASTER OF BUSINESS ADMINISTRATION

**MBA 511 (3) History of Business, Faith & Ethics—**The purpose of this class is to unite key business principles with theological insights as an opening course for students in the Howard Dayton School of Business MBA program. Understanding our Christian anthropology, in addition to our heritage and key beliefs, is a necessary antecedent to graduate work in business at Asbury University. People of faith, like everyone else, are active participants in a business-dominated world. Developing a clear understanding of how the business world runs, and more importantly, having our faith perspective define and dictate how we understand and behave within this world—is the primary intent of the class.

This course will specifically explore the history of Christianity and commercial exchange, humans as image bearers of a productive and relational Creator, case study examples of faith-motivated ventures and entrepreneurial endeavors through history, and reflection upon redemptive business practice. (Typically Fall)

**MBA 512 (3) Accounting**—This course is geared towards managers and their need to utilize accounting information to make decisions. This course will help the student understand the key financial statements as well as key managerial financial reports. Financial statement analysis as well as break-even and pricing analysis will be covered so that better business decisions can be made. (Typically Fall)

**MBA 513 (3) Financial Management**—Financial management concepts such as present value, stock and bond valuation, capital budgeting, capital structures, financial forecasting, and working capital management will be covered. Additional subjects will include valuations, and different sources and uses of capital available in order for the leaders to be good stewards of the organization. Pre-requisite: MBA 512. (Typically Spring)

**MBA 515 (3) Strategic Leadership**—This course provides practical understandings into internal and external factors which impact the effectiveness of leaders and an understanding of the dynamics of leadership skills and behaviors necessary to function in a competitive, international environment. Topics such as characteristics of leaders, change leadership, transformational leadership, and servant leadership will be covered. (Typically Spring)

**MBA 516 (3) Strategic Marketing**—A study of current challenges in today's global marketing environment. A key aspect is understanding the need to develop a competitive advantage by creating customer value. Further understanding of marketing strategies, positioning, market segmentation, pricing, communication, and distribution channels will take place. Emphasis will be on developing skill for entering new markets. (Typically Fall)

**MBA 517 (3) Managerial Economics**—This course is a study of economic decision-making in today's business firm. Students will develop fluency with the language and concepts of economics and a strong economic intuition. Students will gain an understanding of selected economics-based decision-making tools and the impact and interaction of the structure of an industry on competition. The course emphasizes the logical foundations of economic analysis and managerial decision-making. Advanced estimation techniques such as multivariate regression will also be incorporated into the course. (Typically Spring)

**MBA 518 (3) Business Analytics**—An overview of design, control, and improvement of production and service systems. Topics including operations strategies, product design, process selection, and quality management are covered. This course will also utilize tools to aid decision-making. Skills such as data collection, preparation, analysis, and interpretation will be taught. (Typically Summer)

**MBA 519 (3) Business Law**—An overview of commercial law related to business transactions and the legal frameworks that regulate companies and industries. Topics include commercial paper (checks, promissory notes, certificates of deposit, etc.); credit transactions and security devices (mortgages, pledges, liens, etc.); agency; and bankruptcy. (Typically Summer)

**MBA 611 (3) Entrepreneurship & Innovation**—A study of entrepreneurship and the skills and practices needed to launch a sustainable venture. This involves understanding how to stimulate creativity, innovation management, new product development, and becoming a learning organization. (Typically Spring)

**MBA 614 (3) Capstone Project**—In this course, students will experience an intensive study week that serves as a comprehensive class for the entire MBA program at Asbury University. Specific attention will be given to the origination, implementation, and sustainable cultivation of a business project, firm, or organization. Attention will be given to considerations in the triple bottom line. (Typically Spring)

**MBA 615 (3) International Business**—A survey of the organization and management of international business stressing the effects of international cultural, economic, and legal factors on the management function. Typical factors examined are export and import trade, transnational investment, finance, marketing, production, taxation, and the role of the U.S. national in multinational organizations. (Typically Fall)

**MBA 616 (3) HR/Org Behavior**—The processes inherent in effective management of the organization's human resources. Topics include: employee selection, training, and development; design of compensation and reward systems; applied motivation models; and current issues in the management of human resources. (Typically Fall)

**MBA 635 (3) Mentored Experience**—This constitutes a mentored fieldwork experience in a business organization. It may be either an internship or co-op position in which the student is assigned specific tasks to be accomplished during their tenure with the company. A mentor will also be assigned to the student to guide them in the integration of faith and work as they complete their fieldwork. The student will meet regularly with the mentor and be required to keep a journal throughout the assignment. [Approval required.] (Contract course)

**MBA 693 (1-3) MBA Seminar**—Designated special-interest classes, seminars, or field experiences supervised by faculty, with the appropriate course requirements. Credit may be given more than once. (Contract course)

## MEDIA COMMUNICATION GRADUATE

**MCG 511 (3) Directing the Narrative Film**—An introduction to directing for film. We will cover all the things it takes to direct short or feature-length film such as developing a visual language, understanding subtext, learning to direct actors, and executing the theme of your film through directing choices. Each student will be responsible for directing one project that will be submitted to the Highbridge Film Festival or other festival approved by your graduate advisor. In addition, we will be doing in-class workshops that cover actor coaching, creating shot lists and storyboards, and re-writing. Fee. (Typically Fall)

**MCG 512 (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. Fee. (Typically Spring)

**MCG 520 (3) Design for Film, Television, & Theatre**—Students will explore how design influences storytelling by

studying design concepts for film, television and theatre. They will learn how to analyze a script and create a design plan including costuming, sets, and props. Online only. Pre-requisite: MC 302 or equivalent. Fee. (Typically Spring)

**MCG 521 (3) Advanced Directing**—This advanced directing course will be challenge students to hone their aesthetic and storytelling skills through the creation of a project. In addition, the course will examine advanced camera, storytelling, and actor coaching techniques. Pre-requisites: MCG 511 or equivalent. Fee. (Typically every other Spring)

**MCG 524 (3) Producing the Film**—This course will explore the essential principles of producing for film and film for television. It will examine key concepts in financing, film monetization, distribution, crew hiring, budgeting, working with guilds, form creation, entertainment management, and various aspects of hands-on producing. Fee. (Typically Fall)

**MCG 525 (3) Sports Storytelling**—Sports Storytelling will study the relationships between the director and producer and the storytelling creative process in television sports. Content will focus on features as well as multi-camera production. Online only. Prerequisite: DSG 550. Fee. (Typically Fall)

**MCG 528 (3) Editing Practice & Theory**—This course will explore the practicalities and theories of film and video editing. It will provide advanced software editing techniques and the complicated procedures of post-production with an emphasis on importing footage and exporting to various formats. The course will also explore key aesthetic approaches to editing narrative film. Fee. (Typically Spring)

**MCG 530 (3) Media Ministry & the Church**—This course will study the rapidly growing world of media ministry. Students will explore how multi-media can enhance worship, and inspire, inform and educate the congregation. Students will learn how to craft powerful narratives by combining scriptural truths with media production. The class will include theoretical study as well as practical application in the form of a final project that they will create for their respective congregations. (Typically every other Summer)

**MCG 532 (3) Sundance: Study of Independent Cinema** — Students will study a brief history of the “Indie” movement and learn about the art, culture and commerce of the festival. They will gain an understanding of how independent films are developed, bought, and sold through the Sundance venue. In addition to this, students will study the concept of redemptive cinema and explore how God uses secular film to speak truth to diverse audiences. The festival will serve as a laboratory for students as they attend screenings, discussions, and seminars on a variety of industry-specific topics. (Typically Spring)

**MCG 560 (3) Underwater Cinematography**—We will examine the world of underwater cinematography and filmmaking, the equipment, underwater skills, lighting techniques, storytelling aspects and camera control necessary to capture quality underwater imagery. This will be a two-week intensive summer class. Prerequisite: MC 302. Fee. (Typically Summer)

## MATHEMATICS EDUCATION

**MTG 510 (3) Advanced Topics in Mathematics I**—Students will work under the direct supervision of a faculty member in the mathematics department to select topics 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. (Contract course)

**MTG 610 (3) Advanced Topics in Mathematics II**—This course focuses on mastery of the standards for mathematics with the purpose of developing highly qualified grades 8-12 mathematics content experts. Topics include algebraic thinking, functions, geometry, calculus, linear algebra, statistics and probability. In addition, information obtained from assessments and surveys in MTG510 will be utilized to create and implement professional development plans for students. Pre-requisite: MTG 510. (Contract course)

## NONPROFIT MANAGEMENT

**NPM 522 (3) Nonprofit Financial Management** —The course covers skills for budget development, financial forecasting and analysis. Skills such as data collection, preparation, analysis, and interpretation will be taught. This course will also utilize tools to aid decision making. Financial management concepts such as financial forecasting, and working capital management will be covered. (Typically Fall)

**NPM 523 (3) Strategic Fundraising**—Covers funding topics such as the running of an annual campaign, membership driven fundraising, corporate gifts, estate giving as well as grant writing. (Typically Spring)

**NPM 526 (3) Nonprofit Marketing**— This course challenges students with case studies and familiarizes them with strategic management tools such as media monitoring, crisis planning, content analysis and questionnaire development. Aspects such as brand development and protection, services marketing, the duality of donor and recipient marketing relationships will also be addressed. (Typically Fall)

**NPM 528 (3) Project Management**—Nonprofit organizations are constantly being challenged to reinvent themselves and their programs while staying true to their mission. This course considers the challenge of creating new program and service offerings as well as how to encourage entrepreneurial thinking within the organization. (Typically Summer)

**NPM 616 (3) Human Resource Management in Nonprofits**— A study of issues related to attracting, motivating, and retaining employees (both paid and volunteer). This course discusses the activities of planning staffing, appraising, compensating, training and developing, improving, and establishing work relationships with employees. A focus on the development of skills in the recruiting and leading of paid and volunteer teams. (Typically Fall)

**NPM 625 (3) Global Issues**—This course is designed to enhance awareness of global issues affecting nonprofit organizations. The range of contemporary topics include: 1) ethnic and cultural factors that lead to conflict; 2) international social justice issues; 3) cross-border global issues; 4) the intersection of state and religion; 5) technology; and 6) other issues relating to globalization. (Typically Fall)

## SPECIAL EDUCATION

**SEG/ESW 520 (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. School-embedded clinical experience required. Clinicals: 10 hours. Fee. (Typically Fall & Summer)

**SEG/ESW 630 (3) Behavioral Intervention of Students with Learning & 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). Clinicals: 15 hours. Pre-requisite: SEG 520 or equivalent. Fee. (Typically Spring)

**SEG/ESW 632 (3) Collaboration & 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. Clinicals: 5 hours. Pre-requisite: SEG 520 or equivalent. Fee. (Typically Summer)

**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. Clinicals: 10 hours. Pre-requisite: SEG 520 or equivalent. Fee. (Typically Fall)

**SEG/ESW 638 (3) Introduction to Students with Learning & 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) Clinicals: 10 hours. Pre-requisite: SEG 520 or equivalent. Fee. (Typically Fall & Summer)

**SEG 640 (3) Language Learning & 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. Clinicals: 10 hours. Fee. (Typically Spring)

**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. Fee. (Typically Summer)

**SEG 660 (3) Methods & 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. (Clinical Component I) Clinicals: 15 hours. Pre-requisites: EDG 636, SEG 630, 638, 640, 642. Fee. (Typically Fall)

**SEG 670 (3) Research Statistics & 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. Clinicals: 10 hours. Pre-requisites: EDG 636, SEG 630, 638, 642. Fee. (Typically Summer)

**SEG 672 (3) Methods & 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) Clinicals: 15 hours. Pre-requisites: EDG/SEG 601, SEG 660. Fee. (Typically Spring)

## SPANISH EDUCATION

**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. (Contract course)

**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. (Contract course)

## SOCIAL STUDIES EDUCATION

**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. (Contract course)

**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. (Contract course)

## SOCIAL WORK GRADUATE

**SWG 520 (3) Social & 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. (Typically Fall)

**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. (Typically Fall)

**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. Co-requisite: SW 525. [Part-time student Pre-requisite: SWG 525]. (Typically Fall)

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

**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. (Typically Fall & Summer)

**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. Co-requisite: SWG 530. [Part-time student takes in 2<sup>nd</sup> year.] Fee. (Typically Fall)

**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. Pre-requisite: PSY 315 or equivalent. (Typically Spring)

**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. (Typically Spring)

**SWG 567 (3) Spiritual Formation & Social Work**—This course is an exploratory effort to probe the connections between spiritual formation and social work. It arises from the belief that an integrated conceptualization of Christian social work is a rich source of vision, compassion and ability; and is more efficacious than a compartmentalized model in which so-called "secular" social work is done by persons who also happen to be Christians. (Occasional offering)

**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. Co-requisite: SWG 565. [Part-time student Pre-requisite: SWG 565.] (Typically Spring)

**SWG 580 (3) Social Work & 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. (Typically Fall & Summer)

**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 University. Pre-requisite: advanced standing admission. (Typically Spring)

**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. Co-requisite: SWG 570. [Part-time student takes in 2<sup>nd</sup> year.] Fee. (Typically Spring)

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

**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. Pre-requisite: advanced standing admission. (Typically Summer)

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

**SWG 640 (2) 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 as examined. (Typically Spring)

**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. Fee. (Typically Fall)

**SWG 661 (3) 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. (Typically Fall)

**SWG 662 (2) Applied Research—Program Outcomes**—[for students who matriculated prior to 2016 fall] 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. (Typically Fall)

**SWG 663 (3) Grantsmanship**—This course option focuses on proposal writing. The students are taught the process for completing a proposal for funding of new or existing services provided by a social work agency. The students participate, during the semester, in writing a proposal based on actual guidelines from a funding source. The project is either individual or as a group. It is not necessary for the actual proposal to be submitted to the funding source in order to complete the course. The experience of proposal writing is the key focus of the course. (Typically Spring)

**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. (Typically Spring)

**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. (Typically Spring)

**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. Co-requisite: SWG 670. [Part-time students take in 4th year.] Fee. (Typically Spring)

**SWG 695 (3) School Social Work Field Education I**—This course is for persons who hold an MSW from Asbury University and are subsequently enrolled in the School Social Worker Certification track. The course requires a minimum of 270 hours in a school setting. (Contract course)

**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. Pre-requisite: approval of instructor. (Occasional Offering)

**SWG 720 (3) Multidimensional Assessment**—Designed to provide student with differential assessment knowledge and skills for working with mental health settings with children, adolescents, and/or adults. Using a multidimensional approach based on a strengths perspective, the course provides skills related to various aspects of assessment – processes, instruments, and skills. The impact of discrimination, oppression and economic deprivation, and the roles of values and ethics are also explored. Co-requisite or Pre-requisite: SWG 535. Fee. (Typically Fall)

**SWG 730 (3) Decision Case Analysis: Real Time Decision Making for Social Work Practice**—This online course utilizes a decision case analysis approach that integrates content from all areas of social work curriculum (human behavior theory, practice, research, social welfare policy, ethics) as well as faith considerations. Students read numerous cases and apply an analytical framework to explore alternative strategies and to offer recommendations. (Contract course, Typically Summer)

**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. (Typically Spring)

**SWG 740 (3) Theology of Poverty & Praxis**—This course will examine Christian perspectives of poverty and of responsive praxis shaped by those perspectives. The nature of poverty, the Biblical preferential option for the poor, and the response of the Church will be examined with particular emphasis given to Wesleyan theological influences. Anti-poverty praxis will be examined through analysis of social policy and social response, in domestic and global contexts, through the lens of theological and Biblical frameworks.

**SWG 795 (3) School Social Work Field Education II**—This course is for persons who hold an MSW from Asbury University and are subsequently enrolled in the School Social Worker Certification track. The course requires a minimum of 270 hours in a school setting distinct from the school level experienced for SWG 695. (Contract course)

## TEACHING ESL

**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. Clinicals:10 hours. Fee. (Typically Fall)

**TEL 531 (3) Linguistics & Advanced Grammar**—An introduction to the phonology, morphology, and syntax of the English language. Fee. (Typically Fall)

**TEL 535 (3) Sound Systems of Language**—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. Clinicals: 10 hours. Pre-requisite: TEL 531. Fee. (Typically Spring)

**TEL 536 (3) Grammatical Structure of Language**—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. Clinicals: 10 hours. Pre-requisite: TEL 531. Fee. (Typically Spring)

**TEL 618 (3) Teaching ESL Methods I/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. Clinicals: 10 hours. Pre-requisites: TEL 500, 531. Fee. (Typically Fall)

**TEL 619 (3) ESL Methods II/Assessment**—Addresses methods of assessment for teaching English Learners (EL) with an emphasis on a systemic assessment process as well as ethical and intercultural sensitivity. Students will be introduced to criteria to ensure consistent identification of EL students, as well as to determine their eligibility, placement and duration of programs and services based on English language proficiency assessment. Candidates will acquire knowledge and skills related to language proficiency assessments that are linked to the new common curriculum, appropriate standardized assessments and formative and summative assessments used for English Learners. Candidates will be prepared to analyze assessment results to create intervention plans and to design instruction and monitor progress for English Learners. This course is designed to provide methods for assessing the effectiveness of school-based language instructional programs to inform future program improvements. Clinicals: 10 hours. Pre-requisite: TEL 618. Fee. (Typically Spring)

## UNIVERSITY STUDIES

**UNV 510 (0.5-1) 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. No more than one semester hour may be applied toward the total required semester hours for graduation. Credit/No Credit. (Contract course)