



ASBURY UNIVERSITY

Academic Excellence & Spiritual Vitality

BULLETIN

2013-2014

VOLUME 82

PUBLISHED BY THE

OFFICE OF THE ACADEMIC DEAN

ASBURY UNIVERSITY
ONE MACKLEM DRIVE
WILMORE, KENTUCKY 40390

CONTACT INFORMATION

www.asbury.edu

Campus switchboard: 859-858-3511

Toll Free 1-800-888-1818

FAX: 859-858-3921

Specific inquiries may be directed to the following extensions:

2283 Academic Support Program
2142 Admissions - Traditional Undergraduate
2600 Adult Professional Studies APS
2923 Advising Center for non-traditional students
2109 Academic Dean
2267 Campus Ministries - Wilmore
2401 Career and Calling
2196 Center for Academic Excellence
2177 Computer Help Desk (ITS)
2323 Counseling Center - Wilmore
2352 Cross Cultural Experience Office
2195 Financial Aid
2304 Graduate Education
2277 Health Services (Clinic)
2240 Human Resources
2314 Intercultural Programs
2117 Leadership Development
2265 Library Circulation Desk - Wilmore
2266 Master of Social Work
2110 President
2500 Provost
2129 Public Relations
2325 Registrar
2115 Residence Life
2168 Security or call switchboard (0)
2330 Student Accounts
2555 Student Center
2116 Student Development VP
2127 Student Success
Orlando, FL campus APS - 407- 482-7624; Orlando FAX: 407-482-7625

Telephone calls for faculty, staff, administrators, and various University offices should be directed to the campus switchboard. Resident students may also have extensions in their rooms that can be reached through the campus switchboard.

1. The P.O. address of Asbury University is One Macklem Drive, Wilmore, Kentucky 40390-1198. Mail to students, faculty, and administrators should be sent to this address. Mail to students should include their Campus Post Office (CPO) box number.
2. The University is located in the city of Wilmore approximately 20 miles south of Lexington, Kentucky, three miles south of the intersection of Routes 68 and 29.
3. University offices are open on weekdays from 8 a.m. to 5 p.m. University offices are closed Saturdays, Sundays, and national holidays.

CONTENTS

6	Academic Calendar & Important Dates
10	The University Profile
14	The University Community
21	University Academic Policies
43	University Colleges and Departments
44	Traditional Undergraduate Programs
44	Admissions
48	Asbury Academy
50	Degrees & Academic Requirements
52	Foundational Liberal Arts Requirements
58	College of Arts and Sciences
60	Ancient & Modern Languages
68	Art
74	Behavioral Sciences
83	Business, Economics, & Political Science
89	Christian Studies & Philosophy
96	English
100	Health, Physical Education, & Recreation
107	History
109	Mathematics
113	Music
123	Natural Sciences
131	School of Communication Arts
141	School of Education
151	ROTC
154	Off Campus Programs
159	School of Graduate and Professional Studies
162	Adult Professional Studies (APS) Programs
162	Admissions
163	Degrees & Academic Requirements APS
168	Business Program
169	Criminal Justice Program
171	Leadership & Ministry Program
172	Elementary Education Program
178	Special APS Program Ministry Management
180	Graduate Studies Programs
181	Graduate Policies & Regulations
185	Business Program
187	Communications Program
190	Education Program
200	Social Work Program
206	University Tuition and Expenses
210	University Fees and Course Fees
214	University Student Accounts
217	Financial Aid
242	Directory of Administration and Faculty
251	Notices

INDEX

UNIVERSITY COURSE CATALOG

MESSAGE FROM THE PRESIDENT

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

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

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

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



Sandra C. Gray, President
Asbury University

Programs in the School of Graduate & Professional Studies each have their own unique calendar.
Go to <http://www.asbury.edu/gps> for more information.

THE ACADEMIC CALENDAR TRADITIONAL UNDERGRADUATE 2013-2014

FALL SEMESTER 2013

Monday, March 18, 2013	Registration for Fall 2013 began
Monday, August 12, 2013	New Student Orientation begins and residences open for new students
Monday, August 12, 2013	President's Welcome/Convocation (evening)
Saturday, August 17, 2013	Residences open for returning students at 1 p.m.—first meal for returning students is supper
Monday, August 19, 2013	Classes begin (late fees after 5 p.m.)
Friday, August 23, 2013	Last day to register for a Fall 2013 course and last day to drop a course and receive a refund
Monday, September 02, 2013	Labor Day (no classes)
Monday, September 9, 2013	Fall Revival begins
Friday, September 13, 2013	Fall Revival ends
Friday, October 18, 2013	Fall Break (no classes)
Monday, October 21, 2013	Registration for Spring 2014 begins
Wednesday, October 23, 2013	Midterm grades due
Tuesday, October 29, 2013	Last day to withdraw from a course without a grade of F
Monday, November 4, 2013	Great Commission Congress begins
Friday, November 8, 2013	Great Commission Congress ends
Monday, November 11, 2013	Financial Registration for Spring 2014 begins
Wednesday, November 27, 2013	Thanksgiving Holiday begins (no classes); Residences close at noon
Sunday, December 1, 2013	Residences open at 2 p.m.
Monday, December 2, 2013	Classes resume at 8 a.m.
Friday, December 6, 2013	Last day of classes
Monday, December 9, 2013	Examinations begin
Thursday, December 12, 2013	Examinations end
Friday, December 13, 2013	Residences close at 10 a.m.
Tuesday, December 17, 2013	All Traditional Undergrad and Graduate grades due

SPRING SEMESTER 2014

Thursday, January 9, 2014	New Student Orientation; Residences open for new students
Saturday, January 11, 2014	Residences open for returning students at 1 p.m.—first meal for returning students is supper
Monday, January 13, 2014	Classes begin (late fees after 5 p.m.)
Friday, January 17, 2014	Last day to register for a Spring 2014 and last day to drop a course and receive a refund
Monday, January 20, 2014	MLK Day (no classes)
Monday, February 3, 2014	Holiness Emphasis begins
Friday, February 7, 2014	Holiness Emphasis ends

Friday, February 7, 2014	Last day to file application to participate in 2014 Commencement
Monday, February 24, 2014	Registration for Summer 2014 begins
Wednesday, March 12, 2014	Midterm grades due
Saturday, March 15, 2014	Residences close at 10 a.m.
Monday, March 17, 2014	Spring Break begins
Sunday, March 23, 2014	Residences open at 2 p.m.
Monday, March 24, 2014	Classes resume at 8 a.m.
Monday, March 24, 2014	Registration for Fall 2014 opens
Wednesday, March 26, 2014	Last day to withdraw from a course without a grade of F
Friday, April 4, 2014	Financial Registration for Fall 2014 begins
Friday, April 18, 2014	Good Friday (no classes)
Monday, April 21, 2014	Easter Holiday (no classes)
Tuesday, April 22, 2014	Classes resume at 8 a.m.
Friday, May 2, 2014	Last day of classes
Monday, May 5, 2014	Examinations begin
Thursday, May 8, 2014	Examinations end
Friday, May 9, 2014	Residences close (for students not graduating) at 10 a.m.
Friday, May 9, 2014	Baccalaureate (7 p.m.)
Saturday, May 10, 2014	Commencement 10 am APS/GRAD and 2 pm TRAD UNDERGRADS
Tuesday, May 13, 2014	All Traditional Undergrad and Graduate grades due

SUMMER SESSION 2014

Sunday, May 18, 2014	Residences open at 2 p.m.
Monday, May 19, 2014	Summer on-campus (4 weeks) and online (8 weeks) classes begin
Wednesday, May 21, 2014	Last day to register for any Summer 2014 course and last day to drop a course and receive a refund
Monday, May 26, 2014	Memorial Day (no classes)
Thursday, June 05, 2014	Last day to withdraw from an on-campus class
Thursday, June 12, 2014	Last day of on-campus classes
Friday, June 13, 2014	On-campus examinations
Saturday, June 14, 2014	Residences close at 10 a.m.
Tuesday, June 17, 2014	On-campus grades due
Monday, June 23, 2014	Last day to withdraw from an online class
Friday, July 11, 2014	Online classes end
Tuesday, July 15, 2014	Online grades due

THE ACADEMIC CALENDAR TRADITIONAL UNDERGRADUATE PROPOSED FOR 2014-2015

FALL SEMESTER 2014

Monday, March 17, 2014	Registration for Fall 2014 began
Monday, August 11, 2014	New Student Orientation begins and residences open for new students
Saturday, August 16, 2014	Residences open for returning students at 1 p.m.—first meal for returning students is supper
Monday, August 18, 2014	Classes begin (late fees after 5 p.m.)
Friday, August 22, 2014	Last day to register for a Fall 2014 course and last day to drop a course and receive a refund
Monday, September 01, 2014	Labor Day (no classes)
Monday, September 08, 2014	Fall Revival begins
Friday, September 12, 2014	Fall Revival ends
Wednesday, October 15, 2014	Midterm grades due
Friday, October 17, 2014	Fall Break (no classes)
Monday, October 20, 2014	Registration for Spring 2015 begins
Wednesday, October 29, 2014	Last day to withdraw from a course without a grade of F
Monday, November 3, 2014	Great Commission Congress begins
Friday, November 7, 2014	Great Commission Congress ends
Monday, November 10, 2014	Financial Registration for Spring 2015 begins
Wednesday, November 26, 2014	Thanksgiving Holiday begins (no classes); Residences close at noon
Sunday, November 30, 2014	Residences open at 2 p.m.
Monday, December 1, 2014	Classes resume at 8 a.m.
Friday, December 05, 2014	Last day of classes
Monday, December 08, 2014	Examinations begin
Thursday, December 11, 2014	Examinations end
Friday, December 12, 2014	Residences close at 10 a.m.
Tuesday, December 16, 2014	All Traditional Undergrad and Graduate grades due

SPRING SEMESTER 2015

Thursday, January 08, 2015	New Student Orientation; Residences open for new students
Saturday, January 10, 2015	Residences open for returning students at 1 p.m.—first meal for returning students is supper
Monday, January 12, 2015	Classes begin (late fees after 5 p.m.)
Friday, January 16, 2015	Last day to register for a Spring 2015 course and last day to drop a course and receive a refund
Monday, January 19, 2015	MLK Day (no classes)
Monday, January 26, 2015	Holiness Emphasis begins
Friday, January 30, 2015	Holiness Emphasis ends
Friday, February 06, 2015	Last day to file application to participate in 2015 Commencement
Monday, February 23, 2015	Registration for Summer 2015 begins
Wednesday, March 11, 2015	Midterm grades due

Saturday, March 14, 2015	Residences close at 10 a.m.
Monday, March 16, 2015	Spring Break begins
Sunday, March 22, 2015	Residences open at 2 p.m.
Monday, March 23, 2015	Classes resume at 8 a.m.
Monday, March 23, 2015	Registration for Fall 2014 opens
Wednesday, March 25, 2015	Last day to withdraw from a course without a grade of F
Friday, April 10, 2015	Financial Registration for Fall 2015 begins
Friday, April 3, 2015	Good Friday (no classes)
Monday, April 6, 2015	Easter Holiday (no classes)
Tuesday, April 07, 2015	Classes resume at 8 a.m.
Friday, May 01, 2015	Last day of classes
Monday, May 04, 2015	Examinations begin
Thursday, May 07, 2015	Examinations end
Friday, May 08, 2015	Residences close (for students not graduating) at 10 a.m.
Friday, May 08, 2015	Baccalaureate (7:30 p.m.)
Saturday, May 9, 2015	Commencement 10 am APS/GRAD and 2 pm TRAD UNDERGRADS
Tuesday, May 12, 2015	All Traditional Undergrad and Graduate grades due

SUMMER SEMESTER 2015

Sunday, May 17, 2015	Residences open at 2 p.m.
Monday, May 18, 2015	Summer classes begin
Wednesday, May 20, 2015	Last day to register for any Summer 2015 course and last day to drop a course and receive a refund
Monday, May 25, 2015	Memorial Day (no classes)

TENTATIVE

Programs in the School of Graduate & Professional Studies each have their own unique calendar. Go to <http://www.asbury.edu/gps> for more information.

THE UNIVERSITY PROFILE

THE STATEMENT OF MISSION

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

THE STATEMENT OF PURPOSE

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

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

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

THE STATEMENT OF FAITH

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

We believe:

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

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

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

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

THE WESLEYAN THEOLOGICAL HERITAGE

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

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

THE ASBURY HERITAGE

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

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

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

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

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

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

John Wesley Hughes, Ph.B., D.D. (1890-1905)
Francis Florien Fitch, A.M., S.T.B. (1905)
Benjamin Franklin Haynes, D.D. (1905-1908)
Newton Wray, D.D. (1908-1909)
Aaron Sherman Watkins, D.D., Ph.D., LL.D. (1909-1910)
Henry Clay Morrison, D.D., LL.D. (1910-1925)
Lewis Robeson Akers, B.A., M.A., D.D., LL.D. (1925-1933)
Henry Clay Morrison, D.D., LL.D. (1933-1940)
Zachary Taylor Johnson, B.A., M.A., Ph.D., LL.D., D.D. (1940-1966)
Karl Kenneth Wilson, B.A., B.D., Th.M., Ph.D. (1966-1967)
Cornelius R Hager, B.A., B.D., M.A., LL.D. (1967-1968)
Dennis Franklin Kinlaw, B.A., B.D., M.A., Ph.D. (1968-1981)
Cornelius R Hager, B.A., B.D., M.A., LL.D. (1981-1983)
John Newell Oswald, B.A., B.D., Th.M., M.A., Ph.D. (1983-1986)
Dennis Franklin Kinlaw, B.A., B.D., M.A., Ph.D. (1986-1991)
Edwin Gene Blue, B.A., M.S., Ed.D. (1991-1992)
Cornelius R Hager, B.A., B.D., M.A., LL.D. (1992-1993)

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

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

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

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

ACCREDITATION

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

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

Asbury University is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Asbury University School of Education is accredited by the State of Kentucky through the Kentucky Education Professional Standards Board (EPSB). Any programs offered are subject to any changes made by the EPSB. In Florida, the education program are accredited through the Florida Educator Accomplished Practices (FEAPS).

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

State Authorization

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

Kentucky Council on Postsecondary Education

1024 Capital Center Drive, Suite 320

Frankfort, KY 40601

Phone: (502) 573-1555

Fax: (502) 573-1535

FL: The Asbury University Orlando, FL campus is licensed by the Florida Commission for Independent Education.

Florida Commission for Independent Education

Florida Department of Education

325 W. Gaines St, Suite 1414

Tallahassee, Florida 32399-0400

Phone: (850) 245-3200

Fax: (850) 245-3233

MEMBERSHIPS

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

Professional Organizations

University chapters of organizations related to various professional groups: Kentucky Education Association – Student Program, Sigma Delta Pi (Spanish), Sigma Zeta (physical sciences), Phi Beta

Lambda (business), Phi Alpha Theta (history), Pi Kappa Delta (speech), the Music Educators National Conference, the Student Association for Health, Physical Education and Recreation, Society of Collegiate Journalists, and the Student Chapter of the National Association of Teachers of Singing (SNATS).

THE WILMORE CAMPUS

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

ORLANDO CAMPUS

Florida Dunnam Campus of Asbury Theological Seminary, located at 8401 Valencia College Lane, provides space for the Asbury Adult Professional Studies Orlando Program. The building is a 38,000 square-foot, two-story facility, with 300 lighted parking places. The campus is accessible from two major transportation arteries: Tollway 408 (East-West Expressway) and Tollway 417 (GreeneWay). It is located about 15 minutes from Orlando International Airport.

THE UNIVERSITY COMMUNITY

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

Social Life

In order to develop an environment conducive to a higher education which is Christ-like, the University has guidelines governing social life and conduct on campus.

Alcoholic Beverages and Drugs

We do not believe that the use of drugs and/or alcoholic beverages adds value to a Christian higher education experience. Therefore, possession or use of alcoholic beverages and/or illicit drugs is not permitted. Violation of this standard is taken seriously and leads to almost certain dismissal.

Tobacco

The use of tobacco is physically damaging to users, offensive to non-users, and does not add value to a Christian higher education experience. Therefore, possession or use of tobacco in any form is not permitted to those enrolled in Asbury University.

Students enrolled in the traditional undergraduate program on the Wilmore campus can learn more from the *Handbook for Community Life*.

Additional information regarding University life for students enrolled in the Adult Professional Studies Program or the Graduate Program can be found in the Community Expectations document of the specific program.

CAMPUS LIFE

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

CAMPUS OPPORTUNITIES AND SERVICES

Center for Academic Excellence

The Center for Academic Excellence (CAE), located on the lower level of the Kinlaw Library, exists to support students across all disciplines. Traditional undergraduate students on the Wilmore campus are offered free academic support through the CAE, which houses the Writing Center, general academic tutoring, tutoring for specific classes, and tutoring for students with identified learning disabilities. Students can request tutoring any time during a semester and can meet with a tutor for multiple sessions.

Tutors in the Center for Academic Excellence serve their fellow students through a dynamic tutoring process. Tutors, who have mastered content-specific information about academic subjects, general academic skills, and writing, communicate this information to students at each student's level of academic preparedness, competence, and confidence.

Tutors work with students to encourage immediate and lifelong goals: the ability to think and write on a college level and to impact the world for Christ. One-on-one or small-group meetings allow for Christian fellowship, encouragement, and accountability. See asbury.edu/academics/cae, email tutoring@asbury.edu, or call ext. 2196 for additional information.

Graduate & Professional Studies (GPS) Advising Center

The GPS Advising Center provides a contact point and is an additional resource for adult learners in the APS and Graduate Programs, both on campus and online. Email: advisingcenter@asbury.edu

Center for Career and Calling

The Center for Career and Calling exists to assist students in developing effective career decision-making and employment skills reflective of God's unique calling on their lives. Career and Calling staff help students understand their interests, values, skills, and personalities while applying this knowledge to their choice of academic major, career exploration, and the job search process. The Center provides individual career counseling sessions and manages an online job/internship opportunity web page to assist Asbury University students in connecting with employers who are specifically seeking Asburians as job/intern candidates. On-campus recruiting events and off-campus job fairs are coordinated through the Center. Workshops and classroom presentations occur throughout the year to assist students in developing effective skills in areas such as resume writing, job and internship searching, and interviewing. See asbury.edu/career for additional information and online resources or contact us at careerandcalling@asbury.edu or ext. 2401.

Center for Counseling

The Center for Counseling endeavors to equip and encourage students associated with Asbury University toward greater personal and community health. Center staff is encouraged to take an active collaborative stance with fellow community agents to build on existing strengths and modify obstacles to student and community mental health. The Center for Counseling fulfills a vital role in developing the God-given potential of campus community members by providing a broad range of professional

psychological services. A variety of services are also provided in residence halls, classrooms, and administrative meetings. Integrating psychological practice with Christ-centered principles, the office seeks to prepare students for a lifetime of learning, leadership, and service. Services are free (except for some assessments or special events/workshops) and are provided to students who are currently enrolled for at least nine hours per semester. See asbury.edu/counseling or call ext. 2323 for additional information.

Department of Athletics

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

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

Disability Services

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

Food Service

Pioneer College Caterers provides food service for the main Wilmore campus of Asbury University. All resident students must participate in a meal plan and may choose from one of the options listed below. For prices visit asbury.edu/offices/financial-aid/costs.

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

225 Block Plan entitles student to 225 meals per semester for the student or his/her friends and family (may use up to 5 meals per meal period)

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

175 Block Plan entitles student to 175 meals per semester for the student or his/her friends and family (may use up to 5 meals per meal period)

Students who live in the Aldersgate apartments or other alternative housing have the option of choosing any of the meal plans listed above or choosing from a plan listed below.

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

95 Block Plan entitles student 95 meals per semester for the student or his/her friends and family (may use up to 5 meals per meal period)

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

- Students who eat with parents, close relatives or a legal guardian
- Students whose meals are provided as part of their work agreement
- Students who are student teaching
- Students whose work and class schedules conflict with the meal schedule
- Students who have documented medical concerns certified by the University physician

If a student feels he/she meets one or more of the criteria for an exception, an application can be submitted to the Assistant Vice President for Business Services at least two weeks before the beginning of the semester. Application forms are available in the offices of Student Development (ext. 2322) and Student Accounts (ext. 2330).

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

Intramural Sports

The intramural program is open to all Asbury University students, alumni, faculty, and staff on the Wilmore campus. A variety of sports, activities, and special events are available throughout the year. Visit asbury.edu/intramurals or call ext. 4615 for more information.

Music Organizations

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

Office of Campus Ministries and Chapel

Campus Ministries

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

Chapel

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

Office of Housing and Residence Life

Asbury University is committed to the residential university experience for traditional undergraduates on the main campus and thus expects full-time single students to live in University housing. See asbury.edu/housing or call ext. 2322 for additional information.

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

- Students who are married or otherwise legally self-supporting
- Students who are 23 or older
- Students who live with parents, close relatives, or a legal guardian
- Students who are working in an approved home for their room and board but who make no cash payment for said room and board
- Students who are fifth year seniors

An *Application to Live Off-Campus* must be filed at least two weeks prior to the beginning of the academic term. Forms are available in the Office of Residence Life (ext. 2322).

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

Office of Student Leadership Development

Leadership Development Programs

Based on the belief that all students are potential leaders, Asbury University offers a leadership development program open to all students, which includes a variety of different elements designed to encourage personal involvement in community service and leadership development. The co-curricular program LEAD-ON! provides experiences and workshops allowing students to develop their leadership theory, skills, and application. Through the community service-learning office, students can develop their leadership skills by participating in hands-on service experiences in the community. The Asbury University Challenge Course also promotes leadership development in the form of adventure-based learning. Students participating in the leadership program receive a co-curricular transcript detailing their involvement in leadership activities, co-curricular activities and service projects. See the *Handbook for Student Leadership Opportunities*, visit asbury.edu/leadership, or call ext. 2117 for more information.

Student Organizations

Organizations and clubs are an important part of life at Asbury University. Most students become active members of at least one organization or club. These groups are typically formed along Christian, cultural, personal or educational interests. See asbury.edu/clubs for additional information.

Student Success Programs

The Asbury University community is committed to the academic success and overall development and satisfaction of the students enrolled. In keeping with this commitment, the Office of Student Success Programs strives to help students successfully transition and acclimate to collegiate life by offering programs and support services which are intentionally designed to increase their awareness, knowledge, understanding, skills, and/or attitudes regarding the academic, spiritual, cultural, and social climate of the University. Call ext. 2127 for additional information.

New Student Orientation. All new first-time and transfer students enrolling full-time in the traditional undergraduate program fall or spring semester are expected to attend an orientation program

designed to provide the information and support needed to make a successful transition into the academic, spiritual, cultural, and social climate of the University.

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

Individual Support Services. Individual and educational counseling and support services are provided to help students who are experiencing challenges with their transition and integration into collegiate life academically, socially, and spiritually, and with their personal growth and development.

Office of Intercultural Programs

International, third-culture, African-American, Asian-American/Pacific-Islander, American-Indian/Alaskan-Native, and Latina/o-American students all provide a richness of culture that is integral to the University. With an institutional commitment to be inclusive and embrace all people, the Office of Intercultural Programs sponsors and advises ethnic student organizations and provides individual support for international and U.S. ethnic students, as well as offers cultural programs and experiences for the entire campus community that impact student learning by increasing awareness, understanding, respect, and/or appreciation of cultural diversity. See asbury.edu/student-life/intercultural-programs or call ext. 2314 for additional information.

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

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

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

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

Individual Support Services. Individual support that is responsive to the specific needs of international, third-culture and African-American, Asian-American/Pacific-Islander, American-Indian/Alaskan-Native, and Latina/o-American students is provided to assist them in acquiring the knowledge and skills necessary to grow and develop personally and to be academically successful while at the University.

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

Student Health Services

For the traditional undergraduate population housed on the main Wilmore campus, the University maintains a well-equipped health center with a competent staff of experienced registered nurses while school is in session. The health center is open 35 hours per week and nurse triage phone consultation is available for emergencies after hours. Students may see the physician or nurses by appointment at no additional expense, except for certain prescription medications, diagnostic tests, and immunizations (including those for international travel). Excellent medical facilities exist in nearby Lexington in case of serious injury or illness. See asbury.edu/health, email health.services@asbury.edu, or call ext. 2277 for additional information.

Student Publications

The Asbury Collegian (student newspaper), Asbury Review (literary review magazine) and the Asburian (yearbook) are published by student staffs. The publications are produced under the direction of a student/faculty Publications Committee and are also related to the journalism program of the University. For more information, contact the faculty advisor of each publication: The Asbury Collegian, ext. 2393; Asbury Review, ext. 2189; Asburian, ext. 2191.

UNIVERSITY ACADEMIC POLICIES

Students are subject to the policies of the university, and also to the specific policies of their program in particular. Further details may be found in the student handbooks in each program.

BECOMING STUDENTS

In order to be an Asbury student with access to university email, online services, and class registration you must have completed all admissions requirements, and be designated as “accepted final in your program’s Admissions Office, and “transported” and set up in student records.

ADVISING

All students are assigned an academic advisor based upon indicated field of interest. Based on the major chosen by the student the academic advisor will be a faculty member in that department. The role of the academic advisor is to aid students in the choice of courses as well as to provide general guidance. The academic advisor should normally be the person of first recourse for a student who needs help in any area of adjustment to University life.

Prior to each semester’s registration, students should discuss a proposed schedule with a faculty advisor in the major to review the semester’s class choices. The purpose of this personal attention is to help students make successful academic progress toward graduation.

The Office of the Registrar is available for general help and advising on academics. To declare, change, or add majors or minors, or to request or change advisors contact the registrar’s office. Email: registrar@asbury.edu

The GPS Advising Center is an additional resource for adult learners in the APS and Graduate Programs. Email: advisingcenter@asbury.edu.

On the main campus, students may seek help from the Office of Student Development for personal matters.

STUDENTS WITH DISABILITIES

One of the goals of Asbury University is to provide an optimal opportunity for success for qualified students with disabilities without compromising the caliber of instruction or the self-confidence of the learner.

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

The Academic Support Program through the Center for Academic Excellence [www.asbury.edu/academics/cae] will work with students who have a certified learning disability to see that appropriate and adequate accommodations are provided. These accommodations may include such services as additional time on tests and exams; taping of classroom lectures; assistance with class scheduling and selection; tutoring services; personal counseling; and the encouraging of academic independence. Email: centerforacademicexcellence@asbury.edu.

The Vice President for Student Development’s Office will work with students who have a physical disability to make certain that appropriate and adequate accommodations are provided. Students with further concerns about disability accommodations should notify the Academic Dean’s Office.

ACADEMIC INTEGRITY

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

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

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

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

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

Academic integrity policies and consequences

a. Plagiarism

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

b. Other types of academic dishonesty

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

- c. Specific consequences for academic dishonesty (incidences of academic dishonesty are recorded on student's permanent record)
 - 1) Plagiarism/unauthorized collaboration consequences
 - 1st offense—lowered grade, F or 0% on paper or project; meeting with Academic Dean
 - 2nd offense—F in course; meeting with Academic Integrity Committee
 - 3rd offense—suspension from AU
 - 2) Cheating on exams consequences
 - 1st offense—F or 0% on exam; meeting with Academic Dean
 - 2nd offense—F in course; meeting with Academic Integrity Committee
 - 3rd offense—suspension from AU
- d. Communication of academic integrity policies and procedures
 - 1) Academic integrity policies are listed on AU's website and in the *AU Bulletin*
 - 2) Faculty members will communicate to students definitions of and consequences for plagiarism and other academic integrity violations
 - 3) Faculty members will communicate to students specific instructions related to take-home and in-class essay exams and other projects.
- e. Process for academic integrity violations
 - 1) Faculty member confronts student with evidence
 - 2) Faculty member explains consequences to student
 - 3) Faculty member sends report of violation to Academic Dean
 - 4) Academic Dean meets with student
- f. Appeal process for violations of academic integrity: Student follows Academic Appeals process listed in *Bulletin*
 - 1) Meet with faculty member in whose class the alleged violation has occurred
 - 2) If issue is not resolved, meet with chair of the department in which the alleged violation has occurred
 - 3) If issue is not resolved, meet with Dean of School.
 - 4) If issue is not resolved, file a written appeal to Dean of School within 30 days of meeting with Academic Dean
 - 5) Academic Dean will review the appeal, and if unable to resolve the matter to the satisfaction of the student, will refer the matter to the Academic Petitions Sub-committee of the Academic Policies and Curriculum Committee.
 - 6) The student will receive a decision in writing. The decision of the Academic Policies and Curriculum Committee will be considered final.

BRINGING IN CREDITS FROM OTHER SOURCES

OFFICIAL TRANSCRIPTS

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

TRANSFER CREDIT REQUIREMENTS & LIMITATIONS

1. Credit can only be transferred from official transcripts mailed by the institution or sent by official electronic transfer. Credit will not be taken from faxed, copied, emailed or hand delivered transcripts.
2. Courses must have grades of "C" or above to transfer. Courses which are graded under a pass-fail system are not accepted for transfer without official validation that the minimum passing grade is "C" (Exception: Physical Activity courses can be transferred with a passing grade "P").
3. Grades for transfer courses are not used when determining a student's cumulative grade point average at Asbury University.

4. A maximum of 30 semester hours may be transferred for associate's degree (student must complete at least 30 semester hours at AU)
5. A maximum of 60 semester hours of transfer credit may be taken from all sources including two-year college or non-accredited institutions, AP, CLEP, CPL credit, military credit, and institutional credit. (student will complete at least 64 semester hours at AU.)
6. An additional 15 semester hours may transfer from an accredited 4 year institution for a maximum total of 75 semester hours of credit. (student must complete at least 49 semester hours at Asbury University to receive a bachelor's degree.)
7. Asbury University grants non-college advance credit (AP, CLEP, IB, Military) only on the basis of original documentation, and does not grant credit for advanced or institutional placement based on other colleges or universities transcripts.
8. Courses taken more than three years prior to enrollment which involve current technology/equipment or which satisfy current regulating agency or state requirements may not be taken in transfer due to out of date content. These courses will be reviewed case by case.
9. After matriculation at Asbury University, students may not transfer more than 6 semester hours of independent study course work from another institution.
10. Asbury University will not accept transfer college credits taken more than two years prior to graduation from high school, unless student demonstrates continued educational progress at college level.
11. In the case of transfer courses from a regionally unaccredited institution, each institution is reviewed on an individual basis to evaluate the rigor, content, and faculty in their programs before deciding if credit may be transferred.
12. Students who have completed at least 12 semester hours at another institution after high school graduation are considered transfer students.

CURRENT STUDENTS TAKING CREDITS ELSEWHERE

Students currently enrolled and desiring to earn credits at another institution to apply toward graduation from Asbury University must receive approval from the Registrar at Asbury prior to enrolling. The University is not obliged to transfer courses for which prior approval has not been secured.

Credits Elsewhere Policies

1. Courses should be taken through regionally accredited institutions.
2. The student must provide the name and city/state of other school, as well as specific course prefix, number and title for the other school's courses to have them reviewed for transfer.
3. The student must be eligible to register and continue at Asbury for a letter of good standing to be issued. A GPA of 2.00 is recommended.
4. Hours taken elsewhere do not count towards the student's full-time status at Asbury or for financial aid purposes. Financial aid can only be awarded from one institution in a semester.
5. The student must not have exceeded the limit for transfer credits for their program (prior to and during enrollment at Asbury). Limits for undergraduates: 60.0 total credits combined from any two-year institutions, AP, CLEP, CDC credit, military credit and institutional credit. Students may receive an additional 15 credits from any four-year institutions making a maximum of 75.0 credits from all possible sources. See the individual Graduate programs for limits on transfer credit.
6. The maximum credits that can be taken elsewhere during a fall or spring semester is 3-4 credits for traditional undergraduates, 6 credits for APS undergraduates, and 12 credits during summer sessions for traditional undergraduate.
7. Permission to take courses elsewhere during regular fall/spring semesters will be limited for students who are full time at Asbury. Students will not be permitted to take an overload of courses (Asbury + other school) over 19 credit hours for traditional undergraduates for a fall or spring semester, and not over 21 credits for APS undergraduates.

8. To finish a degree undergraduates can transfer no more than 9 credits from another school; 12 credits of their final 21 required credits must be completed at Asbury University.
9. Departmental approval may be required to take upper level major/minor courses elsewhere.
10. A course must have earned a letter grade of C or better to transfer.
11. Courses are transferred for credit only; the grades will not be included in the GPA at Asbury University.
12. Credits taken at a school under a quarter hour calendar transfer by a factor of 2/3 (x 0.667) when transferred and converted to semester hours.
13. The student is responsible to request a final transcript from the other school. An official transcript must be mailed directly to the Asbury University Registrar's Office. Hand-delivered transcripts are not accepted as official. Seniors cannot graduate until official transcripts for courses elsewhere have been received and processed.

CREDIT FROM MILITARY

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

ADVANCE CREDIT BY EXAMINATION PROGRAMS

Incoming students may be granted academic credit on the basis of tests administered by the College Board Advanced Placement Program (**AP**), the College Level Examination Program (**CLEP**), and the International Baccalaureate (**IB**).

Asbury University grants such credit only on the basis of original documentation, and does not grant transfer credit for institutional credit given by other colleges or universities. Student should arrange to have original documents for AP, CLEP, and/or IB scores sent directly to the Office of the Registrar at Asbury University. Student score reports direct from the student are not considered official.

IB: Asbury University recognizes the International Baccalaureate program and grants credit on a course by course basis to students submitting appropriate scores of 5, 6, or 7 on these examinations. Credit is awarded for SL and HL courses.

AP and CLEP credit: See the following charts for the tests allowed and the grades required for advance credit through these exams.

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

Examination	Minimum Score	Asbury Course(s)	Credit Granted
Art Studio 2D	3	ART 111	3
Art Studio 3D	3	ART 112	3
Art Studio Drawing	3	ART 123	3
Art History	3	ART 251	3
Biology	3	BIO 100/101	4
	4	BIO 201, 203	4
	5	BIO 201/203, 202/204	8
Calculus AB	3	MAT 132	3
	4	MAT 181	4
Calculus BC	2	MAT 132	3
	3	MAT 181	4

Examination	Minimum Score	Asbury Course(s)	Credit Granted
Chemistry	3	CHE 111/113	4
	4	CHE 121/123	4
	5	CHE 121/123, 122/124	8
Chinese	3	CHN 102, 201	6
	4	CHN 102, 201, 151	9
Computer Science	3	CSC 121	4
Comparative Gov/Pol	3	PS 301	3
Economics/Micro	3	ECN 272	3
Economics/Macro	3	ECN 273	3
English (Lang/Comp)*	4	ENG 110	3
	5	ENG 151	3
English (Lit/Comp)*	4	ENG 110	3
	5	ENG 151, 205	6
Environmental Science	3	BIO 217, 219	4
European History	3	HIS 102	3
	4	HIS 101, 102	6
French	3	FRN 102, 201	6
	4	FRN 102, 201, 291	9
Government/Politics	3	PS 101	3
Human Geography	3	GEO 211	3
Latin	3	LAT 102, 201	6
	4	LAT 102, 201, 202	9
Music Theory	4	MTH 111, 121	3.5
Physics B	3	PHY 201	4
	4	PHY 201, 202	8
Physics C Mech	3	PHY 211	5
Physics C E & M	3	PHY 212	5
Psychology	3	PSY 101	3
Spanish	3	SPN 102, 201	6
	4	SPN 102, 201, 291	9
Statistics	3	MAT 232	3
U. S. History	3	HIS 201	3
	4	HIS 201, 202	6
World History	3	HIS 350	3
*Qualifying scores in Both English Lang/Comp & English Lit/Comp earns 3.0 extra ENG elective credits			

CLEP: Asbury University does not recognize work done on the General College Level Examination Program given by CLEP but does recognize a number of the CLEP Subject Examinations as follows;

CLEP TEST	Minimum Score	Asbury Course(s)	Credit granted
American Government	50	PS 101	3
American Literature	50	ENG 261	3
Analyzing and Interpreting Literature	50	ENG 230	3
General Biology	55	BIO 100, 101	4
Calculus	50	MAT 181	3
College Algebra	50	MAT 111	3
College Composition (not Modular)	50	ENG 110	3

CLEP TEST	Minimum Score	Asbury Course(s)	Credit granted
English Literature	50	ENG 231	3
French Language	50	FRN 201	3
French Language	66	FRN 201, 291	6
German Language	50	GER 201	3
German Language	66	GER 201, 251	6
Human Growth and Development	50	ED 230	2
Introductory Psychology	50	PSY 101	3
Introductory Sociology	50	SOC 100	3
Precalculus	50	MAT 112	3
Principles of Macroeconomics	50	ECN 273	3
Principles of Microeconomics	50	ECN 272	3
Spanish Language	50	SPN 201	3
Spanish Language	66	SPN 201, 291	6
U.S. History I: Early Colonization to 1877	50	HIS 201	3
U.S. History II: 1865 to the Present	50	HIS 202	3
Western Civ I: Ancient Near East to 1648	50	HIS 101	3
Western Civ II: 1648 to the Present	50	HIS 102	3

CREDIT BY PRIOR LEARNING

Adult Professional Studies Undergraduates

Students entering the APS degree completion program can earn additional semester units through Credit by Prior Learning (CPL) or Credit by Demonstrated Competency (CDC). A maximum of 24 credit hours toward graduation may be earned through CDC/CPL. These units can come from a variety of different sources including, but not limited to, military training, workshops, seminars, self-study, non-credit classes, training programs, and work experience.

1. Those wishing to apply for CDC/CPL credit will be expected to attend a workshop describing the process and expectations before beginning the process of a CDC/CPL application.
2. The student must coordinate the CDC/CPL process with the ADULT PROFESSIONAL STUDIES Program Director.
3. The University evaluates and grants appropriate units for the student's learning (not just the experience) from the submitted sources. As much as possible the criteria recommended by the American Council on Education (ACE) and the Council for Adult and Experiential Learning (CAEL) will be used to evaluate student submissions for credit.
4. The University may assess a Portfolio Evaluation Fee for credit hours applied for at the following rates:

- 1-9 credits \$30.00 per credit
- 10-19 credits \$300.00 flat fee
- 20-24 credits \$600.00 flat fee

Students are assessed the appropriate CPL/CDC fee regardless of whether the amount of credit applied for is granted.

INSTITUTIONAL CREDIT IN HORSEBACK RIDING

Traditional Undergraduates

Degree-seeking EQS majors or minors in the traditional undergraduate program may apply for and be granted academic credit for EQM 130 (Beginning Horseback Riding) and/or EQM 131 (Intermediate Horseback Riding) through this institutional placement procedure by meeting the following requirements:

1. Take the necessary departmental proficiency examination and receive a score qualifying for institutional placement.
2. Submit to the Registrar's Office an application for credit upon successful completion (C- or higher) of EQM 251 (Horse Training) class.
3. A \$20.00 per hour processing fee will be posted to the student's account when the application is processed.
4. These credits apply to the major/minor, but do not count as physical education activity credit.

INSTITUTIONAL CREDIT IN FOREIGN LANGUAGE

Traditional Undergraduates

Degree-seeking traditional undergraduates may apply for and be granted academic credit for any waived foreign language (101, through fourth semester 202, 251 or 291 appropriate to their language) through this institutional placement procedure by the following requirements:

1. Take the necessary departmental proficiency examination, administered each year by the Ancient & Modern Languages Department, and receive a score qualifying for institutional placement. Forms are available from the Ancient & Modern Languages Department where the process is initiated.
2. Submit to the Registrar's Office an application form for credit to be received AFTER successful completion (C- or higher) of a higher language course of the same prefix.
3. A \$20.00 per hour processing fee will be posted to the student's account when the application is processed.
4. This foreign language option is only available for languages offered at Asbury University.

STUDENT STATUS

CLASSIFICATION OF STUDENTS

Students are classified by the Registrar's Office based on their program, degree sought, and cumulative credit hours.

UNDERGRADUATE CLASSIFICATIONS

Undergraduates Completing Degrees: (Associate of Arts, Bachelor of Arts or Bachelor of Science)

Class 1. FRESHMAN: having less than 30 semester hours.

Class 2. SOPHOMORE: 30-59 semester hours.

Class 3. JUNIOR: 60-89 semester hours.

Class 4. SENIOR: 90 or more semester hours.

Undergraduates Not Completing a Degree

Class 5. POST-BACCALAUREATE: Students pursuing a specific course of study, but not earning a degree such as student who has a bachelor's degree and is completing the requirements for another major or minor subsequent to graduation, or completing courses for certification.

Class 6. SPECIAL STATUS: Students taking courses not intended to apply to any degree or program who have been admitted to take one or more classes for a specific academic year, and not expected to continue the next year. To continue in Special status for more than two semesters, or earn more than 12 semester hours, requires approval from the registrar each year.

Class 8. VISITOR: Transient students taking courses intended to transfer to another institution's degree program.

Class 9. AUDITOR: Approved to attend non-activity classes for no academic credit. See audit policy under Academic Policies section.

ASBURY ACADEMY: Dual enrollment high school students

Class A. High school students in dual enrollment from public or private high schools.

Class B. High school students in dual enrollment from home school high schools.

When an Academy student continues as a degree seeking student after high school graduation all credits earned in the Academy will apply towards the degree hours and requirements.

GRADUATE CLASSIFICATIONS

Graduates Completing Degrees - proceeding towards an initial master's level degree

Class 5. GRADUATE: Student who has a bachelor's degree and is earning credits to complete an initial master's level degree.

Graduates Not Completing an initial master's degree

Class 6. SPECIAL STATUS: Students taking courses not intended to apply to any degree or program.

Class 7. CERTIFICATION ONLY & ADDITIONAL DEGREE. Students in this category hold a master's degree, and intend to complete the requirements for additional certification or an additional degree in a graduate program.

Class 8. VISITOR: Transient students taking a graduate course to transfer to another institution.

Class 9. AUDITOR: Approved to attend non-activity classes for no academic credit. See audit policy under Academic Policies section.

STUDENT ACADEMIC FULL TIME LOAD

UNDERGRADUATE

- 12 or more hours a semester is considered full-time for all undergraduates. The normal, expected academic load is 15-17 semester hours.
- Students with a GPA below 2.75 and first semester students may not register for over 17 hours.
- Traditional undergraduate students are not permitted to take more than 19 hours in a semester.
- APS undergraduate students are not permitted to take more than 21 hours in a semester.

GRADUATE

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

RESIDENCY REQUIREMENT (MINIMUM SEMESTERS ENROLLED AT ASBURY)

FOR ALL UNDERGRADUATE DEGREES

To earn undergraduate Degrees at Asbury University candidates must satisfy the following three criteria:

1. Associate's degree candidates must complete their final two full-time semesters at Asbury University.

Bachelor's degree candidates must be registered at Asbury at least three sequential semesters (excluding summer) as a full-time student each semester, including two semesters as a senior.

Exceptions: students completing a Pre-Nursing major or Engineering Math (UK) major. These must meet the residency in the three semesters prior to finishing program off campus.

B. Seniors must complete 12 out of their final 21 semester hours at Asbury University using no more than 9 credits elsewhere to finish after ending Asbury enrollment.

C. Complete at least 50% of each of their majors' and minors' requirements with courses at Asbury.

D. Bachelor's degree candidates must complete a minimum of 49 hours in courses at Asbury University (may not count institutional credit). Associate's degree candidates must complete a minimum of 30 semester hours at Asbury University for the degree.

Graduate Program Time Limitation

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

MAJOR AND MINOR FIELDS

All students receiving a degree must have a major or program. Students are not required to have a minor.

It is the student's responsibility to see that all degree requirements are met.

1. The requirements for graduation for any chosen major are listed in this Bulletin and on the major/minor sheets which are available online at <http://www.asbury.edu/offices/registrar>.
2. Majors and minors must be officially declared to be listed on the student's record and official graduation record.
3. To declare, change, drop or add a major or minor students must contact the Registrar's Office.
- 4a. Undergraduate Students are expected to declare a major by the beginning of the junior year (60 hours completed).
- 4b. Associate degrees, the Liberal Arts major, must be declared before the end of the sophomore year or before 60 hours are completed.
5. Fifty percent of all major or minor requirements must be completed at Asbury University.
6. To graduate with a major or minor on the official transcript all such must be officially declared in the registrar's office by February 1 of the student's commencement year. After that, second majors and minors may be dropped in order to graduate, but no new minors or majors may be added. One major is required for the BA or BS degree.
7. To graduate and commence with an associate's degree on the official transcript all such must be officially declared in the registrar's office by February 1 of that commencement year.

COURSE REGISTRATION

It is the student's responsibility to verify that they are registered for the correct courses they are actually taking. Students will not receive credit for courses in which they are not properly registered.

CHECK YOUR CLASS SCHEDULE AT: online.asbury.edu.

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

REGISTRATION CHANGES DURING DROP/ADD

1. A student can drop a class during the official Drop/Add period through the online registration, and will have the course cancelled and will not be charged for the course.
2. For traditional undergraduates Drop/Add is the first week of the program term. Last day to drop or add a class is listed in the Academic Calendar in this Bulletin.
3. The Drop/Add period for the School of Graduate and Professional Studies (APS and Graduate) is set by program or course. Drop/Add dates for each course are viewable in your schedule when you log in at online.asbury.edu.
4. No course can be dropped after the Drop/Add deadline. (see withdrawal from a course).

AUDITING COURSES

A degree student may request to audit one class within their full time semester. A non-degree student who only attends an audited class is classified and billed as an auditor.

1. Prior to auditing any course a student must have applied and been admitted to the University through an Office of Admissions.
2. Students must request to audit a particular course during registration for a term. Audit requests must be made to the registrar's office before the end of the Drop/Add period.
3. The Registrar will seek instructor approval for an auditor and will determine if there will be room in the class for an auditor after regular enrollment is completed. Priority seating is given to credit students.
3. No more than one course may be audited per semester.
4. Only lecture type courses, or the lecture part of laboratory courses, may be audited. Activity courses may not be audited (e.g., lab courses, computer programming, physical education, internships, recreation, ceramics, and studio art).
5. Neither class discussion nor taking of examinations is permitted, except by special arrangement with the instructor.
6. If an auditor submits daily assignments, the instructor is not obligated to read or correct them.
7. The instructor will assign a grade of "S" (satisfactory) or "U" (unsatisfactory) based on attendance arrangement with instructor and general cooperation.
8. No credit hours or quality points shall be awarded for courses audited.
9. There is no cost additional to regular tuition for a full-time student auditing a course. The cost to persons other than full-time students is \$40 per credit hour.

SENIOR CITIZENS WAIVER

for traditional undergraduate program registration only

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

UNDERGRADUATE STUDENTS IN MASTER LEVEL COURSES

Undergraduate seniors with a minimum 3.25 cumulative grade point average who demonstrate outstanding scholastic ability, and who satisfy the requirements for regular graduate admission, may be permitted to enroll for a graduate course (500-level) simultaneously with undergraduate courses. The following stipulations apply (specific graduate programs may have stricter regulations.):

- GPA of 3.25 required.
- This can only be done during the undergraduate senior year.
- No more than one graduate course may be taken per semester.
- The student will be required to pay all graduate course fees.
- The graduate course will be listed as part of the undergraduate record and GPA.
- In no case may the credits count toward both a graduate and an undergraduate degree.

COURSE EXCHANGES

In the programs which have modular classes beginning at later dates in the term students have the option to exchange a future course for one that has not yet begun in the term. 1. The exchange must occur prior to the start date of both courses involved. 2. Both courses involved in the exchange must be worth the same number of credits. 3. Students must contact the registrar's office to make this adjustment to their official registration.

WITHDRAWAL FROM A COURSE

1. A student must contact the Registrar's Office to officially be withdrawn from a class.

A student who stops attending a class without giving official withdrawal notice to the Registrar's Office will remain registered and receive an "F" in that course at the end of the semester.

2. Any full time student wishing to withdraw a course that leaves them completing below full time hours must be cleared by the Registrar prior to withdrawal. Students completing below fulltime hours may have their financial aid reduced.

3. Students may not drop a class off after the Drop/Add period for their program; they can only withdraw from the class. The class and hours remains on their schedule as part of their original registered hours for billing and financial aid.

4. A grade of "W" is recorded on the transcript for any withdrawn course. The course will not factor into the calculation of the GPA.

5. Students receive no refund of tuition and/or fees for an individual course which is withdrawn after the official Drop/Add date unless completely withdrawing from all courses at the institution.

6. Students must withdraw before their program's deadline for withdrawing without an "F". After that deadline student must receive the earned grade for the class.

7. Traditional Undergraduate Students must withdraw before the published "last day to withdraw from a class with a grade of W" in the academic calendar for each semester.

8. APS and Graduate Students must withdraw from a class before 2/3 of the class sessions have elapsed. See also the option for COURSE EXCHANGES for modular classes that start later in the term.

9. Once a course ends and a grade is recorded the course may not be withdrawn.

WITHDRAWAL FROM THE UNIVERSITY

1. A student may completely withdraw from the University any time before the end of the final class period of the semester.

2. To completely withdraw from the University a student must complete the appropriate form with the Office of the Registrar.

3. A student who officially withdraws from the University after the end of the Drop/Add period is assigned the grade of "W" in all courses that have not ended. Student will keep any final grades entered for classes that finished prior to the withdrawal date.

4. Tuition refund percentages for a student who withdraws from the University are described in the FEES AND EXPENSES/Student Accounts section of the Bulletin. See also FINANCIAL AID REFUNDS.

5. Students who withdraw from the University are no longer Asbury University students and therefore a letter of good standing cannot be issued to another institution.

6. All students who withdraw from the University **must re-apply and be readmitted to register for any subsequent semester - even the next immediate semester.**

ADMINISTRATIVE WITHDRAWAL

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

Non-Returning Students:

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

COURSES AND ATTENDANCE

COURSE NUMBERING GENERAL GUIDELINE

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

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

300-399 Advanced courses for sophomores and juniors.

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

500 Courses offered at the graduate level. Some 500 level courses may be available to qualified undergraduate seniors by department permission.

600+ Graduate program

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

COMMON COURSE NUMBERS WHICH MAY BE USED ACROSS DEPARTMENTS

293/593 Seminar Course (1 – 6)

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

391/491/691 Independent Study (0.5 – 6)

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

392/492/692 Directed Study (0.5 – 6)

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

393/693 Seminar Course (1 – 6)

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

435/635 Internship (0.5 – 9)

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

CONTRACT COURSES

Contract courses are defined as all non-classroom instruction for which credit is given with the exception of social work practicum and student teaching. These include: **Independent Studies, Directed Studies or Substitutions, Practicum and Internships.**

General Contract Procedures

1. All contract courses must be completed under the control of an appropriately completed contract between student and instructor with approval of the department chair of the program using the course.
2. A student may register for a contract course by filing a contract, appropriately approved, with the Registrar's Office.
3. All contract courses will be subject to the same policies as regular classroom courses with reference to Drop/Add and submission of grades deadlines.

4. Registering for a contract course requires the approval of the faculty member, the advisor, the department chair, and the Dean of the appropriate college.

Independent/Directed Studies

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

1. **Independent Study** is individualized study of a topic of interest beyond the content of regular course offerings, involving a minimum of 1 – 3 meetings with instructor during semester.

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

For Major/Minor requirements:

- Independent studies used as requirements in a major or minor should have specific prerequisites and maximum credits limitations set by the department.
- Each department may limit the number of credit hours a student may take as independent or directed study, and may set additional requirements for an independent or directed study in their department.

For Elective Credit:

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

Directed Substitutions

1. Any junior or senior needing a course in their major/minor which is not currently being offered or is in schedule conflict may obtain contract forms in the Office of the Registrar and see the appropriate Dean/Department Chair for permission to register for a directed substitution. The following factors will govern the decisions, which will be made by the Dean/Department Chair:

- a. validity of need
- b. inability to substitute an offered course
- c. availability of a teacher
- d. student's ability and willingness to meet the demands of directed study

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

Internships/Practicum

1. Courses based on time spent in practical experience, are required in several major or minor programs.

2. Requirements for these courses are under the major/minor department's control and approval.

3. Students are required to register for an internship during the academic term within which the internship activity ends.

PASS/FAIL OPTION FOR SENIORS

For Traditional Undergraduates

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

PHYSICAL EDUCATION ACTIVITY COURSES

For Traditional Undergraduates

1. One credit hour of an activity course is required for graduation. This activity course should be completed by the end of the sophomore year.
2. Three additional PE activity courses (3 hours) may be taken as electives.
3. No more than one (1) semester hour of PE credit may be taken in any one semester.
4. The letter grades received in the physical education activity classes will be included in determining GPA.
5. No more than four semester hours of physical education activity courses (PE prefix) may apply toward graduation. This includes credit for Varsity Athletics (PE 108) and KHP 107.

EXAMINATIONS

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

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

CLASS ATTENDANCE

In order to assure maximum benefit from class instruction, it is important for students to attend class and complete readings and assignments. Students are personally responsible for class attendance. Instructors will explain to students at the beginning of each course their attendance expectations and grading policies with respect to absences from class sessions. Instructors will report excessive absences to the registrar's office.

In the case of: (a) hospitalization or serious illness (as determined by a physician), (b) Asbury University approved group event or travel (i.e., class trip, athletic team trip, etc.) (c) death or serious illness of family member, or (d) other unusual circumstance, the registrar will issue an excused absence (with permission to make up work) to be presented to the instructor. Students may not be penalized for any absence approved by the registrar's office.

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

CHAPEL ATTENDANCE & REQUIREMENTS For Traditional Undergraduates

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

1. Chapel meets Monday, Wednesday, and Friday at 10:00 a.m. in Hughes Auditorium. Students are counted present only when sitting in their assigned seats on time.
2. Permission to sit out of an assigned seat, for any reason, is reserved for students in good standing and will only be granted at the discretion of the Chaplain's office. Permission must be secured in the Chaplain's office before the chapel period. Students should not approach the chapel checker or the Chaplain at the beginning of chapel for permission to sit elsewhere.
3. Eight chapel absences per semester are permitted for full-time students. (Full-time status is set by student's registered hours at the end of Drop/Add. Any later course withdrawal or change in registered hours will not change the chapel attendance requirement for the remainder of the semester.) Students are advised to save these for such unexpected or unforeseen situations as travel difficulties, bad weather, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, job interviews, discretionary trips (such as weddings), and family responsibilities.
4. Part-time students will have a reduced requirement based on their number of academic hours. (This will be based on the registered academic hours at the close of Drop/Add. Any later course withdrawal or change in registered hours will not change the chapel attendance requirement for the remainder of the semester.)
5. Disruptive behavior such as being tardy, studying in chapel, whispering, sleeping, use of any electronic device, etc, will be counted for one-third absence.
6. In the case of: (a) hospitalization or serious illness (as determined by a physician), (b) institutionally approved group event or travel, (c) death or serious illness of family member, or other unusual circumstances, a student may petition the Chaplain's office to have such absences excused.
7. All students who are required to attend will be registered for chapel (CH 021) for zero credit hours. Students will receive a P (passing) by attending the appropriate number of chapel services and an N (not passing) if they do not. This will appear on a student's transcript as a part of their permanent record.
8. Any student who earns an "N" will be placed on chapel probation for the following semester. Any student who earns a grade of "N" for two semesters may be suspended from the University for one semester.
9. A student who flagrantly violates the chapel attendance policy with more than 14 unexcused absences may be suspended without a period of probation. ("Flagrantly" is defined here not only in terms of total absences, but also in failure to respond to requests to address the problem.
- 10. Last-semester seniors are expected to satisfy their final chapel attendance requirement.** You must have a passing grade in your final chapel registration in order to graduate. Any seniors who do not, must petition the Academic Petitions Sub-Committee concerning the right to graduate. Additional requirements (such as papers or reviews) may be placed upon a student in order to meet the chapel attendance requirement prior to graduation.
11. Students who are parents of young children living at home will be granted a reduction of one chapel per week. Forms for this purpose are available at www.asbury.edu/chapel and must be submitted prior to the start of the semester.
12. A student may appeal chapel suspension to the Academic Petitions Sub-Committee. These written appeals should be addressed to the Campus Chaplain, who will refer them to the Academic Petitions Sub-Committee. The decision of the Academic Petitions Sub-Committee will be considered final.

13. Students with unique circumstances (e.g., student teaching, internship, work) may request special chapel consideration. Forms for this purpose are available at www.asbury.edu/chapel and must be submitted prior to the start of the semester.

Summer Chapel Attendance

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

GRADES AND HONORS

ACADEMIC CALENDAR AND CREDITS

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

GRADING SYSTEM

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

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

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

I	Incomplete
W	Withdrew
P	Passing credit/no credit course
N	Not passing credit/no credit course
S	Satisfactory audit
U	Unsatisfactory audit

GRADING TIMEFRAME

Grades are issued within three weeks of the last day of a class. Any perceived discrepancies must be reported to the Registrar's Office in writing within 30 days of the posting of the grade.

INCOMPLETE GRADES

A temporary grade of incomplete ("I") may be granted by the Dean of the appropriate college/school where the course resides. An incomplete may be granted due to extenuating circumstances such as equipment breakdown or medical crisis. Quality of work or more time is not a criterion for an incomplete and will not be granted on such basis. A student seeking an incomplete in more than one course may only be granted by the Academic Dean.

Faculty or students anticipating the need for an incomplete should contact the appropriate Dean of the college prior to the completion of the course.

An incomplete cannot be granted to a student after the course's end date. Once an incomplete is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A student who receives an "I" must complete the work within 60 days of the course's end date. A final grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

REPEAT COURSE POLICY

1. Undergraduates may repeat twice any course in which a grade of "C-", "D" or "F" was received at Asbury University. Graduate programs may also repeat a grade of "C".
2. The course must be repeated at Asbury University and with a course deemed equivalent by the Registrar's Office.
3. The higher earned grade in any repeated course will count in the computation of the cumulative point standing.
4. Credit hours in repeated courses will count only once.
5. Repeated courses will be so marked (R) on the permanent record.

CHANGE OF GRADE

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

UNDERGRADUATE HONORS IN SCHOLARSHIP

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

Graduation Honors: Students completing a Bachelor's degree are graduated with honors (cum laude) if they attain a standing of 3.5 to 3.79, with high honors (magna cum laude) if they attain a standing of 3.8 to 3.96. A student who attains a standing of 3.97 will be graduated with highest honors (summa cum laude). To be eligible for graduation honors a student must have earned at least 62 semester hours of graded course work hours at Asbury University. Transfer credit and/or credit-no credit hours are not counted in calculating standing (GPA). Students who have completed less than 62 semester hours at Asbury but who meet the GPA standing for honors as listed above will be listed with "honorable mention."

COMMENCEMENT PARTICIPATION AND PROCEDURE

ALL DEGREE CANDIDATES

All students desiring to participate in the May Commencement must have filed a "**Graduation Application**" by February 1 of that year. Go to www.asbury.edu/offices/provost/commencement
Final decisions regarding participation in the annual May Commencement are made each year on February 15.

To participate a student must meet the following criterion:

Requirements for Associate's and Bachelor's Candidates

(a) Has a cumulative GPA of at least 2.00.

(b) Will have completed all requirements for a degree by one of the following:

- has at least 124.0 total credits (60.0 for AA degree) and has completed all degree requirements as of the previous fall semester.
- is enrolled in the current spring semester for all remaining requirements which will be completed by the May commencement.
- Will have no more than 9 semester hours remaining to complete at Asbury or elsewhere after the May Commencement.
- Is an education major finished all courses needing only student teaching after the May commencement.
- Is an education major with no more than 7 semester hours to complete plus student teaching after the May Commencement AND must be able to complete those 7.0 hours BEFORE student teaching for the Fall Semester.

Requirements for Master's Candidates

(a) Has a cumulative GPA of at least 3.00.

(b) Will have completed all requirements for a degree by one of the following:

- has completed all degree requirements as of the previous fall semester.
- is enrolled in the current spring semester for all remaining requirements which will be completed by the May commencement.
- Will have no more than 7 semester hours remaining to complete at Asbury or elsewhere after the May Commencement AND must be able to complete those 7 hours before the fall. [For the MA in Education: must be enrolled in EDG 680 Research and Development before the commencement.]

TRANSCRIPT RELEASE POLICY

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

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

PROBATION, SUSPENSION AND APPEALS

PROBATION AND SUSPENSION

1. The Registrar's Office has the responsibility to monitor academic progress for all students enrolled in the University. An undergraduate academic progress scale outlines the expected grade point average for a student to remain in good academic standing based on the total number of credits attempted. Students who fail to meet the scale are subject to academic probation and/or academic suspension. (Traditional residential students are also expected to be in accord with the chapel attendance requirement or be subject to chapel probation or suspension.)
2. Some specific major programs within the University have additional minimum grade point averages to be admitted to those programs or to remain enrolled in them. Each academic department having an additional GPA requirement are responsible to monitor the progress of students enrolled in their programs and notify students of any problems related to the requirement, including the possibility that the student may be dropped from the program.
3. Undergraduate Students with less than 9 attempted hours in a semester are exempt from probation policy (withdrawn hours are not counted) **[NOTE Financial Aid eligibility will include withdrawn hours. See Academic Progress and Financial Aid.]**
4. The academic progress toward the completion of a degree requires the meeting of minimal standards both in semester hours completed and in cumulative grade point average.

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

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

5. At the end of each semester, the academic progress of all students is reviewed. Incomplete grades will be taken into consideration, but calculations for probation begin as soon as first grades are entered during the semester. Decisions are not made until the official end of the semester.
6. A student who does not meet the minimal standards of the academic progress scale at the end of the semester will be placed on academic probation for one semester, and may be required to attend an academic support class.
7. Any students who do not meet the standards of the academic progress scale at the end of the probationary semester will be subject to academic suspension for a period of one semester (not counting summer). A student who has been dismissed for academic reasons may apply for readmission for any semester following the suspended semester.
8. The probationary academic standing may be cleared only with grade points earned at Asbury University. Transfer credits are not used in calculating GPA.
9. A student who earns a grade point average of less than 1.0 (D average) in a semester at Asbury University is subject to academic suspension at the end of that semester without a period of academic probation.
10. During the fall or spring semester any student who does not pass at least 67% of hours attempted that semester (withdrawn hours excluded from calculation) will be placed on academic probation without respect to cumulative grade point average. A student in this category who does not pass 67% of semester hours attempted during the probationary semester may be subject to academic suspension. This policy does not apply to summer registration. **[NOTE Financial Aid eligibility will count withdrawn hours. For those requirements see 'Academic Progress and Financial Aid'.]**
11. The academically suspended student is ineligible for re-admission to Asbury University until one semester has elapsed (not including summer). A student who has been dismissed for academic reasons may apply for readmission for any semester following the suspended semester.

12. A student who has been readmitted following a period of academic suspension, will remain eligible for continuing as long as his/her GPA for each semester is 2.30 or better while carrying a minimum of 12 semester hours, even though his/her cumulative standing may be below the academic progress scale. Students re-admitted in this category may not enroll for more than 14 semester hours until they achieve satisfactory standing. **[NOTE: Financial Aid requirements can vary from Academic requirements. Students may be cleared academically to register, but not be eligible for financial aid.]**

13. A student who is placed on academic suspension may appeal (in writing, to the Academic Dean) to continue enrollment for the next semester. The appeal will be considered by the Petitions Sub-committee of the Academic Policy and Curriculum Committee of the Faculty. The student will receive a written response from the Academic Dean. If permission to enroll is granted, the student's status becomes "probation".

PARTICIPATION IN UNDERGRADUATE STUDENT ACTIVITIES & STUDENT GOVERNMENT

A student not meeting the standards of the academic progress scale or the chapel attendance requirement (see previous sections) **may not**:

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

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

ACADEMIC APPEALS / Grievance Policy

The *Academic Appeals* section listed in this Bulletin exists to enable students to resolve concerns. A grievance procedure is available to any student who believes a school decision or action has adversely affected his/her status, rights or privileges as a student. The purpose is to provide a prompt and equitable process for resolving student grievances.

1. The channel for appeals should begin with the faculty or office where the issue originated.
 - A. For concerns about matters related to an academic course (class assignments, materials, procedures, or grades) first contact the faculty member involved and then, if no resolution is achieved, contact the chair of the department within which the faculty member teaches. If still unresolved refer the issue to the Dean of the College where the department is housed.
 - B. For concerns about matters related to meeting Foundational Course requirements first contact the registrar. The registrar may review the matter with the Department chair which supervises the required course. If still unresolved refer the issue to the Academic Dean.
 - C. For concerns about matters related to meeting major or minor requirements first meet with the academic advisor or with the department chair who supervises that major or minor. If still unresolved refer the issue to the Dean of the College where the department is housed
 - D. For traditional undergraduates wishing to appeal a Cross-Cultural Experience (CCE) decision should submit a CCE Appeal Form to the CCE Office to be reviewed by the CCE Committee. If still unresolved refer the issue to the Academic Dean.
 - E. For issues related to broader institutional academic policies and procedures and requirements first contact the Academic Dean.

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

3. The Academic Dean will review the written appeal and if unable to resolve the matter to the satisfaction of the student, will refer the matter to the Academic Petitions Sub-committee of the

Academic Policies and Curriculum Committee. The student will receive a decision in writing. The decision of the Academic Petitions Sub-committee will be considered final.

4. FLORIDA - For further assistance with unresolved issues at the Orlando, Florida campus – students should first follow the designated appeals processes outlined in the *Bulletin* and/or the program handbook. Students who feel a grievance remains unresolved may refer their grievance to the Executive Director of the Commission of Independent Education. The Executive Director will review it with all parties concerned. The Executive Director's decision is final.

Address:

Executive Director
Commission of Independent Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399-040
toll free 888-224-6684.

UNIVERSITY COLLEGES & DEPARTMENTS

Bachelor degree level programs are offered through the Traditional Undergraduate residential program on the Wilmore, KY campus.

Bachelor degree level programs are also offered through Adult Professional Studies which is primarily an online undergraduate program for adult learners with some programs available on campus in Wilmore, KY or Orlando, FL.

Master degree programs are offered online and in Wilmore, KY.

The academic programs are governed by the following three colleges.

COLLEGE OF ARTS & SCIENCES

- Ancient & Modern Languages
- Art
- Behavioral Sciences
- Business, Economics & Political Science
- Christian Studies & Philosophy
- English
- Health, Physical Education & Recreation
- History
- Mathematics
- Music
- Natural Sciences
- (University Studies)

SCHOOL OF COMMUNICATIONS

Communications, Journalism, Media Communications, Theatre/Cinema Performance, and Worship Arts.

SCHOOL OF EDUCATION

- Instructional Leadership
- Education Specialties

SCHOOL OF GRADUATE & PROFESSIONAL STUDIES (GPS)

The GPS administers programs offered for adult learners in the Adult Professional Studies for non-traditional undergraduates and degree completion. Asbury University also offers various graduate programs with many online opportunities.

ADULT PROFESSIONAL STUDIES (APS)

With undergraduate programs in Business, Criminal Justice, Leadership & Ministry, and Elementary Education

GRADUATE PROGRAMS

With master's level programs in Business Administration, Digital Storytelling, Education, and Social Work.

ONLINE PROGRAM CENTER

TRADITIONAL UNDERGRADUATE ADMISSIONS

CAMPUS VISIT

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

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

WHEN TO APPLY

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

HOW TO APPLY

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

Undergraduate Admissions
Asbury University
One Macklem Drive
Wilmore, Kentucky 40390

APPLICATION PROCESS

The following are needed to complete the application process:

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

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

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

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

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

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

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

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

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

NOTE: Official, final high school transcripts are required for varsity athletic participation, including home schools. [*Home school students seeking to participate in intercollegiate athletics will need additional documentation from their home state. NAIA policy states: "Home school students must receive a certificate (or equivalent) granted by the state verifying successful completion of home schooling requirement.. "*]

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

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

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

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

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

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

NOTE: further requirements below for international applications

ADMISSION REQUIREMENTS

ADMISSION AS A NEW FRESHMAN

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

- An academic record indicating graduation from high school with a cumulative grade point average of at least 2.5 (on a 4.0 scale) or completion of the GED.

- An SAT combined score (Critical Reading and Math) of at least 1020 or an ACT composite score of at least 22.
- Applicants should have completed a University preparatory curriculum including:
 - English - four years including one year of Composition
 - Mathematics - three to four years including Algebra
 - Social Studies - two years including one year of History
 - Laboratory Science - two to three years
 - Foreign Language - two years of the same language

Admission As A Transfer Student

A student who has earned at least 12 semester hours of academic credit at another college or university as a full time student following graduation from high school may apply for admission as a transfer student.

- To be admitted as a transfer student, an applicant must submit an official academic record indicating a cumulative grade point average of at least 2.5 (on a 4.0 scale) from each college or university attended.
- No more than 60 semester hours of credit can be transferred in from a two-year college and no more than 75 semester hours of credit can be transferred in from a four-year college or university.
- Applicants with fewer than 30 semester hours of college credit should also submit a high school academic transcript indicating a cumulative grade point average of at least 2.5 (on a 4.0 scale) and a SAT combined score of at least 1020 or an ACT composite score of at least 22.

Re-Admission As A Former Student

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

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

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

ADMISSION AS AN INTERNATIONAL STUDENT

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

- Complete an Asbury University application for admission.
- Submit authenticated copies of all secondary and post-secondary academic records to the Office of Admissions through the World Education Services credential services clearinghouse. Applicants must order the WES ICAP (International Credential Advantage Package) evaluation package and verified transcript, and must request a Course-By-Course Report. (BASIC evaluation packages and Document-By-Document Reports will not be acceptable.) When completing the application, Asbury University must be selected as a recipient institution. Applicants may access this service and submit a U.S. Credential Evaluation Application at www.wes.org/application/apply_now.asp. Applicants are responsible for paying the Credential Services Fee of \$195 USD for the WES ICAP Course-By-Course Evaluation, as well as the appropriate delivery fee (\$7 USD for standard delivery for each recipient) to the World Education Services through the above website. **NOTE:** Fees are **not refundable** and are subject to change. Under certain circumstances, additional administrative fees may be charged.
- Submit an official score report of the Test of English as a Foreign Language (TOEFL). International students must present a minimum score of **80** on the internet-based TOEFL or **550** on the paper-

based TOEFL before they can be admitted. If the applicant is a **native speaker of English** and is a citizen of Great Britain, Australia, Canada, New Zealand or the British West Indies, **SAT or ACT** scores are **required** instead of the TOEFL. If the applicant has studied as a full-time student in one of the countries mentioned above within the last two years (or at a school where English is the language used in classroom teaching), has taken at least one English class with a grade of B or better, and has a good academic record at the school attended, he or she has the option to submit **SAT or ACT scores** instead of a TOEFL score. Information on this test can be obtained at the following website: www.toefl.org Asbury University's TOEFL school code is 1019.

- Submit a signed and completed Christian Character Reference form.
- Present evidence of adequate financial support by submission of the Asbury University Statement of Financial Responsibility form. Applicants must also submit a certified bank document verifying a current balance in USD.
- Submit a tuition deposit equal to one semester of full-time tuition, fees, room, & board less financial aid. This substantial deposit provides for the student's first semester cost of attendance at Asbury University and **must be submitted in full before an I-20 document may be created** and sent to the student. International students **do not** have to submit the \$200 pre-tuition deposit.

Admission As A Non-Degree Seeking Student

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

A non-degree seeking applicant must submit:

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

Non-degree seeking students may be admitted as:

- a. Post-Baccalaureate: Students who hold a bachelor's degree and are earning further credits toward teacher certification or to complete an additional major.
- b. Special: (1) students taking courses for personal interest or development, or (2) Students who may not meet admissions requirements but have been admitted by special action of the Director of Admissions and/or the Admissions Review Committee for a specific period of time.
- c. Auditor: Students attending non-activity courses for personal enrichment and not for academic credit may refer to Auditing Courses policy under the Academic Policies section of this Bulletin. Only lecture-type courses or the lecture part of laboratory courses may be audited. Activity courses may not be audited.

ADMISSION DECISION

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

the right to deny admission to any applicant when that decision is determined to be in the best interest of the student or the institution.

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

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

NOTIFICATION

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

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

ASBURY ACADEMY ADMISSION

Admission as a High School Senior for dual credit

Asbury Academy is an “Early Access to University” program for high school seniors. This program provides opportunities for high school seniors to take general education requirements at the University level (100- and 200-level courses), enabling them to complete their senior year of high school and earn

University credit through dual enrollment. Students may participate in Asbury Academy during either both the fall and spring semesters (not during summer).

ON CAMPUS ASBURY ACADEMY

Asbury University offers Asbury Academy **on campus** to local students. High school seniors may take **four (4) free credit hours** each semester of their senior year. Additional courses may be taken at 50% of the regular tuition rate (see *Fees and Expenses* in this *Bulletin*). On campus students choose from over 80 course offerings in the 100 and 200 level classes. On Campus Academy students must be able to provide their own transportation.

ONLINE ASBURY ACADEMY

Building on the success of our on campus dual enrollment program, Asbury Academy now has a growing list of courses available online. The online classes are offered in an 8 week intensive format. Due to the concentrated nature of these classes, a student may only be enrolled in one online course at a time. Academy students may take two consecutive online courses each semester. The online classes are offered at a special reduced tuition charge for Asbury Academy Online students (see *Fees and Expenses* in this *Bulletin*).

ASBURY ACADEMY ADMISSION REQUIREMENTS:

1. A completed application. www.asbury.edu/admissions/asbury-academy/apply
2. An official high school transcript showing a weighted cumulative grade point average of 3.00 or higher **[Please note: Students should submit a high school transcript with final junior year grades that indicates their senior status prior to Asbury Academy orientation.]**
3. Official examination scores from the ACT or SAT may be required for admittance to ENG OR MAT classes:
 - ENG 100 Introduction to Composition - ACT English 17 / SAT Critical Reading 340
 - ENG 110 Exposition and Research - ACT English 22 / SAT Critical Reading 510
 - ENG 151 Advanced Exposition and Research - ACT English 27 / SAT Critical Reading 660
 - MAT 120 Concepts of Mathematics and Technology - ACT Math 22 / SAT Math 510
 - MAT 131 Finite Mathematics for Business - ACT Math 22 / SAT 510
4. Recommendation from a high school counselor for public or private school students, or from an adult who can speak to your character (i.e. church leader, employer, etc.) for home schooled students
5. Written permission from a parent to enroll in the program
6. (Proof of medical insurance or emergency contacts for on campus applicants)
7. Signed Master Promissory Note. The Master Promissory Note covers additional fees such as lab fees, library fines, parking passes, etc. (The Promissory Note is mailed to the student with his or her acceptance letter.)

Asbury Academy Admission Procedures:

Applications and other required information should be submitted to the Asbury University Admissions Office.

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

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

Contact Kim Okesson, Asbury Academy Coordinator with questions or for more information. kim.okesson@asbury.edu or (859) 858-3511, ext. 2506

TRADITIONAL UNDERGRADUATE DEGREES AND ACADEMIC REQUIREMENTS

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

ASSOCIATE OF ARTS DEGREE REQUIREMENTS

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

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

1. Complete a minimum of 60 semester hours
2. Earn a minimum 2.00 cumulative grade point average
3. Fulfill all liberal arts core requirements with the exception of the Cross Cultural Experience.
3. 30 hours of course-work (not institutional credit) must be completed at Asbury University, and 50% of the emphasis (minor) must be completed at Asbury University.
4. Complete comprehensive examinations and assessment tests as required by individual departments and programs or the University administration.
5. Must have a passing grade of "P" in their final registration in chapel (including summer semester).
6. Students must graduate under the requirements of the Bulletin in effect at the time of first enrollment (note exceptions)
 - a. Students may be graduated under new requirements placed in effect while enrolled. Students are expected to meet all of the requirements (foundational, major, and minor) for a particular *Bulletin*.
 - b. A student who re-enrolls or requests permission to complete degree requirements after an absence of two years becomes subject to degree requirements in effect at the time of re-enrollment or requested completion.
7. Students may choose to complete an additional emphasis using an undergraduate minor. All requirements for the minor must be complete to graduate with the emphasis.
8. Students must file a "**Graduation Application**" form in the Registrar's Office.
Go to www.asbury.edu/offices/provost/commencement

Note: Cross-Cultural Experience Policy - Students who earn their A.A. degree from Asbury University and continue towards their B.S. or B.S. degree at the University will be required to satisfy the Cross-Cultural Experience.

BACHELOR OF ARTS and BACHELOR OF SCIENCE DEGREE REQUIREMENTS

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

1. Complete a minimum of 124 semester hours.
2. Earn a minimum 2.00 cumulative grade point average
3. Satisfy the residence requirement (three semesters in sequence including two as a senior).
4. All majors except for non-language education majors must fulfill all liberal arts core requirements, including Foreign Language, to receive the Bachelor of Arts.

5. Non-language education majors must fulfill all liberal arts core requirements excluding Foreign Language requirement to receive the Bachelor of Science. However, if these majors complete the Foreign Language requirement they will be awarded the Bachelor of Arts.
6. Fulfill the requirements for at least one major. All majors and minors on a student's record must be completed to graduate with these listed on record. Second majors and minors are not required for graduation and can be dropped by the student.
7. Must have a passing grade of "P" in their final registration in chapel (including summer semester).
8. Must file a **"Graduation Application"** form in the Registrar's Office.
Go to www.asbury.edu/offices/provost/commencement
9. A minimum of 49 hours (not institutional credit) must be completed at Asbury University.
10. 50% of the hours/courses for all majors and minors must be completed at Asbury University.
11. Complete comprehensive examinations and assessment tests as required by individual departments and programs or the University administration.
12. Students must graduate under the requirements of the Bulletin in effect at the time of first enrollment (note exceptions)
 - a. Students may be graduated under new requirements placed in effect while enrolled. Students are expected to meet all of the requirements (foundational, major, and minor) for a particular *Bulletin*.
 - b. A student who re-enrolls or requests permission to complete degree requirements after an absence of two years becomes subject to degree requirements in effect at the time of re-enrollment or requested completion.

Additional requirements for education majors seeking certification.

Education majors earn the bachelor's degree by meeting the above requirements. Additional requirements must be met to complete teacher certification. See details at the School of Education.

KCTCS SCHOOL ASSOCIATE OF ARTS OR ASSOCIATE OF SCIENCE DEGREES

Any student accepted into Asbury University who presents an Associate of Arts (A.A.) or Associate of Science (A.S.) degree awarded by one of the Kentucky Community and Technical College System schools will be deemed to have satisfied the Asbury University Foundational requirements with the exception of the Bible/Theology (9) and Foreign Language requirement (0-9). [This agreement does not apply to an associate of applied science.] Any foundational courses which are also required courses for a major or minor cannot be waived.

Students with waivers of any foundational requirements must still complete the total 124.0 credits required for graduation.

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

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

FOUNDATIONAL LIBERAL ARTS REQUIREMENTS

For All Undergraduate Degrees

MISSION

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

Value Proposition: Academic Excellence and Spiritual Vitality

FOUNDATIONAL LIBERAL ARTS PROGRAM

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

1. Integrating Christian Faith and Culture

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

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

2. Discovering Human Thought and Creative Expression

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

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

3. Engaging Society and Global Responsibility

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

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

4. Achieving Quantitative and Critical Literacy

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

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

5. Searching the Natural World and the Environment

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

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

SATISFYING THE FOUNDATIONAL REQUIREMENTS

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

FOUNDATIONAL AREA REQUIREMENTS (39-52 hours)

Specific Courses Required In The Traditional Undergraduate Program

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

__ 1 LA 100 Engaging Liberal Arts

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

Complete Biblical Studies

__ 3	NT	100	Und New Testament
__ 3	OT	100	Und Old Testament

Complete one philosophy:

__ 3	PHL	200	Intro to Philosophy
	PHL	231	Ethics

Complete theology:

__ 3	TH	250	Foundations of Christian Thought
------	----	-----	----------------------------------

Plus every semester:

__ 0	CH	021	Chapel Attendance
------	----	-----	-------------------

(Automatically added to schedule each semester)

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

Complete one fine arts course:

	ART	100	Understanding Art
	ART	251, 252, or 394	Art Histories
__ 3	FA	100	Understanding Music & Art
	MHL	251, 252, or 353	Music Histories
	MUS	100	Understanding Music

Complete one composition:

__ 3	ENG	110	Expos & Research
	ENG	151	Adv Expos & Research

Complete literature:

__ 3	ENG	205	Literature and Culture
------	-----	-----	------------------------

Complete one communication:

__ 3	COM	130	Cultural Influence Of Media
	COM	150	Intro to Communication

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

Complete one history:

	HIS	101	Western Civ I
__ 3	HIS	102	Western Civ II
	HIS	201	US Hist to 1876
	HIS	202	US Hist to Present

Complete one social science:

	ECN	100	Current Econ Issues
	PS	101	Amer Politics & Gov
__ 3	PSY	101	Psych for Everyday Life
	SOC	100	Intro Sociology
	SOC	112	Intro Anthropology

Complete Foreign Language:

Satisfy the 201 level in one language by course or placement test (0-9)

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

__ 3 ___ 101 _____
__ 3 ___ 102 _____
__ 3 ___ 201 _____

or

__ 0 Complete placement test at the 202 level or above.

[Not required of non-language education majors]

Complete Cross Cultural Experience:

__ 0 CCE 073 Cross-Cultural Exp

[Not required for Associate's degree]

(See additional information below or go to <http://www.asbury.edu/offices/cross-cultural-experience>)

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

Complete quantitative requirement:

 MAT 120 Concepts Math & Tech
__ 3-4 MAT 131 or above
 CSC 113 or above (4)

OR

__ 0 Satisfied by ACT/SAT Math score of 26/600

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

Complete one science with lab:

__ 4 BIO, CHE, ESC, or PHY Lab Science

Complete Health and Physical Activity

__ 1 PED 100 Theory of Wellness
__ 1 PE _____ Physical Activity

[limit 1 PE per semester; only 4 PE credits count towards graduation]

Complete 3 Credits in LIBERAL ARTS ENRICHMENT:

__ 3 Choose any **ONE** 3 credit course from those listed above, not otherwise taken, and not in major (may also use a Foreign Language course 202 or above).

See the UNIVERSITY COURSE CATALOG for specific course information

Proficiency Standards Required to start English & Math

1. All students are required to satisfy foundational requirements in English Composition (ENG 110 or ENG 151) and Mathematics/Computer Science (MAT 120 or above, or CSC 113 or above).
2. Prior to being admitted to these classes, students must demonstrate that they have met the basic writing, ENG 100, and basic math, MAT 100, requirements.
3. ACT/SAT test scores are used to determine proficiency.
 ACT/SAT English score is 21/500 or less, ENG 100 is required
 ACT/SAT Mathematics score is 21/500 or less, MAT 100 is required

CROSS-CULTURAL EXPERIENCE POLICY SUMMARY

[Detailed policy available in the Cross-Cultural Office or online at www.asbury.edu/offices/cross-cultural-experience/resources-faculty]

All traditional undergraduate students seeking an Asbury University Bachelor's degree (including transfer students with less than sixty hours of credit at the time of matriculation) will be required to satisfy the Cross-Cultural Experience. Students with an Asbury Associate's degree who continue for a Bachelor's must complete the Cross-Cultural Experience.

Intention

The intention of the Cross-Cultural Experience (CCE) is to strengthen students' abilities to interact with the world community, to expand their worldview, and to increase their cultural sensitivity with the ultimate goals of a broadened awareness as to how they might fit into God's plan of redemption in other cultures, and a developed competency to effectively serve Christ in a global society.

Basic Description

Cross-Cultural Experience is defined as an *immersion* into another culture, engaging the student in a variety of life-spheres (family, education, religion, art, media, economics, government).

Most experiences will expose the student to cultural dynamics outside of the United States. The experience must satisfy one of the options listed and must be of sufficient length and intensity to have an adequate impact upon the worldview of the participant.

Criteria Considered for a Cross-Cultural Experience

1. Geographic location: Normally, this will be outside the United States and Canada.
2. Exposure to various levels of ethnic diversity: such as language, customs, and worldviews.
3. Time frame: May be completed as early as the summer preceding the senior year of high school.
4. A student cannot graduate until the Cross-Cultural Experience has been completed.
5. Length: Minimum of six consecutive nights in context.

Options for Satisfying the Cross-Cultural Experience

1. Semester/Summer-long, approved, cross-cultural programs such as Best Semester, and the international programs listed under Off Campus Programs.
2. Participation in an approved cross-cultural travel course, sponsored by an Asbury University faculty member/department
3. Participation in an approved non-Asbury University program sponsored by groups such as: a mission agency, a local church, a denomination, or a para-church group.
4. Participation in the Asbury Initiative Program
5. Prior international experience: an international student, lived in a cross-cultural setting, or other appropriate Cross-Cultural Experience to be considered on a case-by-case basis

Procedures

1. Every student must file a Cross-Cultural Experience Form in the CCE Office.
2. Asbury University reserves the right to exclude from off-campus participation any student who is involved in conduct leading to disciplinary action or who may have a disability which cannot be accommodated.
3. All students traveling abroad under Asbury University authority must obtain an International Student Identification Card (**ISIC**), which is available through our CCE Office.

Finalizing the Cross-Cultural Experience

1. Submit passport to the Director of Cross-Cultural Experience to be photocopied for date verification.

2. Submit a four-page, double-spaced Reflection Paper (12 pt. font) to the Director of Cross-Cultural Experience for evaluation within 30 days after returning from the trip, unless receiving course credit.
3. Credit for completing the requirement is listed on student's academic audit with the course designation: CCE 073.

Refunds for University Sponsored Trips

1. If an Asbury University class trip is cancelled due to low enrollment or United States Travel Warning a refund may be requested.
2. Asbury University assumes no responsibility for cancellation or changes in travel and trip schedules or adjustments in announced fees cause by changes in air tariffs, lodging rates, or airfare charged by those engaged for such services.
3. In the event of an act of war, terrorism, strikes, acts of God, or other emergency that causes a trip to be cancelled in whole or in part, any refund due will be determined by Asbury University at its sole discretion.

In the absence of a refund policy by the provider of the trip the following will apply if a student withdraws.

1. January Trips:
 - A. Withdraws before November 15 — 50% of the total trip fee is forfeited.
 - B. Withdraws between November 15 and November 31 — 75% of the total trip fee is forfeited.
 - C. Withdraws after December 1 until departure — 100% of the total trip fee is forfeited.
2. Spring Break, May or Summer Trips:
 - A. Withdraws before February 15 — 50% of the total trip fee is forfeited.
 - B. Withdrawals between February 15 and February 28 —75% of the total trip fee is forfeited.
 - C. Withdrawals after March 1 until departure — 100% of the total trip fee is forfeited.
3. If a student withdraws after the airline tickets are negotiated and/or purchased, no refunds or transfer of tickets can be made.

COLLEGE OF ARTS AND SCIENCES

Dr. Stephen Clements, Dean

Dr. Daniel Strait, Associate Dean

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

ANCIENT & MODERN LANGUAGES DEPARTMENT

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

ART DEPARTMENT

Art
Art Grades P-12
Pre-Art Therapy

BEHAVIORAL SCIENCES DEPARTMENT

Psychology
Psychology Grades 8-12
Social Work
Sociology

BUSINESS, ECONOMICS & POLITICAL SCIENCE DEPARTMENT

Accounting
Business Management
Political Science
Sport Management

CHRISTIAN STUDIES & PHILOSOPHY DEPARTMENT

Bible-Theology
Christian Ministries
Missions
Philosophy
Youth Ministry

ENGLISH DEPARTMENT

Creative Writing
English
English Grades 8-12

HEALTH, PHYSICAL EDUCATION & RECREATION DEPARTMENT

Equine Management

Exercise Science

Health and Physical Education Grades P-12

Recreation

HISTORY DEPARTMENT

History

Social Studies Grades 8-12

MATHEMATICS DEPARTMENT

Actuarial Mathematics

Computational Mathematics

Engineering Mathematics

Mathematics

Mathematics Grades 8-12

MUSIC DEPARTMENT

Music

Music Grades P-12

NATURAL SCIENCES DEPARTMENT

Biochemistry

Biological Science Grades 8-12

Biology

Chemistry

Chemistry Grades 8-12

Pre-Nursing

ANCIENT & MODERN LANGUAGES

Dr. Shelby Thacker, Chair

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

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

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

FOREIGN LANGUAGE FOUNDATIONAL REQUIREMENT

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

1. All students pursuing the A.A. or B.A. degree must demonstrate proficiency in a foreign language to the 201 level.
2. A student meets the foreign language requirement in one of the following ways:
 - a. By completing a 101, 102, 201 sequence of language study at Asbury University.
 - b. By transferring a 201 level foreign language course from another accredited university.
 - c. Submitting AP or CLEP scores equivalent to the 201 level.
 - d. Taking the Department of Ancient & Modern Languages placement test and achieving a placement at the fourth-semester level (202) or above. [Placement tests - All students who have had the equivalent of at least one year of a foreign language on the high school level and who wish to continue with that same language will be required to take a placement examination. Those who achieve advanced placement to the 102 or 201 level are expected to continue their study at the level assigned until the requirement is met. By-passing any course in the sequence will not be permitted without special petition.
3. Under certain special circumstances, the foreign language requirement for the B.A. degree may be waived:
 - a. Students with an unusual background in a foreign language may petition for a language requirement waiver, especially if such competency is in a language other than those taught at

Asbury. Approval for the waiver will depend upon evaluation by the Department and may include an advanced-level proficiency test.

b. International students whose native language is not English will satisfy the foreign language requirement by successfully completing the Foundational requirements in English and Communication.

PURCHASING FOREIGN LANGUAGE CREDITS

When a student places out of any lower language courses they may purchase the credit value of those courses at Asbury University through the following procedure:

- a. Take the proficiency examination given by the Department of Ancient & Modern Languages and receive a score qualifying for that advanced placement.
- b. Take a higher language course at Asbury University as indicated by placement test.
- c. Submit application for credit purchase during the semester in which the first language course is taken at Asbury University.
- d. Earn at least a "C-" in that first language course. If this is not achieved, the student may follow the repeat course policy.
- e. Pay a processing fee of \$20.00 per hour of credit received. Only 101, 102, 201, 202 or 291 in a language are eligible for purchase (3.0 to 12.0 credits).

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

ANCIENT LANGUAGES (ANC)

MAJOR REQUIREMENTS (37-43)

AREA OF EMPHASIS (Choose one):

A. BIBLICAL LANGUAGES (40)

Choose one course:

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

And Take:

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

Choose two courses from:

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

B. CLASSICAL LANGUAGES (43)

___ 3	CLA	211	Classical Mythology
___ 3	CLA	212	Classical Culture & Civ.

__ 3	CLA	223	Survey of Classical Lit.
__ 1	CLA	475	Senior Seminar
__ 3	GRK	101	Elementary Greek I
__ 3	GRK	102	Elementary Greek II
__ 3	GRK	201	Intermediate Greek I
__ 3	GRK	202	Intermediate Greek II
__ 3	LAT	101	Elementary Latin I
__ 3	LAT	102	Elementary Latin II
__ 3	LAT	201	Intermediate Latin I
__ 3	LAT	202	Intermediate Latin II

Take two courses in same language:

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

or

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

Choose one course:

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

C. LATIN (37)

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

Choose one course:

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

FRENCH (FRN)

MAJOR REQUIREMENTS (37)

__ 3	FRN	101	Elementary French I
__ 3	FRN	102	Elementary French II
__ 3	FRN	201	Intermediate French
__ 3	FRN	291	Adv Intermed French
__ 3	FRN	301	French Comp/Conversation
__ 3	FRN	302	Adv French Grammar/Comp
__ 3	FRN	311	Survey French Lit I
__ 3	FRN	312	Survey French Lit II
__ 3	FRN	323	Intro French Civilization
__ 3	FRN	403	French Linguistics
__ 3	FRN	430	Adv French Lit
__ 1	FRN	475	Senior Seminar

Take 3 hours of FRN not used above

__ 3	FRN	__	_____
------	-----	----	-------

FRENCH GRADES P-12 (FRNE)

MAJOR REQUIREMENTS (70)

__ 3	FRN	101	Elementary French I
__ 3	FRN	102	Elementary French II
__ 3	FRN	201	Intermediate French
__ 3	FRN	291	Adv Intermed French
__ 3	FRN	301	French Comp/Conversation
__ 3	FRN	302	Adv French Gram & Comp
__ 3	FRN	311	Survey French Lit I
__ 3	FRN	312	Survey French Lit II
__ 3	FRN	323	Intro French Civilizations
__ 3	FRN	403	French Linguistics
__ 3	FRN	410	French Teaching Methods

Take 3 hours of FRN not used above

__ 3 FRN _____

Complete Education Requirements

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical Exp
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth & Dev
__ 1	ED	301	Guided Inquiry Clinical Exp
__ 3	ED	320	Exceptional Learner
__ 1	ED	401	Open Inquiry Clinical Exp
__ 3	ED	405	Learn Theory & Perf Assess
__ 2	ED	410	Classroom Manage
__ 3	ED	420	Sec Methods–Wrld Lang
__ 2	ED	428	Interven for Differen
__ 6	ED	498	Student Teaching
__ 6	ED	499	Student Teaching

LATIN GRADES P-12 (LATE)

MAJOR REQUIREMENTS (74)

__ 3	CLA	211	Classical Mythology
__ 3	CLA	212	Classical Culture & Civ.
__ 3	CLA	223	Survey of Classical Lit.
__ 1	CLA	475	Senior Seminar
__ 3	LAT	101	Elementary Latin I
__ 3	LAT	102	Elementary Latin II
__ 3	LAT	201	Intermediate Latin I
__ 3	LAT	202	Intermediate Latin II
__ 3	LAT	301	Readings in Latin Lit. I
__ 3	LAT	302	Readings in Latin Lit. II
__ 3	LAT	401	Readings in Latin Lit. III
__ 3	LAT	402	Readings in Latin Lit. IV
__ 3	LAT	410	Latin P-12 Teaching Methods

Choose one:

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

Complete Education Requirements:

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical Exp
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth & Dev
__ 1	ED	301	Guided Inquiry Clinical Exp
__ 3	ED	320	Exceptional Learner
__ 1	ED	401	Open Inquiry Clinical Exp
__ 3	ED	405	Learn Theory & Perf Assess
__ 2	ED	410	Classroom Management
__ 3	ED	420	Secondary Methods
__ 2	ED	428	Interventions for Differentiation
__ 6	ED	498	Student Teaching
__ 6	ED	499	Student Teaching

SPANISH (SPN)

MAJOR REQUIREMENTS (37)

__ 3	SPN	101	Elementary Spanish I
__ 3	SPN	102	Elementary Spanish II
__ 3	SPN	201	Intermediate Spanish
__ 3	SPN	291	Adv Intermed Spanish
__ 3	SPN	301	Spanish Comp/Conversation
__ 3	SPN	302	Adv Span Gram/Comp
__ 3	SPN	322	Cult/Civ Span Amer
__ 3	SPN	323	Cult/Civ Spain

Choose one:

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

Choose one:

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

Also take:

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

SPANISH GRADES P-12 (SPNE)

MAJOR REQUIREMENTS (73)

__ 3	SPN	101	Elementary Spanish I
__ 3	SPN	102	Elementary Spanish II
__ 3	SPN	201	Inter Spanish
__ 3	SPN	291	Adv Inter Spanish
__ 3	SPN	301	Spanish Comp/Conv
__ 3	SPN	302	Adv Span Gram/Comp
__ 3	SPN	322	Cult/Civ Span Amer
__ 3	SPN	323	Cult/Civ Spain

Choose one:

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

Choose one:

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

Also take:

__ 3	SPN	403	Spanish Linguistics
__ 3	SPN	410	Spanish Teaching Methods
__ 3	SPN	430	Masterpieces of Span Lit

Complete Education Requirements:

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical Exp
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth & Dev
__ 1	ED	301	Guided Inquiry Clinical Exp
__ 3	ED	320	Exceptional Learner
__ 1	ED	401	Open Inquiry Clinical Exp
__ 3	ED	405	Learn Theory & Perf Assess
__ 2	ED	410	Classroom Mgmt
__ 3	ED	420	Secondary Methods
__ 2	ED	428	Intervention for Differen
__ 6	ED	498	Student Teaching
__ 6	ED	499	Student Teaching

BIBLICAL LANGUAGES MINOR (BIBL)

MINOR REQUIREMENTS (24)

Choose one:

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

Take:

__ 3	GRK	101	Elementary Greek I
__ 3	GRK	102	Elementary Greek II
__ 3	HEB	101	Elementary Hebrew I
__ 3	HEB	102	Elementary Hebrew II

Take two courses in same language:

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

or

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

Plus choose one:

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

CLASSICAL LANGUAGES MINOR (CLAL)

MINOR REQUIREMENTS (24)

Choose two from:

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

Take:

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

__ 3	LAT	101	Elementary Latin I
__ 3	LAT	102	Elementary Latin II
Take two courses in same language:			
__ 3	GRK	201	Intermediate Greek I
__ 3	GRK	202	Intermediate Greek II
or			
__ 3	LAT	201	Intermediate Latin I
__ 3	LAT	202	Intermediate Latin II

FRENCH MINOR (FRN)

MINOR REQUIREMENTS (24)

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

Choose one:

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

Choose six more hours from FRN above 301:

__ 3 (X2) FRN __ _____

GREEK MINOR (GRK)

MINOR REQUIREMENTS (24)

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

Choose one Option:

Option A:

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

Option B:

Choose six hours from:

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

LATIN MINOR (LAT)

MINOR REQUIREMENTS (24)

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

Choose one Option:

Option A:

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

Option B:

Choose 6 hours from:

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

SPANISH MINOR (SPN)

MINOR REQUIREMENTS (24)

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

Choose one:

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

Choose 6 more hours of SPN above 301:

__ 3 (X2)	SPN	___	_____
-----------	-----	-----	-------

ART

Mr. Keith Barker, Chair

The department offers a wide variety of courses to enrich the student's understanding and appreciation of art and to develop his or her creative and intellectual abilities. Majors in Art and Art Education are offered for students who demonstrate interest, aptitude and proficiency in art. A major in Pre-Art Therapy prepares students seeking certification in Art Therapy through an accredited graduate program elsewhere. Minors are offered in Art, Art History, and Photography and Digital Imaging.

Asbury University offers areas of specialization for majors in painting, sculpture, ceramics, graphic design, photography and digital imaging, drawing, and art history.

Students who are considering Art or Art Education as a major should begin the freshman year with ART 111, 112, 123 and take the following courses in sequence: ART 231, 233, 275, 300. Art History should be taken during the sophomore or junior year. Art minor students should also follow the number sequence.

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

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

ART (ART)

MAJOR REQUIREMENTS (54)

__ 3	ART	111	2D Form/Design
__ 3	ART	112	3D Form/Design
__ 3	ART	123	Intro to Drawing
__ 3	ART	231	Intermediate Design/Color
__ 3	ART	251	Art History Survey I
__ 3	ART	252	Art History Survey II
__ 3	ART	292	Working in the Visual Arts
__ 3	ART	300	Art Theory/Criticism
__ 1	ART	396	Contemporary Art Seminar
__ 1	ART	396	Contemporary Art Seminar
__ 3	ART	455	20 th Century Art
__ 1	ART	475	Senior Seminar
__ 6	ART	476	Senior Exhibit or Research

Select 9 hours from Studio Courses not in emphasis:

	ART	212	Stained Glass
	ART	222	Ceramics I
	ART	233	Figure Drawing
	ART	242	Watercolor
	ART	266	Photography I
	ART	322	Ceramics II
__ 3	ART	340	Photography II
__ 3	ART	354	Graphic Design I
__ 3	ART	372	Sculpture
	ART	381	Painting
	ART	390	Printmaking
	ART	394	Seminar Abroad
	ART	403	Adv. Painting & Drawing

ART	406	Photography III
ART	452	Graphic Design II
ART	454	Renaissance Art

AREA OF EMPHASIS (Choose one):

A. CERAMICS (12)

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

Choose two:

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

B. DRAWING (12)

__ 3	ART	233	Figure Drawing
__ 3	ART	403	Adv. Painting & Drawing
__ 3	ART	492	Directed Study in Drawing
__ 3	ART	492	Directed Study in Drawing

C. GRAPHIC DESIGN (12)

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

Choose one:

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

D. PAINTING (12)

__ 3	ART	233	Figure Drawing
__ 3	ART	403	Adv. Painting & Drawing
__ 3	ART	492	Directed Study in Painting
__ 3	ART	492	Directed Study in Painting

E. PHOTO & DIGITAL IMAGING (12)

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

Choose one:

__ 3	ART	390	Printmaking
__ 3	ART	435	Internship in Photography

F. SCULPTURE (12)

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

Choose two:

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

G. ART HISTORY (12)

__ 3	ART	454	Renaissance Art
__ 3	ART	492	Directed Study in Art History
__ 3	ART	492	Directed Study in Art History

Choose one:

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

ART GRADES P-12 (ARTE)

MAJOR REQUIREMENTS (82)

__ 3	ART	111	2D Form/Design
__ 3	ART	112	3D Form/Design
__ 3	ART	123	Intro to Drawing
__ 3	ART	231	Interm Design/Color
__ 3	ART	292	Working in the Visual Arts
__ 3	ART	300	Art Theory/Criticism
__ 1	ART	396	Contemporary Art Seminar
__ 1	ART	396	Contemporary Art Seminar
__ 1	ART	475	Senior Seminar
__ 6	ART	476	Senior Exhibit

Select 6 hours from the following:

__ 3	ART	251	Art History Survey I
__ 3	ART	252	Art History Survey II
	ART	455	20th Century Art

Select 6 hours from the following:

	ART	212	Stained Glass
	ART	222	Ceramics
	ART	233	Figure Drawing
	ART	242	Watercolor
__ 3	ART	266	Photography I
	ART	322	Ceramics II
	ART	340	Photography II
__ 3	ART	354	Graphic Design I
	ART	406	Photography III
	ART	452	Graphic Design II
	ART	372	Sculpture
	ART	381	Painting
	ART	390	Printmaking
	ART	394	Seminar Abroad
	ART	403	Adv. Drawing/Painting
	ART	454	Renaissance Art

COMPLETE EDUCATION REQUIREMENTS

__ 2	ED	200	Intro to Education
__ 1	ED	201	Struct Inquiry Exp
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth/Dev
__ 1	ED	301	Guided Inquiry Exp
__ 3	ED	320	Exceptional Learner
__ 1	ED	401	Open Inquiry Exp
__ 3	ED	405	Learning Perform & Assess
__ 2	ED	410	Classroom Manage
__ 3	ED	421	Art Meth/Mat P-12
__ 2	ED	428	Interven for Differentia
__ 6	ED	498	Student Teaching
__ 6	ED	499	Student Teaching

AREA OF EMPHASIS (Choose one):

A. CERAMICS (9)

__3	ART	322	Ceramics II
__3	ART	492	Directed Study Ceramics

Choose one:

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

B. DRAWING (9)

__3	ART	233	Figure Drawing
__3	ART	403	Advanced Drawing/Painting
__3	ART	492	Directed Study Drawing

C. GRAPHIC DESIGN (9)

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

Choose one:

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

D. PAINTING (9)

__3	ART	233	Figure Drawing
__3	ART	403	Advanced Drawing/Painting
__3	ART	492	Directed Study Painting

E. PHOTO & DIGITAL IMAGING (9)

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

F. SCULPTURE (9)

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

Choose one:

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

PRE-ART THERAPY MAJOR (ARTT)**MAJOR REQUIREMENTS (72)**

__3	ART	111	2D Form/Design
__3	ART	112	3D Form/Design
__3	ART	123	Intro to Drawing
__3	ART	231	Intermediate Design/Color
__3	ART	292	Working in the Visual Arts
__3	ART	300	Art Theory/Criticism
__1	ART	396	Contemporary Art Seminar
__1	ART	396	Contemporary Art Seminar
__1	ART	475	Senior Seminar
__6	ART	476	Senior Exhibit

Choose 6 hours from:

__3	ART	251	Art History Survey I
__3	ART	252	Art History Survey II
__	ART	455	20 th Century Art

And Select 6 hours from Studio Courses:

	ART	212	Stained Glass
	ART	222	Ceramics I
	ART	233	Figure Drawing
	ART	242	Watercolor
	ART	266	Photography I
	ART	322	Ceramics II
	ART	340	Photography II
__ 3	ART	354	Graphic Design I
__ 3	ART	372	Sculpture
	ART	381	Painting
	ART	390	Printmaking
	ART	394	Seminar Abroad
	ART	403	Adv. Painting & Drawing
	ART	406	Photography III
	ART	452	Graphic Design II
	ART	454	Renaissance Art

Complete courses in Psychology (24)

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

AREA OF EMPHASIS (Choose one):

A. CERAMICS (9)

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

Choose one:

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

B. DRAWING (9)

__ 3	ART	233	Figure Drawing
__ 3	ART	403	Adv. Painting & Drawing
__ 3	ART	492	Directed Study in Drawing

C. GRAPHIC DESIGN (9)

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

Choose one:

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

D. PAINTING (9)

__ 3	ART	233	Figure Drawing
__ 3	ART	403	Adv. Painting & Drawing
__ 3	ART	492	Directed Study in Painting

E. PHOTO & DIGITAL IMAGING (9)

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

F. SCULPTURE (9)

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

Choose one:

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

ART MINOR (ART)MINOR REQUIREMENTS (25)

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

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

Choose two from:

__ 3	ART	251	Art History Surv I
__ 3	ART	252	Art History Surv II
	ART	455	20 th Century Art

ART HISTORY MINOR (ARTH)MINOR REQUIREMENTS (24)

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

__ 3	ART	111	2D Form/Design
__ 3	ART	112	3D Form/Design
__ 3	ART	251	Art History Survey I
__ 3	ART	252	Art History Survey II
__ 3	ART	300	Art Theory/Criticism
__ 3	ART	392	Directed Study
__ 3	ART	___	Art History or advisor approved course
__ 3	ART	455	20 th century Art
__ 1	ART	396	Contemporary Art Seminar

PHOTOGRAPHY & DIGITAL IMAGING MINOR (PHO)MINOR REQUIREMENTS (25)

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

__ 3	ART	111	2D Form/Design
__ 3	ART	266	Photography I
__ 3	ART	340	Photography II
__ 3	ART	___	200-300 level studio course
__ 3	ART	392	Directed Study
__ 1	ART	396	Contemporary Art Seminar
__ 3	ART	406	Photography III

Choose two from:

__ 3	ART	251	Art History Surv I
__ 3	ART	252	Art History Surv II
	ART	455	20 th Century Art

BEHAVIORAL SCIENCES

Dr. David Cecil, Chair

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

PSYCHOLOGY

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

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

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

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

- Clinical/Counseling Psychology Emphasis – for students interested in psychology as applied in the assessment and treatment of psychological issues.
- Christian Counseling/Psychology Emphasis – for students interested in Christian models of counseling and/or in working in Christian settings.
- Child Psychology Emphasis – for students interested in psychology as applied in work with children and/or within the school system.
- Forensic Psychology Emphasis – for students interested in psychology as applied in the justice and correctional systems.
- Biological Psychology Emphasis – for students interested in the interrelationship between biological and psychological processes.

- Social Psychology Emphasis – for students interested in a more in-depth understanding of the interpersonal dynamics of behavior, culture, and mental life.
- Student Development Psychology Emphasis – for students interested in the application of psychology to understanding and working with college/university students.
- Sports Psychology – for students interested in a deeper understanding of the relationship between the human experience and activities related to sports, exercise and recreational behavior.
- Equine Facilitated Mental Health Emphasis – for students interested in the application of psychology to mental health and therapy models that incorporate the utilization of horses.

SOCIAL WORK

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

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

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

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

Admission Requirements

1. Any student who wishes to enter the social work program will be impartially considered. Students interested in the social work major should declare their interest by Spring semester of their Sophomore year or no later than the start of the Fall semester of their Junior year. The assigned Social Work faculty advisor will then guide the student through the admission process.

2. Application for admission to the Social Work program: to begin the formal admission process the student completes the application materials found on the undergraduate social work web pages in the Behavioral Sciences Department. The application is completed in consultation with the faculty advisor and submitted to the BSW Program Director's office. Completion of the following criteria is necessary for admission to the program.
 - a. Minimum GPA of 2.50 overall.
 - b. Completion of the program application form.
 - c. Applicants may be asked to obtain clearance from the Office of Student Development concerning moral, ethical, and social behavior acceptable to University community standards and the community at large.
 - d. Recommendations by three persons familiar with the applicant.
 - e. Recommendation from one non-social work faculty member.
 - f. Interview by a minimum of two social work faculty.
 - g. Recommendation by social work faculty.
3. Students will be considered to be admitted to the social work program when they have completed the application process and have received a formal letter of acceptance from the Social Work Program Director.
4. Continuance in the Social Work Program is not guaranteed. Students must maintain an acceptable level of performance according to community, academic, and professional social work standards. Reviews of student performance are held prior to SW 340 Field Practicum, prior to graduation, or other times as required. Students are responsible for completing forms and scheduling performance reviews through their individual faculty advisors. Probationary status may be assigned to students not meeting program criteria. A student who is on probation will not be allowed to do field practicum until student is off probation.
5. Continuance in the Social Work program includes meeting the following criteria:
 - a. Maintain academic standing according to the academic progress scale of category two (2) under the academic progress scale listed under the policies section of the Asbury University Bulletin.
 - b. Demonstrate personal and professional qualities consistent with working with people. These qualities which will be assessed upon entry to the program, through references and interview, and prior to the first field practicum will include, but are not limited to:
 - value system consistent with the ethical standards of the social work profession.
 - sensitivity to needs of people.
 - self-awareness.
 - responsibility in class work, contributions to University and community life.

SOCIOLOGY

The mission of Asbury's Sociology program involves equipping students to effectively engage and work within various social, cultural, and global systems, organizations, and institutions that involve understanding the diversity of human social contexts and interactions. The program further prepares students for professional work and graduate study in a broad range of areas such as: sociology, social work, law, ministry and missions, criminal justice and juvenile delinquency, nonprofits, families, leadership, government, social research, and other related fields.

Sociology majors can concentrate their studies in one of two tracks. The Classical track offers the student a broad array of courses to choose from and the ability to tailor the program to their individual interests. The Global Studies & Engagement track offers the student course work that will specifically inform their interest in working in a global context such as: nonprofit, relief, governmental, social, and community development type organizations. Both tracks maintain the same required "core" courses to ensure that students have the sociological foundation needed to be successful.

CRIMINAL JUSTICE

The Department of Behavioral Sciences also offers a major in CRIMINAL JUSTICE through the ADULT PROFESSIONAL STUDIES PROGRAM (APS). For information on that program see the GRADUATE & PROFESSIONAL STUDIES section.

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

PSYCHOLOGY (PSY)

MAJOR REQUIREMENTS (41-42)

[Required Core Course: PSY 101]

__ 3	PSY	210	Social Psychology
__ 1	PSY	275	Survey of Psych Careers
__ 1	PSY	276	Writing for Behav Science
__ 3	PSY	315	Stats/Behav Science
__ 3	PSY	341	History and Systems of Psy
__ 3	PSY	360	Abnormal Psychology
__ 3	PSY	372	Exper Psychology
__ 1	PSY	375	Integration and Vocation Sem
__ 1	PSY	376	Pre-Profess Seminar
__ 2	PSY	475	Senior Seminar

Choose another 20-21 hours of PSY 200 or higher:

__ 3 (x7) PSY

[No more than 6 hours of independent study or practicum may apply toward major]

Choose an emphasis as a guideline for the 20-21 hours in PSY plus additional recommended classes.

Completion of any PSY 200 or higher hours (20-21) satisfies the major requirements.

A. CLINICAL/COUNSELING PSYCHOLOGY (29)

__ 3	PSY	201	Developmental Psychology
__ 3	PSY	351	Couns & Psychotherapy I
__ 3	PSY	352	Couns & Psychotherapy II
__ 3	PSY	452	Personality
__ 3	PSY	462	Psychological Assessment

Choose 14 hours from:

__ 3	PSY	220	Stress Management
__ 3	PSY	320	Psych of Gender & Sexuality
__ 3	PSY	342	Cross-Cultural Psychology
__ 3	PSY	368	Child & School Psychology
__ 3	PSY	365	Adolescence & Emerging Adult
__ 2	PSY	435	Practicum – Research (2 -3)
	PSY	435	Practicum – Clinical (2 - 3)
	PSY	300+	

B. CHRISTIAN COUNSELING/PSYCHOLOGY (29)

__ 3	PSY	201	Developmental Psychology
__ 3	PSY	351	Couns & Psychotherapy I
__ 3	PSY	352	Couns & Psychotherapy II
__ 3	PSY	442	Psychology of Religion
__ 3	PSY	445	Christian Counseling Models

Choose 5 hours minimum from:

__ 3	PSY	220	Stress Management
	PSY	393	Death & Dying
__ 2-3	PSY	435	Practicum – Clinical (2-3)
	PSY	300+	

Recommended 9 hours from:

__ 3	CM	201	Dynamics of Spiritual Growth
__ 3	PHL	361	Philosophy of Religion

__ 3	TH	340	Pastoral Theology
	PSY	300+	

C. CHILD PSYCHOLOGY (29)

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

Choose 5 hours minimum from:

__ 3	PSY	352	Couns & Psychotherapy II
__ 2-3	PSY	435	Practicum – Clinical (2-3)
	PSY	300+	

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

	ED	320	Exceptional learner
	ED	338	Learning/Beh Disabilities
__ 3	ED	405	Learn Performance & Assess
__ 3	ED	428	Interven for Differentiation
__ 3	EM	340	Children’s Ministry
	PSY	365	Adolescence & Emerging Adult
	SOC	252	Juvenile Delinquency
	PSY	300+	

D. FORENSIC PSYCHOLOGY (29)

__ 3	PSY	340	Forensic Psychology
__ 3	PSY	351	Couns & Psychotherapy I
__ 3	PSY	352	Couns & Psychotherapy II
__ 3	PSY	452	Personality
__ 3	PSY	462	Psychological Assessment

Choose 5 hours minimum from:

__ 3	PSY	342	Cross-Cultural Psychology
__ 2-3	PSY	435	Practicum – Clinical (2-3)
	PSY	300+	

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

	BIO	380	Scientific/Med Terminology
__ 3	SOC	252	Juvenile Delinquency
__ 3	SOC	421	Soc of Crime and Corrections
__ 3	SOC	300+	
	Science	300+	

E. BIOLOGICAL PSYCHOLOGY (29)

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

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

Choose 5 hours minimum from:

__ 3	PSY	220	Stress Management
__ 2-3	PSY	435	Practicum – Clinical (2-3)
	PSY	300+	

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

	BIO	262	Human Physiology
__ 3	BIO	331	Human Anatomy
__ 3	BIO	380	Scientific/Med Terminology
	Science	300+	

F. SOCIAL PSYCHOLOGY (29)

__ 3	PSY	320	Psych of Gender & Sexuality
------	-----	-----	-----------------------------

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

Choose 8 hours minimum from:

__ 3	PSY	393	Death & Dying
__ 2-3	PSY	435	Practicum – Clinical (2-3)
__ 3	PSY	300+	_____

Recommended 9 hours from SOC such as:

__ 3	SOC	230	Leading Groups
__ 3	SOC	312	Issues in Intercultural Relations
__ 3	SOC	341	Marriage and Family Studies
__ 3	SOC	375	Sociological Theory
	SOC	300+	_____
	COM	251	Intercultural Communications

G. STUDENT DEVELOPMENT PSYCHOLOGY (29)

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

Choose 5 hours minimum from:

	PSY	220	Stress Management
	PSY	320	Psych of Gender & Sexuality
__ 3	PSY	342	Cross-Cultural Psychology
__ 2-3	PSY	472	Psych of Learning & Motivation
	PSY	435	Practicum – Clinical (2-3)
	PSY	300+	_____

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

	COM	220	Interpersonal Communication
__ 3	COM	331	Group Communication/Leadership
__ 3	COM	350	Organizational Communication
__ 3	UNV	320	The Peer Educator (2),
	SOC	230	Leading Groups and Org
	YM/EM	350	Youth Ministry
	other	300+	_____

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

H. SPORTS / LEISURE PSYCHOLOGY EMPHASIS (29)

__ 3	PSY	220	Stress Management
__ 3	PSY	351	Couns & Psychotherapy I
__ 3	PSY	352	Couns & Psychotherapy II
__ 3	PSY	381	Physiological Psychology
__ 3	PSY	335	Sports Psychology

Choose 5 hours minimum from:

__ 3	PSY	201	Developmental Psychology
__ 2-3	PSY	435	Practicum – Clinical (2-3)
	PSY	300+	_____

Recommended 9 hours from HPER such as:

__ 3	PED	200	Introduction to Coaching
__ 3	REC	231	Intro to Therapeutic Recreation
	HPER	300+	_____

J. EQUINE FACILITATED MENTAL HEALTH EMPHASIS (29)

__ 3	PSY	201	Developmental Psych
__ 3	PSY	322	Eqn Facilitated Mental Health

__ 3	PSY	351	Couns & Psychotherapy I
__ 3	PSY	352	Couns & Psychotherapy II
__ 3	PSY	472	Learning & Motivation

Choose 5 hours minimum from:

	PSY	220	Stress Management
__ 3	PSY	320	Psych of Gender & Sexuality
__ 2-3	PSY	393	Death & Dying
	PSY	435	Practicum – Clinical (2-3)
	PSY	300+	

Recommended 9 hours from EQM such as:

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

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

PSYCHOLOGY GRADES 8-12 (PSYE)

MAJOR REQUIREMENTS (77)

Complete education requirements

__ 2	ED	200	Introduction to Education
__ 1	ED	201	Structured Inquiry Clinical Exp
__ 2	ED	220	Technology in Education
__ 2	ED	230	Human Growth & Devel
__ 1	ED	301	Guided Inquiry Clinical Exp
__ 3	ED	320	Exceptional Learner
__ 3	ED	385	Read & Writ Across Curricu
__ 1	ED	401	Open Inquiry Clinical Exp
__ 3	ED	405	Learning Perf & Assess
__ 2	ED	410	Classroom Management
__ 3	ED	420	Secondary Methods
__ 2	ED	428	Interven for Differen
__ 12	ED	499	Student Teaching

Take:

__ 3	PSY	101	Psychology Everyday Life
__ 3	PSY	201	Develop Psychology
__ 3	PSY	220	Stress Management
__ 1	PSY	275	Surv Psych-related Careers
__ 3	PSY	315	Stats for Behavioral Science
__ 3	PSY	341	Hist & Systems Psychology
__ 3	PSY	342	Cross Cultural Psychology
__ 3	PSY	360	Abnormal Psychology
__ 3	PSY	372	Experimental Psychology
__ 1	PSY	375	Integration & Vocation Sem
__ 2	PSY	475	Senior Seminar
__ 3	SOC	100	Introduction to Sociology

Choose one:

__ 3	PSY	210	Social Psychology
	SOC	112	Introduction to Anthropology

Choose one:

__ 3	PSY	320	Psychology of Gender
	PSY	330	Cognitive Psychology

Choose one:

	PSY	351	Counsel & Psychotherapy I
__ 3	PSY	452	Psychology of Personality
	PSY	462	Psychological Assessment

SOCIAL WORK (SW)

MAJOR REQUIREMENTS (58)

Choose one:

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

Take:

__ 3	SW	100	Intro to Social Wrk
__ 3	SW	211	Social Serv Systems
__ 3	SW	251	Human Beh Soc Envir I
__ 3	SW	252	Human Beh Soc Envir II
__ 3	SW	302	Contemp Issues In SW
__ 3	SW	310	SW Practice Theory I
__ 3	SW	331	Intro Res Methods
__ 5	SW	340	Practicum I
__ 3	SW	402	Soc Welfare Policies
__ 3	SW	410	SW Practice Theory II
__ 8	SW	440	Practicum II
__ 2	SW	475	Senior Seminar

Choose 12 hours from:

__ 3(x4) from:

HIS	202	Hist US Since 1876
MIS	201	Christnty & Wrld Rel
MIS	322	Christnty & Culture
MIS	330	Latin Am Rel/Cult
PHL	343	Pol & Soc Phil
PS	300	Washington Fed Seminar
PSY	210	Social Psychology
PSY	315	Stats for Behav Science
PSY	340	Forensic Psychology
PSY	360	Abnormal Psych
SOC	201	Social Problems & Globalization
SOC	230	Leading Groups & Org
SOC	252	Juv Delinquency
SOC	311	Soc of Religion
SOC	312	Issues Intercult'l Relations
SOC	322	Rural Studies
SOC	323	Urban Studies
SOC	341	Marriage & Family Studies
SOC	353	International Social Issues
SOC	372	Sociological Theory
SOC	414	Perspectives on Aging
SOC	421	Crime & Corrections
SW	311	SS for Child/Family
SW	351	Family Life Education
SW	385	Spiritual Formation
SW	391	Independent Study
SW	393	Seminar
SW	422	SW Administration
SW	435	Senior SW Practicum

SOCIOLOGY (SOC)

MAJOR REQUIREMENTS (35)

__ 3	SOC	100	Intro Sociology
__ 3	SOC	201	Social Problems & Globalization
__ 3	SOC	331	Research Methods

__ 3	SOC	372	Sociological Theory
__ 2	SOC	475	Senior Seminar

AREA OF EMPHASIS (choose one):

A. CLASSICAL SOCIOLOGY (21)

Choose 21 hours in SOC, or use courses below

__ 3(x7)	_____	_____	_____
	May choose from:		
	PS	101	American Politics & Govt
	PSY	210	Social Psychology
	PSY	315	Stats for Beh Science
	SW	351	Family Life Ed

B. GLOBAL STUDIES & ENGAGEMENT (21)

__ 3	SOC	260	Social Just & Comm Dev
__ 3	SOC	312	Issues in Intercultural Relat

Choose one:

__ 3	SOC	323	Urban Studies
	SOC	253	Int'l Social Issues

Choose 12 more hours in SOC, or use courses below

__ 3(x4)	_____	_____	_____
	May choose from:		
	COM	251	Intercultural Comm
	HIS	350	Hist Non-Western Cult
	MIS	201	Christianity & World Rel
	MIS	311	Strategies Intercultural Comm
	PS	301	Comparative Politics
	PS	302	Intl Rel Theory & Prac

PSYCHOLOGY MINOR (PSY)

MINOR REQUIREMENTS (24)

__ 3	PSY	101	Psychology Everyday Life
__ 3	PSY	210	Social Psychology
__ 3	PSY	341	History and Systems

Choose 15 hours of PSY 300 or above:

__ 3(x5)	PSY	_____	_____
----------	-----	-------	-------

SOCIOLOGY MINOR (SOC)

MINOR REQUIREMENTS (21)

__ 3	SOC	100	Intro Sociology
__ 3	SOC	331	Intro Research Methods
__ 3	SOC	372	Sociological Theory

Choose 12 more hours in SOC, or courses below

__ 3(x4)	SOC	_____	_____
	May also choose from:		
	COM	251	Intercultural Comm
	MIS	201	Christianity & World Rel
	MIS	311	Strategies Intercultural Comm
	MIS	322	Christianity and Culture
	PS	301	Comparative Politics
	PSY	210	Social Psychology
	PSY	342	Cross Cultural Psychology

BUSINESS, ECONOMICS, & POLITICAL SCIENCE

Dr. Stephen Clements, Chair

Throughout its history Asbury University has prepared men and women to be thoughtful, literate, productive, and spiritually healthy citizens who engage society through a host of professional, civic, and family endeavors. The faculty of the Department of Business, Economics, and Political Science offer an array of courses and programs that build on a liberal arts foundation and offer pathways to enlightened, responsible involvement in the international arenas of commerce, government, and both for-profit and non-profit organizations.

Currently the Department offers residential undergraduate students majors in Business, Accounting, Sport Management, and Political Science, as well as minors in Business, Accounting, Sport Management, Political Science, and Economics. The Department offers non-traditional, degree completion programs in Business (online) and Ministry Management (a special APS program with Asbury's Christian Studies and Philosophy Department and the Salvation Army's Northeast Territory). And, pending SACS approval, the Department will also offer an MBA degree.

BUSINESS MANAGEMENT AND ACCOUNTING

The programs in Business Management and Accounting at Asbury University provide an opportunity to study the principles of effective business management from the standpoint of the Christian world view. The philosophy of Christian liberal arts education with its breadth of perspective and biblical view of truth is reflected in a distinctly Christian approach to the study of business management. The program makes the biblical principle of stewardship and Christian standards of ethics an integral part of the acquisition of technical knowledge and of the pursuit of excellence in professional skills.

1. The business curriculum includes (1) courses in the functional areas of management, finance, human relations, economics, marketing and (2) courses in the information processing and the quantitative analysis areas of accounting, computer programming and data processing, statistical methods, and management science and operations research.
2. The Department strives to incorporate free market economic concepts and ethical concepts throughout our course offerings.
3. Some of the career opportunities for students of business management include (1) positions with accounting firms; (2) positions with such financial organizations as banks, brokerage firms, insurance companies, and savings and loan associations; (3) positions with all types of industrial and commercial organizations; (4) positions in religious organizations as staff accountants, controllers, treasurers, and in various administrative posts; and (5) positions in government and other not-for-profit organizations such as welfare agencies and hospitals.
4. Asbury requires 124 semester hours for a bachelor's degree. Students interested in an accounting major should be aware that in many states, the Society of Certified Public Accountants requires 150 credit hours to sit for the CPA exam. Our recommendation is that the student complete the undergraduate accounting major from Asbury and obtain the additional hours needed to sit for the CPA exam in a graduate program such as an MBA or Master of Accountancy. In some cases, students are able to obtain the 150 hours while at Asbury through higher placements in foreign language, summer programs, internships, or some combination of these opportunities.
5. The course of study in business management pursued in the Christian environment of Asbury University offers young people an education which will enhance and enrich their personal lives and prepare them (1) for Christian service to society, (2) for effective performance in their profession, and (3) success in advanced study at the graduate level.

ECONOMICS

The department offers students a minor in Economics by completion of 21 credit hours (please see below for options regarding the required course). Economics is an extension of moral philosophy that examines proper tools for use in allocating scarce resources and making decisions using cost-benefit analysis that encompasses all stakeholders involved in the process. The courses offered emphasize the institutional aspects of a civil society that attempts to maximize payouts and the welfare of its citizens. The courses integrate aspects of other disciplines, thus providing students a comprehensive and holistic approach to the current issues that societies face. The biblical foundations of stewardship, efficiency, and justice are integrated into the most cutting-edge theories and applications in order to equip students with the best possible tools that will enable them to understand causes and not treat the symptoms of the problems arising in the marketplace. Those tools apply from micro decisions such as pricing and distribution, to macro-dynamics of inflation, business cycles, and unemployment, and from financial crises to international trade, budget deficits and international currency exchanges & finance. Recent events demonstrate how those interlinked crises can affect our personal, community, and institutional lives. The students who successfully complete the series of the recommended courses will have a very good understanding of how markets work and what they need to do as Christian citizens in an economy where we capture all thoughts and making them obedient to Christ and his kingdom.

POLITICAL SCIENCE

Through the systematic study of politics—the examination and analysis of various regime types, rival political philosophies, and the historical experiences of peoples and nations over time—students equip themselves for many possible roles in society, from law, to government, to work in corporate settings, to positions in non-governmental organizations or cross-national agencies. The baccalaureate program in political science includes a core of courses within the discipline, as well as emphases in international affairs, American politics, or political philosophy. The faculty encourage all majors to engage in internships in government and politics at the local, state, or national levels, and will work to help place students. A minor in political science is also available, and includes the core courses and two additional elective courses.

SPORT MANAGEMENT is designed to provide the opportunity to develop expertise in business management with an orientation toward the world of sport. People given the opportunity for responsibility in the management of sport programs and facilities must become familiar with the various aspects of sport activities in addition to becoming professional business leaders. The major addresses the emphasis on Christian service in the growing area of world sport business. Opportunities for employment would include a variety of sport organizations involving management, marketing, promotion, and fund raising.

MAJORS AND MINORS [See the UNIVERSITY COURSE CATALOG for course descriptions.](#)

ACCOUNTING (ACC)

MAJOR REQUIREMENTS (59-61)

__ 3	ACC	201	Financial Accounting
__ 3	ACC	202	Managerial Accounting
__ 3	ACC	301	Inter Accounting I
__ 3	ACC	302	Inter Accounting II
__ 3	ACC	305	Cost Accounting
__ 3	ACC	307	Princ Fed Tax Acct
__ 3	ACC	361	Management Info Sys
__ 3	ACC	402	Basic Auditing
__ 3	BU	211	Princ Management
__ 4	BU	251	App Business Com

__ 3	BU	321	Business Law I
__ 3	BU	413	Strat Manag & Ethics
__ 3	BU	451	Princ Finance
__ 3	ECN	272	Intro Microecon
__ 3	ECN	273	Intro Macroecon
__ 3	ECN	325	Stats for Economics
__ 3	ECN	372	Int'l Fin Mrkts & Mon Ec

Choose one:

__ 3	ACC	309	Acct for Non-Profit
__ 3	ACC	401	Adv Accounting
	ACC	403	Acct Theory
	ACC	435	Internship

Choose One Math Option:

Option A

__ 3	MAT	131	Finite Math for Business
__ 3	MAT	132	Calculus for Business

Option B

__ 4	MAT	181	Calculus I
------	-----	-----	------------

BUSINESS MANAGEMENT (BM)

MAJOR REQUIREMENTS (56-58)

__ 3	ACC	201	Financial Account
__ 3	ACC	202	Managerial Account
__ 3	BU	211	Princ Management
__ 3	BU	241	Princ Marketing
__ 4	BU	251	Applic Business Com
__ 3	BU	321	Business Law I
__ 3	BU	413	Strat Mgt & Ethics
__ 3	BU	451	Princ Finance
__ 3	ECN	272	Intro Microecon
__ 3	ECN	273	Intro Macroecon
__ 3	ECN	325	Stats for Economics

Choose One Math Option:

Option A:

__ 3	MAT	131	Finite Math for Business
__ 3	MAT	132	Calculus for Business

Option B:

__ 4	MAT	181	Calculus I
------	-----	-----	------------

AREA OF EMPHASIS (Choose one):

A.GENERAL MANAGEMENT (18)

__ 3	BU	331	Human Res Mgt
__ 3	BU	412	Org Behav & Structure
__ 3	BU	457	Operations Mgt.
__ 3 (x3)	ACC/BU/ECN	___	(300 or higher)

B.INTERNATIONAL BUSINESS (18)

__ 3	BU	452	Princ of Invest
__ 3	ECN	372	Intl Fin Markets
__ 3	ECN	471	Intl Economics
__ 3	ECN	473	Comp Econ Sys
__ 3 (x2)	ACC/BU/ECN	___	(300 or higher)

C.FINANCE (18)

__ 3	ACC	305	Cost Accounting
------	-----	-----	-----------------

__ 3	BU	371	Financial Inst Mgt
__ 3	BU	452	Princ of Investment
__ 3	BU	457	Operations Mgt
__ 3 (x2)	ACC/BU/ECN	___	(300 or higher)

D. PUBLIC POLICY (18)

__ 3	BU	412	Org Behav & Structure
__ 3	ECN	372	Intl Fin Markets
__ 3	PHL	343	Political & Social Phil
__ 3	PS	325	Public Policy
__ 3	ACC/BU/ECN	___	(300 or higher)

Choose one:

__ 3	ACC	309	Acct for Non-Profit
__ 3	BU	371	Financial Inst Mgt

POLITICAL SCIENCE (PS)

MAJOR REQUIREMENTS (42)

__ 3	PHL	343	Political & Soc Philos
__ 3	PS	101	Ameri Politics & Govt
__ 3	PS	202	His & Politics of US Const
__ 3	PS	205	Markets and Politics
__ 3	PS	301	Comparative Politics
__ 3	PS	302	International Relations

Choose 6 hours from any courses listed below not used in chosen emphasis:

__ 3 (x2) ___

AREA OF EMPHASIS (choose one):

A. AMERICAN POLITICS (18)

Choose 18 hours from:

__ 3	COM	342	Communication—Campaigns
__ 3	PS	201	State & Local Politics & Govt
__ 3	PS	300	Washington Federal Seminar
__ 3	PS	303	Presid Leader & Power
__ 3	PS	304	Amer Pol Ideology & Cult
__ 3	PS	305	Politics & Public Policy
__ 3	PS	307	Amer Foreign Relation
__ 3	PS	393	Seminar
__ 3	PS	401	Religion & Secularization
__ 3	PS	435	Internship in Politics

B. POLITICAL PHILOSOPHY (18)

Choose 18 hours from:

__ 3	PHL	211	Ancient & Medieval Phil
__ 3	PHL	212	Modern Philosophy
__ 3	PHL	231	Ethics
__ 3	PS	306	18 th - 20 th Cent Political Tho
__ 3	PS	393	Seminar (relevant topic)
__ 3	PS	401	Religion & Secularization
__ 3	PS	402	Theories of Liberalism

C. INTERNATIONAL AFFAIRS (18)

Choose 18 hours from:

__ 3	COM	251	Intercultural Communications
__ 3	ECN	273	Intro to Macroeconomics
__ 3	ECN	471	International Economics

__ 3	ECN	473	Compar Economic Systems
__ 3	HIS	350	Survey of Non-Western Cul
__ 3	PS	307	Amer Foreign Relation
__ 3	PS	393	Seminar
	PS	435	Internship in Politics
	SOC	353	International Social Issues

SPORT MANAGEMENT (SPM)

MAJOR REQUIREMENTS (53-54)

__ 3	ACC	201	Financial Accounting
__ 3	BU	211	Principles Management
__ 3	BU	241	Principles Marketing

Choose one:

__ 3-4	ACC	361	Management Info Systems
	BU	251	Applied Business Comm

Choose 6 hours from:

	BU	321	Business Law I
__ 3	BU	331	Human Res Manag
__ 3	BU	412	Org Behavior & Structure
	COM	230	Intro Leadership
	ECN	272	Intro Microecon

Also take:

__ 3	PED	210	Intro to HPE
__ 3	PED	220	Sport Management
__ 3	PED	261	Psy/Soc of PE/Sport
__ 3	PED	275	Princ of Admin Sport & Rec
__ 3	PED	310	History of Sport
__ 2	PED	330	Communication in Sport
__ 3	PED	340	Sport Market/Promo/Fund Raising
__ 3	PED	400	Liability Sport/Leisure Services
__ 3	PED	410	Sport Econ & Finance
__ 6	PED	435	Internship
__ 3	REC	422	Plan/Des/Maint Rec Facil

BUSINESS (BUA) MAJOR

The Department of Business, Economics, and Political Science also offers a major in **BUSINESS** through the **ADULT PROFESSIONAL STUDIES PROGRAM (APS)**. For information on that program see the ADULT PROFESSIONAL STUDIES section.

ACCOUNTING MINOR (ACC)

MINOR REQUIREMENTS (21)

__ 3	ACC	201	Financial Accounting
__ 3	ACC	202	Managerial Accounting
__ 3	ACC	301	Inter Accounting I
__ 3	ACC	302	Inter Accounting II
__ 3	ACC	305	Cost Accounting
__ 3	ACC	307	Princ Fed Tax Acc
__ 3	ACC	___	(300 or 400 level)

BUSINESS MANAGEMENT MINOR (BM)

MINOR REQUIREMENTS (21)

[May not be completed by ACC majors.]

__ 3	BU	100	Introduction to Business
__ 3	ACC	201	Financial Accounting

__ 3	ACC	202	Managerial Accounting
__ 3	BU	211	Princ Management
__ 3	BU	241	Princ of Marketing
__ 3	BU	312	Small Business
__ 3	BU	321	Business Law I
__ 3	ECN	272	Intro Microecon

ECONOMICS MINOR (ECN)

MINOR REQUIREMENTS (21)

__ 3	ECN	272	Intro Microeconomics
__ 3	ECN	273	Intro Macroeconomics
__ 3	ECN	325	Stats for Economics

Choose 12 semester hours from the following:

	ECN	372	Int'l Financial Markets
__ 3	ECN	471	Int'l Economics
__ 3	ECN	472	Applied Econometrics
__ 3	BU	451	Princ Finance
__ 3	PS	325	Public Policy
	PS	205	Markets and Politics
	ECN	___	(300 or higher)

POLITICAL SCIENCE MINOR (PS)

MINOR REQUIREMENTS (24)

__ 3	PHL	343	Political & Soc Philosophy
__ 3	PS	101	American Politics & Govt
__ 3	PS	202	His & Politics of US Const
__ 3	PS	205	Markets and Politics
__ 3	PS	301	Comparative Politics
__ 3	PS	302	International Relations

Choose 6 hours from:

	COM	251	Intercultural Communications
	COM	342	Communication Campaigns
	ECN	273	Intro to Macroeconomics
	ECN	471	International Economics
__ 3	ECN	473	Compar Economic Systems
__ 3	HIS	350	Survey of Non-Western Cul
	PHL	211	Ancient & Medieval Phil
	PHL	212	Modern Philosophy
	PHL	231	Ethics
	PS	307	Amer Foreign Relation
	SOC	353	International Social Issues

SPORT MANAGEMENT MINOR (SPM)

MINOR REQUIREMENTS (21-22)

Choose one:

__ 3/4	ACC	361	Mgmt Information Systems
	BU	251	App Business Communication

Take:

__ 3	BU	211	Principles of Management
__ 3	PED	210	Intro Health/PE
__ 3	PED	220	Sport Management
__ 3	PED	275	Princ of Admin Sport & Rec
__ 3	PED	340	Sport Market/Promo/Fund Raising
__ 3	PED	410	Sport Econ & Finance

CHRISTIAN STUDIES & PHILOSOPHY

Dr. Clair Budd, Chair

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

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

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

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

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

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

A core of courses anchors students in Biblical/theological studies, including basic understandings of the Church and its mission in the world, in foundational practices of Bible study and other spiritual disciplines, and in experiences leading to effective ministry. Each program requires students to participate in a ministry internship. Students may major in Christian Ministries, Missions, or Youth Ministry; minors are also available in each of these areas.

1. The **Christian Ministries Major** prepares students for leadership in the disciple-making and teaching ministry of the church and parachurch. Preparation is supported through study of human developmental patterns and ministry approaches throughout the life cycle. A concern for organizational leadership and

curricular resources contributing to spiritual formation is reflected in course offerings. The department's Resource Center makes a wide variety of materials available for student study, as well as for applied ministry. Experiential learning occurs throughout the program.

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

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

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

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

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

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

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

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

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

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

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

BIBLE-THEOLOGY (BTH)

MAJOR REQUIREMENTS (43-49)

__ 1 BTH 475 Senior Seminar

Choose one philosophy:

__ 3 PHL 231 Ethics
 PHL 361 Phil of Religion

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

__ 3 BTH _____
 __ 3 BTH _____

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

__ 3 NT _____
 __ 3 NT _____
 __ 3 NT _____

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

__ 3 OT _____
 __ 3 OT _____
 __ 3 OT _____

Take 6 hours of Theology (not TH 250):

__ 3 TH _____
 __ 3 TH _____

AREA OF EMPHASIS (choose one):

A. PRE-SEMINARY (9)

Choose one:

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

Choose one:

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

Take:

__ 3 TH 400 Historical Theology

B. PRE-MINISTRY (15)

__ 3	BTH	435	Internship
------	-----	-----	------------

Choose one:

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

Choose one:

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

Take:

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

CHRISTIAN MINISTRIES (CM)**MAJOR REQUIREMENTS (48)**

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

Choose 9 hours from:

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

Choose 5-6 hours of CM/EM:

__ 3 (x2)	CM/EM	_____	_____
-----------	-------	-------	-------

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

__ 3 (x2)	NT/OT	_____	_____
-----------	-------	-------	-------

MISSIONS (MIS)**MAJOR REQUIREMENTS (45-51)**

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

AREA OF EMPHASIS (choose one):

A. CROSS-CULTURAL MINISTRY (24)

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

Choose 6 hours from:

	ENG	200	Intro Teach ESL
	MIS	322	Christianity & Culture
__ 3	MIS	323	Ministry in 2/3 World
__ 3	MIS	330	Lat Amer Cult & Rel
	MIS	340	Urban Ministry
	MIS	350	Mission Trends
	SOC	112	Intro Anthropology

Choose 12 hours of NT/OT:

__ 3	NT/OT	___	_____ (not 100)
__ 3	NT/OT	___	_____ (not 100)
__ 3	NT/OT	___	_____ (not 100)
__ 3	NT/OT	___	_____ (not 100)

B. BUSINESS AS MISSION (30)

__ 3	ACC	201	Principles of Accounting
__ 3	BU	211	Principles Management
__ 3	BU	312	Small Business Management
__ 3	BU	241	Principles of Marketing
__ 3	BU	340	Business as Mission
__ 3	ECN	272	Microeconomics
__ 3	MIS	201	Christianity & World Religions

Choose 3 hours from:

	ECN	393	Sem: Internatl Business Dev
__ 3	ECN	471	International Economics

Complete:

__ 3	NT/OT/BTH	___	_____ (not 100)
__ 3	BTH	300	Bible, Culture, and Justice

C. SOCIAL JUSTICE (30)

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

Choose 3 hours from:

	MIS	340	Urban Ministry
__ 3	SOC	201	Social Problems
	SOC	322	Rural Studies
	SOC	323	Urban Studies

Choose 3 hours from:

	PS	302	International Relations
__ 3	SOC	353	International Social Issues
	SW	402	Social Work Policies

Complete:

__ 3	NT/OT/BTH	___	_____ (not 100)
__ 3	BTH	300	Bible, Culture, and Justice

PHILOSOPHY (PHL)

MAJOR REQUIREMENTS (30)

Choose 9 hours from:

__ 3	PHL	211	Ancient & Medieval Phil
__ 3	PHL	212	Modern Philosophy
__ 3	PHL	221	Logic
	PHL	231	Ethics

Choose 9 hours of PHL (300 or above):

__ 3(x3) PHL _____

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

__ 3(x4) PHL _____

YOUTH MINISTRY (YM)

MAJOR REQUIREMENTS (48)

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

Choose one:

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

Choose one:

__ 3	EM	360	Adult Ministries
	SW	351	Family Life Educ

Choose 6 hours of CM, EM, or YM:

__ 3 (x2) CM/EM/YM _____

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

__ 3 (x2) NT/OT _____

BIBLE-THEOLOGY MINOR (BTH)

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

Minor requires 18 semester hours

__ 3	BTH	_____	_____
__ 3	NT	_____	_____
__ 3	OT	_____	_____
__ 3	TH	_____	_____

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

__ 3	_____	_____	_____
__ 3	_____	_____	_____

CHRISTIAN MINISTRIES MINOR (CM)

MINOR REQUIREMENTS (18)

[may not be completed by YM majors]

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

Choose one:

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

Choose 6 hours of CM or EM:

__ 3(x2) CM/EM _____

MISSIONS MINOR (MIS)

MINOR REQUIREMENTS (18)

__ 3 CM 100 Ministry and Mission

Choose 15 hours from MIS:

__ 3(x5) MIS _____

PHILOSOPHY MINOR (PHL)

MINOR REQUIREMENTS (18)

Choose 18 hours of PHL 211 or above:

__ 3(x6) PHL _____

YOUTH MINISTRY MINOR (YM)

MINOR REQUIREMENTS (20)

[May not be completed by CM majors]

__ 3 CM 100 Ministry and Mission

__ 3 CM 211 Inst Bible Study

__ 3 CM 380 Org Strategies in Ministry

__ 3 YM 350 Youth Ministry

Choose one:

__ 2 YM 360 Youth and Culture

YM 370 Pastoral Care of Youth

Choose 6 hours of CM, EM, or YM:

__ 3(x2) CM/EM/YM _____

ENGLISH

Dr. Chuck Gobin, Chair

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

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

ENGLISH COMPOSITION

Policy

1. All undergraduates must satisfy ENG 110 or 151 or the equivalent to meet the foundational requirement in composition.
2. Students are placed in English Composition based upon their ACT/SAT English scores by the following scale:
ACT/SAT ENGLISH SCORE ENGLISH COMPOSITION PLACEMENT
21/500 or less ENG 100 Introduction to Composition
22/510 – 26/650 ENG 110 Exposition and Research
27/660 or higher ENG 151 Advanced Exposition and Research
3. Students placed in ENG 100 must complete ENG 100 before enrolling in ENG 110.
4. Students assigned to ENG 100 will be enrolled concurrently in the Writing Center's tutorial program.

The Writing Center

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

C. S. LEWIS UNDERGRADUATE STUDY PROGRAM

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

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

CREATIVE WRITING (WRI)

MAJOR REQUIREMENTS (42-43)

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

__2	ENG	450	Adv Studies in Creative Writing
__3	JRN	390	Creative Writing – Non-Fiction
Choose 9 hours from:			
__3	ENG	231	British Lit I
__3	ENG	232	British Lit II
__3	ENG	261	American Lit I
	ENG	262	American Lit II
Choose one:			
__3	ENG	300	Writing for the Professions
	JRN	303	Feature Writing and Reviews
Choose 6 hours from:			
	ENG	311	English Novel
	ENG	322	Victorian Period
__3	ENG	340	Modern Poetry
__3	ENG	342	American Novel
	ENG	345	Modern Novel
	ENG	348	Contemporary Literature
Choose one:			
__3	ENG	371	Interm Wri Fiction/Nonf
	ENG	372	Interm Wri Poetry
Choose one:			
__3-4	ENG	353	Writing for Children / Young Adults
	THA	282	Fund Screenwriting
Choose one class of ENG 300 or 400:			
__3	ENG	___	_____

ENGLISH (ENG)

MAJOR REQUIREMENTS (39)

__3	ENG	230	Intro to Lit
__3	ENG	231	Brit Lit Trad I
__3	ENG	232	Brit Lit Trad II
__3	ENG	261	American Lit I
__3	ENG	262	American Lit II
__3	ENG	410	Shakespeare
__3	ENG	431	Literary Criticism
__3	ENG	475	Senior Seminar
Choose one:			
	ENG	311	English Novel
	ENG	322	Victorian Period
__3	ENG	342	American Novel
	ENG	382	Reason & Revolution: 18 th Century
Choose one:			
	ENG	370	Medieval Lit
__3	ENG	375	Renaissance Lit
	ENG	378	Milton & the 17 th Century
Choose one:			
	ENG	340	Modern Poetry
__3	ENG	345	Modern Novel
	ENG	348	Contemporary Lit
Choose 6 hours from ENG 300 or above:			
(Not ENG 335, 336, 360, 361, 402)			
__3 (x2)	ENG	___	_____

ENGLISH GRADES 8-12 (ENGE)

MAJOR REQUIREMENTS (79)

Complete Education Requirements:

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

Take:

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

Choose 9 hours from:

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

Choose one:

	COM	240	Intercollegiate Forensics
	COM	262	Argumentation and Debate
	COM	331	Group Comm & Leadership
	ENG	200	Intro to ESL
	ENG	241or242	Intro Creative Writing
__ 3	ENG	300	Writing for the Professions
	JRN	210	Foundations of Journalism
	JRN	333	Advanced Newsgathering
	THA	151	Acting I
	THA	382	World Theatre Forum

CREATIVE WRITING MINOR (WRI)

MINOR REQUIREMENTS (21)

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

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

Choose 6 hours from:

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

ENGLISH AS A SECOND LANGUAGE MINOR (ESL)

MINOR REQUIREMENTS (18)

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

LITERATURE MINOR (LIT)

MINOR REQUIREMENTS (21)

[The Literature minor may not be completed by ENG or ENGE majors]

[No Foundational courses may count toward minor]

__ 3	ENG	230	Intro to Lit
------	-----	-----	--------------

Choose 6 hours from:

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

Choose 12 hours of ENG 200 or higher:

__ 3 (x4)	ENG	__	_____
-----------	-----	----	-------

HEALTH, PHYSICAL EDUCATION, & RECREATION

Dr. Ken Pickerill, Chair

The Department of Health, Physical Education, and Recreation at Asbury University has a strong commitment to a program of quality. The program offers the student both depth and breadth in Equine Studies, Exercise Science- Human Performance and Health Professions emphases, Health and Physical Education, and Recreation-Public and Adventure Leadership emphases. Four majors and five minors are available.

A. The HPER majors include the following:

The **EQUINE STUDIES MAJOR** prepares graduates for serving in the horse industry as riding instructors, stable and/or farm managers, and in ministry settings, as well as for pursuing graduate school in related fields of study. Students will also be introduced to facility and event management, business operations, and equestrian organizations. Three emphasis areas are offered: Management, Equine Science, and Equitation/Training. A dual track major may be pursued in Equine Facilitated Wellness by completing the Equine Studies major in combination with a Psychology major.

The **EXERCISE SCIENCE MAJOR** prepares the student for graduate school study and entry level positions in a growing number of career opportunities. Two areas of emphasis are available: Human Performance and Health Professions. The Human Performance emphasis provides for preparation in health, fitness and movement areas, thus providing academic and field experience internships in such areas as corporate, commercial, private and clinical based fitness/wellness, and athletic strength and conditioning in high schools, colleges and sports medicine clinics. This degree emphasis provides the academic preparation to sit for certification by the leading organizations in the field, such as the American College of Sports Medicine or The National Strength and Conditioning Association. The Health Professions emphasis is designed to prepare the student for graduate school and ultimately employment in such professions as physical therapy, occupational therapy, and other health areas. Employment settings might include public schools, rehabilitation clinics, and extended care facilities.

The **HEALTH AND PHYSICAL EDUCATION MAJOR** prepares the students for positions as kindergarten through high school teachers in both health and physical education. Dual certification may be obtained. This area of study combines pedagogy courses from the Department of Education and content classes from HPER.

The **RECREATION MAJOR** prepares the students for positions in parks and recreation administration, facility planning and design, outdoor leadership, and recreation programming. More specifically, two areas of emphasis are available: Public Recreation and Adventure Leadership. The first provides preparation for city/county parks, camps, church, and other non-profit agencies for positions in leadership, supervision, instruction, and programming. The Adventure Leadership emphasis combines a core of recreation classes with theoretical and skill-based field courses. It provides transferable leadership skills and is especially well-suited to be combined with minors from other academic departments. Both emphases may also prepare a student to seek graduate studies in a variety of areas.

The HPER student majors are encouraged to become involved in state and national professional organizations related to their major. Students are encouraged to attend professional conventions, hear guest lectures, and gain work experience in their area of interest.

B. The **HPER minors** include Adventure Leadership, Coaching, Equine Studies, Exercise Science, and Recreation. Each provides core knowledge in their respective areas for potential employment or further educational pursuits.

The Coaching Minor prepares both the education and the non-education major for coaching opportunities in the middle school and high school settings as well as the non-school setting.

The Equine Management Minor provides the unique educational opportunity for students desiring to pursue an interest in the equine profession.

C. A **tumbling team**, which performs gymnastic exhibitions and witnesses in schools and churches, is also a part of the department. The tumbling team travels on a tour to the surrounding states during spring break and performs at a homecoming show, "Jym Jamboree," upon return to campus.

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

EQUINE STUDIES (EQS)

MAJOR REQUIREMENTS (45)

__ 3	EQM	100	Equine Studies
__ 3	EQM	200	Horsemanship Ministry
__ 3	EQM	201	Conformation & Selection
__ 3	EQM	202	Stable Management
__ 3	EQM	206	Equine Health/First Aid
__ 3	EQM	251	Horse Training
__ 6	EQM	435	Equine Field Experience
__ 1	EQM	475	Equine Senior Seminar
__ 3	HED	231	Injury Care & Safety
__ 1	PE/EQM	130	Horseback Riding I
__ 1	PE/EQM	131	Horseback Riding II

AREA OF EMPHASIS (Choose one):

A. EQUINE SCIENCE (15)

__ 3	EQM	205	Forage Mgmt & Feeding
__ 3	EQM	261	Equine Anat & Physiology
__ 3	EQM	306	Equine Diseases
__ 3	EQM	406	Lameness & Hoof Care
__ 3	EQM	420	Equine Reproduction

B. EQUINE MANAGEMENT (15)

__ 3	BU	211	Principles of Management
__ 3	EQM	310	Farm & Ranch Management
__ 3	EQM	320	Equine Administration

Choose __ 3(x2) additional courses from EQM (6) or any courses listed in other emphases. (Not EQM 253-256)

C. EQUITATION & TRAINING (15-16)

__ 3	EQM	208	Intro to Therapeutic Riding
__ 1	EQM	211	Therapeutic Riding Instructn
__ 3	EQM	245	Riding Instructor Certification
__ 3	PSY	322	Eqn Facilitated Mental Health

Choose __ 3(x2) additional courses from EQM (6) or any courses listed in other emphases. (Not EQM 253-256)

[Use this emphasis and dual major with PSY for equine facilitated wellness]

EXERCISE SCIENCE (EXS)

Specific Core recommended for this major

__ 3	BIO	201	General Biology I
__ 1	BIO	203	General Biology I Lab
__ 3	PSY	101	Psychology for Everyday Life

Also needed for Health Professions Track

__ 3-4	MAT	132	Calculus for Business
	MAT	181	Calculus I

MAJOR REQUIREMENTS (53-69)

__ 3	BIO	331	Human Anatomy
__ 1	BIO	333	Human Anatomy lab
__ 3	CHE	121	General College Chemistry I
__ 1	CHE	123	General College Chemistry I Lab
__ 3	CHE	122	General College Chemistry II
__ 1	CHE	124	General College Chemistry II Lab
__ 1	EXS	228	Practicum
__ 3	EXS	350	Phys Assess & Pr
__ 3	EXS	371	Motor Learn/Develop
__ 3	EXS	393	Sem: Adv Strength/Condition
__ 3	EXS	420	Physiology of Exercise & lab
__ 3	EXS	431	Kinesiology/Biomechanics & lab
__ 2	EXS	475	Senior Capstone
__ 3	HED	231	Injury Care and Safety
__ 3	HED	312	Nutrition/Health/Human Perf
__ 3	PSY	315	Stats/Behav Science
__ 3	PSY	335	Sports Psychology

Choose one of the following tracks:

Track A. Human Performance (11)

__ 3	BIO	262	Human Physiology
__ 3	PED	275	Principles Admin Excer Profes
__ 3	PED	400	Liability in Sports/Leisure Serv
__ 2	EXS	435	Internship (80 contact hours)

Track B. Health Professions (27)

__ 3	BIO	202	General Biology II
__ 1	BIO	204	General Biology II lab
__ 3	BIO	280	Scien/Med Terminology
__ 2	BIO	341	Ethical Issues
__ 4	BIO	352	Physiology
__ 3	EXS	435	Internship
__ 4	PHY	201	Intro Physics
__ 4	PHY	202	Intro Physics
__ 3	PSY	201	Developmental Psychology

HEALTH & PHYSICAL EDUCATION GRADES P-12 (HPHE)

MAJOR REQUIREMENTS (80)

Complete Education Requirements

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical Exp
__ 2	ED	220	Technology for Educ
__ 2	ED	230	Human Growth & Dev

__ 1	ED	301	Guided Inquiry Clinical Exp
__ 3	ED	320	Exceptional Learner
__ 1	ED	401	Open Inquiry Clinical Exp
__ 3	ED	405	Learn Performance & Assess
__ 2	ED	410	Classroom Management
__ 3	ED	422	Instr Teach Phys Ed, P-12
__ 2	ED	428	Interven for Differen
__ 6	ED	498	Student Teaching
__ 6	ED	499	Student Teaching

Take:

__ 3	EXS	371	Motor Learning & Develop
__ 3	EXS	420	Physiology of Exercise
__ 3	EXS	431	Kinesiology/Biomechanics
__ 3	HED	231	Injury Care and Safety
__ 3	HED	282	Community Environ Health
__ 3	HED	299	Contemporary Health Issues
__ 3	HED	312	Nut for Hlth & Human Perf
__ 2	HED	322	HPE in the Elem School
__ 3	HED	393	Health Seminar
__ 3	HED	400	Human Behaviors & Relation
__ 3	PED	200	Intro to Coaching
__ 1	PED	205	Coaching Practicum I
__ 3	PED	210	Intro to HPE
__ 1	PED	321	Adaptive PE
__ 3	PED	360	Teaching Sport Skills I
__ 3	PED	361	Teaching Sport Skills II
__ 3	PED	461	Measurement & Eval of HPE

RECREATION (REC)

MAJOR REQUIREMENTS (45)

__ 3	REC	212	Theories Outdoor/Experiential Ed
__ 3	REC	342	Recreation Programming
__ 3	REC	412	Outdoor Christian Leadership
__ 3	REC	422	Plan/Design/Main Rec Facili
__ 4-6	REC	435	Internship
__ 3	PED	400	Liability in Sport/Leisure Serv

AREA OF EMPHASIS (choose one):

A. PUBLIC RECREATION (30)

[24.0 plus 6.0 internship]

__ 3	HED	231	Injury Care and Safety
__ 3	PED	275	Princ of Admin Sport & Rec
__ 1	PED	321	Adaptive PE
__ 1	REC	228	Practicum
__ 3	REC	252	Princ of Church Recreation

Choose one:

__ 3	PED	360	Teaching Sport Skills I
__ 3	PED	361	Teaching Sport Skills II

Choose one:

__ 1	PE	130	Beginning Horseback Riding
__ 1	PE	131	Interm Horseback Riding
__ 1	PE	280	Lifeguard Training

	PE	300	WSI/FIT
Choose 9 hours from:			
	EQM	202	Stable Management
	EQM	245	Riding Instructor Cert
__ 3	EQM	251	Horse Training
__ 3	EXS	350	Physical Ftnss Assmnt & Presc
__ 3	REC	231	Therapeutic Recreation
	REC	273	Outdoor Living Skills
	REC	362	Challenge Course Facilitation
	REC	393	Seminar

B. *ADVENTURE LEADERSHIP (30)

[26.0 plus 4.0 internship]

__ 3	REC	273	Outdoor Living Skills
------	-----	-----	-----------------------

BLOCK SEMESTER

Completion of REC 212, REC 273 and Proof of Lifeguard

Certification required for participation in these five courses

__ 3	REC	270	Wilderness First Responder
__ 3	REC	271	Adventure Skills I
__ 3	REC	272	Adventure Skills II
__ 3	REC	274	Expedition Leadership
__ 3	REC	275	Outdoor Ed & Stewardship

Choose one:

__ 3	REC	231	Therapeutic Recreation
	REC	362	Challenge Course Facilitation

Complete:

__ 2	REC	410	Leader, Facilitator & Guide
------	-----	-----	-----------------------------

Choose one from:

	BU	211	Principles of Management
	COM	220	Interpersonal Communication
	COM	331	Group Comm & Leadership
	EQM	202	Stable Management
	EQM	310	Farm & Ranch Management
__ 3	PED	275	Princ Admin Exercise Professions
	PSY	201	Developmental Psychology
	PSY	210	Social Psychology
	SOC	252	Juvenile Delinquency
	SW	351	Family Life Education
	YM	350	Youth Ministry

**ADL emphasis recommended General Education*

__ 4	BIO	217/219	Environmental Science & lab
__ 3	PSY	101	Psychology Everyday Life
__ 3	SOC	230	Leading Groups & Organizations

***ADVENTURE LEADERSHIP MINOR (ADL)**

MINOR REQUIREMENTS (24)

__ 3	REC	212	Theories of Outdoor/Experiential Ed
__ 3	REC	273	Outdoor Living Skills

BLOCK SEMESTER

Completion of REC 212, REC 273 and Proof of Lifeguard

Certification required for participation in these five courses

__ 3	REC	270	Wilderness First Responder
__ 3	REC	271	Adventure Skills I
__ 3	REC	272	Adventure Skills II
__ 3	REC	274	Expedition Leadership
__ 3	REC	275	Outdoor Ed & Stewardship

**ADL emphasis recommended Foundation courses*

__ 4	BIO	217/219	Environmental Science & lab
__ 3	PSY	101	Psychology Everyday Life

COACHING MINOR (COA)

MINOR REQUIREMENTS (24)

__ 3	HED	231	Injury Care & Safety
__ 3	PED	200	Intro to Coaching
__ 2	PED	205	Coaching Practicum I
__ 2	PED	206	Coaching Practicum II
__ 3	PED	261	Psy/Soc of PE/Sport
__ 2	PED	300	Sports Officiating

Choose one:

	EXS	371	Motor Learn & Develop
__ 3	EXS	420	Physiology of Exercise
	EXS	431	Kinesiology/Biomechanics
	PED	275	Princ Admin Sport/Rec

Choose 6 hours from:

	PED	301	Coaching Individ/Dual Sports
__ 2	PED	302	Coaching Baseball/Softball
__ 2	PED	303	Coaching Basketball
__ 2	PED	304	Coaching Soccer
	PED	305	Coaching Volleyball
	PED	330	Communication in Sport

EQUINE STUDIES MINOR (EQS)

MINOR REQUIREMENTS (20)

__ 1	PE/EQM	130	Beginning Horseback Riding
__ 1	PE/EQM	131	Intern Horseback Riding
__ 3	EQM	100	Equine Studies
__ 3	EQM	200	Horsemanship Ministry
__ 3	EQM	201	Equine Conformation
__ 3	EQM	202	Stable Management
__ 3	EQM	251	Horse Training
__ 3	HED	231	Injury Care & Prevention

EXERCISE SCIENCE MINOR (EXS)

MINOR REQUIREMENTS (18)

___ 3	EXS	350	Physical Fit Assess & Pres
___ 3	EXS	371	Motor Learning/Development
___ 3	EXS	420	Physiology of Exercise
___ 3	EXS	431	Kinesiology/Biomechanics
___ 3	PED	275	Principles of Administration

Choose one:

___ 3	PED	261	Psy/Soc of PE & Sport
___ 3	PSY	335	Psychology of Sport

RECREATION MINOR (REC)

MINOR REQUIREMENTS (21)

___ 3	PED	275	Princ of Adm in Sport & Rec
___ 3	REC	212	Principles of Recreation
___ 3	REC	231	Intro to Therapeutic Rec
___ 3	REC	252	Princ of Church Recreation
___ 3	REC	422	Plan/Design/Maint of Rec Facilities

Choose 6 hours of REC 300 or above:

___ 3 (x2) REC ___ _____

HISTORY

Dr. Burnam Reynolds, Chair

History is the story of human community as it has developed through time. It is a narrative and interpretive study, based upon documentary evidence. History plays a central role in the liberal arts curriculum because of its value in illustrating the human condition through time and because it integrates into a comprehensible whole the range of activities that have formed the human experience. In addition to its contribution to the foundational liberal arts program at Asbury, the History Department offers specialized courses. The History major prepares students for a number of occupations and postgraduate studies, including secondary and college teaching, Law, the Christian ministry, government and public service. In addition, History courses can be taken as electives by students in other majors. The History Department sponsors Phi Alpha Theta, an active national honor society for History and Social Studies (Secondary Education) Majors.

PRE-LAW STUDIES

The Pre-Law Handbook: The Official Guide to U.S. Law Schools states that most law schools do not recommend "pre-law" majors because they believe that "courses designated 'pre-law' tend to be a less effective means of preparing for law school". For this reason, Asbury University does not have such a major. *The Handbook* further states: "While no single curricular path is the ideal preparation for law school, a broadly based undergraduate program that includes training in analytical reasoning and writing will serve you well. Law schools want students who can think, read and write and who have some understanding of the forces that have shaped human experience". Asbury University has a number of majors that will accomplish the above objectives. Interested students should contact Dr. Steve Clements, the law-school advisor.

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

HISTORY (HIS)

MAJOR REQUIREMENTS (33)

__ 3 HIS 375 Study of History

Plus:

30 hours from any 200 or 300 level History:

[This may include 6 hours of PS 300 or above]

__ 3 (x10) HIS _____

[The History Department strongly recommends that the history major take HIS 375 in the Sophomore year, and major should include at least one course from each of the broad Historical areas: U.S. History, European History, and Non-western History. Some complimentary programs, such as in Education, will require the student to take specific classes.]

SOCIAL STUDIES GRADES 8-12 (SSTE)

MAJOR REQUIREMENTS (85)

Complete Education Requirements

__ 2 ED 200 Intro to Education
__ 1 ED 201 Structured Inquiry Clinical Exp
__ 2 ED 220 Tech for Education
__ 2 ED 230 Human Growth & Devel
__ 1 ED 301 Guided Inquiry Clinical Exp

__ 3	ED	320	Exceptional Learner
__ 3	ED	385	Read/Writ Across Curriculum
__ 1	ED	401	Open Inquiry Clinical Exp
__ 3	ED	405	Learn Perf & Assess
__ 2	ED	410	Classroom Mgmt
__ 3	ED	420	Secondary Methods Course
__ 2	ED	428	Interven for Differen
__ 12	ED	499	Student Teaching

Take:

__ 3	ECN	100	Current Economic Issues
__ 3	ECN	272	Intro to Microeconomics
__ 3	ECN	273	Intro to Macroeconomics
__ 3	GEO	211	Principles of Geography
__ 3	HIS	201	History of U.S. to 1876
__ 3	HIS	202	History of U.S. since 1876
__ 3	HIS	350	Survey of Non-West Cultures
__ 3	HIS	352	History of Latin America
__ 3	HIS	375	The Study of History

Choose one:

	HIS	313	History of Religion in the U.S.
__ 3	HIS	316	U.S. in the 1960s
	HIS	318	Hist Amer Foreign Relations
	HIS	319	Hist of the Am South to 1865

Choose one:

	HIS	320	Ancient History
	HIS	321	History of Christianity
	HIS	322	Medieval Civilization
__ 3	HIS	323	Hist of Early Britain
	HIS	325	Origins of France
	HIS	326	History of Modern Germany
	HIS	327	Renaissance & Reformation

Also take:

__ 3	PS	101	American Politics & Govt
__ 3	PS	300	Washington Federal Seminar
__ 3	PSY	101	Psychology in Everyday Life
__ 3	SOC	100	Introduction to Sociology

Choose one:

__ 3	PSY	210	Social Psychology
	SOC	112	Intro to Anthropology

HISTORY MINOR (HIS)

MINOR REQUIREMENTS (18)

Choose six courses from HIS 200 or above:

__ 3 (x6) HIS _____

MATHEMATICS

Dr. Towanna Roller, Chair

The Department of Mathematics at Asbury University has a strong commitment to a program of quality. The curriculum offers the student breadth in mathematics and its applications. Five majors and one minor are available.

1. The **COMPUTATIONAL MATHEMATICS MAJOR** prepares the student to enter a career in industry, government, or business immediately upon graduation or to enter graduate school in computational science, or related areas of applied mathematics such as statistics, management science, operations research, actuarial science or computational biology. This major couples a strong emphasis on applied mathematics with the computational and programming skills necessary to solve practical problems. These skills are in high demand in the private sector and in government employment. The Computational Mathematics major is designed to allow the student flexibility in choosing a minor area of study as an application of the computational and mathematical skills learned in Department courses. Suggested minors range from the sciences (physics, chemistry, computer science or biology) to business management to art/media communications.

2. The **MATHEMATICS MAJOR** prepares the student for graduate study in mathematics, mathematical physics, or a related area that relies heavily upon theoretical mathematics. Eventual employment opportunities for persons with this background include teaching and research at the college or university level or being a member of a research team in government or industry. The Department has a rich history of graduates who have been successful in graduate school and subsequent academic and research careers.

3. The program content of the **MATHEMATICS GRADES 8-12 MAJOR** follows the recommendations of the National Council of Teachers of Mathematics and the Mathematical Association of America and meets teacher certification requirements in most states. Teachers of mathematics in both public and private middle and high schools are very much in high demand.

4. In recent years, the need for additional analytical and technical skills in financial and risk analysis has grown significantly. The technical nature of modern financial and economic analysis requires a student with a strong mathematical and computational background in addition to strong skills in business and economics. The **ACTUARIAL MATHEMATICS MAJOR** is designed to provide the student with these skills. The marketplace is also demanding this new combination of skills. Alumni and friends of Asbury University have advised that the need for technically savvy analysts is large and growing. Professional opportunities for actuaries are always near the top of employment projections. The continued spread of free-market economies, furthermore, increases the potential for these graduates to have international impact in an environment that seeks those who have a worldview shaped by the classical liberal arts and complemented by cutting-edge financial analysis.

5. ENGINEERING MATHEMATICS MAJOR

Asbury University offers a dual-degree program in Engineering in cooperation with the University of Kentucky which is located in nearby Lexington. Students in this program take courses at Asbury for three years and then transfer to the University of Kentucky for an additional two to three years to complete the requirements for one of seven engineering degrees (agricultural, chemical, civil, electrical, mechanical, mining, or materials science). The student receives a Bachelor of Arts degree in Engineering Mathematics (a major offered only to students in this program) from Asbury University upon satisfactory completion of the first year of studies at University of Kentucky. (Official UK transcript of first year in engineering credits must be sent to Asbury University in order to receive the Engineering

Mathematics degree.) Upon completing the remaining requirements in engineering, the student receives a Bachelor of Science degree in engineering from UK. A minimum GPA of 2.5 must be maintained to participate in this program. Some engineering programs may have a higher GPA requirement. Please consult the department chair for more information.

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

ACTUARIAL MATHEMATICS (MACT)

MAJOR REQUIREMENTS (50)

__ 3	BU	211	Principles of Management
__ 4	CSC	121	Computer Science I
__ 4	CSC	122	Computer Science II
__ 3	ECN	272	Intro Microecon
__ 3	ECN	273	Intro Macroecon
__ 3	ECN	372	Fin Mkts & Monet Ecn
__ 3	ECN	472	Applied Economics
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	252	Diff Eqns & Modeling
__ 3	MAT	271	Linear Algebra
__ 3	MAT	281	Probability
__ 3	MAT	351	Applied Mathematics I
__ 1	MAT	474	Senior Seminar

Choose 6 hours from:

	ACC	361	Management Info Systems
	BU	321	Business Law I
__ 3	BU	331	Human Resource Management
__ 3	BU	451	Principles of Finance
	BU	452	Principles of Investment
	MAT	352	Applied Mathematics II

COMPUTATIONAL MATHEMATICS (CMP)

MAJOR REQUIREMENTS (51)

__ 4	CSC	121	Computer Science I
__ 4	CSC	122	Computer Science II
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	241	Logic & Sets
__ 3	MAT	252	Diff Eqns & Modeling
__ 3	MAT	271	Linear Algebra
__ 3	MAT	281	Probability
__ 3	MAT	351	Applied Mathematics I
__ 3	MAT	352	Applied Mathematics II
__ 3	MAT	442	Numerical Analysis
__ 1	MAT	475	Senior Seminar
__ 3	MAT	482	Complex Analysis
__ 5	PHY	211	General Physics I
__ 5	PHY	212	General Physics II

ENGINEERING MATHEMATICS (EMAT)

[Joint Engineering program with University of Kentucky]

(Minimum cum GPA of 2.50 must be maintained)

MAJOR REQUIREMENTS (78)

__ 3	CHE	121	Gen College Chemistry I
__ 1	CHE	123	Gen College Chemistry Lab I
__ 3	CHE	122	Gen College Chemistry II
__ 1	CHE	124	Gen College Chemistry Lab II
__ 4	CSC	121	Computer Science I
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	252	Diff Eqns & Modeling
__ 3	MAT	271	Linear Algebra
__ 3	MAT	351	Applied Math I
__ 3	MAT	352	Applied Math II
__ 5	PHY	211	General Physics I
__ 5	PHY	212	General Physics II
__ 3	PSY	101	Psychology in Everyday Life
__ 3	SOC	100	Intro Sociology

Choose one:

__ 3	HIS	352	His Latin America
__ 3	MIS	330	Lat Am Cul & Rel
	SPN	322	Cult & Civ Sp Am

Complete Engineering Year

__ 27	Plus 27 hours in chosen engineering major at University of Kentucky during 4 th year		
-------	---	--	--

(18 hours must be at 200 level or above)

MATHEMATICS (MAT)

MAJOR REQUIREMENTS (51)

__ 4	CSC	121	Computer Science I
__ 4	CSC	122	Computer Science II
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	241	Logic & Sets
__ 3	MAT	252	Diff Eqns & Modeling
__ 3	MAT	271	Linear Algebra
__ 3	MAT	351	Applied Math I
__ 3	MAT	352	Applied Math II
__ 3	MAT	471	Abstract Algebra
__ 1	MAT	475	Senior Seminar
__ 3	MAT	481	Real Analysis
__ 3	MAT	482	Complex Analysis
__ 5	PHY	211	General Physics I
__ 5	PHY	212	General Physics II

MATHEMATICS GRADES 8-12 (MATE)

MAJOR REQUIREMENTS (73)

Complete education requirements:

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical Exp
__ 2	ED	220	Tech for Education

__ 2	ED	230	Human Growth & Devel
__ 1	ED	301	Guided Inquiry Clinical Exp
__ 3	ED	320	Exceptional Learner
__ 3	ED	385	Read/Writ Across Curric
__ 1	ED	401	Open Inquiry Clinical Exp
__ 3	ED	405	Lrn Th Perf Assess
__ 2	ED	410	Classroom Manage
__ 3	ED	420	Sec Methods Course-Math
__ 2	ED	428	Interven for Differen
__ 12	ED	499	Student Teaching

Take:

__ 4	CSC	121	Computer Science I
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 4	MAT	232	Probability & Stat
__ 3	MAT	241	Logic & Sets
__ 3	MAT	271	Linear Algebra
__ 4	MAT	362	Modern Geometry
__ 4	MAT	371	Algebraic Structures
__ 3	MAT	462	Topics in Math for HS

Choose one:

__ 3	MAT	461	Topics in Math for MS
	MAT	252	Differential Equations

MATHEMATICS MINOR (MAT)

MINOR REQUIREMENTS (20-21)

__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	252	Diff Equations/Modeling
__ 3	MAT	271	Linear Algebra

Choose 6-7 hours from:

__ 3	CSC	121	Computer Science I
__ 3-4	MAT	200 or above	_____

MUSIC

Dr. Mark Schell, Chair

Asbury University is an accredited institutional member of The National Association of Schools of Music and offers two majors in the area of music.

1. The Bachelor of Science in Education, Integrated Music P-12 prepares students for positions as teachers of vocal, general, and/or instrumental music in the public and private schools.
2. Within the Bachelor of Arts in Music, four emphases are offered: Church Music Leadership, Composition/Arranging, Performance, and Music History. Students may choose one of these, may minor in some subject outside music, or may use general electives to complete the degree requirements without an area of emphasis.

The faculty of the Music Department is committed to helping students gain a high level of performance proficiency, a firm theoretical and historical foundation, a solid preparation for a music career and/or graduate study, and a fusion of Christian faith and practice with the students' musical pursuits.

Students accepted into the Music Department as a major or minor fulfill requirements listed both here and in the "Music Department Student Handbook", which functions as a comprehensive addendum to this Bulletin.

ENTRANCE AND AUDITION PROCEDURES

All students who wish to major or minor in music must have the approval of the music faculty, based on an entering performance audition. A student who successfully passes the entrance audition will be admitted to the music program through the sophomore level, at which time a second audition will determine eligibility for upperclassman standing. A student may also enter the program with a probationary standing. A student is removed from musical probation on the recommendation of his/her Area Coordinator and the Chairman of the Music Department after receiving a minimum of a B average in the semester jury examination combined with a minimum of a B average in the semester grade given by the private lesson instructor. A student may remain in the music degree program on musical probation for no more than two semesters.

Audition Requirements

Auditions on campus are generally held during prospective student visit weekends. Applicants may also submit a video audition (VHS, VHS-C, DVD, or online). Audition requests may be submitted online at this website: <http://www.asbury.edu/academics/departments/music/auditions-scholarships> . Students who desire consideration for Music Performance Scholarships (which are available to future music majors, music minors, and other musically gifted students as well) must complete a successful musical performance audition, and must complete the application for a Music Performance Scholarship found on this web page: <http://www.asbury.edu/academics/departments/music/auditions-scholarships> .

The audition process for each specific vocal/instrumental type is described below.

A. Instrumental Auditions

i. Wind and Stringed Instruments

Students should be prepared to perform major and minor scales through four sharps and four flats, a chromatic scale covering the entire range of the instrument, and selected solos representing at least two styles of music (e.g.: Baroque, Classic, Romantic, Twentieth Century, or technical and lyrical styles). Students will also perform a simple sight-reading exercise.

ii. Percussion Instruments

Percussion students should be prepared to perform major scales through three flats and three sharps on bells, marimba or xylophone. Students with snare and/or timpani experience should also be

prepared to demonstrate rudiments and/or timpani tuning and basic technique. Percussionists will also play two solos or solo movements demonstrating contrasting musical styles.

B. Organ Auditions

Students who wish to be admitted to the study of organ may or may not have had previous training on the instrument. For those who have had private organ studies, two contrasting pieces of repertoire from the following collections are suggested: Eight Little Preludes and Fugues by J.S. Bach (Krebs); Ten Trios by Josef Rheinberger, and Eleven Chorale Preludes by Johannes Brahms. Those who have little or no organ study should demonstrate proficiency on the piano in at least two stylistic periods (e.g.: Baroque, Classic, Romantic, Twentieth Century) with levels of difficulty equal to the following: a two-part invention by J.S. Bach; any standard sonata by Mozart, Haydn, or Beethoven; a waltz by Chopin; a piano composition by a modern composer such as Bartok or Kabalevsky.

C. Piano Auditions

Students should be prepared to sight-read a short piece, play several major scales (hands together, four octaves), and perform two pieces representing literature from two stylistic periods. The literature should either equal or exceed the level of challenge of works listed here: 1) Baroque--J. S. Bach, Two-Part Invention, No. 13, in A Minor; 2) Classic--Beethoven, Sonata in C Minor, Op. 13, movement III; 3) Romantic--Brahms, Rhapsody in G Minor, Op. 79, No. 2; 4) Twentieth-Century--Debussy, Arabesque No. 1 in E Major. Other appropriate literature might be found in anthologies, such as the following: 1) Agay, Denes, ed. Early Advanced Classics to Moderns, Volume 47, New York: Consolidated Music Publishers, 1969; 2) Bigler, Carole; and Lloyd-Watts, Valery, ed. Recital Winners, Volume Two, Van Nuys, CA: Alfred, 1993; 3) Olson, Lynn Freeman, Applause, Book Two, Van Nuys, CA: Alfred, 1986.

D. Vocal Auditions

Prospective students performing a vocal audition sing two selections – one in English and a second item in a foreign language. For scholarship consideration, the two songs should present contrasting styles of classical-tradition art songs from the Baroque, Classic, Romantic, and/or Twentieth-Century periods of music history. An accompanist will be provided for on-campus vocal auditions, though a student may bring his or her own accompanist if desired. (Recorded accompaniments are not acceptable.)

Please be sure when making photocopies of music for an accompanist that all lines of the piano parts appear on the photocopy. (Overly large pages may need to be reduced slightly.) Following the prepared solos, vocalists should also be prepared for two short sight-singing demonstrations.

Students who wish to submit a video audition will be asked to submit the contact information for an accompanist or other music mentor who would be willing to administer the sight-singing portion of the video audition after the solo songs have been recorded.

E. Auditions for Class Enrollment

NOTE: Any auditions required to enroll in specific courses must occur before the first day of classes. The Music Department uses many part-time instructors who need to be hired in advance of the start of the semester. Current students should contact the Coordinator of Vocal Studies to schedule an audition. Information regarding auditions for prospective students may be found on the Music Department's web pages at this site: www.asbury.edu/academics/departments/music/auditions-scholarships

GENERAL MUSIC INFORMATION

Non-Music Majors: Students not majoring in music are encouraged to enroll in music courses and to participate in the choral and instrumental ensembles. They may also take private lessons and other music courses with the department.

Ensembles

Primary ensembles at Asbury are those that exist in support of the degree requirements for music majors and minors. The Asbury University Orchestra is the primary performing ensemble for students whose instrumental area of study is an orchestral stringed instrument. The Concert Band is the primary

performing ensemble for students whose instrument is a wind or percussion instrument. The Chorale is the primary performing ensemble for students whose major instrument is voice. Primary Ensembles are not specified for majors and minors who study other instruments; however, those students must meet ensemble credit requirements. Such additional ensembles as Handbell Choir, Jazz Ensemble, Men's Glee Club, and Women's Choir also meet ensemble requirements for music majors, minors, and students who receive Music Performance Scholarships. Students must not only register for an ensemble but also meet that ensemble's membership requirements in order to participate. All ensembles, however, are open for participation by all students whether or not they are pursuing a major or minor in music.

Music majors, for whom a primary ensemble is required, must participate in that primary ensemble for the first 75% of the total ensemble semesters required for the degree. For example, majors who are required to receive 8 semesters of credit for an ensemble (MUS) must register for at least 6 semesters in Concert Band, Chorale or Orchestra, as defined above. Majors who are required to receive 7 semesters of credit for an ensemble (MUSE) must register for at least 6 semesters in Concert Band, Chorale or Orchestra, as defined above. Music minors, who are required to receive 4 semesters of credit for an ensemble, register for at least 3 semesters in Concert Band, Chorale or Orchestra, as defined above.

In some circumstances, a major or minor may be permitted to have an auxiliary ensemble count toward a primary ensemble requirement. All exceptions, however, must be recommended by the advisor to the Area Coordinator, and then presented to the music faculty for approval.

Depending upon such factors as student interest, faculty loads, budget, etc., the Music Department also offers a wide variety of other ensembles to enrich the musical life of the University and to offer additional performing experiences for students of all majors. The various instrumental chamber ensembles are offered for credit under the title of "Collegium Musicum" and may include such diverse offerings as Brass Ensemble, Flute Choir, Guitar Ensemble, Percussion Ensemble, String Ensemble, Trumpet Choir, Woodwind Ensemble, etc.

Further information about Asbury University Music Ensembles may be found on our website: <http://www.asbury.edu/academics/departments/music/music-ensembles>.

RECITALS

Recital Requirement: All music majors must present a recital of high caliber in accordance with music department standards. These standards are found in the "Recital Requirements & Guidelines" document on the Music Department's website (www.asbury.edu/academics/departments/music/music-home/current-student-forms).

Recital Attendance

All music majors and minors are required to attend a minimum number of recitals. Students with majors in the Music degree program must pass eight semesters of recital attendance. Students in the Education, Integrated Music P-12 degree program must pass seven semesters, because the student teaching semester is exempt. Those in the Music Minor program must pass four semesters of recital attendance. Transfer music majors will be required to enroll in RCT 041 every semester.

Language Requirement: French and German are the languages of music; therefore these are the recommended languages for the Music majors. Music Education majors are exempt from the language requirement.

PIANO REQUIREMENTS FOR ALL MUSIC MAJORS

1. Non-keyboard music majors must enroll in Functional Piano (151, 152, & 251) concurrently with the freshman and sophomore music theory courses; this enrollment in Functional Piano must continue without interruption until all required courses have been passed.
2. Keyboard music majors are required to take: PNO 161, 162, 261, 262. (Church music keyboard majors take PNO 130 instead of PNO 261).
3. No student will be permitted either to register for student teaching or to request a senior recital hearing until he/she passes all Functional Piano requirements.

PRIVATE LESSONS

Private music lessons are available on piano, organ, voice, handbells, all orchestral and band instruments, and guitar. A private lesson fee per credit is charged in addition to tuition credit. Students for whom placement is not finalized should register for private lessons using INS 999, ORG 999, or PNO 999.

Vocal Lessons

Vocal faculty in the Asbury University Music Department approach the training of the singing voice primarily through repertoire and methodology associated with classical vocal study. Though students may bring in items of vocal literature for consideration by their voice teacher, the standard content, repertoire and methodology for voice lessons is determined by the teacher within the guidelines described for the various vocal lesson tracks. In the first semester of vocal study, at the discretion of the teacher, students may be given an optional assignment in place of the performance requirement, allowing a longer period to develop vocal technique in preparation for singing before an audience. Students with Opera or Musical Theatre roles may, if approved by and channeled through the private instructor, make prior request for evaluations during these performances, enabling them to fulfill part or all of the performance requirements for the semester. All voice lesson courses may be repeated. Students without prior training first take VOC 100 or VOC 104 as a prerequisite to voice lessons.

Juries and Public Performance Requirement: Music majors and minors participate in a jury exam for private instrument or vocal study at the end of each semester of required private lessons. The evaluation of the non-music major receiving private instruction can be an examination, a jury, or a studio or student recital performance. In addition, music majors and minors have an annual public performance requirement. Departmental recital performances in the last four weeks of the semester, or any public recital for which credit is taken, may substitute for either the entire jury examination or for part of the jury.

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

MUSIC (MUS)

MAJOR REQUIREMENTS (46.5-49)

Ensemble participation required at least 8 times (ENS) (0-1)

__ (x8) ENS __ (-7 must correspond with major instrument)

Take:

__ 2	CON	311	Basic Conducting
__ 2	CON	312	Advanced Conducting
__ 1.5	FA	100	Fine Arts/Art

Take:

__ 3	MHL	251	Hist & Lit of Music I
__ 3	MHL	252	Hist & Lit of Music II

Choose 1 class:

	MHL	351	Chamber Music
	MHL	352	Symphonic Literature
__ 2	MHL	353	Choral Masterworks
	MHL	354	Music Since 1900
	MHL	355	World Music Survey
	MHL	356	Opera and Musical Theatre

Plus take:

__ 2	MTH	111	Written Theory I
__ 2	MTH	112	Written Theory II
__ 1.5	MTH	121	SS/Aural Train I
__ 1.5	MTH	122	SS/Aural Train II
__ 4	MTH	231	Adv Musicianship I
__ 4	MTH	232	Adv Musicianship II
__ 2	MTH	311	Form & Analysis

Also:

__ 1	MTH	331	Orchestration
------	-----	-----	---------------

[or Composition/Arranging Emph- take: MTH 332 (2)]

Plus take:

__ 1	MUS	150	Music Technology
------	-----	-----	------------------

Recital attendance required every semester – 8 times (RCT)

__ 0(x8)	RCT	041	Recital Attendance
----------	-----	-----	--------------------

Also:

__ 0.5-1	RCT	480-483	Senior Recital
----------	-----	---------	----------------

[or Performance Emph- take RCT 484 or RCT 485 (2)]

PIANO REQUIRED:

NON-KEYBOARD majors

__ 1	PNO	151	Beg Functional Piano
__ 1	PNO	152	Elem Functional Piano
__ 1	PNO	251	Inter Functional Piano

KEYBOARD majors

__ 1	PNO	161	Adv Functional Piano I
__ 1	PNO	162	Adv Functional Piano II

KEYBOARD majors must also choose:

	PNO	261	Piano Accompanying I (0.5) and
__ 1	PNO	262	Piano Accompanying II (0.5)

[or Church Music Leadership may take:

	PNO	130	Piano Service Playing (1)]
--	-----	-----	----------------------------

PIANO Majors must also take:

__ 1	PNO	361	Piano Pedagogy I
__ 1	PNO	362	Piano Pedagogy II

MUSIC LESSONS REQUIRED:

Major Instrument INS, ORG, or PNO

Private Music Lessons (8 required*)

*Students with Music History or Composition/Arranging Emphasis require only 2 semesters of 400 level lessons.

__ 1-2(x4)	_____	211	_____
__ 1-2(x4)	_____	411	_____

Major Instrument VOC

Private Voice Lessons: (8 required*)

+Students may substitute VOC 100 for the first semester of private lessons, depending upon audition results.

* Students with Music History or Composition/Arranging Emphasis require only 2 semesters of 400 level lessons.

__ 1-2(x4) VOC 200 level vocal lessons

__ 1-2(x4) VOC 400 level vocal lessons

Plus take:

__ 1 VOC 105 Diction for Vocal I

__ 1 VOC 106 Diction for Vocal II

Optional – May choose one area of emphasis (12-15 additional):

A. CHURCH MUSIC LEADERSHIP (12-13)

__ 2 CHM 210 Music in Worship

__ 2 CHM 312 Church Music Administration

__ 2 CHM 472 Songs of the Church

__ 3 CHM 435 Internship

__ 3 MED 303 Train Children's Voices, P-5

plus take:

__ 1 PNO 130 Piano Service Playing

(KEYBOARD majors only)

__ 0 VOC 200 Proficiency*

(met by 4 hours of VOC lessons or examination)

* If the Vocal Proficiency requirements are not completed by the end of the sophomore year, students must enroll in voice lessons beginning with the first term of the junior year.

B. COMPOSITION/ARRANGING (12)

__ 2 MTH 293 Intro to Comp & Arranging

__ 2 MTH 332 Adv Orchestration

__ 2 MTH 393 Composition Seminar

__ 2 MTH 393 Composition Seminar

__ 2 MTH 393 Composition Seminar

__ 2 MTH 393 Composition Seminar

C. MUSIC HISTORY (12)

Choose 3 courses:

__ 2 MHL 351 Chamber Music

__ 2 MHL 352 Symphonic Lit

__ 2 MHL 353 Choral Masterworks

__ 2 MHL 354 Music since 1900

MHL 355 World Music Survey

MHL 356 Opera & Musical Theatre

plus take:

__ 3 MHL 391 Independent Study

__ 3 MHL 475 Senior Seminar

D. PERFORMANCE (12-15)

NON VOCAL MAJORS – (INS, ORG, or PNO)

8 extra lesson credits: Take Private Music Lessons courses at 2.0 credits each

__ 4 extra lesson credits in 211 for four semesters

__ 4 extra lesson credits in 411 for four semesters

plus take:

__ 1 ___ 461 Pedagogy and Lit (INS, ORG)

__ 1 ___ 462 Pedagogy and Lit (INS, ORG)

__ 1 RCT 380 Junior Recital

__ 2 RCT 484 Senior Performance Recital

VOCAL MAJORS – (VOC)

6-8 extra lesson credits: Take Private Music Lessons courses at 2.0 credits each

___ 2- 4 extra lesson credits in 212 for minimum two semesters

___ 4 extra lesson credits in 422 for four semesters

plus take:

___ 1	RCT	380	Junior Recital
___ 2	RCT	485	Senior Vocal Performance Recital
___ 1-2	VOC	300	Opera Workshop
___ 1	VOC	461	Vocal Pedagogy I
___ 1	VOC	462	Vocal Pedagogy II

INTEGRATED MUSIC GRADES P-12 (MUSE)

MAJOR REQUIREMENTS (86 – 93)

Complete education requirements:

___ 2	ED	200	Intro to Education
___ 1	ED	201	Structured Inquiry Clinical Exp
___ 2	ED	220	Technology for Educ
___ 2	ED	230	Human Growth/Dev
___ 1	ED	301	Guided Inquiry Clinical Exp
___ 3	ED	320	Exceptional Learner
___ 1	ED	401	Open Inquiry Clinical Exp
___ 3	ED	405	Learn Perf & Assess
___ 2	ED	410	Classroom Mgmt
___ 2	ED	428	Interven for Different
___ 6	ED	498	Student Teaching
___ 6	ED	499	Student Teaching

Complete:

Ensemble participation required at least 7 times (ENS) (0-1)

___ (x7) ENS ___(- 6 must correspond with major instrument)

Take:

___ 2	CON	311	Conducting I
___ 2	CON	312	Conducting II
___ 3	MHL	251	Music Hist Surv I
___ 3	MHL	252	Music Hist Surv II

Choose one [*MHL 355 recommended]

	MHL	351	Chamber Music
	MHL	352	Symphonic Literature
___ 2	MHL	353	Choral Masterworks
	MHL	354	Music since 1900
	MHL*	355	World Music Survey
	MHL	356	Opera & Music Theatre

Plus take:

___ 2	MTH	111	Music Theory I
___ 2	MTH	112	Music Theory II
___ 1.5	MTH	121	SS/Aural Train I
___ 1.5	MTH	122	SS/Aural Train II
___ 4	MTH	231	Advanced Musicianship I
___ 4	MTH	232	Advanced Musicianship II
___ 2	MTH	311	Form & Analysis
___ 1	MTH	331	Orchestration
___ 1	MUS	150	Music Technology

Recital attendance every semester except when student teaching

___ 0(x7) RCT 041 Recital Attendance

Also take:

__ 0.5-1 RCT 483 Senior Recital

PIANO REQUIREMENT

Non-keyboard majors:

__ 1 PNO 151 Beg Functional Piano
__ 1 PNO 152 Elem Functional Piano
__ 1 PNO 251 Inter Functional Piano

Keyboard majors:

__ 1 PNO 161 Adv Funct Piano I
__ 1 PNO 162 Adv Funct Piano II
__ 0.5 PNO 261 Piano Accompanying I
__ 0.5 PNO 262 Piano Accompanying II
__ 1 PNO 361 Piano Pedagogy

REQUIRED LESSONS

IF MAJOR INSTRUMENT (INS, ORG, PNO)

__ 1-2(x4) _____ 211 _____
__ 1-2(x3) _____ 411 _____

IF MAJOR INSTRUMENT (VOC):

__ 1 VOC 106 Diction for Vocal II

+Students may substitute VOC 100 for the first semester of private lessons, depending upon audition results.

__ 1-2(x4) VOC 200 level vocal lessons

__ 1-2(x3) VOC 400 level vocal lessons

Also take:

__ 1 VOC 461 Vocal Pedagogy & Lit I

CHOOSE ONE TRACK:

A. INSTRUMENTAL (15-17)

__ 2 MED 241 Brass Methods
__ 2 MED 242 String Methods
__ 2 MED 243 Percussion Methods
__ 2 MED 244 Woodwind Methods
__ 2 MED 363 H.S. Instrumental Methods
__ 2 MED 364 Marching Band Methods
__ 2 MED 365 Elem/MS Instr Methods

Plus 1-3 credits from the following:

__ 1-3 MED 302 Intro to Elem Music Teach
__ 1-3 MED 303 Training Children's Voices
MED 304 Choral Music Pedagogy
MED 305 Secondary General Music

B. VOCAL/CHORAL (13)

__ 3 MED 302 Intro to Elem Music Teach.
__ 3 MED 303 Training Children's Voices
__ 2 MED 304 Choral Music Pedagogy
__ 1 MED 305 Secondary General Music
__ 1 VOC 105 Diction for Music Majors

If Principal Instrument is ORG or PNO:

__ 0 VOC 200 Vocal Proficiency*
__ 1 PNO 362 Piano Pedagogy OR
VOC 461 Vocal Pedagogy and Lit

If Principal Instrument is VOC:

__ 1 PNO 361 Piano Pedagogy OR
VOC 462 Vocal Pedagogy and Lit

All take 2 credits from the following:

	MED	241	Brass Methods
	MED	242	String Methods
	MED	243	Percussion Methods
__ 2	MED	244	Woodwind Methods
	MED	363	H.S. Instrumental Methods
	MED	364	Marching Band Methods
	MED	365	Elem/M.S. Instr. Methods

C. GENERAL MUSIC (14-16)

__ 3	MED	302	Intro to Elem Music Teaching
__ 1	MED	305	Secondary General Music
__ 0	VOC	200	Vocal Proficiency*

Plus choose 10 credits from the following:

	INS	100	Class Guitar
__ 2	MED	241	Brass Methods
	MED	242	String Methods
__ 2	MED	243	Percussion Methods
	MED	244	Woodwind Methods
__ 2	MED	303	Training Children's Voices
	MED	304	Choral Music Pedagogy
__ 2	MED	363	HS Instrumental Methods
	MED	365	Elem/MS Instr Methods
__ 1	PNO	361	Piano Pedagogy
	PNO	362	Piano Pedagogy (361 prereq)
__ 1	VOC	461	Vocal Pedagogy
	VOC	462	Vocal Pedagogy (461 prereq)

If Principal Instrument is VOC also take:

__ 1	VOC	105	Diction for Vocal Majors
------	-----	-----	--------------------------

D. COMBINED INSTRUMENTAL/VOCAL (18)

__ 3	MED	302	Intro to Elem Music Teach.
__ 2	MED	365	Elem/MS Instr Methods
__ 0	VOC	200	Vocal Proficiency*

Plus choose 13 credits from the following:

	INS	100	Class Guitar
	MED	241	Brass Methods
	MED	242	String Methods
__ 2	MED	243	Percussion Methods
__ 2	MED	244	Woodwind Methods
__ 2	MED	303	Training Children's Voices
__ 2	MED	304	Choral Music Pedagogy
__ 2	MED	305	Secondary General Music
__ 2	MED	363	HS Instrumental Methods
__ 1	MED	364	Marching Band Methods
	VOC	105	Diction for Music Majors
	VOC	461	Vocal Pedagogy and Lit

*If the Vocal Proficiency requirements are not completed by the end of the sophomore year, students must enroll in voice lessons beginning with the first term of the junior year.

MUSIC MINOR (MUS)

MINOR REQUIREMENTS (23)

[May not be completed by MUS or MUSE majors.]

Ensemble participation required at least 4 times (ENS) (0-1)

__ (x4) ENS__ (must correspond with major instrument)

___ 2	CON	311	Conducting I
___ 3	MHL	251	Music Hist Surv I
___ 3	MHL	252	Music Hist Surv II
___ 2	MTH	111	Written Theory I
___ 2	MTH	112	Written Theory II
___ 1.5	MTH	121	SS/Aural Train I
___ 1.5	MTH	122	SS/Aural Train II
Recital attendance required every semester – 4 times (RCT)			
___ 0(x4)	RCT	041	Recital Attendance

PIANO REQUIREMENT

Non-keyboard majors:

___ 1	PNO	151	Beg Functional Piano
___ 1	PNO	152	Elem Functional Piano

Keyboard majors:

___ 1	PNO	161	Adv Funct Piano I
___ 1	PNO	162	Adv Funct Piano II

REQUIRED LESSONS

Major Instrument is INS, ORG, or PNO

Complete INS, ORG, or PNO lessons:

___ 1-2 (x4)	_____	211	_____
--------------	-------	-----	-------

Major Instrument is VOC

Complete VOC 200 level vocal lessons:

[Students may substitute *VOC 100 for the first semester of private lessons, depending upon audition results.]

___ 1-2 (x4)	VOC	200 level vocal lessons
--------------	-----	-------------------------

NATURAL SCIENCES

Dr. Bobby Baldrige, Chair

The Department of Natural Sciences includes programs in biology, chemistry, physics and pre-nursing. Many Asbury science students go on to graduate programs or medical school. Asbury also has a long tradition of preparing students for service in medical missions.

Students receive personal attention in both introductory and upper division classes. The curriculum is challenging. The Department has well equipped labs for studies in anatomy, physiology, microbiology, analytical chemistry, biochemistry, organic chemistry and physical chemistry. All of our students conduct a senior research project, some at Asbury and others at research centers around the world.

Biology Programs

A degree in biology prepares students for entry level work in the life sciences, medical school, or graduate programs such as anatomy, physiology, genetics, microbiology, and plant sciences.

Students interested in Environmental Science take an introductory environmental science course at Asbury and then choose 7 credits of elective coursework offered during the summer at the AuSable Institute in Michigan. AuSable is a cooperative CCCU program described in the Special Programs portion of the Bulletin. Students can also receive credit for approved field experiences abroad.

Chemistry Programs

The most popular chemistry program at Asbury is Biochemistry. A biochemistry major includes basic and intermediate courses in chemistry and upper level work in the chemistry of DNA, proteins and other molecules important to cellular structure and function. The job market in biochemistry is steadily growing.

A traditional chemistry major prepares students for entry level work or for graduate programs. Most graduate programs in chemistry provide full scholarships.

Science Education Programs

Asbury is well known for the quality of its education programs, and science teachers are in demand. The natural science department offers majors leading to grades 8-12 certification in either Biology or Chemistry.

Students interested in middle school certification choose two emphasis areas (minors), one of which can be Science.

Health Professions

Medical, dental and veterinary schools do not require a science major, but a strong preparation in science is required. Most medical schools have a prescribed list of science courses applicants must take, including a year each of general and organic chemistry, biology and physics. Asbury students interested in medicine are assigned to the health professions advisor, who assists them in planning their schedule and meeting other admissions requirements.

Pre-Nursing Program

Asbury University offers a major in Pre-Nursing which provides options to students interested in pursuing a career in nursing.

1. Students may complete an Asbury University degree by transferring to and completing credits at an approved school of nursing in their fourth year. Students take a prescribed course of study (PNR) and the AU foundational courses at Asbury University. The PNR major must transfer to an accredited 4-year school of nursing. Upon completing a full time (30 hours) year of professional nursing courses the credits must be transferred back to Asbury University to complete the Bachelor of Arts degree in Pre-Nursing. Asbury has an arrangement with UK-CON, but other Schools of Nursing may be used.

A. University of Kentucky - College of Nursing (UK-CON) – Students can complete two degrees in five years. Students who successfully complete this 5 year program will earn a Bachelor of Arts in Pre-Nursing from Asbury and a Bachelor of Science in Nursing from the University of Kentucky. Participating students take the prescribed course of study at Asbury, including the foundational courses, and then transfer to University of Kentucky -College of Nursing. To complete the Asbury University degree in Pre-Nursing the first full-time year of nursing courses from UK must be officially transferred to Asbury University upon completion.

B. Other schools of Nursing – Students may transfer to other approved nursing schools although there is no agreement on admission or programs at these other schools. The Asbury degree is completed by the official transfer of the year of nursing hours (30.0). Degrees and requirements for the other nursing schools vary. The school must be approved for use in the Pre-Nursing degree program.

2. Students may complete the pre-nursing requirements and seek admission to a nursing program without completing the Asbury three year pre-nursing curriculum and the foundational requirements. This option will not lead to a degree from Asbury. No transfer of nursing courses would be needed.

3. Students with other Asbury majors may complete pre-nursing requirements without declaring the PNR major. Contact the Health Professions Advisor if you are interested in any nursing/medical related field.

Pre-Nursing Program restrictions*

1. PNR Student completes the major requirements at Asbury. PNR majors transfer to an accredited 4-year school of nursing to complete the major and the AU degree by finishing one full-time year (30.0 hours) of nursing courses. These credits must be officially transferred back to Asbury University to receive an AU degree. Students must have 124.0 total hours to receive an AU degree.

2. PNR Student may not have a double major. If completing any other Asbury major the Pre-Nursing major will not be listed. Student will complete and graduate from Asbury University in the other major only. However, any student who is preparing to apply for nursing or medical schools should contact the Health Professions advisor about taking required pre-nursing or pre-medical courses outside their declared major.

3. Transfer course restrictions: 50% of the PNR major must be completed at Asbury University (minimum 33.0 major hours at Asbury) with the transferred nursing hours accounting for the other 50% of the major. If any of the below listed major courses are taken at other schools the student will be required to take additional Asbury University course hours in BIO, PSY, CHE, or SOC to account for the 50% at Asbury.

4. The 75.0 hours maximum transfer rule applies and includes the 30.0 nursing hours which limits all other transfer hours and institutional credit to 45 hours.

5. All Pre-Nursing students are reviewed at the end of the sophomore year (60.0 cumulative hours). After 2 years, students should have no grade below a "C" in all BIO and CHE courses, a minimum science GPA of 2.75, and a cumulative GPA of 2.75, in order to continue in the program.

6. Changing out of the PNR major - A student who decides not to pursue nursing needs to make this decision by their junior year to allow sufficient time to complete the courses needed for another major. Discuss major changes with the Health Professions advisor.

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

BIOCHEMISTRY (BCHY)

MAJOR REQUIREMENTS (72)

Take:

__ 3 BIO 201 General Biology I

__ 1	BIO	203	General Biology Lab I
__ 3	BIO	202	General Biology II
__ 1	BIO	204	General Biology Lab II

Choose one:

__ 4	BIO	352	Physiology
	BIO	272	Principles Plant Biology

Choose one:

__ 3	BIO	322	Genetics
	BIO	379	Immunology

Also take:

__ 2	BIO	341	Ethical Issues
__ 4	BIO	372	Cell and Molecular Biology
__ 1	BIO/CHE	399	Intro Research
__ 2	BIO/CHE	400	Senior Research
__ 1	BIO/CHE	475	Senior Seminar
__ 3	CHE	121	Gen College Chemistry I
__ 1	CHE	123	Gen College Chemistry Lab I
__ 3	CHE	122	Gen College Chemistry II
__ 1	CHE	124	Gen College Chemistry Lab II
__ 4	CHE	201	Organic Chemistry
__ 4	CHE	202	Organic Chemistry
__ 4	CHE	321	Analytical Chemistry
__ 3	CHE	322	Chemical Instrumentation
__ 4	CHE	371	Biochemistry
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 4	PHY	201	Intro Physics
__ 4	PHY	202	Intro Physics

Choose one:

__ 4	CHE	421	Physical Chemistry
	CHE	422	Physical Chemistry

BIOLOGICAL SCIENCE GRADES 8-12 (BIOE)

MAJOR REQUIREMENTS (86-92)

__ 3	BIO	201	General Biology I
__ 1	BIO	203	General Biology Lab I
__ 3	BIO	202	General Biology II
__ 1	BIO	204	General Biology Lab II
__ 3	BIO	322	Genetics
__ 2	BIO	341	Ethical Issues
__ 1	BIO	399	Intro to Bio Research
__ 2	BIO	400	Senior Research

Choose one:

__ 4	BIO	217+219	Environ Science
	BIO	221+225	Ecology

Choose one:

__ 4	BIO	242	Plant Taxonomy
	BIO	272	Principles Plant Biology

Choose one:

__ 4	BIO	211+213	Microbiology
	BIO	331+333	Human Anatomy/Lab

Choose 2 classes not used above:

	BIO	211+213	Microbiology
	BIO	242	Plant Taxonomy
__ 3-4	BIO	262	Human Physiology
__ 3-4	BIO	280	Scientific Terminology

BIO	331+333	Human Anatomy/Lab
BIO	352	Physiology
BIO	372	Cell & Molecular Biology

Take:

__ 3	CHE	121	Gen College Chemistry I
__ 1	CHE	123	Gen College Chemistry Lab I
__ 3	CHE	122	Gen College Chemistry II
__ 1	CHE	124	Gen College Chemistry Lab II
__ 3	ESC	150	Earth Science
__ 1	ESC	151	Earth Science Lab
__ 4	PHY	201	Intro Physics I

Complete Education requirements:

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical Exp
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth & Devel
__ 1	ED	301	Guided Inquiry Clinical Exp
__ 3	ED	320	Exceptional Learner
__ 3	ED	385	Read/Writ Across Curric
__ 1	ED	401	Open Inquiry Clinical Exp
__ 3	ED	405	Learning Perform & Assess
__ 2	ED	410	Classroom Manage
__ 3	ED	420	Sec Methods-Biology
__ 2	ED	428	Interven for Differentia
__ 12	ED	499	Student Teaching

Satisfy math proficiency for major:

__ 0 Met by ACT/SAT score of 24/580

OR

If MATH ACT/SAT score is below 24/580-

Complete:

	MAT	111	College Algebra
__ 3-4	MAT	112	Precalculus
	MAT	132	Calculus for Business
	MAT	181	Calculus

Please note that MAT 111 and MAT 112 do NOT satisfy the Foundational MAT course requirement.

BIOLOGY (BIO)

MAJOR REQUIREMENTS (63-65)

__ 3	BIO	201	General Biology I
__ 1	BIO	203	General Biology Lab I
__ 3	BIO	202	General Biology II
__ 1	BIO	204	General Biology Lab II
__ 2	BIO	341	Ethical Issues
__ 4	BIO	352	Physiology
__ 1	BIO	399	Intro Bio Research
__ 2	BIO	400	Senior Research
__ 1	BIO	475	Senior Seminar

Choose one:

__ 4	BIO	217+219	Environmental Science
	BIO	221+225	Ecology

Choose one:

__ 4	BIO	242	Plant Taxonomy
	BIO	272	Princ Plant Biology

Choose one:

	BIO	322	Genetics
__ 3-4	BIO	372	Cell and Molec Bio
	BIO	___	AuSable Institute

Choose one:

	BIO	211+213	Microbiology
__ 3-4	BIO	331+333	Human Anatomy
	BIO	379	Immunology
	BIO	___	AuSable Institute

Also Take:

__ 3	CHE	121	Gen College Chemistry I
__ 1	CHE	123	Gen College Chemistry Lab I
__ 3	CHE	122	Gen College Chemistry II
__ 1	CHE	124	Gen College Chemistry Lab II
__ 4	CHE	201	Organic Chemistry
__ 4	CHE	202	Organic Chemistry
__ 4	MAT	181	Calculus I
__ 4	PHY	201	Intro Physics I
__ 4	PHY	202	Intro Physics II
__ 3	PSY	315	Stats for Behav Sci

CHEMISTRY (CHE)

MAJOR REQUIREMENTS (57-65)

__ 2	BIO	341	Ethical Issues
__ 3	CHE	121	Gen Chemistry I
__ 1	CHE	123	Gen Chemistry Lab I
__ 3	CHE	122	Gen Chemistry II
__ 1	CHE	124	Gen Chemistry Lab II
__ 4	CHE	201	Organic Chemistry
__ 4	CHE	202	Organic Chemistry
__ 4	CHE	321	Analytical Chem
__ 3	CHE	322	Chemical Instrum
__ 4	CHE	421	Physical Chemistry
__ 4	CHE	422	Physical Chemistry
__ 1	CHE	475	Senior Seminar

Choose one:

__ 4	BIO	372	Cell & Molecular Bio
	CHE	371	Biochemistry

Take:

__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II

Choose one:

__ 4-5	PHY	201	Intro Physics I
	PHY	211	General Physics I

Choose one:

__ 4-5	PHY	202	Intro Physics II
	PHY	212	General Physics II

Choose one of the following tracks:

A.	<u>STANDARD TRACK</u>	(3)	
__ 1	CHE	399	Intro Scien Research
__ 2	CHE	400	Senior Research

B. AMERICAN CHEMICAL SOCIETY
CERTIFICATION TRACK (9)

__ 3	CHE	382	Inorganic Chemistry
__ 3	CHE	435	Internship
__ 3	MAT	252	Differential Equations

CHEMISTRY GRADES 8-12 (CHEE)

MAJOR REQUIREMENTS (94)

__ 3	BIO	201	General Biology I
__ 1	BIO	203	General Biology Lab I
__ 2	BIO	341	Ethical Issues

Choose one:

__ 4	BIO	372	Cell & Molecular Bio
	CHE	371	Biochemistry

Also take:

__ 3	CHE	121	Gen Chemistry I
__ 1	CHE	123	Gen Chemistry Lab I
__ 3	CHE	122	Gen Chemistry II
__ 1	CHE	124	Gen Chemistry Lab II
__ 4	CHE	201	Organic Chemistry
__ 4	CHE	202	Organic Chemistry
__ 4	CHE	321	Analytical Chemistry
__ 1	CHE	399	Intro to Chemical Research
__ 2	CHE	400	Senior Research

Choose one:

__ 4	CHE	421	Physical Chemistry
	CHE	422	Physical Chemistry

Take:

__ 3	ESC	150	Earth Science
__ 1	ESC	151	Earth Science Lab
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 4	PHY	201	Intro Physics I
__ 4	PHY	202	Intro Physics II

Complete Education Requirements:

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical Exp
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth & Devel
__ 1	ED	301	Guided Inquiry Clinical Exp
__ 3	ED	320	Exceptional Learner
__ 3	ED	385	Read/Writ Curric
__ 1	ED	401	Open Inquiry Clinical Exp
__ 3	ED	405	Learning Perform & Asses
__ 2	ED	410	Classroom Manage
__ 3	ED	420	Sec Methods-Chemistry
__ 2	ED	428	Interven for Differentia
__ 12	ED	499	Student Teaching

PRE-NURSING PROGRAM (PNR)*

***see all restrictions for this program listed above in Natural Sciences.**

[If any of the specific listed major courses other than nursing courses are transferred in student will be required to take additional Asbury University courses in BIO, PSY, CHE, or SOC to satisfy required hours at Asbury.]

MAJOR REQUIREMENTS (65)

Choose 1 course:

___4	BIO	100+101	Biological Science
	BIO	201+203	General Biology

Take:

___4	BIO	211+213	Microbiology
___3	BIO	252	Nutrition
___3	BIO	262	Human Physiology
___3	BIO	331	Human Anatomy
___2	BIO	341	Ethical Issues
___4	CHE	115+117	Chem for Health Sci
___3	PSY	101	General Psychology
___3	PSY	201	Developmental Psych
___3	SOC	100	Intro to Sociology

Choose 1 course:

___3	PSY	315	Stat for Beh Science
	MAT	232	Probability & Stat

Complete and transfer back:

(T)___30+ Credits transferred from an accredited four-year school of nursing

Additional courses below can count towards the 33.0 hours of Asbury University PNR major credits in place of transfer courses.

___4	BIO	202+204	General Biology II
___3	BIO	280	Scientific & Medical Terminology
___3	BIO	322	Genetics
___4	BIO	372	Cell & Molecular Biology
___3	BIO	379	Immunology
___4	CHE	121/123	Gen College Chem I
___4	CHE	122/124	Gen College Chem II
___4	CHE	201	Organic Chem I
___4	CHE	202	Organic Chem II
___3	PSY	220	Stress Management
___3	PSY	342	Cross Cultural Psychology
___3	PSY	351	Counseling I
___3	PSY	352	Counseling II
___3	PSY	360	Abnormal Psychology
___3	SOC	201	Social Problems
___3	SOC	230	Leading Groups & Organizations
___3	SOC	312	Issues in Intercultural Relations
___3	SOC	353	International Social Issues
___3	SOC	414	Perspectives on Aging

BIOLOGY MINOR (BIO)

MINOR REQUIREMENTS (24)

___4	BIO	201+203	General Biology I
___4	BIO	202+204	General Biology II
___4	BIO	___	300 or above

Choose one:

__ 4	BIO	217+219	Environmental Science
	BIO	221+225	Ecology

Choose two courses:

__ 4 (x2)	BIO	___	200 or above
-----------	-----	-----	--------------

CHEMISTRY MINOR (CHE)

MINOR REQUIREMENTS (23-24)

__ 4	CHE	121+123	Gen College Chem
__ 4	CHE	122+124	Gen College Chem
__ 4	CHE	201	Organic Chemistry
__ 4	CHE	202	Organic Chemistry
__ 4	CHE	321	Analytical Chem

Choose one:

	BIO	372	Cell & Molecular Biology
	CHE	322	Chemical Instrumentation
__ 3/4	CHE	371	Biochemistry
	CHE	421	Physical Chemistry I
	CHE	422	Physical Chemistry II

PHYSICS MINOR (PHY)

MINOR REQUIREMENTS (30-32)

__ 4	CHE	421	Physical Chem I
__ 4	CHE	422*	Physical Chem II
			* CHE 421 is not a prerequisite for CHE 422
__ 4	MAT	181	Calculus I
__ 4	MAT	182	Calculus II
__ 3	MAT	252	Diff Eqns & Modeling
__ 5	PHY	211	General Physics I
__ 5	PHY	212	General Physics II

Choose one:

	MAT	351	Applied Math I (3)
__ 1-3	PHY	382	Analyt Vector Mech (3)
	PHY	400	Spec Prob/Physics (1-2)

SCHOOL OF COMMUNICATION ARTS

Dr. Jim Owens, Dean

Dr. Doug Walker, Associate Dean

DEPARTMENT OF COMMUNICATION ARTS

Communications Arts

Media Communications

Journalism & Digital Storytelling

Theatre & Cinema Performance

Worship Arts

Asbury University recognizes that communication competence is vital to success in every field and strongly encourages the development and understanding of a Christian philosophy of communication. The objective of the School of Communication Arts is to prepare students to communicate truthfully and effectively in this age of diversity. The ability to clearly present information to others is more than a desirable skill, it is also a responsibility. Communication Arts is a multi-dimensional department with a major in Media Communication; majors and minors in Communications, Journalism & Digital Storytelling, Theatre & Cinema Performance, and Worship Arts; and minors in Leadership, and Public Relations.

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

2. The **MEDIA COMMUNICATION MAJOR** is designed to prepare Christ-centered students who think creatively and critically about their messages, their audiences and their communication tools. These men and women will develop competency in using a variety of media to communicate – including the Internet, audio and radio, television and the cinema – and they will seek to engage and transform culture. Recognizing the media's collaborative nature, each student will also develop greater self-understanding, an appreciation of diversity, and the abilities to listen and to work in a team. The program has concentrations in production, performance, management, film studies, multimedia, and audio production.

3. The **JOURNALISM & DIGITAL STORYTELLING MAJOR and MINOR** grounds students in an understanding of the power of writing, photo-imaging and graphics to bring meaning in an ever-changing marketplace of ideas. Students with a journalism major or minor gain not only professional journalistic skills but an understanding of how Christian values can be applied to competent leadership over print and online media ranging from newspapers and magazines to public relations and advertising materials. Areas of concentration within the major include News-Editorial, Magazine & Publishing, Photojournalism, and Literary Journalism.

4. The **THEATRE & CINEMA PERFORMANCE MAJOR and MINOR** give students an opportunity to develop and refine acting, directing, and production skills. Students will develop a strong understanding of the history of the theatre and the cinema and their power to influence society and culture. This

knowledge enables students to experiment with theatre communication techniques and approaches to an audience that stress excellence in performance and purity of purpose and message.

5. The **WORSHIP ARTS MAJOR and MINOR** equips students theologically, spiritually, and technically to play significant leadership roles in the worship arts in congregations. Building on a foundation of biblically- and theologically-informed study of the church and its worship, the program leads students in personal spiritual growth and in opportunity to develop abilities to lead in music, media ministry, drama, the visual arts, and intra-church relationships in today's church.

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

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

COMMUNICATIONS MAJOR (COMS)

MAJOR REQUIREMENTS (38-49)

__ 3	COM	220	Interpersonal Com
__ 3	COM	221	Narrat & Ideologies Hollywood
__ 3	COM	271	Intro to Com Theory
__ 3	COM	331	Group Com/Leadership
__ 3	COM	435	Internship
__ 3	COM	475	Senior Seminar

AREA OF EMPHASIS (Choose one):

A. **LEADERSHIP (24)**

__ 3	BU	211	Principles of Management
__ 3	COM	230	Intro to Leadership
__ 3	COM	251	Intercultural Com
__ 3	COM	351	Persuasion
__ 3	ENG	300	Writing for Professionals

Choose 6 hours from:

	BU	331	Human Resources Mgt
	COM	281	Public Relations Theory
__ 3	COM	342	Communication Campaigns
__ 3	COM	350	Organizational Communication
	COM	397	Global Com Field Trip
	SOC	230	Leading Groups

Choose one:

	CM	411	Leadership in Ministry
	HIS	200	Leadership in History
__ 3	REC	362	Challenge Course Facilitation
	REC	412	Outdoor Christian Leadership
	SOC	201	Social Problems & Globalizatn

B. **PUBLIC RELATIONS (30-31)**

__ 3	BU	241	Principles of Marketing
__ 3	COM	281	Public Relations Theory

__ 3	COM	342	Communication Campaigns
__ 3	COM	351	Persuasion
__ 3	COM	431	Public Relations Mgt
__ 3	JRN	210	Foundations of Journalism
__ 3	JRN	307	Editing, Publishing & Design
__ 3	MC	225	Interactive Media

Choose one:

	ART	354	Graphic Design I
	JRN	343	Photo & Video Journalism
	MC	120	Radio Production
__ 3	MC	302	Digital and Post Production
	MC	308	Broadcast News
	MC	428	Special Events

Choose one:

	ENG	300	Writing for the Professions
	BU	251	App in Business Comm
__ 3/4	BU	441	Market Research
	COM	251	Intercultural Communication
	COM	397	Global Com Field Trip
	MC	212	Writing for the Media

C. INTERNATIONAL COMMUNICATIONS (21)

__ 3	COM	251	Intercultural Communications
__ 3	SOC	353	International Social Issues

Choose 12 hours from:

	MIS	201	Christian & Cont World Rel
__ 3	MIS	311	Strat Intercult Com
__ 3	MIS	322	Christianity & Culture
__ 3	PS	301	Comparative Politics
__ 3	PS	302	Intl Relations Theory & Prac
	PSY	342	Cross Cultural Psychology
	SOC	112	Intro Anthropology

Choose one:

	COM	281	Public Relations Theory
	COM	341	Communication of the Gospel
__ 3	COM	350	Organizational Com
	COM	397	Global Com Field Trip
	HIS	393	Sem: War, Peace, & Faith
	PHL	242	World Religions

JOURNALISM & DIGITAL STORYTELLING (JRN)

MAJOR REQUIREMENTS (37)

__ 3	JRN	210	Foundations of Journalism
__ 3	JRN	214	Convergent News
__ 3	JRN	275	Reporters Roundtable
__ 3	JRN	303	Features & Reviews
__ 3	JRN	307	Editing, Publishing & Design
__ 3	JRN	333	Adv Newsgathering
__ 3	JRN	343	Photo & Video Journalism
__ 3	JRN	375	Documentary Filmmaking
__ 3	JRN	435	Internship
__ 1	JRN	475	Senior Seminar
__ 3	MC	308	Broadcast News

Choose 6 hours from:

	ART	266	Photography I
	ART	354	Graphic Design I
	COM	281	Public Relations
	ENG	241	Intro Creative Writing-Fiction
__ 3	ENG	300	Writing for Professionals
__ 3	JRN	285	Travel Journalism
	JRN	390	Creative Nonfiction
	JRN	391	Independent Study
	JRN	393	Seminar
	MC	120	Radio Production
	MC	212	Writing for Media
	MC	225	Interactive Media I
	MC	261	Multi-Camera TV Prod

MEDIA COMMUNICATION (MC)

MAJOR REQUIREMENTS (39-45)

__ 3 MC 101 Media & Society

Choose one:

__ 3 MC 120 Radio Production
 MC 121 Audio Production Basics

Also take:

__ 3 MC 212 Writing for Media
 __ 3 MC 225 Interactive Media I
 __ 4 MC 261 Multi Camera TV Production
 __ 3 MC 342 Mass Com Theory
 __ 3 MC 371 Faith, Media & Calling
 __ 0.5 MC 475 Senior Seminar I
 __ 0.5 MC 476 Senior Seminar II

AREA OF EMPHASIS (Choose one):

A. PRODUCTION (18)

__ 3 MC 302 Digital Field Production
 __ 3 MC 435 Internship

Choose 12 hours from:

ART 354 Graphic Design I
 BU 211 Princ of Management
 JRN 333 Adv Newsgathering
 JRN 343 Photo & Video Journalism
 __ 3 MC 228 Live Audio & Sound Reinforc
 MC 308 Broadcast News
 MC 331 Adv Audio Production
 MC 370 Animation Design
 __ 3 MC 372 Interactive Media II
 MC 380 Remote TV Production
 MC 391/491 Directed Study (only once)
 __ 3 MC 393 Seminar in Communication
 MC 395 Sitcom Production
 MC 397 Media Industry Travel
 __ 3 MC 428 Special Events & Prod
 MC 472 Media Law
 THA 151 Acting I
 THA 282 Screenwriting Fundamentals

B. MULTIMEDIA (18-19)

__ 3 ART 354 Graphic Design I

__ 3	ART	452	Graphic Design II
__ 3	MC	302	Digital Field Production
__ 3	MC	372	Interactive Media II
__ 3	MC	435	Internship

Choose one:

	ART	111	2D Form & Design
	ART	266	Photography I
	CSC	113	Programming in Java
__ 3-4	JRN	343	Photo & Video Journalism
	MC	370	Animation Design
	MC	391/491	Directed Study
	MC	393	Seminar in Communication
	MC	397	Media Industry Travel

C. PERFORMANCE (18)

__ 3	MC	211	Media Performance
__ 3	MC	302	Digital Field Production
__ 3	MC	435	Internship
__ 3	THA	151	Acting 1

Choose 6 hours from:

	JRN	333	Adv Newsgathering
	MC	308	Broadcast News
__ 3	MC	393	Seminar
__ 3	MC	397	Media Industry Travel
	MC	472	Media Law
	THA	251	Acting II
	THA	272	Acting for the Camera

D. MANAGEMENT (18)

__ 3	MC	252	Media Programming
__ 3	MC	345	Brdcst Manage & Sales
__ 3	MC	435	Internship
__ 3	BU	211	Princ of Management
__ 3	BU	241	Princ of Marketing

Choose one:

	ENG	300	Writing for Professions
	COM	281	Public Relations
__ 3	COM	351	Persuasion
	MC	393	Seminar in Communication
	MC	397	Media Industry Travel
	MC	472	Media Law

E. AUDIO PRODUCTION (18-22) [take MC 121 in major core]

__ 3	MC	222	Digital Audio Editing
__ 3	MC	320	Inside the Music Business
__ 3	MC	331	Advanced Audio Production
__ 3	MC	352	Multitrack Recording Tech

Select one:

__ 3-6	MC	435 (3)	Internship
	MC	436 (3-6)	Nashville Internship

Select 3-4 hours from:

	MC	228	Live Sound/ Reinforce
__ 3-4	MC	391/491	Directed Study (1-4)
	MC	432	Entrepreneurship in Music
	MC	442	Sound for Picture

F. FILM STUDIES (21-22)

__ 3	MC	302	Digital Field Production
__ 3	MC	341	Intro Directing for Film

Choose track 1 or 2:**Track 1. On Campus**

__ 3	MC	272	Intro Film Aesthetics
__ 3	MC	435	Internship
[May include Los Angeles]			
__ 4	THA	282	Screenwriting Fundamentals

Choose one:

__ 3	MC	321	American Cinema
	MC	322	International Cinema

Choose one (*Not used above):

	ENG	315	Film as Literature
	JRN	375	Documentary Filmmaking
	MC	310	Cinematography
	MC	321	American Cinema
	MC	322	International Cinema
	MC	382	Film Production
__ 3	MC	391/491	Directed Study (3)
	MC	393	Seminar in Film
	MC	395	Sitcom Production
	MC	397	Media Industry Travel
	MC	401	Advanced Directing
	MC	442	Sound for Picture
	THA	151	Acting I
	THA	325	Fundamentals of Directing
	THA	362	Approach to Design Theatre

Track 2. Los Angeles Online Option Semester

[An Internship semester with online courses.]

__ 6	MC	436	Los Angeles Internship
------	----	-----	------------------------

Plus:

__ 3	MC	316	Creativity & Entrepreneurship
__ 3	MC	317	Film Criticism & Aesthetics
__ 3	MC	315	Storytelling

THEATRE & CINEMA PERFORMANCE (THA)**MAJOR REQUIREMENTS (38-39)**

__ 1	THA	101	Theatre/Cinema Practicum
__ 1	THA	101	Theatre/Cinema Practicum
__ 1	THA	101	Theatre/Cinema Practicum
__ 1	THA	101	Theatre/Cinema Practicum
__ 3	THA	151	Acting I
__ 3	THA	250	Movement for the Actor
__ 3	THA	251	Acting II
__ 3	THA	321	Auditions
__ 3	THA	325	Fundamentals of Directing
__ 3	THA	362	Approach to Design
__ 3	THA	382	World Theatre Forum
__ 3	THA	475	Senior Seminar

AREA OF EMPHASIS (choose one):**A. ACTING (16)**

__ 3	THA	272	Acting for the Camera
------	-----	-----	-----------------------

__ 4 THA 282 Screenwriting Fundamentals

Choose one:

__ 3 COM 221 Narrat /Ideolog Hollywood
MC 371 Faith, Media & Calling

Choose 6 hours from:

ENG 241 Intro Creative Wri – Fiction (3)
ENG 410 Shakespeare (3)
MC 261 Multi-Camera TV Prod (4)
__ 3 MC 302 Digital Field/Post-Prod (3)
MC 395 Sitcom Class (3)
THA 285 New Works Seminar (4)
THA 391 Directed Study (1-3)
__ 3 THA 393 Seminar (1-3)
VOC 104 Voice Thea & Worship (2)
VOC 111 Private Lesson (1)
VOC 112 Private Lesson (2)

B. MUSICAL THEATRE (16-17)

__ 2 MTH 111 Written Theory I
__ 2 MTH 112 Written Theory II
__ 1.5 MTH 121 Sight Singing/Aural Training I
__ 1.5 MTH 122 Sight Singing/Aural Train II

Plus satisfy:

__ 2 VOC 104 Voice Theatre & Worship
[May be met by VOC 200-level Vocal Lessons]

Choose one:

__ 1-2 VOC 300 Opera Workshop
VOC 301 Musical Theater Ens

Choose 6 hours from:

ENS 1__ Ensembles (limit of 2) (1)
MHL 251 History and Lit of Music I (3)
MHL 252 History and Lit of Music II (3)
__ 3 MHL 356 Opera & Musical Theatre (2)
PNO 151 Beg Functional Piano (1)
PNO 152 Elem Functional Piano (1)
THA 272 Acting for the Camera (3)
__ 3 THA 391 Directed Study (1-3)
THA 393 Seminar (1-3)
VOC 111 Private Lesson (1)
VOC 112 Private Lesson (2)

WORSHIP ARTS (WA)

MAJOR REQUIREMENTS (43-54.5)

__ 3 ART 354 Graphic Design I
__ 3 CM 100 Ministry and Mission
__ 3 CM 201 Dyn of Spiritual Growth
__ 3 CM 213 Introduction to Worship
__ 3 CM 361 Worship Thru the Ages
__ 3 CM 475 Senior Seminar
__ 3 MC 225 Interactive Media I
__ 3 MC 228 Live Audio & Sound
__ 3 THA 221 Acting I
__ 2 WA 200 Worship Arts Leadership
__ 3 WA 435 Internship

AREA OF EMPHASIS (Choose one):

A. VISUAL ARTS (14)

__ 2 MTH 100 Fund of Music

Choose 12 hours from:

ART 266 Photography I (3)
ART 300 Art Theory and Criticism (3)
__ 3 ART 452 Graphic Design II (3)
MC 121 Audio Production Basics (3)
__ 3 MC 261 TV Studio Production (4)
MC 302 Digital Field Production (3)
__ 3 MC 371 Faith, Media & Calling (3)
MC 372 Interactive Media II (3)
__ 3 THA 362 Approach to Design (3)
WA 393 Worship Arts Seminar (1-3)

B. DRAMATIC ARTS (11)

__ 2 MTH 100 Fund of Music

Choose 9 hours from:

THA 251 Acting II (3)
__ 3 THA 282 Screenwriting Fund (4)
__ 3 THA 325 Fund of Directing (3)
__ 3 THA 362 Approach to Design (3)
WA 393 Worship Arts Seminar (1-3)

C. MUSIC (22.5)

Entry into the Music Emphasis of the Worship Arts major is by audition only. Applicants may audition on guitar, keyboard, bass, drums, or voice. Students who do not pass this may begin their general core classes and re-audition during a later semester.

__ 2 CHM 210 Music in Worship
__ 2 MTH 111 Written Theory I
__ 1.5 MTH 121 SS/Aural Train I
__ 1 MUS 150 Music Technology I
__ 1 PNO 151 Beginning Functional Piano
__ 3 WA 121 Cont Music Theory I
__ 2 WA 151 Worship Art Technology
__ 3 WA 221 Introduction to Worship Band
__ 1 WA 311 Worship Band Ensemble
__ 3 WA 322 Contemp Music Theory II

Choose 3 hours from:

Private lessons INS/ORG/PNO/VOC (1-2)
__ 1 CHM 472 Songs of the Church (2)
__ 1 ENS ___ Ensemble (1)
__ 1 WA 311 Worship Band Ensemble (1)
WA 393 Worship Arts Seminar (1-3)

COMMUNICATIONS MINOR (COMS)

MINOR REQUIREMENTS (21)

__ 3 COM 220 Interpersonal Comm
__ 3 COM 221 Narratives in Hollywood
__ 3 COM 271 Intro to Comm Theory
__ 3 COM 331 Group Comm/Leadership
__ 3 COM 351 Persuasion

Choose 6 hours of COM, JRN, MC, or THA 200 or higher:

__ 3 (x2) COM/JRN/MC/THA ___ (200 or higher)

JOURNALISM & DIGITAL STORYTELLING MINOR (JRN)

MINOR REQUIREMENTS (18)

__ 3	JRN	210	Foundations of Journalism
__ 3	JRN	214	Convergent News
__ 3	JRN	275	Reporters of the Roundtable
__ 3	JRN	303	Feature Stories and Reviews
__ 3	JRN	307	Editing, Publishing & Design
__ 3	JRN	343	Photo and Video Journalism

LEADERSHIP MINOR (LED)

MINOR REQUIREMENTS (24)

[May not be completed by COM majors. Must be completed without substitutions.]

__ 3	BU	211	Principles of Management
__ 3	COM	230	Intro to Leadership
__ 3	COM	331	Group Comm/Leadership
__ 3	COM	435	Internship
__ 3	PHL	231	Ethics
__ 3	SOC	201	Social Problems & Globalization

Choose 6 hours from:

	BU	412	Organizational Behavior
	CM	411	Leadership in Ministry
__ 3	COM	281	Public Relations Theory/Prac
__ 3	COM	350	Organizational Communication
	HIS	200	Leadership in History
	PSY	210	Social Psychology
	REC	362	Challenge Course Facilitation

PUBLIC RELATIONS MINOR (PR)

MINOR REQUIREMENTS (21)

__ 3	BU	241	Principles of Marketing
__ 3	COM	281	Public Relations Theory
__ 3	COM	431	Public Relations Mgmt
__ 3	JRN	210	Foundations of Journalism
__ 3	MC	225	Interactive Media

Choose 6 hours from:

	COM	251	Intercultural Communications
__ 3	COM	342	Communication Campaigns
__ 3	COM	351	Persuasion
	JRN	307	Editing, Publishing & Design
	JRN	343	Photo & Video Journalism

THEATRE & CINEMA PERFORMANCE MINOR (THA)

MINOR REQUIREMENTS (18-20)

__ 1	THA	101	Theatre/Cinema Practicum
__ 1	THA	101	Theatre/Cinema Practicum
__ 3	THA	221	Acting I
__ 3	THA	251	Acting II
__ 3	THA	325	Fundamentals of Directing
__ 3	THA	382	World Theatre Forum

Choose 4-6 hours from:

	ENG	410	Shakespeare
	THA	272	Acting for the Camera
__ 3	THA	282	Screen Writing Fundamentals
__1-3	THA	285	New Works Seminar
	THA	362	Approach to Design Theatre/Cinema
	THA	393	Seminar
	VOC	100	Vocal Fundamentals for Singers
	VOC	201	Private Lessons for Non-Majors

WORSHIP ARTS MINOR (WA)

MINOR REQUIREMENTS (22-24)

__ 3	CM	100	Min & Mis in the Contemp Church
__ 3	CM	213	Introduction to Worship
__ 3	WA	200	Worship Arts Leadership

Choose 2 classes from:

	ART	266	Photography I (3)
	ART	300	Art Theory and Criticism (3)
__ 3	ART	354	Graphic Design I (3)
	MC	225	Interactive Media I (3)
__ 3-4	THA	221	Acting I (3)
	THA	282	Screenwriting Fundamentals (4)
	THA	325	Fundamentals of Directing (3)
	THA	362	Approach to Design (3)

Choose one:

	MC	121	Audio Production Basics (3)
__ 3/4	MC	228	Live Audio & Sound Reinforcement (3)
	MC	261	Television Studio Production (4)

Choose 4 hours from:

	CHM	210	Music in Worship (2)
	CHM	472	Songs of the Church (2)
__ 1-3	CM	361	Worship Through the Ages (3)
__ 2-3	WA	211	Worship Band Ensemble (1)
	WA	293	Worship Arts Seminar (1-3)
	WA	221	Introduction to Worship Band (3)

SCHOOL OF EDUCATION

Dr. Sherry Powers, Dean

Dr. Tim Crook, Associate Dean, and Chair of Instructional Leadership

Mark Butler, Chair of Education Specialties, and NCATE Coordinator

Director of Field and Clinical Experiences: Mr. D. Riel

DEPARTMENT OF EDUCATION

Elementary School Grades P-5

Middle School Grades 5-9

Secondary Education 8-12 (Psychology, English, Biology, Chemistry, Social Studies, and Math)

P-12 Education (French, Spanish, Latin, Art, Music, and Health/PE)

LBD P-12 Dual Certification (must accompany certification for Elem Ed or Middle School)

MSD P-12 Dual Certification (must accompany Elem Ed or Middle School AND LBD certificate)

The School of Education also offers an online Elementary School Grades P-5 program (based on Kentucky licensure) through the Adult Professional Studies. [Note: All Florida Adult Professional Studies students who matriculated prior to Fall 2013 who are completing Elementary School Grades K-6 follow the Florida Educator Accomplished Practices (FEAPS).]

Asbury University has a variety of teaching majors leading to either the Bachelor of Science in Education or the Bachelor of Arts degree. The mission of the School of Education is as follows:

Our mission as the School of Education is to facilitate the preparation of professional educators who embody world-class academic excellence, spiritual integrity, and servant leadership.

The goal of the School of Education is to provide a strong academic Clinical-Based Preparation Program and to prepare quality educators who are committed to professional excellence and who positively impact P-12 student learning. It is the intent of the School of Education to provide educators who can design instruction, assess student learning, analyze the work of learners, diagnose pupil progress, and prescribe for student success. To accomplish this, candidates in education will have specific and intentional clinical opportunities in each course and will have extended clinical school-embedded experiences integrated throughout the preparation process. The entire program is designed to facilitate education candidates entering a student-centered profession for the 21st century.

This commitment is embodied in the School of Education's model: "Facilitators of Student Success," which seeks to prepare educators in response to the Kentucky Teacher Standards who will be able to:

- Demonstrate knowledge of content
- Design/plan instruction
- Create/maintain learning climate
- Implement/manage instruction
- Assess and communicate learning results
- Demonstrate implementation of technology
- Reflect/evaluate teaching/learning
- Collaborate with colleagues/parents/others
- Engage in professional development
- Demonstrate professional leadership
- Demonstrate dispositions that facilitate student learning and success while fostering professional community

An integral facet of the program is education in a Christian context with preparation for service in various educational settings. Addressing a broad range of contemporary educational issues, many courses

offer opportunities for working with school-age young people. Cooperating officials of nearby school systems provide the School of Education staff and students access to practical educational experiences. The School of Education preparation programs are approved and accredited by the Kentucky Education Professional Standards Board and accredited by the National Council for the Accreditation of Teacher Education (NCATE), now changing to the Council for the Accreditation of Educator Preparation (CAEP).

TEACHER EDUCATION PROGRAM

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

Gate 1—Program Entry; complete Form 1

Gate 2—Admission to Teacher Education; admission to upper level courses

Gate 3—Admission to Student Teaching; complete Form 2

Gate 4—Program Exit; recommendation for certification

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

Students seeking a recommendation for a teaching certificate must be accepted into the Teacher Education Program (Gate 2) in order to complete required professional courses (300 or above).

Receiving a “proficient” rating at Gate 3 is required to pursue the professional semester and obtain a student teaching assignment. Fulfilling the requirements of Gate 4 (exit from program) results in a recommendation for certification. Student teaching, which is considered to be a full-semester of coursework, involves two weeks of seminars and day-long involvement and participation for 13 weeks during a semester in a local school district. A *minimum grade of 2.75* for all coursework in the cumulative, major, and professional courses GPAs must be maintained for continuation in all education major programs. [The professional courses are as follows: ED/EDA 301, 320, 341, 342, 350, 360, 380, 390, 385, 393, 395, 401, 405, 410, 420, 421, 422, 425, 428, and all Student Teaching courses.]

ADMISSION TO TEACHER EDUCATION (GATE 2)

Gate 2 Admission For Traditional Undergraduate- Residential Programs:

1. Meet Teacher Education Program entry requirements.
2. Obtain a minimum GPA of 2.75 on a 4.0 scale in the cumulative GPA for admission into the Teacher Education Program.
3. Submit a formal application (Form 1) for admission into teacher education.
4. Obtain a grade of "**C**" or above in each of these courses:
 - ENG 110 or ENG 151 (*or ENG equivalent*)
 - COM 130 or 150 (*or equivalent*)
 - MAT 201 (*or equivalent*) for elementary education majors, or MAT 120 for middle school, secondary, and P-12 education majors (May be met by ACT/SAT Math score of 26/600)
5. Complete the PRAXIS I and obtain KY passing scores.
6. Obtain a grade of "**C**" or above in ED/EDA 200 Introduction to Education.
7. Complete successfully ED/EDA 201 Structured Inquiry Clinical, 60 hours, that includes at least one diversity experience with positive teacher recommendations (proficient rating)—including disposition ratings.
8. Obtain clearance from the Office of Student Development concerning moral, social, and ethical behavior.
9. Obtain 5 positive recommendations with disposition ratings for admission into teacher education.
10. Submit completed “Character and Fitness” form that meets Kentucky’s Code of Ethics
11. Complete a successful interview with the Teacher Education Committee (Proficient ranking).

12. Obtain an overall *Proficient* score on the Gate 2 portfolio, which includes Standard XI for dispositions.

Gate 2 Admission For APS – Adult Professional Studies - Elementary Education Programs:

1. Obtain 39 credit hours plus the first 14 credit hours in the Elementary ADULT PROFESSIONAL STUDIES Program.
2. Obtain a minimum GPA of 2.75 on a 4.0 scale in cumulative, professional, and major GPAs by the end of the 14 elementary education credit hours.
3. Submit a formal application (Form 1) for admission into teacher education.
4. Obtain a grade of "**C**" or above in each of these courses:
 - ENG 110 or ENG 151 (*or ENG equivalent*)
 - COM 130 or 150 (*or equivalent*)
 - MAT 201 (*or equivalent*) for elementary education majors
5. Complete the PRAXIS I and obtain KY passing scores *or* obtain a passing score on the Florida General Knowledge Test.
6. Obtain a grade of "**C**" or above in ED/EDA 200 Introduction to Education.
7. Complete successfully ED/EDA 201 Structured Inquiry Clinical, 60 hours, that includes at least one diversity experience with positive teacher recommendations (proficient rating)—including disposition ratings.
8. Sign off on the Community Life Form.
9. Obtain 5 positive recommendations with disposition ratings for admission into teacher education. Two of the five recommendations come from application to the Program (one personal and one professional).
10. Submit completed "Character and Fitness" form that meets Kentucky's/Florida's Code of Ethics.
11. Complete a successful interview with the Teacher Education Committee (Proficient ranking).
12. Obtain an overall *Proficient* score on the Gate 2 portfolio, which includes Standard XI for dispositions.

ADMISSION TO STUDENT TEACHING (GATE 3)

– Residential and APS:

1. Cumulative GPA 2.75 minimum
2. Major GPA 2.75 minimum
3. Professional GPA 2.75 minimum
4. Complete Form 2--Application to Student Teaching
5. Obtain positive department approval, including disposition ratings
6. Submit completed "Character and Fitness" form that meets Kentucky's Code of Ethics or the comparable documentation in Florida for APS Florida.
7. Complete all professional education courses with a grade of "**C**" or better
8. Obtain Medical Clearance
9. Complete criminal background check
10. Obtain a *Proficient* rating on each ED/EDA 301 & 401 Clinicals
11. Obtain a *Proficient* rating on the interview
12. Obtain a *Proficient* rating on the portfolio, including Standard XI for dispositions
13. Interview with the Director of Clinical/Field Experiences

EXIT FROM PROGRAM – RECOMMENDATION FOR TEACHER CERTIFICATION (GATE 4)

– Residential and APS:

1. Cumulative GPA minimum of 2.75
2. Major GPA minimum of 2.75
3. Professional GPA minimum of 2.75
4. Complete Certification Application
5. Obtain positive cooperating teacher recommendation, including Standard XI for dispositions

6. Complete and meet the criteria on the “Character and Fitness” Form or Florida Code of Ethics
7. Complete student teaching with a Proficient rating, including Standard XI for dispositions
8. Obtain a Proficient rating on the interview
9. Obtain a Proficient rating on the portfolio, including Standard XI for dispositions

Licensure Examinations:

All education majors are *required to take* the appropriate PRAXIS II Specialty Area Exam(s) and the respective Principles of Learning and Teaching (PLT) or Florida assessments (FCTE) prior to graduation.

Certification (Gate 4)

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

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

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

[Note: Florida students who matriculated prior to Fall 2013 in the Adult Professional Studies (APS) Elementary Education K-6 major must complete Florida assessments, testing requirements, and application procedures for certification.]

(When certification is desired in another state, keep in mind that most state Departments of Education request a copy of the teaching certificate obtained from the state in which the teacher education program was completed.) Graduates can contact a state’s Department of Education to ask for an application for certification and can contact the Certification Specialist at Asbury University for assistance in interpreting individual state certification requirements.

Asbury graduates currently teach throughout the United States and in many foreign countries. Over 60% of the states, including Kentucky, belong to the Interstate Certification Compact.

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

MAJOR REQUIREMENTS

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

Fifty percent of the major must be taken at Asbury University to receive a degree, and student teaching must be completed in a school district with which Asbury has a contractual agreement. **All program requirements are in response to Kentucky Education Professional Standards Board and Florida Department of Education regulations and are subject to change.**

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

ELEMENTARY SCHOOL GRADES (P-5) (ELEE)

MAJOR REQUIREMENTS (82)

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical Exp
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth & Dev
__ 3	ED	274	Soc Stds/Sci in Classrm
__ 3	ED	276	Arts/Humanities
__ 3	ED	290	Facilit EL Stu Success
__ 1	ED	301	Guided Inquiry Clinical Exp
__ 3	ED	320	Exceptional Learner
__ 2	ED	341	Read/Language Arts
__ 2	ED	342	Teaching of Reading
__ 3	ED	350	Literacy Assessment
__ 2	ED	360	Social Studies Methods
__ 3	ED	380	Elem Math/Science Methods
__ 1	ED	401	Open Inquiry Clinical Exp
__ 3	ED	405	Learn Performance & Assess
__ 2	ED	410	Classrm Management
__ 2	ED	428	Interven for Differen
__ 3	ENG	240	Gram & Comp Elem Teach
__ 3	ENG	360	Children's Literature
__ 3	MAT	201	Elem School Math I
__ 3	MAT	202	Elem School Math II
__ 3	MAT	203	Elem School Math III
__ 3	PSY	101	Psychology in Everyday Life
Complete:			
__ 6	ED	498	Student Teaching
__ 6	ED	499	Student Teaching

Choose an ACADEMIC EMPHASIS

[12 hours from one of the following areas (foundational and other courses required above may not be used)]

A. CROSS-CULTURAL (12)

__ 3	SOC	112	Intro to Anthropology
__ 3	SOC	353	International Social Issues

Choose 1 course:

__ 3	SOC	323	Urban Studies
	ED	393	Seminar

Choose 1 course:

	ENG	200	Intro to Teaching ESL
	ENG	362	Am Multi-Ethnic Literature
__ 3	MIS	201	Chrstnty/Wrld Religions
	MIS	311	Strategies Intercult Comm
	MIS	312	Mission Theo/Strat
	MIS	322	Christianity & Culture
	MIS	323	Ministry in 2/3 World
	MIS	330	Latin Am Culture & Religion

B. ENGLISH (12)

__ 3(x4) ENG __ _____

C. ENGLISH AS A SECOND LANGUAGE (12)

Choose 12 hours from:

	ED	418	Teach ESL Methods & Cult
__ 3	ENG	200	Intro to Teaching ESL
__ 3	ENG	331	Ling & Adv Gram
__ 3	ENG	335	Sound Systems of Lang
__ 3	ENG	336	Gram Structure of Lang

D. FINE ARTS (12)

[Music and/or ART with 3 hour limit on independent studies, ensembles, private lessons]

__ 3(x4) __ _____

E. INTERDISCIPLINARY (12)

[12 hours compiled from the following areas (foundational and other courses required above may not be included)]

			Communications
			English
__ 3	__	__	Fine Arts
__ 3	__	__	Literature
__ 3	__	__	Mathematics
__ 3	__	__	Philosophy
			Science
			Social Studies
			Foreign Languages

F. LEARNING & BEHAVIOR DISORDERS (P-12) (12)

[Completion of all 18 hours provides dual certification in Elementary and Special Education]

	ED	225	Assistive Technologies
	ED	330	Beh Intervention
__ 3	ED	332	Collaboration and Advocacy
__ 3	ED	334	Early Childhood
__ 3	ED	338	Learning/Beh Disabilities
__ 3	ED	415	Assessment for Spec Ed
	ED	416	Methods Spec Pop

G. MATHEMATICS (12)

__ 3 MAT 460 Topics in Math for Elem

Choose 3 classes:

[MAT 111 or higher; but not MAT 201, 202, 203]

__ 3 (x3) MAT __ _____

H. SCIENCE (12)

[BIO, CHE, ESC, and/or PHY]

__ 3 (x4) __ _____

I. SOCIAL STUDIES (12)

[HIS, PS, PSY, and/or SOC]

__ 3 (x4) ___

J. FOREIGN LANGUAGE (12)

[One language]

__ 3 (x4) ___

MIDDLE SCHOOL GRADES (5-9) (MSE)

MAJOR REQUIREMENTS (79-90)

Take:

__ 2	ED	200	Introduction to Education
__ 1	ED	201	Structured Inquiry Clinical Exp
__ 2	ED	220	Technology for Education
__ 2	ED	230	Human Growth & Devel
__ 1	ED	301	Guided Inquiry Clinical Exp
__ 3	ED	320	Exceptional Learner
__ 3	ED	385	Read/Write Across the Curric
__ 1	ED	401	Open Inquiry Clinical Exp
__ 3	ED	405	Learn Perform & Assess
__ 2	ED	410	Classroom Management
__ 3	ED	425	Mid Sch Curric/Cont Methods
__ 2	ED	428	Interven for Differen
__ 6	ED	498	Student Teaching
__ 6	ED	499	Student Teaching

Student must complete TWO of the following five options. These options satisfy Middle School Education emphases only and cannot be taken outside of the Middle School Education major or an endorsement.

A. ENGLISH/COMMUNICATION MIDDLE SCHOOL ED. (24)

__ 3	ENG	230	Intro to Literature
__ 3	ENG	231	British Lit Trad I
__ 3	ENG	232	British Lit Trad II
__ 3	ENG	250	Writing for Teachers
__ 3	ENG	261	American Literature I
__ 3	ENG	262	American Literature II
__ 3	ENG	331	Linguistics/Adv Grammar
__ 3	ENG	361	Adolescent Literature

B. MATHEMATICS MIDDLE SCHOOL EDUCATION (25)

__ 4	MAT	181	Calculus I
__ 3	MAT	203	Math for Elem Teachers III
__ 4	MAT	232	Probability & Statistics
__ 4	MAT	362	Geometry
__ 4	MAT	371	Algebraic Structures
__ 3	MAT	461	Topics in Math for MS Teachers
__ 3	MAT	___	[MAT 112 or above]

C. SCIENCE MIDDLE SCHOOL EDUCATION (26)

__ 4	BIO	201+203	General Biology I
__ 4	BIO	221+225	Ecology
__ 2	BIO	341	Ethical Issues
__ 4	CHE	121+123	General Chemistry I
__ 4	CHE	122+124	General Chemistry II
__ 4	ESC	150+151	Earth Science
__ 4	PHY	201	Introductory Physics

D. SOCIAL STUDIES MIDDLE SCHOOL EDUCATION (27)

__ 3	ECN	100	Current Economic Issues
__ 3	GEO	211	Principles of Geography
__ 3	HIS	201	History of US to 1876
__ 3	HIS	202	History of US since 1876
__ 3	HIS	320 – 327	(Choose One)
__ 3	HIS	350	Survey of Non-Western Cultures
__ 3	HIS	352	Latin America

Choose one:

__ 3	PS	101	American Politics & Govt
	PS	300	Washington Federal Seminar

Choose one:

__ 3	PSY	101	Psychology in Everyday Life
	SOC	100	Intro to Sociology

E. LBD (P-12) DUAL CERTIFICATION WITH MIDDLE SCHOOL (18)

__ 1	ED	225	Assistive Technologies
__ 2	ED	330	Beh Intervention
__ 3	ED	332	Collaboration and Advocacy
__ 3	ED	334	Early Childhood
__ 3	ED	338	Learning/Beh Disabilities
__ 3	ED	415	Assessment for Spec Ed
__ 3	ED	416	Methods Spec Pop

SECONDARY EDUCATION (8-12) Majors

Students preparing to teach at the secondary level must follow the curriculum as outlined by the departments offering majors in education. (See School of Arts & Sciences) These majors have the following components: foundational requirements 39-48 hours; professional courses 37 hours; and teaching major 42-56 hours.

Major Fields: **(BIOE) Biological Science, (CHEE) Chemistry, (ENGE) English, (MATE) Mathematics, (PSYE) Psychology, and (SSTE) Social Studies.** See the COLLEGE OF ARTS AND SCIENCES departments for major requirements.

P-12 EDUCATION (multiple grade levels) Majors

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

Major Fields: **(ARTE) Art, (FRNE) French, (HPHE) Health and Physical Education, (MUSE) Integrated Music, (LATE) Latin, and (SPNE) Spanish.** See the COLLEGE OF ARTS AND SCIENCES departments for major requirements.

Elementary Education P-5 (EDA)

See also the major/teacher certification in **Elementary Education P-5 (EDA) Kentucky** offered by the School of Education through the APS program of the University. For information on that program see ADULT PROFESSIONAL STUDIES SCHOOL OF EDUCATION section.

Elementary Education K-6 (EDF)

See also the major/teacher certification in **Elementary Education K-6 (EDF) Florida** which is being completed by students who matriculated prior to Fall 2013 in the APS program of the University. For information on that program see ADULT PROFESSIONAL STUDIES SCHOOL OF EDUCATION section.

DUAL LICENSURE

[to be completed with a first major in education]

LEARNING AND BEHAVIOR DISORDERS (P-12) DUAL CERTIFICATION WITH ELEMENTARY/MIDDLE SCHOOL

COMPLETE WITH ONE OF THESE ONLY:

- Art Grades P-12
- Elementary School Grades P-5
- French Grades P-12
- Health & Physical Education Grades P-12
- Latin Education P-12
- Middle School Grades 5-9
- Music Education P-12
- Spanish Grades P-12

MAJOR REQUIREMENTS (18)

Take:

__ 1	ED	225	Assistive Technologies
__ 2	ED	330	Beh Intervention
__ 3	ED	332	Collaboration and Advocacy
__ 3	ED	334	Early Childhood
__ 3	ED	338	Learning/Beh Disabilities
__ 3	ED	415	Assessment for Spec Ed
__ 3	ED	416	Methods Spec Pop

Note: Student teaching is split between Elementary, Middle School, and Special Education.

Moderate And Severe Disabilities (MSD) Certification (19)

Undergraduate: Aligns with the LBD Dual Certification P-12 and Endorsement 8-12. Moderate and Severe Disabilities P-12 certification may only be attached to the LBD certification—it is not a standalone certification. 19 hours. Courses are completed through the University of Kentucky: EDS 530, 546, and 548 in conjunction with ED 415 and 416 at Asbury, and EDS 499 for additional student teaching requirements.

[see the School of Education for details]

PRE-EDUCATION MINOR (PREE)

[For students completing the Associates of Arts Degree.]

MINOR REQUIREMENTS (18-19)

Take:

__ 2	ED	200	Intro to Education
__ 1	ED	201	Structured Inquiry Clinical Exp
__ 2	ED	220	Tech for Education
__ 2	ED	230	Human Growth/Dev.
__ 3	ED	320	Except Learner

Choose one track:

A.) Elementary Track:

__ 3	MAT	162	Elem School Math I
------	-----	-----	--------------------

Choose 6 hours from:

___3	ED	274	Soc Stds/Sci in Classrm
___3	ED	276	Arts/Humanities
___3	ENG	240	Gram & Comp Elem Teach
	ENG	360	Children's Literature
	MAT	261	Elem School Math II

B.) P-12 and Middle/Secondary Track:

Choose 8-9 hours in one content area:

Art, Biology, Chemistry, English,
French, Health/PE, Latin, Math, Music,
Psychology, Social Studies, or Spanish

___ 3 (x3) _____

Additional education endorsements & extensions available as part of certification. [see the School of Education for more information]

SPECIAL UNDERGRADUATE PROGRAMS

ROTC PROGRAMS and OFF CAMPUS PROGRAMS

Ms. Sheryl Voigt, REGISTRAR

ROTC (RESERVE OFFICERS' TRAINING PROGRAM)

Asbury University is affiliated with the Army and Air Force ROTC Programs through the University of Kentucky. Substantial scholarships are available to qualified students admitted to these programs.

1. Students interested in Air Force ROTC should contact AFROTC Detachment 290, University of Kentucky, Lexington, Kentucky 40506-0028 (Phone: 859-257-7115) for details.
2. Students interested in Army ROTC should contact ROTC, 101 Barker Hall, University of Kentucky, Lexington, Kentucky 40506 (Phone: 859-257-2696) for details.
3. Students admitted to these programs may cross-register for courses through the University of Kentucky.
Contact the Registrar's Office for information.

ROTC courses applied to the bachelor's degree.

A maximum of 26 semester credit hours earned in AMS and AFS courses will be accepted towards the 124 minimum number of hours needed for graduation with a baccalaureate degree. AMS 350 (1 credit hour) should only be taken for a maximum of 4 credit hours. Also, a maximum of four credit hours of KHP 107 will count toward the degree requirements. ROTC students who persist through the completion of AFS 311 and AMS 301 will satisfy PED100, and (2) KHP 107 will count for PE 111 in the foundational requirements.

AEROSPACE STUDIES (Air Force ROTC)

The Department of Aerospace Studies provides a campus education program through which qualified students can simultaneously earn an Air Force commission and a college degree. Faculty members are experienced, active duty Air Force officers with advanced degrees.

Admission to the Program Non-scholarship freshmen and sophomores may register for Air Force Studies (AFS) courses without incurring a military commitment. Students with a minimum of four semesters of school remaining in a graduate or undergraduate status may qualify for Air Force ROTC. For more information, call (859) 257-7115.

Requirements An academic major in aerospace studies is not offered. However, by successfully completing the Air Force ROTC program, a qualified student may concurrently earn a commission as an active duty Air Force Second Lieutenant while completing requirements for a degree. Students may enroll in some Aerospace Studies courses without joining the Air Force ROTC cadet corps. For more information, call (859) 257-7115.

AFROTC Curriculum The AFROTC curriculum consists of both academic classes and leadership laboratory or seminar classes. The General Military Course (GMC) is a two-year course normally taken during the freshman and sophomore years. The Professional Officer Course (POC) is a two-year course normally taken during the junior and senior years. Along with academic classes each semester, all cadets also take leadership laboratory classes. In the GMC, there are four academic classes (AFS 111, AFS 113, AFS 211, and AFS 213). These cover two main themes – the development of air power and the contemporary Air Force in the context of the U.S. military organization. The GMC academic classes are open to any student. In the POC, there are four academic classes (AFS 311, AFS 313, AFS 411,

and AFS 413). These cover Air Force management and leadership and national security studies. Entry into the POC is competitive and is based on Air Force Officer Qualifying Test scores, grade-point average, and evaluation by the AFROTC Detachment Commander. Only physically qualified students in good academic standing may compete for entry into the POC. Students enrolled as cadets are involved once a week in a one-credit-hour course in the cadet corps training program designed to simulate a typical Air Force organization and its associated functions. During the GMC, the courses are called leadership seminars and include AFS 112, AFS 114, AFS 212, and AFS 214. The POC leadership laboratory classes are AFS 312, AFS 314, AFS 412, and AFS 414. The leadership laboratories are largely cadet-planned and conducted under the concept that they provide leadership training experiences that will improve the cadets' capabilities as Air Force officers. This also involves two hours of physical training each week. Leadership laboratory is open to students who are members of the Air Force Reserve Officer Training Corps or are eligible to pursue a commission as determined by the Air Force ROTC Detachment Commander.

Field Training Field training is offered at Maxwell Air Force Base in Alabama. Students receive officer training and leadership development with other students. Simultaneously, the Air Force has an opportunity to evaluate each student as a potential member of its officer corps. Field training courses include cadet orientation, survival training, officer training, aircraft and aircrew orientation, physical training, organizational and functional aspects of an Air Force base, career orientation, small arms familiarization, first aid, and other supplemental training. Students are paid for their time at field training.

Scholarships Students interested in AFROTC scholarships should call (859) 257-7115.

AMERICAN MILITARY STUDIES (Army ROTC)

MILITARY SCIENCE AND LEADERSHIP (Army Officer Commissioning ROTC) The Army Reserve Officers' Training program at Asbury University in partnership with the University of Kentucky is open to both men and women and follows a general military science curriculum that is normally completed in four years but which may be completed in two years. An academic major in military science is not offered. The program's primary objective is to commission the future leadership of the line branches of the Active Army, Army National Guard, and U.S. Army Reserve.

Scholarships Students interested in Army ROTC scholarships should contact the Army ROTC Admissions Officer at (859) 257-6865; or visit 101 Barker Hall on campus.

Academic Program Successful completion of 20 credit hours of military science courses while simultaneously completing undergraduate or graduate degree requirements qualifies a student to be commissioned as a Second Lieutenant in the U.S. Army. Required program courses are: AMS 101, AMS 102, AMS 211, AMS 212, AMS 301, AMS 302, AMS 341, AMS 342, an approved military history course, a computer science course, and continuous enrollment (or participation) in KHP 107 and AMS 250 or 350 once contracted in the ROTC program. Also, cadets attend a five-week Leadership Development Assessment Course, usually in the summer between the junior and senior years. An alternative two-year program is available for students with at least two academic years remaining until graduation and who have not completed the AMS 100- and AMS 200-level courses. This program is particularly suited to community college students transferring to the University, or students who did not participate in the Basic Program during their freshman and sophomore years. Students should contact the Professor of Military Science about the five week summer Leadership Training Course conducted each summer at Fort Knox, Kentucky. Successful completion of the camp enables students to take AMS 300-level courses and complete the precommission program in two years. In certain cases, veterans or students who have completed Army basic training are also eligible to complete the program in two years.

The Basic Course: (100 and 200 level) are orientational and deal with the Army's role in the U.S. government. American military history, small unit organizations/operations, military geography/ map reading and some adventure training are also addressed. **No military obligation** is incurred by completion of the courses.

The Advanced Course: (300 level) focus on leadership, management, and command/staff responsibilities within military organizations. All upper division Army ROTC students receive \$450+ per month tax-free subsistence pay during the academic year. During the summer, students receive about \$700 while attending Camp. Leadership Lab periods, held weekly during the academic year, and on one Saturday per semester, focus on adventure-type training (e.g., orienteering, rappelling, survival training, and basic marksmanship). These activities are offered, subject to availability of equipment and facilities, to provide an opportunity to develop leadership, organizational abilities, and confidence. Professional development and enrichment opportunities are also available through ROTC sponsored university organizations – the Pershing Rifles and Kentucky Rangers. Army ROTC incorporates the dimension of leadership into the academic curriculum and provides training and experience that can be valuable in any profession. For more information, contact the Professor of Military Science, ATTN: Admissions Officer, U.S. Army ROTC, 101 Barker Hall, University of Kentucky, Lexington, KY 40506-0028; or call (859) 257-6864. Visit the Web site at: www.uky.edu/armyrotc/.

See the UNIVERSITY COURSE CATALOG for course descriptions.

OFF-CAMPUS PROGRAMS

Dr. Bonnie Banker, Academic Dean

GENERAL POLICY

1. Participation in all Off-Campus special programs requires the approval of the Academic Dean prior to application and enrollment in the outside program. Students who enroll in such programs without this approval jeopardize any credits earned.
2. Students participating in off-campus programs are required to have completed at least two semesters at Asbury University and to have a cumulative GPA of 2.75 (some programs have higher GPA requirements) and may not be on chapel or academic probation.
3. Additional fees and tuition rates may apply.
4. Students may not participate in the same program more than once and may not participate in more than two fall/spring semester programs.
5. For further information regarding any of these programs contact the Academic Dean's Office.

PROGRAMS

AMERICAN STUDIES PROGRAM (OFC 320)

(Washington, DC) This BestSemester program, based on the principle of integrating faith, learning and living, is designed for juniors and seniors in a wide range of academic majors and vocational interests. Students spend a semester in Washington, D.C. earning academic credit by serving as interns and participating in a contemporary, issue-oriented seminar program. Internships are available in congressional offices, social service agencies, think tanks, cultural institutions and many other organizations. <http://www.bestsemester.com/asp/> (Dr. D. Cecil)

Ausable INSTITUTE OF ENVIRONMENTAL STUDIES (OFC 390)

(Mancelona, Michigan) The Institute has locations in the Great Lakes Forest of northern Michigan and also on Puget Sound in the Pacific Northwest. Its mission is to bring healing and wholeness to the biosphere and the whole of Creation through academic programs for college and university students, research projects, environmental education for local school children, and information services for churches, denominations, and the wider world community. Students take courses, engage in scholarship, gain field experience, confer, and develop practical tools for environmental stewardship in programs that take seriously both science and theology. See Biology major for further information. <http://ausable.org/> (Dr. B. Baldrige)

AUSTRALIA STUDIES CENTRE (OFC 325)

(Brisbane, Australia) In 2013, Australia Studies Centre, a BestSemester program, moved from Sydney to Brisbane to begin a partnership with Christian Heritage College. While the Centre's intent is still to transform lives by faithfully relating scholarship and service to biblical truth, the move results in expanded academic options. Courses are offered in the following areas. *Business:* Accounting, Marketing, Management, HR Management. *Education:* Early, Primary, Middle and Secondary. Content-area units are also offered in the areas of English, History, Drama, Business, Accounting and Biblical Studies. *Social Sciences:* Counseling, Youth Work, Human Services, Chaplaincy, Community Development, Human Behavior. *Ministries:* Ministry Formation, Ministry Formation, Ministry Practice, Ministry Leadership, Social Justice. <http://www.bestsemester.com/asc/> (Dr. B. Banker)

BOLIVIAN EVANGELICAL UNIVERSITY (OFC 305)

(Santa Cruz, Bolivia) Universidad Evangelica Boliviana was founded in 1980 as the first private university in Bolivia and the first evangelical university in Spanish-speaking South America. It is an affiliate of World Gospel Mission and is fully accredited by the Bolivian government. It has

approximately 2,000 students in a variety of undergraduate and graduate programs. <http://www.wgm.org/page.aspx?pid=2507> (Dr. S. Thacker)

CHEZ VOUS SUMMER STUDY IN FRANCE (OFC 302)

(Franceville, France) This program is available through an arrangement with the Jacques LeFevre Institute. Located in a small town on the Normandy coast, the program offers French studies in a Christian atmosphere, opportunities for developing relationships with inhabitants of the area, an extended stay in Paris, and excursions to churches and attractions. Participants enroll for 6 hours of French credit at one of three levels beginning with second-year French. Recommendation by the Asbury Ancient & Modern Languages Department is required. <http://www.chezvoussummer.com/> (Dr. S. Thacker)

CHINA STUDIES PROGRAM (OFC 321)

(Xiamen University, China) Students in this BestSemester program participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students are given opportunities such as assisting Chinese students learning English or helping in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business Concentration that includes a three-week, full-time internship. The program seeks to introduce students to the diversity of China, including Beijing, Shanghai and X-i'an. The program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. <http://www.bestsemester.com/csp/> (Dr. B. Banker)

DAYSTAR UNIVERSITY (OFC 310)

(Nairobi, Kenya) The University provides courses in accounting, biblical studies, business and management, Christian ministries, communications, community development, education, English, and music disciplines. Courses are also available that introduce students to the history, culture, literature, politics, art, music, and religions of Africa. All instruction is in English, offered by a faculty composed primarily of African nationals. Approximately 1,700 students are enrolled from a number of African nations. <http://www.daystar.ac.ke/> (Dr. B. Banker)

FOCUS LEADERSHIP INSTITUTE (OFC 394)

(Colorado Springs, Colorado) The institute offers an eight-week summer course of study hosted by Focus on the Family on its campus in Colorado Springs. The term is composed of a lecture series presented by notable Christian culture leaders, comprehensive internships and international travel. Student leaders from both Christian and non-religious universities hone their leadership abilities through academic study, life in community, spiritual transformation, individual mentoring and hands-on internship experience. <http://www.focusleadership.org/> (Dr. B. Banker)

FRANKFORT SEMESTER INTERNSHIP PROGRAM (OFC 317)

(Frankfort, Kentucky) An initiative of the Association of Independent Kentucky Colleges and Universities (AIKCU), the program seeks to enhance students' academic, civic, and professional skills through internship experiences, public policy symposia, academic seminars and exposure to the ideas and perspectives of a variety of notable citizens. The interns work directly with state legislators, government officials, and government liaisons in the crafting and passing of legislation. The program is intended for upper-division students, regardless of major. Students must be motivated learners, have a deep curiosity about current events and the policy-making process, and be committed to fulfilling the requirements of the internships and seminars. <http://www.aikcu.org/frankfortsemesterinternships/> (Dr. B. Banker)

HONG KONG BAPTIST UNIVERSITY (OFC 319)

(Kowloon, Hong Kong) Students spend a semester receiving instruction in English at Hong Kong Baptist University. The four-year institution founded in 1956 is committed to a distinctive mission of higher education which incorporates teaching, research and service, and which inculcates in all who participate, a sense of value that extends beyond the mere acquisition of knowledge. These commitments have developed from the University's heritage of Christian higher education within a Chinese cultural setting. <http://buwww.hkbu.edu.hk/eng/main/index.jsp> (Dr. B. Banker)

INDIA STUDIES PROGRAM (OFC 331)

(Coimbatore, India) Located at Bishop Appasamy College of Arts and Sciences in the state of Tamil Nadu, this BestSemester program offers a unique opportunity to encounter one of today's most fascinating and diverse cultures. This diversity provides a rich and engaging setting to equip students to be servant-leaders in a pluralistic world of beliefs, cultures and needs. Students are challenged to discover for themselves a variety of ways to address the needs of the poor and disenfranchised, acting as agents of salt and light in broken world. The program not only provides students with immersion in a local community, but also broad exposure to a variety of peoples, places and customs through an extensive two-week travel portion. Students participate in two core courses designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. <http://www.bestsemester.com/isp/> (Dr. B. Banker)

IRELAND – AN TOBAR NUA (OFC 308)

(Galway, Ireland) Foundation in Christ Ministries offers ministry experience through An Tobar Nua. The internship program provides a practical, personal, and biblically-based opportunity for evangelical outreach training in a foreign culture. This area of Ireland has a very secular worldview and a high drug and alcohol abuse culture with the attendant problems of unwanted pregnancy, addictions, life-controlling depression, and lifestyle challenges. The participant will also encounter multiple alternative spiritual belief systems. Students may enroll in this program through a consortium agreement with Taylor University. <http://foundationinchrist.org/> and <http://www.antobarnua.com/> (Dr. B. Banker)

JACQUES LEFEVRE INSTITUTE SEMESTER PROGRAM (OFC 316)

(Merville-Franceville, France) This program combines enrollment at the University of Caen (U-Caen) along with a ministry internship at the Institute itself. This program and internship provide a full semester of language credit (15-16 hours), while also giving each student a fuller experience of French life and ministry – serving others and helping to strengthen God's work in France. <http://www.jacqueslefevreinstitute.com/> (Dr. S. Thacker)

JERUSALEM UNIVERSITY COLLEGE (OFC 396)

(Jerusalem, Israel) At Jerusalem University College (also known as the American Institute of Holy Land Studies), students have opportunity to study the Christian Scriptures in the context of the land where the events occurred. The campus is located in Jerusalem on Mount Zion. Its buildings rest atop portions of the Herodian Wall with the site of the Essene Gate at one corner. The location provides all the necessities for school life and combines them with unique surroundings, architecture, and a solid foundation for education. Students participate in academic learning from biblical backgrounds, to Middle Eastern cultures, languages, and religions. <http://juc.edu/> (Dr. O. Dickens)

LATIN AMERICAN STUDIES PROGRAM (OFC 322)

(San Jose, Costa Rica) This BestSemester program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Students live with local families and become part of the day-to-day life. A practicum/internship is chosen from four areas: Latin American Studies (fall and spring), advanced language and literature (for Spanish majors, fall and spring), international business (fall only), and

environmental science (spring only). Depending on their concentration, students travel to nearby Central American nations including Nicaragua, Guatemala, Cuba and Panama.

<http://www.bestsemester.com/lasp/> (Dr. S. Thacker)

LOS ANGELES TERM (OFC 333)

(Los Angeles, California) L.A. Term is a residential study and service semester in the heart of Los Angeles. It aims to equip students to live out their faith and values in postmodern urban culture. Students live with families in Los Angeles, do an internship at a local community or government organization, and take classes at the L.A. Regional Center in Koreatown. Students earn 15 semester units through a curriculum blending four components: an interdisciplinary urban culture-learning seminar, a survey and analysis of various faiths, a semester-long internship within a community or government organization combined with a weekly seminar, and a survey of the social dimensions of immigration into Southern California. Students may enroll through a consortium agreement with Azusa Pacific University. <http://www.apu.edu/laterm/> (Dr. B. Banker)

MIDDLE EAST STUDIES PROGRAM (OFC 326)

(Cairo, Egypt) This BestSemester program provides the opportunity to study Middle Eastern cultures, religions and conflicts from within this diverse and strategic region. Juniors and seniors participate in interdisciplinary seminar classes, receive Arabic language instruction and serve as interns with various organizations in Cairo. Through travel (typically in Israel, Palestine, Lebanon, Jordan, Syria and Turkey), students are exposed to the diversity and dynamism of the local culture. At a time of tension and change in the Middle East, students are encouraged and equipped to relate to the Muslim, Eastern Christian and Jewish worlds in an informed, constructive and Christ-centered manner.

<http://www.bestsemester.com/mesp/> (Dr. O. Dickens)

NEW YORK CENTER FOR ART AND MEDIA STUDIES (OFC 338)

(New York City, New York) NYCAMS offers faith-based art and writing education in the heart of New York City. The art program strikes a balance between theory and practice and is designed to nurture a student's ability and to engage the student with the contemporary art scene. Writing students immerse themselves in the unique opportunities that New York City affords as they live, study, and intern in the publishing and news capital of the world. Both programs place emphasis on engaging the culture through faith and creativity. Students may enroll in this program through a consortium agreement with Bethel University. <http://nycams.bethel.edu/> (Prof. K. Barker)

OXFORD SUMMER PROGRAMME (OFC 328)

(Oxford, England) As affiliate members of Wycliffe Hall, University of Oxford, students hone reading and writing skills and delve into areas that interest them while exploring the relationship between Christianity and the development of the British Isles. These BestSemester participants do specialized work under expert Oxford academics in the areas of English language and literature, history (including the history of art and history of science), philosophy, political philosophy, theology and the study of religion. <http://www.bestsemester.com/osp/> (Dr. D. Strait)

SCHOLARS' SEMESTER IN OXFORD (OFC 327)

(Oxford, England) As visiting students of Oxford University and members of Wycliffe Hall, students have the privilege to live, study, and learn in one of the university's historic halls. Students develop their academic writing and research skills and explore the disciplines and interests of their choice. This BestSemester program is designed for students interested in the fields of art history, classics, English language and literature, history, modern languages (French, German, Italian, Portuguese, and Russian), musicology, philosophy, and theology. Applicants are generally honors and other very high achieving students. A minimum 3.5 GPA is required. <http://www.bestsemester.com/ssol/> (Dr. D. Strait)

SEMESTER IN SPAIN (OFC 334)

(Seville, Spain) Semester in Spain, a program of Trinity Christian College, has offered Spanish courses in Seville, Spain since 1977. The program combines challenging academic study (beginning, intermediate, and advanced levels) with practical opportunities for students to practice what they learn. The program provides a rich academic and cultural experience and fosters lasting relationships between students and their hosts. <http://www.semesterinspain.org/> (Dr. S. Thacker)

UGANDA STUDIES PROGRAM (OFC 329)

(Near Kampala, Uganda) Offered in partnership with Uganda Christian University (45 minutes east of the capital city of Kampala), this BestSemester program provides both immersion in a local community and broad exposure to a variety of people and places in Uganda and Rwanda. Students live primarily on campus. Students in the Intercultural Ministry & Mission Emphasis live with host families within walking distance of the university. These relationships give students a firsthand perspective as they explore issues such as poverty, cultural expressions of Christianity and missions, and seek to reconcile the realities of East Africa with their Christian faith. <http://www.bestsemester.com/usp/> (Dr. B. Banker)

WASHINGTON JOURNALISM CENTER (OFC 332)

(Washington, D.C.) This program offers an advanced, experiential semester on Capitol Hill that will cultivate professional news skills and encourage students to think through the implications of being a Christian working in the news media in a city that is home to the powerful and the powerless. This BestSemester experience includes classes, an internship at a top news publication, and service learning opportunities. <http://www.bestsemester.com/wjc/> (Prof. D. Wheeler)

ADDITIONAL TRAVEL COURSES

Various departments sponsor travel courses on an occasional basis. Information will be available from the sponsoring department. Clearance and registration through the Registrar's Office is also required.

SCHOOL OF GRADUATE & PROFESSIONAL STUDIES

Dr. Bill Hall, Jr., Dean

The School of Graduate & Professional Studies (GPS) oversees all adult learners in non-traditional undergraduate programs, bachelor and post-bachelor-degree, and several master's level programs. The GPS programs offers an educational experience of "academic excellence and spiritual vitality" that puts you, the student first, and is committed to providing student-centered care in admissions, advising, and responding to your needs throughout your experience in educational programs that are personalized to working professionals and committed to helping you achieve your academic and career dreams.

CAMPUS COMMUNITY

Asbury University's School of Graduate and Professional Studies (GPS) is part of a distinguished, faith-based university in the Christian liberal arts tradition. Additional information regarding Community Expectations for students enrolled in the Adult Professional Studies Program and the Graduate Program can be found in the specific program Student Handbooks.

CAMPUS SUPPORT

GPS Advising Center

The GPS Advising Center provides a contact point and additional resource for adult learners on campus and online in the APS and Graduate Programs. Email: advisingcenter@asbury.edu

Center for Academic Excellence

The Center for Academic Excellence (CAE), located on the lower level of the Kinlaw Library, exists to support students across all disciplines. Students in the Adult Professional Studies Program can access fee-based tutoring through the CAE web site, asbury.edu/academics/cae or by emailing tutoring@asbury.edu. Contact the CAE Director, ext. 2375, or your program office for details.

Center for Career and Calling

Online Job Postings - Access to the online internship and job board at www.asbury.edu/career (postings from employers specifically interested in candidates from Asbury)

Career Resources and Job Preparation - Asbury University LibGuides online career resources (resume writing, job search tools, etc) on our website

One-on-one Consultation - Free one-time consultation throughout the academic year with a Career and Calling staff member (by appointment only) in-person, by phone or by Skype.

Career Tools - Career assessment costs: MBTI and Strong Interest Inventory \$12 at all times, StrengthsFinder \$12.50 at all times.

See asbury.edu/career for additional information and online resources or contact us at careerandcalling@asbury.edu or ext. 2401.

Disability Services

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

Housing – Wilmore Campus Only

The University has a limited amount of housing for APS students. Contact the Office of Residence Life (ext. 2322) at the earliest possible date, as there may be a wait list.

Intramural Sports – Wilmore Campus Only

The intramural program is open to all Asbury University students, alumni, faculty, and staff on the Wilmore campus. A variety of sports, activities, and special events are available throughout the year. Visit asbury.edu/intramurals or call ext. 4615 for more information.

International Student Support

International students meet regularly with the staff to answer questions regarding their student visa status and to ensure that they are maintaining compliance with U.S. regulations regarding international student study in the U.S. Individual support that is responsive to the specific needs of each international student is also provided to assist her or him in acquiring the knowledge and skills necessary to grow and develop personally and to be academically successful at the University. See asbury.edu/student-life/intercultural-programs or call ext. 2314 for additional information.

ACADEMIC POLICIES AND PROCEDURES

Students in the School of Graduate & Professional Studies (GPS) are subject to the academic policies of the university.

APS undergraduate students follow all policies for undergraduates except those policies explicitly labeled for the traditional undergraduate program. APS and Graduate programs have policies specific for the students in their respective program sections to follow. Specific program expectations are also outlined in the Student Handbook for each program.

Please refer to the *ACADEMIC POLICIES* sections for information on the areas listed below.

General Policies

Becoming Students, Advising, Students with Disabilities, Academic Integrity

Transfer Credit

Official Transcripts, Transfer Credit Requirements & Limitations, Taking Credits Elsewhere

Institutional Credit

AP, CLEP, IB, Credit by Prior Learning

Student Status

Classification, Academic Full Time Load, Residency Requirement, Majors/Minors

Registration

Drop/Add, Course Exchanges, Auditing courses, Withdrawal from a Course

Withdrawal from University

Procedures

Courses

Contract Courses (Independent Studies, Etc.), Examinations, Attendance and Excuses

Grades

Grading System, Incompletes, Repeat Course, Grade Changes, Commencement

Transcripts

Requests and Release Policy

Academics Status

Probation, Suspension and Appeals

THE GRADUATE & PROFESSIONAL STUDIES ACADEMIC PROGRAMS

ADULT PROFESSIONAL STUDIES UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE (BS) -

- Business
- Criminal Justice
- Elementary Education
- Leadership & Ministry

GRADUATE STUDIES PROGRAMS

BUSINESS

MASTER OF BUSINESS ADMINISTRATION (M.B.A.) – Entrepreneurship

COMMUNICATIONS

MASTER OF ARTS (M.A.) – Digital Storytelling

EDUCATION

MASTER OF ARTS (M.A.) –

- English As A Second Language, Endorsement
- Learning And Behavior Disorders
- Literacy Specialist P-12
- Teacher As Leader

MASTER OF ARTS IN TEACHING (M.A.T.) –

- Biological Science 8-12
- Chemistry 8-12
- English 8-12
- Mathematics 8-12
- Social Studies 8-12
- French P-12
- Latin P-12
- Spanish P-12
- English As A Second Language P-12
- Learning And Behavior Disorders P-12

EDUCATIONAL SPECIALIST (ED.S.) -

- Principal Licensure

SOCIAL WORK

MASTER OF SOCIAL WORK (M.S.W.) – Child & Family Services

ADULT PROFESSIONAL STUDIES

WILMORE, ORLANDO and ONLINE

Mr. T. Josh Fee, Director

Mrs. Kathleen Powell, Associate Director, Orlando

The mission of the Adult Professional Studies (APS) Program is to provide a quality academic program, within a Christian context, that equips nontraditional students to Adult Professional Studies professional excellence in their chosen field. The Adult Professional Studies Program prepares students for leadership and service to others, cultivates attitudes of lifelong learning, and fosters spiritual development.

STUDENTS IN THE APS PROGRAMS ARE SUBJECT TO THE ACADEMIC POLICIES OF THE UNIVERSITY.

ADMISSION

WHEN TO APPLY

Asbury University has a rolling admission policy. Applications for admission are accepted throughout the calendar year. Students are encouraged to apply for admission at the earliest possible date. An early application for admission provides optimal opportunity for financial aid awards, and course selection. Applications are accepted for the fall or spring semesters.

HOW TO APPLY

To obtain application materials and information go to www.asbury.edu/gps

Email the APS Admissions Office: APS@asbury.edu

Phone: For the Wilmore, KY or Online campuses - (859) 858-3511 ext. 2600

For the Orlando, FL campus - (407)-482-7620

Completed admissions materials may be mailed to:

Adult Professional Studies

Corbitt Hall

Asbury University

One Macklem Drive

Wilmore, Kentucky 40390

Adult Professional Studies

Asbury University

Valencia College Ln.

Orlando, FL 32825

Admissions Requirements

[For additional admissions guidelines see also Admissions Requirements for new freshmen, transfers, internationals, etc. on pages 45-47.]

1. Student must be 25 years of age or older, or be 23 or 24 years of age with two years of full-time work experience.
2. Have completed of a minimum of 39 semester credit hours with a grade C or better average from an accredited institution of higher learning. No more than 60 semester hours of credit can be transferred in

from a two-year college and no more than 75 semester hours of credit can be transferred in from a four-year college or university. **All students need to be aware that this is a 124 hour degree program.**

3. Applicants must request each college or university previously attended to send an official transcript directly to the Asbury Adult Professional Studies Program office. Hand carried transcripts are not acceptable.
4. Completed Application form.
5. Two satisfactory references--one from current or previous employer and one personal (non-family) reference.
6. Character and Fitness form required for Elementary Education program applicants.

Admission Decisions

1. Admitted in Good Standing
2. Provisional Admission
3. Denial

Applicants will be notified of the decision in writing.

Readmission

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

1. A completed Asbury University APS Readmission Application.
2. An official transcript of any course work from all institutions attended since the last Asbury University enrollment.

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

Readmission is not automatically granted. In the event a former student is not readmitted, the university will provide the reason(s) in writing. The student may submit a request for reconsideration to the Adult Professional Studies Program Director whose decision then will be final.

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

DEGREE PROGRAMS AND REQUIREMENTS - APS

APS LIBERAL ARTS FOUNDATIONAL COURSES

MISSION

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

One of the fundamental beliefs of Asbury University is that every university student should have a well-balanced general education in order to prepare for living a full life, regardless of vocation or professional interests. It is intended to develop a logical and discriminating method of thinking to lead to an appreciation of the fine arts, good literature, and life elements that have lasting value; to give an understanding of the social and economic forces that affect life; and to provide an insight into the way various fields of learning contribute to human life.

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

1. Integrating Christian Faith and Culture

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

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

2. Discovering Human Thought and Creative Expression

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

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

3. Engaging Society and Global Responsibility

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

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

4. Achieving Quantitative and Critical Literacy

The modern age presents humans not just with mass society, but also with an outpouring of data about every element of that society, as well as tools that enable individuals and groups to analyze and interpret these data. Increasingly, success in the professions and in personal life will depend upon a

person's ability to utilize these tools to facilitate critical thinking and problem solving. This area of inquiry will challenge students to comprehend and evaluate mathematical and statistical information, perform problem-solving operations on qualitative and quantitative data, and describe the challenges of using technology and managing information.

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

5. Searching the Natural World and the Environment

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

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

FOUNDATIONAL COURSE REQUIREMENTS (48) For Adult Professional Studies Degrees

Complete any specific courses listed and take courses within the content areas that satisfy the foundational requirements for each Student Learning Outcome (SLO).

SLO 1: Integrating Christian Faith & Culture (9)

Biblical Studies (9)

__ 3	OT	100	Old Testament Survey
__ 3	NT	100	New Testament Survey
__ 3	TH	250	Foundations Christian Thought

SLO 2: Discover Human Thought/Creative Expression (21)

__3 ENG 110 Expos & Research

Communications or Writing area (6)

Literature area (3)

Humanities area (9) – such as Philosophy/Religion, Literature, Music/Art/Theatre appreciation

SLO 3: Engaging Society & Global Responsibility (9)

History area (3)

Social Sciences area (6) - such as Sociology, Psychology, Anthropology, Econ, Political Science, History

SLO 4: Achieving Quantitative & Critical Literacy (6)

Mathematics area (3)

Mathematics, Science and/or Technology area (3)

SLO 5: Searching the Natural World and Environment (3)

Science area (3)

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

SATISFYING THE FOUNDATIONAL REQUIREMENTS

1. Courses in the Foundational areas are required for a bachelor's degree.
2. Some courses required in a major may also satisfy a foundational course. See each individual major for specifics.

Students meeting any foundational requirements with major courses, or by waivers of any kind, must still meet the 124 total credits required for graduation.

3. The APS program is centered around the courses that make up the major. Students who need to complete additional foundational or elective coursework to meet graduation requirements may do so through Asbury University online during the regular registration process. Alternatively, a student may enroll, with registrar's permission, for foundational or elective coursework at another institution if their maximum transfer limits have not been met. Please see University Academic Policies under Transfer Credit for "*Credits Elsewhere Policies*".

DEGREES AWARDED

The Adult Professional Studies program awards a Bachelor of Science.

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

DEGREE COMPLETION REQUIREMENTS FOR THE B.S.

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

1. Complete a minimum of 124 semester hours
2. Maintain a minimum cumulative GPA of 2.00
3. Fulfill the major requirements in one major.
4. Fulfill the liberal arts foundational requirements.
5. Satisfy the residency requirement (see Student Status in Academic Policies).
6. Must file a "**Graduation Application**" form.
Go to www.asbury.edu/offices/provost/commencement
7. A minimum of 49 hours (not institutional credit or transfer credit) must be completed at Asbury University.
8. 50% of the hours/courses used in the majors must be completed at Asbury University.
9. Complete comprehensive examinations and assessment tests as required by individual departments and programs or by the University administration.
10. Students must graduate under the requirements of the Bulletin in effect at the time of first enrollment (with exceptions)
 - a. Students may be graduated under new requirements placed in effect while enrolled. Students are expected to meet all of the requirements for a particular *Bulletin*.
 - b. A student who re-enrolls, or requests permission to complete degree requirements, after an absence of two years becomes subject to degree requirements in effect at that time.

Additional requirements for education majors seeking certification.

The above requirements satisfy the bachelor degree; additional requirements may be necessary to complete teacher certification. See School of Education for details.

HAVING AN ASSOCIATE DEGREE FROM KCTCS SCHOOLS

Any student accepted into Asbury University who presents an Associate of Arts (A.A.) or Associate of Science (A.S.) degree awarded by one of the Kentucky Community and Technical College System schools will be deemed to have satisfied the Asbury University APS Foundational requirements with the exception of the Biblical studies requirements (9.0). Asbury can transfer a maximum of 60.0 credits

from these institutions. [This does not apply to an Associate of Applied Science.] Any foundational courses which are also required courses for a major cannot be waived.

HAVING A VALENCIA COLLEGE ASSOCIATE DEGREE

By articulation agreement, any Florida resident who is accepted into the Adult Professional Studies program who presents an Associate of Arts (A.A.) or Associate of Science (A.S.) degree awarded by Valencia College in Orlando, Florida will be deemed to have satisfied the Asbury University APS Foundational requirements with the exception of the Biblical studies requirements (9.0). [This does not apply to an Associate of Applied Science.] Any foundational courses which are also required as major courses cannot be waived.

Students with waivers of any foundational requirements must still complete the total 124.0 credits required for graduation.

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

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

ACADEMIC PROGRAMS IN APS

COLLEGE OF ARTS & SCIENCES

BUSINESS (Online)

Business, Economics & Political Science Department

Dr. Stephen Clements, Chair

The Business major in the APS program provides the same basic curriculum in the field as the traditional undergraduate program, but does so in an online format for working adults who have already accumulated roughly two years of college credit and are not able to participate in face-to-face classes on the Wilmore or Orlando campus. This program provides students with the core competencies in management, accounting, marketing, organizations, and decision making, and does so from the standpoint of Christian virtues and ethics, such that students can be highly effective in their personal and professional lives. A particular advantage of this program is that non-traditional students bring a diverse array of life and work experiences to courses and the interaction of cohorts of students—this adds a richness to the program. Encountering business from a Christian perspective provides students with a deeper understanding of the opportunities and challenges in the for profit and non-profit sectors of the economy and society.

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

BUSINESS MAJOR (BUA) - 45 Foundational + 49 major + 30 elective hours for degree

FOUNDATIONAL REQUIREMENTS (48)

(3 Foundational hours in Math/Technology are satisfied by required major classes.)

Foundational Courses needed for this major (45)

Bible and Theology (9)

__ 3	OT	100	Und. Old Testament
__ 3	NT	100	Und. New Testament
__ 3	TH	250	Foundations Christian Thought

Required Composition level (3)

__ 3	ENG	110	Expos & Research
------	-----	-----	------------------

Plus:

__ 3 (X2) Communications and/or writing (6)

__ 3 ___ Literature (3)

__ 3 (X3) Humanities (9)

__ 3 ___ History (3)

__ 3 (X2) Social Sciences (6)

__ 3 ___ MAT 131 or above (3)

__ 3 ___ Science (3)

MAJOR REQUIREMENTS (49)

Core (34)

__ 3	ACA	201	Financial Accounting
------	-----	-----	----------------------

__ 3	ACA	202	Managerial Accounting
__ 3	BUA	211	Principles of Management
__ 3	BUA	241	Principles of Marketing
__ 4	BUA	251	Applications in Business Comm
__ 3	BUA	412	Organizational Behavior
__ 3	BUA	413	Strategic Management & Ethics
__ 3	BUA	451	Principles of Finance
__ 3	ECA	272	Microeconomics
__ 3	ECA	273	Macroeconomics
__ 3	ECA	325	Statistics in Business

Complete Emphasis:

Entrepreneurship (15)

__ 3	BUA	312	Small Business Management
__ 3	BUA	410	Management of Innovation
__ 3	BUA	415	Entrepreneur: Opportunity/Research
__ 3	BUA	420	Entrepreneur: Finance/Venture
__ 3	BUA	425	Social Entrepreneurship

See the UNIVERSITY COURSE CATALOG for course descriptions.

CRIMINAL JUSTICE (Online)

Behavioral Sciences Department

Dr. David Cecil, Chair

The mission of the Criminal Justice Program is rooted in the call to all Christians to lives of personal and social holiness that affirms the dignity and worth of all persons and advances restoration, justice and peace within and between all persons and communities. Based upon an inter-disciplinary, liberal arts framework, a broad knowledge of the criminal justice field will prepare graduates to serve transformatively in law enforcement, the judiciary and the correctional systems, as well as within other areas addressing the intersection of human violence and community.

Goals:

Students will gain an understanding of the historical, philosophical, political, psychological, and sociological dimensions of criminal justice.

Students will develop a theological and biblical model of criminal justice systems, needs and mandates based upon restorative and peace-making justice perspectives.

Students will be encouraged in Christian spiritual formation necessary to frame, implement and sustain effective Christian engagement with criminal justice systems personally and professionally and on individual and corporate levels.

Students will develop a comprehensive understanding of and critical analysis of criminal justice systems on the local, national and international levels.

Students will develop ethically and morally based intervention and assessment approaches based upon restorative and peace-making justice models.

Students will be prepared to provide diversity-sensitive leadership within criminal justice systems that advance justice and healing and reconciliation among persons, groups and communities.

Students will be prepared for entry-level service positions, provided an education that facilitates advancement in current criminal justice employment positions, and/or for graduate study in criminal justice and related fields.

The curriculum for the major has been designed in reference to the standards established in 2005 by the American Academy of Criminal Justice Science.

CRIMINAL JUSTICE MAJOR (CRJ) 42 Foundational + 48 Major + 34 Elective hours for degree
FOUNDATIONAL REQUIREMENTS (48)

(6 Foundational hours in Social Science are satisfied by required major classes.)

[Extra CRJ courses may be taken as electives.]

Foundational Courses needed for this major (42)

Bible and Theology (9)

__ 3	OT	100	Und. Old Testament
__ 3	NT	100	Und. New Testament
__ 3	TH	250	Foundations Christian Thought

Required Composition level (3)

__ 3	ENG	110	Expos & Research
------	-----	-----	------------------

Plus:

__ 3 (X2) Communications and/or writing (6)

__ 3 Literature (3)

__ 3 (X3) Humanities (9)

__ 3 History (3)

__ 3 Mathematics (3)

__ 3 Mathematics, Science and/or Technology (3)

__ 3 Science (3)

MAJOR REQUIREMENTS (48)

__ 3	CRJ	101	Intro to Criminal Justice
__ 3	CRJ	102	Restorative Justice
__ 3	CRJ	302	Family & Domestic Violence
__ 3	CRJ	331	Intro Criminological Research
__ 3	CRJ	401	Criminal Law & Process
__ 3	CRJ	402	Judicial Systems
__ 3	CRJ	403	Criminal Justice Ethics
__ 3	CRJ	404	Fundmtls of Law Enforc & Correctns
__ 3	CRJ	407	Field Experience
__ 3	CRJ	475	Senior Seminar
__ 3	PS	101	American Politics & Government
__ 3	PSY	340	Forensic Psychology
__ 3	SOC	201	Social Problems & Globalization 21 st C
__ 3	SOC	252	Juvenile Delinquency
__ 3	SOC	312	Issues in Intercultural Relations
__ 3	SOC	323	Urban Studies

See the UNIVERSITY COURSE CATALOG for course descriptions.

LEADERSHIP & MINISTRY (Wilmore & Orlando)

Christian Studies & Philosophy Department

Dr. Clair Budd, Chair

The Leadership and Ministry major is intended to provide students with a strong academic background in leadership skills, further Biblical knowledge, and augment ministry expertise. Christian concepts are foundational to the program. In addition, life and work experiences of students add richness to the program. A Christian worldview provides a deeper understanding of the opportunities and challenges in the leadership and ministry areas.

The Curriculum is intended for working adults with about one or two years or more of previously obtained credit and whose purposes for enrolling may include, but are not limited to, (1) individuals wanting to obtain leadership positions, (2) persons who want to work in areas pertaining to ministry, including lay ministry and professional programs, (3) persons who want to build their pastoral skills, and (4) individuals preparing for graduate school or seminary.

LEADERSHIP & MINISTRY MAJOR (39 foundational + 54 major + 31 electives hours for degree)

FOUNDATIONAL REQUIREMENTS (48)

(9 Foundational hours in Bible and Theology satisfied by required major classes.)

Foundational hours needed for this major (39)

Required Composition level (3)

__ 3 ENG 110 Expos & Research

Plus:

__ 3 (X2) Communications and/or writing (6)

__ 3 Literature (3)

__ 3 (X3) Humanities (9)

__ 3 History (3)

__ 3 (X2) Social Sciences (6)

__ 3 Mathematics (3)

__ 3 Mathematics, Science and/or Technology (3)

__ 3 Science (3)

MAJOR REQUIREMENTS (54)

__ 3	LMN	322	History of Israel
__ 3	LMN	332	Leadership in Ministry
__ 3	LMN	342	Jesus and the Gospels
__ 3	LMN	352	Studying/Teaching the Bible
__ 3	LMN	362	OT Prophetic Literature
__ 3	LMN	372	Dynamics of Spiritual Growth
__ 3	LMN	378	Growth of NT Church
__ 3	LMN	382	NT Letters
__ 3	LMN	392	Congregational Education
__ 3	LMN	397	Christianity/World Religions
__ 3	LMN	412	History of the Early Church
__ 3	LMN	422	Small Groups
__ 3	LMN	432	Psalms and Wisdom
__ 3	LMN	434	Org. Strategies in Ministry
__ 3	LMN	442	Theology of Mission
__ 3	LMN	462	Church in Contemporary Society
__ 3	LMN	472	Christian Theology

Complete one:

__ 3	MGT	310	Strategies for Success
	MGT	315	Master Strategies for Personal Mgmt

See the UNIVERSITY COURSE CATALOG for course descriptions.

SCHOOL OF EDUCATION

Dr. Sherry Powers, Dean

Dr. Tim Crook, Associate Dean, and Chair of Instructional Leadership

Mark Butler, Chair of Education Specialties, and NCATE Coordinator

Director of Field and Clinical Experiences: Mr. D. Riel

ELEMENTARY EDUCATION GRADES P – 5 (Wilmore & Online)

ELEMENTARY EDUCATION GRADES K – 6 (Orlando) [for students who matriculated prior to Fall 2013]

The Elementary Education Grades P-5 or K-6 certificate is intended to provide the working professional with a strong academic program that accommodates the demands of non-traditional students. The Elementary Education Adult Professional Studies Program prepares quality teachers who are committed to professional excellence and who positively impact student learning. This commitment is embodied in the School of Education's model: "Facilitators of Student Success" which seeks to prepare educators who will be able to:

- Demonstrate knowledge of content
- Design/plan instruction
- Create/maintain learning climate
- Implement/manage instruction
- Assess and communicate learning results
- Demonstrate implementation of technology
- Reflect/evaluate teaching/learning
- Collaborate with colleagues/parents/others
- Engage in professional development
- Demonstrate professional leadership
- Demonstrate dispositions that facilitate student learning and success while fostering professional community

The curriculum is intended for working adults with one or two years of college credit previously obtained. The purpose for enrolling will be to complete the program with a P-5 Elementary Education certification in Kentucky, [or a K-6 Elementary certification in Florida for students in that major prior to fall 2013]. An integral facet of the program is education in a Christian context with preparation for service in various educational settings. Addressing a broad range of contemporary educational issues, many courses offer opportunities for working with school-age young people. Cooperating officials from nearby school systems, as well as the Kentucky Education Professional Standards Board and the Florida Department of Education, provide the Department staff and students access to practical experiences.

Another facet of this program is the opportunity for adults who already have an undergraduate degree in an area other than elementary education to earn licensure in elementary education. Adults who already hold an undergraduate degree and who are seeking licensure for elementary education are

strongly encouraged to talk with an advisor in the Adult Professional Studies Program Elementary Education program.

Students who already hold an Bachelor's degree do not need to complete foundational requirements, but only the major requirements and any specific foundational courses needed to satisfy teacher certification requirements.

TEACHER EDUCATION PROGRAM

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

Gate 1—Program Entry; complete Form 1

Gate 2—Admission to Teacher Education; admission to upper level courses

Gate 3—Admission to Student Teaching; complete Form 2

Gate 4—Program Exit; recommendation for certification

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

Students seeking a recommendation for a teaching certificate must be accepted into the Teacher Education Program (Gate 2) in order to complete required professional courses (300 or above).

Receiving a “proficient” rating at Gate 3 is required to pursue the professional semester and obtain a student teaching assignment. Fulfilling the requirements of Gate 4 (exit from program) results in a recommendation for certification.

Student teaching, which is considered to be a full-semester of coursework, involves two weeks of seminars and day-long involvement and participation for 13 weeks during a semester in a local school district. A *minimum grade of 2.75* for all coursework in the cumulative, major, and professional courses GPAs must be maintained for

continuation in all education major programs. [The professional courses are as follows: ED/EDA 301, 320, 341, 342, 350, 360, 380, 390, 385, 393, 395, 401, 405, 410, 420, 421, 422, 425, 428, and all Student Teaching courses.]

ADMISSION TO TEACHER EDUCATION (GATE 2)

Gate 2 Admission For APS – Adult Professional Studies - Elementary Education Programs:

1. Obtain 39 credit hours plus the first 14 credit hours in the Elementary Adult Professional Studies Program.
2. Obtain a minimum GPA of 2.75 on a 4.0 scale in cumulative, professional, and major GPAs by the end of the 14 elementary education credit hours.
3. Submit a formal application (Form 1) for admission into teacher education.
4. Obtain a grade of “**C**” or above in each of these courses:
 - ENG 110 or ENG 151 (*or ENG equivalent*)
 - COM 130 or 150 (*or equivalent*)
 - MAT 201 (*or equivalent*) for elementary education majors
5. Complete the PRAXIS I and obtain Kentucky passing scores *or* obtain a passing score on the Florida General Knowledge Test.
6. Obtain a grade of “**C**” or above in EDA 200 Introduction to Education.
7. Complete successfully ED/EDA 201 Structured Inquiry Clinical 60 hours, that includes at least one diversity experience with positive teacher recommendations (proficient rating)—including disposition ratings.
8. Sign off on the Community Life Form.

9. Obtain 5 positive recommendations with disposition ratings for admission into teacher education. Two of the five recommendations come from application to the Program (one personal and one professional).
10. Submit completed “Character and Fitness” form that meets Kentucky’s/Florida’s Code of Ethics.
11. Complete a successful interview with the Teacher Education Committee (Proficient ranking).
12. Obtain an overall *Proficient* score on the Gate 2 portfolio, which includes Standard XI for dispositions.

ADMISSION TO STUDENT TEACHING (GATE 3) – Residential and APS:

1. Cumulative GPA 2.75 minimum
2. Major GPA 2.75 minimum
3. Professional GPA 2.75 minimum
4. Complete Form 2--Application to Student Teaching
5. Obtain positive department approval, including disposition ratings
6. Submit completed “Character and Fitness” form that meets Kentucky’s Code of Ethics [or the comparable documentation in Florida]
7. Complete all professional education courses with a grade of “C” or better
8. Obtain Medical Clearance
9. Complete criminal background check
10. Obtain a *Proficient* rating on each ED/EDA 301 & 401 Clinicals
11. Obtain a *Proficient* rating on the interview
12. Obtain a *Proficient* rating on the portfolio, including Standard XI for dispositions
13. Interview with the Director of Clinical/Field Experiences

EXIT FROM PROGRAM – RECOMMENDATION FOR TEACHER CERTIFICATION (GATE 4) – Residential and APS:

1. Cumulative GPA minimum of 2.75
2. Major GPA minimum of 2.75
3. Professional GPA minimum of 2.75
4. Complete Certification Application
5. Obtain positive cooperating teacher recommendation, including Standard XI for dispositions
6. Complete and meet the criteria on the “Character and Fitness” Form [or Florida Code of Ethics]
7. Complete student teaching with a Proficient rating, including Standard XI for dispositions
8. Obtain a Proficient rating on the interview
9. Obtain a Proficient rating on the portfolio, including Standard XI for dispositions

Licensure Examinations:

All education majors are *required to take* the appropriate PRAXIS II Specialty Area Exam(s) and the respective Principles of Learning and Teaching (PLT) [or Florida assessments (FCTE) prior to graduation].

Certification (Gate 4)

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

Applicants for a Kentucky teaching certificate must complete state approved program requirements and all graduation requirements which provide for meeting the initial academic certification standards. To be recommended for certification, a candidate must pass the Gate 4 interview and the portfolio review with

a proficient rating, which includes a rating on candidate dispositions. For certification the candidate must also receive scores that meet or exceed the Kentucky established minimums on the PRAXIS II Specialty Area Assessment(s) and Principles of Learning and Teaching.

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

[Note: Florida students who matriculated prior to Fall 2013 in the Adult Professional Studies (APS) Elementary Education K-6 major must complete Florida assessments, testing requirements, and application procedures for certification.]

(When certification is desired in another state, keep in mind that most state Departments of Education request a copy of the teaching certificate obtained from the state in which the teacher education program was completed.) Graduates can contact a state's Department of Education to ask for an application for certification and can contact the Certification Specialist at Asbury University for assistance in interpreting individual state certification requirements.

Asbury graduates currently teach throughout the United States and in many foreign countries. Over 60% of the states, including Kentucky, belong to the Interstate Certification Compact.

ELEMENTARY EDUCATION GRADES P-5 MAJOR (EDA)

Kentucky (39 Foundational + 76 major + 9 elective hours for degree)

Foundational Requirement APS (48)

(3 hours in Social Science and 6 hours in Mathematics satisfied by major classes.)

Foundational hours needed for this major (39)

Bible and Theology (9)

__ 3	OT	100	Und. Old Testament
__ 3	NT	100	Und. New Testament
__ 3	TH	250	Foundations Christian Thought

Required Composition level (3)

__ 3	ENG	110	Expos & Research
------	-----	-----	------------------

Also Take:

__ 3	___	Communications (3)
__ 3	___	Communications and/or writing (3)
__ 3	___	Literature (3)
__ 3	(X3)	Humanities (9)
__ 3	___	History (3)
__ 3	___	Science (3)

Required for Education Majors:

__ 3	___	PSY 101 Psychology Everyday Life (3)
------	-----	--------------------------------------

MAJOR REQUIREMENTS (76)

__ 2	EDA	200	Intro to Education
__ 1	EDA	201	Structured Inquiry Clinical Exp
__ 2	EDA	220	Tech for Education
__ 2	EDA	230	Human Growth & Dev
__ 3	EDA	274	Soc Studies & Science
__ 3	EDA	276	Arts & Humanities

__ 3	EDA	290	Facilitate EL Student Success
__ 1	EDA	301	Guided Inquiry Clinical Exp
__ 3	EDA	320	Exceptional Learner
__ 2	EDA	341	Read/Language Arts
__ 2	EDA	342	Teaching of Reading
__ 3	EDA	350	Literacy Assessment
__ 2	EDA	360	Social Studies Methods
__ 3	EDA	380	Elem Math/Science Methods
__ 1	EDA	401	Open Inquiry Clinical Exp
__ 3	EDA	405	Lrn Th/Perf Assess
__ 2	EDA	410	Classrm Management
__ 2	EDA	428	Interventions for Differentiatn
__ 6	EDA	498	Student Teaching
__ 6	EDA	499	Student Teaching

Also take:

__ 3	ENA	240	Gram & Comp Elem Teach
__ 3	ENA	360	Children's Literature
__ 3	MTA	201	Elem School Math I
__ 3	MTA	202	Elem School Math II
__ 3	MTA	203	Elem School Math III

PLUS

Interdisciplinary Emphasis (9) (Wilmore)

__ 3 (x3) Additional Courses in Liberal Arts*

*Not used to meet foundational requirements.

[Choose from literature, history, philosophy, music, art, writing, communications, social sciences, science, foreign language, mathematics, technology, theatre.]

See the UNIVERSITY COURSE CATALOG for course descriptions.

ELEMENTARY EDUCATION GRADES K-6 MAJOR (EDF) FLORIDA

Florida (39 Foundational + 73 major + 12 elective hours for degree)

[For Florida students who matriculated prior to Fall 2013]

Foundational Requirement APS (48)

(3 hours in Social Science and 6 hours in Mathematics satisfied by major classes.)

Foundational hours needed for this major (39)

Bible and Theology (9)

__ 3	OT	100	Und. Old Testament
__ 3	NT	100	Und. New Testament
__ 3	TH	250	Foundations Christian Thought

Required Composition level (3)

__ 3	ENG	110	Expos & Research
------	-----	-----	------------------

Also Take:

__ 3	__	Communications (3)
__ 3	__	Communications and/or writing (3)
__ 3	__	Literature (3)
__ 3	(X3)	Humanities (9)
__ 3	__	History (3)
__ 3	__	Science (3)

Required for Education Majors:

__ 3	__	PSY 101 Psychology Everyday Life (3)
------	----	--------------------------------------

MAJOR REQUIREMENTS (73)

__ 2	EDA	200	Intro to Education
__ 1	EDA	201	Structured Inquiry Clinical Exp
__ 2	EDA	220	Tech for Education
__ 2	EDA	230	Human Growth & Dev
__ 3	EDA	274	Soc Studies & Science
__ 3	EDA	276	Arts & Humanities
__ 1	EDA	301	Guided Inquiry Clinical Exp
__ 3	EDA	320	Exceptional Learner
__ 2	EDA	341	Read/Language Arts
__ 2	EDA	342	Teaching of Reading
__ 3	EDA	350	Literacy Assessment
__ 2	EDA	360	Social Studies Methods
__ 3	EDA	380	Elem Math/Science Methods
__ 1	EDA	401	Open Inquiry Clinical Exp
__ 3	EDA	405	Lrn Th/Perf Assess
__ 2	EDA	410	Classrm Management
__ 2	EDA	428	Interventions for Differentiatn
__ 12	EDA	499	Student Teaching

Also take:

__ 3	ENA	240	Gram & Comp Elem Teach
__ 3	ENA	360	Children's Literature
__ 3	MTA	201	Elem School Math I
__ 3	MTA	202	Elem School Math II
__ 3	MTA	203	Elem School Math III

Plus:

INTERDISCIPLINARY EMPHASIS (Florida)

Teaching English as a Second Language (9)

Select:

__ 3	EDA	290	Facilitate EL Student Success
	ENA	200	Intro to TESL

Also take:

__ 3	ENA	331	Linguistics & Adv. Grammar
__ 3	EDA	418	TESL Methods & Culture

See the UNIVERSITY COURSE CATALOG for course descriptions.

SPECIAL APS PROGRAMS

MINISTRY MANAGEMENT/Non-Profit Management

IN CONJUNCTION WITH SALVATION ARMY OFFICER TRAINING PROGRAM

Dr. Stephen Clements and Dr. Clair Budd, Co-Directors

Business, Economics & Political Science Department and Christian Studies & Philosophy Department

Asbury University has had a longstanding relationship with the Salvation Army, sharing a Wesleyan heritage for many decades with numerous faculty members and a great many students. Asbury University faculty and administrators have developed an APS program using distance learning and online courses in conjunction with the Salvation Army Eastern Territory School for Officer Training based in New York. Open only to select students who have completed the SA Officer Training Degree, this APS program will be delivered by Asbury faculty through a combination of online courses and face-to-face intensive courses (some intensives will be taught at the Wilmore campus and others at the SA headquarters in New York). The program will build on the Salvation Army student's Associate of Applied Science degree, and will be delivered to cohorts of Army students over a five year cycle.

MINISTRY MANAGEMENT PROGRAM (MM) (64 hours at Asbury)

NON-PROFIT MANAGEMENT

FOUNDATIONAL REQUIREMENTS (48)

(3 hours in humanities and 3 hours in technology are satisfied by required major courses)

Foundational hours needed for this major (42)

[30.0 hours of Foundation met by SOT degree.]

SOT = satisfied by completion degree in the Salvation Army Officer Training Program.

Bible and Theology (9)

SOT New Testament

SOT Old Testament

SOT Christian Doctrine

Required Composition Level (3)

___3 ENG 110 Expos & Research

Communications (6)

SOT Homiletics

Literature (3)

___3 ENG 205 Literature & Culture

Humanities (6)

SOT Biblical Literature

SOT Ethics

History (3)

SOT Church History

SOT History of SA

Social Sciences (6)

SOT Social Problems

SOT Psychology

Mathematics (3)

___3 MAT 120 Concepts of Math

Science (3)

___3 HED 299 Contemporary Health Issues

PROGRAM REQUIREMENTS (64)

Complete Foundational courses (12)

__ 3	ENG	110	Expos & Research
__ 3	ENG	205	Literature & Culture
__ 3	HED	299	Contemporary Health Issues
__ 3	MAT	120	Concepts of Math

MAJOR AREA REQUIREMENTS (53)

__ 3	LMN	332	Leadership in Ministry
__ 3	LMN	425	Mentoring
__ 3	LMN	430	Flourishing in Ministry
__ 3	LMN	434	Organizational Strategies Ministry
__ 3	LMN	450	Ministry Risks & Crises
__ 3	LMN	475	Contemporary Issues in Ministry
__ 4	BUA	251	Applications in Business Comm
__ 3	BUA	211	Principles of Management
__ 3	BUA	412	Organizational Behavior
__ 3	BUA	430	NPO Leadership & Mgt.
__ 3	BUA	440	NPO Fundraising, Grants, Philanthropy
__ 3	BUA	445	Fiscal/Performance Mgt NPO
__ 1	MIM	435	Summer Internship
__ 1	MIM	435	Summer Internship
__ 1	MIM	435	Summer Internship
__ 1	MIM	435	Summer Internship
__ 3	MIM	480	MM Capstone Project Orientation
__ 3	MIM	485	MM Capstone Project Research I
__ 3	MIM	490	MM Capstone Project Research II
__ 3	MIM	499	MM Capstone Project

**PLUS 30 HOURS OF ELECTIVES satisfied by SOT degree
TO MEET THE 124 HOUR DEGREE REQUIREMENT**

GRADUATE PROGRAMS

In The Following Disciplines

BUSINESS –

M.B.A. Master of Business Administration
Entrepreneurship

COMMUNICATIONS –

M.A. in Communications
Film Studies-Digital Storytelling

EDUCATION –

M.A. in Education
English As A Second Language Endorsement
Learning And Behavior Disorders
Literacy Specialist P-12
Teacher As Leader

M.A.T. in Teaching
Biological Science 8-12
Chemistry 8-12
English 8-12
Mathematics 8-12
Social Studies 8-12
French P-12
Latin P-12
Spanish P-12
English As A Second Language
Learning And Behavior Disorders

Ed.S. in Educational Leadership
Principal Licensure/Instructional Supervisor

SOCIAL WORK –

M.S.W. Master of Social Work
Child and Family Services

ACADEMIC POLICIES FOR GRADUATE PROGRAMS

STUDENTS IN GRADUATE PROGRAMS ARE SUBJECT TO THE ACADEMIC POLICIES OF THE UNIVERSITY.

In this section you will find general policies particular to graduate studies.

Additional information may also be found in the student handbook.

Admissions and academic policies specific to the respective degree programs are included under each program's section.

Please refer to the *UNIVERSITY ACADEMIC POLICIES* sections for more information on:

General Policies - Students with Disabilities, Academic Integrity

Transfer Credit - Official Transcripts, Taking Credits Elsewhere

Registration- Auditing courses

Withdrawal from University

Contract Courses (Independent Studies, Etc.)

Grading Scale, Incompletes, Grade Changes, Commencement

Transcript Requests and Release Policy

Probation, Suspension and Appeals

Advising

Each graduate student will be assigned an advisor. All steps in the program will be accomplished in consultation with the academic advisor. It is the responsibility of the graduate student to become thoroughly informed about the general regulations and policies governing the master's program. In Graduate Education, students enroll in a required orientation with the first field component or first course in the leadership programs. The graduate student is also responsible for completing all program requirements within the permitted time limit.

Transfer of Credits:

Refer to the specific graduate programs for details on their transfer credit policy. Graduate transfer credit is awarded based on the recommendation of the specific graduate program director who evaluates the individual transcripts of applicants to their program.

1. With approval, a student may transfer a limited amount of prior work toward the master's degree. The individual graduate programs set limits on which courses and how much of the program can be transferred from another institution. The typical maximum is no more than one third of graduate hours may be transferred.
2. Only courses with a grade of B or better may be transferred. These credits must have been completed at a regionally-accredited graduate school. Transfer courses must be equivalent to Asbury University courses, and meet all accreditation requirements for the respective program.
3. No graduate courses may be taken elsewhere to transfer back after matriculating to the Asbury University graduate program.
4. Undergraduate coursework, and/or coursework used for another Asbury degree or credential, may not be applied to a graduate program unless specifically indicated and approved by the Academic Dean.
 - a. The Dean of the School of Education approves all prior coursework for the education licensure credential.
 - b. Students who are granted permission by the Academic Dean to satisfy a requirement through prior undergraduate coursework may need to complete alternative elective coursework in order to have the minimum graduate level hours (30) to earn the degree.

Graduate Program Time Limitation

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

Attendance

Regular attendance and participation in class are essential. This includes punctuality, participation, collegiality, effort, etc.

Undergraduates In Master Level Courses

Undergraduate seniors with a minimum 3.25 cumulative grade point average who demonstrate outstanding scholastic ability, and who satisfy the requirements for regular graduate admission, may be permitted to enroll for a graduate course (500-level) simultaneously with undergraduate courses.

The following stipulations apply (specific graduate programs may have stricter regulations.):

- GPA of 3.25 required.
- This can only be done during the undergraduate senior year.
- No more than one graduate course may be taken per semester.
- The student will be required to pay all graduate course fees.
- The graduate course will be listed as part of the undergraduate record and GPA.
- In no case may the credits count toward both a graduate and an undergraduate degree.

COURSE REGISTRATION

It is the student's responsibility to verify that they are registered for the correct courses they are actually taking. Students will not receive credit for courses in which they are not properly registered.

CHECK YOUR CLASS SCHEDULE AT: online.asbury.edu.

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

The Drop/Add period for the School of Graduate and Professional Studies (APS and Graduate) is set by program or course. Drop/Add dates for each course are viewable in your schedule when you log in at online.asbury.edu.

Dropping A Course Or Withdrawal: Students needing to drop a course or withdraw from the university must do so through the Registrar's Office and must complete the appropriate forms. Students who do not file these forms and simply stop attending classes will receive a grade of "F" in such courses and there is no refund of tuition. See *Academic Policies and Procedures: Withdrawal Policy*.

Course Exchanges

In the APS and Graduate programs which have modular classes beginning at later dates in the term students have the option to exchange a future course for one that has not yet begun in the term. 1. The exchange must occur prior to the start date of both courses involved. 2. Both courses involved in the exchange must be worth the same number of credits. 3. Students must contact the registrar's office to adjust the official registration.

Repeating a Graduate Course

Grades of C or below may be repeated. No more than two courses may be repeated.

Grading

Course grades will be awarded according to the following University scale:

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

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

I	Incomplete
W	Withdrew
P	Passing credit/no credit course
N	Not passing credit/no credit course
S	Satisfactory audit
U	Unsatisfactory audit

INCOMPLETE GRADES

A temporary incomplete grade ("I") is granted by the Dean of the appropriate college only in extenuating circumstances. A student who receives an "I" must complete the work for that course no later than the eighth week after the end of the grading period at which time a permanent grade will be recorded.

SCHOLARSHIP STANDARDS

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

COMMENCEMENT AND GRADUATION

Requirements for Master's Candidates

(a) Has a cumulative GPA of at least 3.00.

(b) Will have completed all requirements for a degree by one of the following:

- has completed all degree requirements as of the previous fall semester.
- is enrolled in the current spring semester for all remaining requirements which will be completed by the May commencement.
- Will have no more than 7 semester hours remaining to complete at Asbury or elsewhere after the May Commencement AND must be able to complete those 7 hours before the fall. [For the MA in Education: must be enrolled in EDG 680 Research and Development before the commencement.]

(c) Completed graduation application. Go to www.asbury.edu/offices/provost/commencement

Graduation honors are not awarded to master's level students.

Diplomas and final official transcripts are not released until all academic and financial obligations to the university are satisfied.

FINANCIAL AID AND SATISFACTORY PROGRESS FOR GRADUATE STUDENTS

See the University Academic Policies sections, for Probation and Suspension procedures. Also, see above for the Scholarship standards, and time limits for graduate students.

The Financial Aid Office monitors semester hours of graduate students receiving aid to ensure that an appropriate load is maintained according to the following chart:

Aid status	Required semester load	Required annual hours completed to continue receiving aid
Full-time	9	18
Half-time	5-8	10

All students, including graduate students, are subject to the Academic Progress and Financial Aid policy described above except as more specifically delineated below.

All students, including graduate students, are subject to the Appeals Procedure for financial aid as stated in the Financial Aid section of the current Bulletin.

All students, including graduate students, are subject to the Appeals Procedures-Academic as delineated in the Academic Policies and Procedures section of the current Bulletin.

In order to be eligible for financial aid (i.e., loans), graduate students must be enrolled for a minimum of 5 semester hours in any semester (summer, fall, and/or spring) and be making satisfactory progress toward the completion of the master's degree (M.A., M.A.T., M.B.A. M.S.W., Ed.S.) or certification. The various degree programs require in the range of 32 to 60 semester hours to complete. Normally, a graduate student should be completing at least 10 semester hours per academic year.

Graduate students receiving financial aid (loans) must complete a minimum of five hours per semester and, therefore, will be making satisfactory progress as described above.

At the end of each semester (including summer) all graduate students will be reviewed by the Academic Dean with regard to: (1) academic status (scholarship standards) and (2) satisfactory progress. Students found not to be meeting the *scholarship standard* of a 3.00 cumulative grade point average will be handled as outlined above. Students found not to be making *satisfactory progress* (failure to complete all hours attempted) will be reported to the Director of Financial Aid. The Academic Dean together with the Director of Financial Aid will make a decision regarding the appropriateness of continued aid (i.e., loans). Such a decision may be the termination of further aid or the continuation of aid under specified conditions.

MASTER OF BUSINESS ADMINISTRATION

Dr. Stephen Clements, Chair of Business, Economics & Political Science

Mr. David Bosch, and Dr. Mark Gill, Directors

[PENDING APPROVAL BY SACCS]

Sustainable, innovative wealth creation in the economy, as well as viable, effective social institutions in the non-profit sector, require sophisticated management skills grounded in a robust understanding of ethics and Christian virtues. Asbury University's MBA program, launched initially in an online format, educates men and women from around the world in a graduate management curriculum that will enable them to translate their passion for products, services, outreach, or ideas into viable enterprises that generate the greatest possible results for the economy and society. Our program embeds prudential and Biblical principles into inquiry across the traditional fields of MBA study, an entrepreneurial theme across all courses and the capstone project, and a focus on business as mission. Students who complete our program will be poised to provide effective leadership in management, with integrity and conscience, across a broad range of careers and organizations.

APPLICATION PROCESS FOR ADMISSION TO THE MBA PROGRAM

1. Complete an online application at www.asbury.edu/MBA.
2. Have official transcripts of all undergraduate work and graduate work sent directly from the credit-granting institution to the address below. Hand-carried transcripts, even in a sealed envelope, are not official.
3. Submit GMAT or GRE scores to the Asbury University MBA Program.
4. Request (2) two professional references which must be submitted directly to the MBA Program using the online forms provided: 1 professional reference and 1 academic reference
5. Submit current resume by email to MBA@asbury.edu.
6. Complete the Short Essay at www.asbury.edu/MBA (1 page or less)
7. Signed Asbury University Community Expectations Statement (found online at www.asbury.edu/MBA)

Mail all documents to:
MBA Program Admissions
Corbitt Hall
Asbury University
One Macklem Drive
Wilmore, Kentucky 40390
859-858-3511 (x 2600)

ADMISSION REQUIREMENTS FOR THE MBA PROGRAM

1. Completed graduate application form.
2. Official transcripts of all undergraduate and graduate coursework.
3. Bachelor's degree or an advanced degree from a regionally accredited college or university with a cumulative grade point average of 2.5 or higher on a 4.0 scale.
4. Minimum two years of work experience (contact MBA@asbury.edu for exceptions)
5. Applicants are not required to have a business undergraduate background. However, they should have undergraduate course equivalents in Statistics and Accounting. (Contact MBA@asbury.edu for way to complete these prerequisites and for more information.)
6. Submission of TOEFL scores for International applications for whom English is not the first language and participation in a SKYPE interview

Transfer Credit Policies

Transfer credits will be evaluated on a case by case basis. Contact MBA@asbury.edu about transfer credits.

Graduation Requirements

1. Successful completion of all coursework.
2. Minimum cumulative grade point average of 3.00.
3. Minimum of 30.0 hour of graduate coursework.
4. Attendance and participation in the Capstone Strategy Class in Wilmore, Kentucky.
5. Application for graduation approved by the Registrar.

Go to www.asbury.edu/offices/provost/commencement

DEGREE PROGRAM OPTIONS AND REQUIREMENTS

MASTER OF BUSINESS ADMINISTRATION *[PENDING APPROVAL BY SACS]* ENTREPRENEURSHIP

REQUIRES 36 SEMESTER HOURS

__ 3.0	MBA	501	Business Ethics
__ 3.0	MBA	502	Accounting
__ 3.0	MBA	503	International Business & Economics
__ 3.0	MBA	504	Financial Management
__ 3.0	MBA	505	Global Operations & Data Management
__ 3.0	MBA	506	Strategic Marketing
__ 3.0	MBA	507	Strategic Leadership
__ 3.0	MBA	508	Entrepreneurship & Innovation
__ 1.5	MBA	601	Communication & Culture
__ 1.5	MBA	602	Social Entrepreneurship
__ 1.5	MBA	603	The Global Organization
__ 1.5	MBA	604	The Nonprofit Organization
__ 1.5	MBA	605	Negotiations
__ 1.5	MBA	606	Legal Environment of Business
__ 3.0	MBA	607	Capstone Strategy Class

Optional:

__ 1-3	MBA	693	MBA Seminar
--------	-----	-----	-------------

GRADUATE PROGRAMS IN COMMUNICATIONS

Dr. Jim Owens, Dean of School of Communications Arts

Dr. Don Simmons, Director

The Master's of Communication: Digital Storytelling is designed to strengthen student skill sets in creating and managing narrative along with gaining expertise with technology requirements. The graduate learning climate promotes individual inquiry, questioning, application, analysis, evaluation, critical and reflective thinking. Students are encouraged to grow individually because of academic excellence and spiritual vitality and develop professionally through hands-on experience and mentoring through internships. The Digital Storytelling program prepares the individual student to engage culture as a professional, find compelling stories, and share them in a compelling manner with target audiences.

APPLICATION PROCESS

1. Complete an application at www.asbury.edu
2. Have official transcripts of all undergraduate work and graduate work sent *directly* from the credit-granting institution. Hand-carried transcripts, even in a sealed envelope, are not official.
3. Submit GRE scores.
5. Request two references (1) current or recent employer, and (2) a personal reference (not a family member).

Mail all documents to:

Graduate Communications Admissions

Corbitt Hall

Asbury University

One Macklem Drive

Wilmore, Kentucky 40390

859-858-3511 (x 2600)

ADMISSION REQUIREMENTS FOR THE GRADUATE SCHOOL

1. Completed graduate application form, including Character and Fitness form.
2. Official transcripts of all college/university coursework.
3. Bachelor's degree or an advanced degree from a regionally accredited college or university with a cumulative grade point average of 3.0 on a 4.0 scale.
Candidates not meeting the grade point average criteria may apply for admission on a provisional status.
4. Submit a current resume (include awards, leadership positions, and industry experience).
5. Write a maximum 500 word essay about your personal vision (goals and life purpose) for implementing digital storytelling in your career. Clearly state in your essay the contributions you expect to make to the field of digital storytelling and how this assistantship will help you achieve these goals.
6. TOEFL for all applicants whose native language is not English: 550 minimum on the paper based test (PBT) or 80 minimum on the Internet based test (iBT).
7. Successful completion of the Graduate Record Exam (GRE) administered by the Education Testing Service with the following corresponding scores on the corresponding sections:
 - (i) Verbal Reasoning taken prior to 8/1/2011 - 450; or
 - (ii) Verbal Reasoning taken after 8/1/2011 - 150;
 - (i) Quantitative Reasoning taken prior to 8/1/2011 - 490; or
 - (ii) Quantitative Reasoning taken after 8/1/2011 - 143; and
 - (iii) Analytical Writing - 4.0.

Candidates not meeting the minimum GRE criteria may apply for admission on a provisional status.

Transfer of Credits: With approval of the Dean of the School of Communications and the Registrar, a student may transfer up to nine semester hours of prior graduate work toward the master's degree. These credits must have been completed at a regionally-accredited graduate school. Only courses with a grade of B or better which are equivalent to Asbury University courses may be transferred.

Credit From Work Experience: A limited number of credits can be waived for extensive media experience within the following criteria:

1. You must be able to show portfolio work that is similar to the quality that would result from taking the course.
 2. Students must complete a minimum of 30 hours at the graduate level for the MA degree.
- When waiving requirements additional courses may need to be taken to meet this 30 hour minimum.

GRADUATION REQUIREMENTS

1. Successful completion of all coursework.
2. Minimum cumulative grade point average of 3.00.
3. Minimum of 30.0 hour of graduate coursework.
4. Application for graduation approved by the Registrar.

Go to www.asbury.edu/offices/provost/commencement

MASTER OF ARTS IN COMMUNICATIONS

See the UNIVERSITY COURSE CATALOG for course descriptions.

DIGITAL STORYTELLING

Requires 36-39 semester hours

DIGITAL STORYTELLING CORE (27)

___ 3	DSG	582	Advanced Screenwriting
___ 3	DSG	621	Master Storyteller's Seminar
___ 3	DSG	625	Deconstructing the Documentary
___ 3	DSG	630	Viral Marketing, Methods, Messages
___ 3	DSG	640	Research Methods in Media
___ 3	DSG	642	Media Ethics & Criticism
___ 3	DSG	710	Apprenticeship
___ 3	DSG	740	Thesis Dev/Creative Project I
___ 3	DSG	741	Thesis Dev/Creative Project II

Complete One Track

-Track will be determined by the School for Communication Arts based upon prior course work or professional media experience.

HYBRID MEDIA TRACK (12)

Students without media-related experience

[9 hours may be waived based upon prior course work or experience]

Foundational courses (9):

___ 3	MCG	500	Audio Production
___ 3	MCG	501	Television Production
___ 3	MCG	502	Digital Field Production

Advanced Courses (3) Select one with advisor approval:

	MCG	510	Cinematography
	MCG	511	Intro to Directing for Film
___ 3	MCG	512	Film Production (by permission)
	DSG	692	Directed study (repeatable)

ADVANCED MEDIA ONLINE TRACK (9)

Students with media-related undergraduate degree or extensive professional media experience

[6 hours may be waived based upon prior course work or experience]

Advanced Courses (9) Select three:

	MCG	510	Cinematography
___ 3	MCG	511	Intro to Directing for Film
___ 3	MCG	512	Film Production (by permission)
___ 3	MCG	521	Advanced Directing
	DSG	692	Directed study (repeatable)

School of Education

GRADUATE EDUCATION PROGRAMS

Dr. Sherry Powers, Dean of School of Education

Dr. Tim Crook, Associate Dean, and Chair of Instructional Leadership

Mark Butler, Chair of Education Specialties, and NCATE Coordinator

Director of Field and Clinical Experiences: Mr. David Riel

GRADUATE EDUCATION PROGRAM MISSION STATEMENT

The Graduate Education Program of Asbury University is committed to preparing leaders for the schools of today and tomorrow. As part of the School of Education, the following mission statement applies to the Graduate Education Program: *Our mission as the School of Education is to facilitate the preparation of professional educators who embody world-class academic excellence, spiritual integrity, and servant leadership.*

To accomplish this end, the Graduate Education Program creates a community and learning environment conducive to individual professional growth while embracing an ever-widening educational partnership with schools both local and worldwide. As part of the clinical-based design in the School of Education, candidates in Graduate Education will focus on instructional design, student assessment, analyze learning, diagnose student needs, and prescribe appropriate interventions. A Virtual Teaching School provides the foundation for delivering clinical preparation. To accomplish this, candidates will have specific and intentional clinical opportunities in each course and will have extended clinical school-embedded experiences integrated throughout the preparation process. The entire program is designed to facilitate education candidates entering a student-centered profession for the 21st century.

In keeping with the institutional commitment to evangelical Christianity in the Wesleyan-holiness tradition, a basic tenet of this program is the cherished preservation of our moral and ethical roots of educational inquiry and thought, content-specific and pedagogical knowledge, professional competence, and Christian caring with an intentional focus on preparation for educational leadership. Reflecting the institution's commitment to develop the professional, the Graduate Education instruction targets individual areas of anticipated development and provides models for professional growth, clinical experiences, and leadership to accommodate specific educational paradigms. Within a framework of moral stewardship and through diverse and exemplary models of teaching, the Graduate Education Program strives to enable its students to become leaders and facilitators of the educational community. Recognizing the influence of our Wesleyan holiness roots and the need for professionals with strong moral and ethical character, the School of Education endeavors to prepare individuals who are committed to a lifetime of learning and will model servant leadership in support of the profession, society, family and the Church.

Foundational to this commitment the Graduate Education Program's philosophy, *Facilitators of Student Success*, seeks to prepare graduate students in response to the Kentucky Teacher Standards for all graduate programs granting a license to teach. The three leadership programs have their respective standards which include the International Reading Standards, the Teacher Leader Model Standards, the Interstate School Leaders Licensure Consortium, Kentucky's Dimensions and Functions for School Leaders, and the Technology Standards for School Administrators. In addition, all candidates in graduate education programs must meet the expectations for the School of Education's Disposition Standard XI, "*demonstrate dispositions that facilitate student learning and success while fostering professional community.*"

The Graduate Education Program offers the Master of Arts degree with opportunity for study in a number of certification areas. Options and specific requirements within these areas are listed below.

GRADUATE EDUCATION GOVERNANCE

The Dean of the School of Education and the School of Education Leadership Team are responsible, within the School of Education, for all policies related to the Graduate Education Program including admission, graduation, academic policies, and appeals. The Academic Dean and Registrar serve as policy and curricular consultants for institutional graduate issues. The School of Education is responsible for education licensure.

GENERAL APPLICATION PROCESS

1. Complete an application at www.asbury.edu at no charge.
2. Have official transcripts of all undergraduate work and graduate work sent *directly* from the credit-granting institution. Hand-carried transcripts, even in a sealed envelope, are not official.
3. Submit one copy of current Teaching Certificate or Statement of Eligibility (only for programs with certificate as a prerequisite).
4. Submit PRAXIS or GRE scores (as required by specific degree programs).
5. Request (3) three professional references which must be submitted directly to the Graduate Education Office using the forms provided: (1) current or most recent employer, (2) former professor, and (3) a personal reference (not a family member).
6. Final admission to the Graduate Education Program will be made by the School of Education.

Mail all documents to:

Graduate Education Admissions
Corbitt Hall
Asbury University
One Macklem Drive
Wilmore, Kentucky 40390
859-858-3511 (x 2600)

ADMISSION REQUIREMENTS MASTER'S DEGREE PROGRAMS

1. Completed graduate application form, including Character and Fitness form.
2. Official transcripts of all college/university coursework.
3. Bachelor's degree or an advanced degree from a regionally accredited college or university with a cumulative grade point average of 2.75 on a 4.0 scale.

One of the following:

- a. Cumulative grade point average of 3.00 on last 30 hours of undergraduate coursework or graduate coursework, OR
 - b. *Candidates not meeting any of the grade point average criteria above who have a cumulative undergraduate or graduate grade point average below 2.75 may apply for admission on a provisional status.*
4. Valid Teaching Certificate (only for programs with certificate as a prerequisite).
 5. TOEFL for all applicants whose native language is not English: 550 minimum on the paper based test (PBT) or 80 minimum on the Internet based test (iBT).
- This results in provisional admittance for up to 9 hours of graduate work.

To be fully admitted to the area of study, the candidate must successfully complete the following pre-professional assessments to continue in the program:

Kentucky's passing score for full admission:

- a. Passing score on PRAXIS I exams OR
- b. Successful completion of the Graduate Record Exam (GRE) administered by the Education Testing Service with the following corresponding scores on the corresponding sections:

- (i) Verbal Reasoning taken prior to 8/1/2011 - 450; or
 - (ii) Verbal Reasoning taken after 8/1/2011 – 150;
 - (i) Quantitative Reasoning taken prior to 8/1/2011 – 490; or
 - (ii) Quantitative Reasoning taken after 8/1/2011 - 143; and
 - (iii) Analytical Writing - 4.0.
- c. If alternative certification, must pass the PRAXIS II content exam in respective discipline.

Transfer of Credits: With approval of the Dean of the School of Education and the Registrar, a student may transfer up to nine semester hours of prior work toward the master's degree. Only courses with a grade of B or better may be transferred. These credits must have been completed at a regionally-accredited graduate school. Transfer courses must be equivalent to Asbury University courses.

Admission To Degree Status (Gate 5)

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

1. Completed degree status application form.
2. Successful completion of a minimum nine (9) semester hours at Asbury University.
3. Minimum of 3.00 grade point average on all graduate coursework completed.
4. Three professional references with disposition ratings.
5. Successful submission of Entry Professional Portfolio.
6. A passing score on the Praxis I exam (also known as the PPST) or GRE
7. A passing score on PRAXIS II content (for M.A.T.candidates)
8. Successful formal interview demonstrating critical thinking, communication, creativity, and collaboration as well as demonstrating professional dispositions expected of professional educators.

Certification Examinations

All candidates seeking teacher certification are to take the appropriate PRAXIS II Specialty Area Examination(s) and Principles of Learning and Teacher Examination(s) in order to be certified. Contact the Graduate Education Office for a list of tests required for each program area.

A bachelors' degree is a prerequisite to all of the master of arts degree programs. Additional prerequisites may be required for each program. All of these programs lead to certification.

Granting Of The M.A. or M.A.T. Degree (Gate 6)

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

1. Successful completion of all coursework.
2. Minimum cumulative grade point average of 3.00.
3. Minimum of 30.0 hour of graduate coursework.
4. Successful submission of Professional Portfolio.
5. Successful completion of Action Research and Project Presentation.
6. Application for graduation approved by the Registrar.

Go to www.asbury.edu/offices/provost/commencement

POST MASTER'S DEGREE PROGRAMS

EDUCATIONAL LEADERSHIP: PRINCIPAL LICENSURE PROGRAM (Ed..S.)

This program is a required post-Masters certification, offered as an EDS degree, and includes 36 hours above the Master's of intensive research and field work over a two year time frame. There are no electives.

Admission Requirements and Application Process

Admission to the Graduate Education Program for the Principal Licensure Program includes the requirements and protocols outlined below.

Prerequisites: Master of Arts in Education, or Master of Arts in Teaching; teaching certification
1. Submission of a portfolio to superintendent requesting recommendation to apply to Principal Licensure Program. Details regarding contents of portfolio may be obtained from the Graduate Education Office.

2. Completed application and portfolio with the following supporting documents to Asbury University to be reviewed by a District/University Screening Committee:

- a. Complete an application at www.asbury.edu at no charge. If preferred, an application with a \$25 nonrefundable registration fee may be submitted by mail.
- b. Have official transcripts of all undergraduate work and graduate work sent *directly* from the credit-granting institution. Hand-carried transcripts, even in a sealed envelope, are not official.
- c. Official transcripts showing master's degree and cumulative grade point average of 3.0 or greater (must be sent directly from the credit-granting institutions)
- d. Copy of current teaching licensure (must have at least three years experience)
- e. Candidates without any passing licensure exams must take the GRE or Miller's Analogy Test for admission.
- f. Character and Fitness form
- g. Selective Interview Process

Admission to Principal Licensure Degree Status (Gate 7)

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

1. Applicants will submit a portfolio to superintendent requesting endorsement to apply to principal preparation program.

2. Portfolio contents will include the following:

- Letter of application
- Evidence of ability to improve student achievement
- Evidence of leadership and management potential
- Letters of recommendation from applicant's principal, supervisor, and/or colleague (choose at least 2)
- Completed copy of the most recent performance appraisal to include professional development component
- A personal statement of career goals

3. Superintendent will review application and, if acceptable, will complete and sign a Professional Recommendation form

4. Application will then be submitted to a District/University Screening Committee along with:

- Official transcript from all degree-granting institutions
- 3.0 GPA
- Current teaching licensure
- Three years successful teaching
- Hold Masters Degree

Completing Level I of the Principal Licensure Program: Capstone Project (Gate 8)

Exit from Level I of the program includes the following requirements:

1. 3.00 GPA
2. Satisfactory Field Component Performance
3. Capstone Project
4. Anchor Assessments

Exiting Level II of the Principal Licensure Program/Granting the Ed.S. Degree (Gate 9)

Exit from Level II of the program includes the following requirements:

1. 3.00 GPA

2. Satisfactory Internship
3. Work Samples demonstrating application of Kentucky Leadership Standards and impact on student achievement
4. Successful completion of Kentucky Leadership Assessment

To graduate with a degree Ed.S. candidates must complete the application for graduation and be approved by the Registrar. Go to www.asbury.edu/offices/provost/commencement

In conjunction with completion of the Principal Licensure Program candidates qualify for dual licensure with Instructional Supervisor Certification.

GRADUATE EDUCATION MASTER’S LEVEL PROGRAMS

See the UNIVERSITY COURSE CATALOG for course descriptions.

MASTER OF ARTS IN TEACHING DEGREE (MAT)

AVAILABLE IN THESE AREAS:

- English as a Second Language
- Learning & Behavioral Disorders
- Teacher Education in
 - Biological Science (8-12)
 - Chemistry (8-12)
 - English (8-12)
 - French (P-12)
 - Latin (P-12)
 - Mathematics (8-12)
 - Social Studies (8-12)
 - Spanish (P-12)

Requirements For Specific M.A.T. Programs:

ENGLISH AS A SECOND LANGUAGE P-12 (ESLG)

M.A.T. and ALT CERT (46 - 50 hours)

Core Requirements (44)

__ 2	EDG	500	Orientation & Clinical Component I
__ 3	EDG	505	Learn Theories & Perform Assess
__ 3	EDG	510	Culture, Design & Management
__ 2	EDG	601	Clinical Component II
__ 3	EDG	605	Foundations of Learning
__ 3	EDG	618	Teaching ESL Methods I/Culture
__ 3	EDG	619	ESL Methods II/Assessment
__ 1	EDG	628	Interven for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project
__ 3	SEG	520	Exceptional Learner
__ 3	SEG	640	Language Learning & Literacy

__ 3	TEL	500	Intro to Teaching ESL
__ 3	TEL	531	Linguistics & Adv Grammar
__ 3	TEL	535	Sound Systems of Language
__ 3	TEL	536	Grammatical Structure of Language

Also complete one (2 - 6):

With Option 6

__ 2	EDG	700	Clinical Component III
------	-----	-----	------------------------

Without Option 6

__ 6	EDG	701	Clinical Component III
------	-----	-----	------------------------

LEARNING AND BEHAVIOR DISORDERS P-12 (LBDA)

M.A.T. and ALT CERT (49 – 53 hours)

Core Requirements (47)

__ 3	EDG	505	Learn Theories & Perform Assess
__ 3	EDG	605	Foundations of Learning
__ 1	EDG	628	Interven for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1			EDG
__ 2	SEG	500	Orientation & Clinical Component I
__ 3	SEG	520	Exceptional Learner
__ 2	SEG	601	Clinical Component II
__ 3	SEG	630	Behavioral Intervention
__ 3	SEG	632	Collaboration & Advocacy
__ 3	SEG	634	Early Child Ed of Special Pop
__ 3	SEG	638	Intro Students with LBD
__ 3	SEG	640	Language Learn & Literacy
__ 3	SEG	642	Mathematics Ed/Special Pop
__ 3	SEG	660	Methods & Assessment I
__ 3	SEG	670	Research Stats & Single-Subj
__ 3	SEG	672	Methods & Assessment II

Also complete one (2 - 6):

With Option 6

__ 2	SEG	700	Clinical Component III
------	-----	-----	------------------------

Without Option 6

__ 6	SEG	701	Clinical Component III
------	-----	-----	------------------------

TEACHER EDUCATION (8-12) or (P-12)

[Prerequisite: a major in subject area; pass content PRAXIS]

For the following areas:

Biological Science (8-12) (BIOG)

Chemistry (8-12) (CHEG)

English (8-12) (ELG)

French (P-12) (FRG)

Latin (P-12) (LTG)

Mathematics (8-12) (MTG)

Social Studies (8-12) (SSG)

Spanish (P-12) (SPG)

Program requires 38 - 42 hours

Core Requirements for all subject area majors (30)

__ 2	EDG	500	Orientation & Clinical Component I
__ 3	EDG	505	Learn Theories & Perform Assess
__ 3	EDG	510	Culture, Design & Management
__ 3	EDG	585	Literacy for Secondary Sch
__ 2	EDG	601	Clinical Component II
__ 3	EDG	605	Foundations of Learning
__ 2	EDG	628	Interven for Differentiation
__ 3	EDG	630	Secondary Meth & Strategies
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project
__ 3	SEG	520	Exceptional Learner

Also complete one (2 - 6)

With Option 6:

__ 2	EDG	700	Clinical Component III
------	-----	-----	------------------------

Without Option 6:

__ 6	EDG	701	Clinical Component III
------	-----	-----	------------------------

PLUS complete one set of requirements for subject area (6)

Choose from:

Biology, Chemistry, English, French, Latin, Mathematics, Social Studies, Spanish

[See courses under BLG, CHG, ELG, FRG, LTG, MTG, SSG, SPG]

__ 3	___	510	Advanced Topics in Subject Area
__ 3	___	610	Adv Independent Research

MASTER OF ARTS DEGREE (MA)

Specific M.A. Program Requirements:

ENGLISH AS A SECOND LANGUAGE P-12 (ESLE)

[Prerequisite: Teacher Certification]

Program requires 44 hours

__ 2	EDG	500	Orientation & Clinical Component I
__ 3	EDG	505	Learn Theories & Perform Assess
__ 3	EDG	510	Culture, Design & Management
__ 2	EDG	601	Clinical Component II
__ 3	EDG	605	Foundations of Learning
__ 3	EDG	618	Teaching ESL Methods I/Culture
__ 3	EDG	619	ESL Methods II/Assessment
__ 1	EDG	628	Interven for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project
__ 3	SEG	520	Exceptional Learner
__ 3	SEG	640	Language Learning & Literacy

__ 3	TEL	500	Intro to Teaching ESL
__ 3	TEL	531	Linguistics & Adv Grammar
__ 3	TEL	535	Sound Systems of Language
__ 3	TEL	536	Grammatical Structure of Language

LEARNING AND BEHAVIOR DISORDERS P-12 (LBD)

[Prerequisites: Teacher Certification; ED 320 or SEG 520 or equivalent]

Program requires 43 hours

__ 3	EDG	605	Foundations of Learning
__ 1	EDG	628	Interven for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project
__ 2	SEG	500	Orientation & Clinical Component I
__ 2	SEG	601	Clinical Component II
__ 3	SEG	630	Behavioral Intervention
__ 3	SEG	632	Collaboration & Advocacy
__ 3	SEG	634	Early Child Ed of Special Pop
__ 3	SEG	638	Intro Students with LBD
__ 3	SEG	640	Language Learn & Literacy
__ 3	SEG	642	Mathematics Ed/Special Pop
__ 3	SEG	660	Methods & Assessment I
__ 3	SEG	670	Research Stats & Single-Subj
__ 3	SEG	672	Methods & Assessment II
__ 2	SEG	700	Clinical Component III

LITERACY SPECIALIST P-12 (LITG)

[Prerequisite: Teacher Certification]

Program requires 33 hours

__ 3	EDG	605	Foundations of Learning
__ 1	EDG	628	Interven for Differentiation
__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project
__ 3	LDG	614	Instructional Leadership
__ 3	LTY	600	Reading & Writing Elem School
__ 3	LTY	610	Read & Write Mid & Sec School
__ 3	LTY	620	Clinical Assess of Literacy
__ 3	LTY	630	Literacy Interventions
__ 2	LTY	640	Professional Dev Seminar
__ 3	LTY	642	Investigations in Literacy
__ 3	LTY	644	Leadership in Literacy

EDUCATIONAL LEADERSHIP: TEACHER AS LEADER (TLE)

[Prerequisite: Teacher Certification]

Program requires 31 hours

Professional Core (10)

__ 3	EDG	605	Foundations of Learning
__ 1	EDG	628	Intervention for Differentiation

__ 2	EDG	636	Instructional Technologies
__ 3	EDG	680	Research Development
__ 1	EDG	681	Research Project

Leadership Core (12)

__ 3	LDG	610	Leading by Design: Create Learn Communities
__ 3	LDG	614	Instructional Leader Part I & TLE Orientation
__ 3	LDG	618	Instructional Leader Part II
__ 3	LDG	622	Strategic Leadership

Curriculum & Assessment Emphasis (9)

Complete one of:

__ 3	LTY	610	Teach Read & Write in the Secondary
	LDG	629	Teaching Literacy & Algebraic Thinking in Elem

Plus take:

__ 3	LDG	634	Curriculum Design for Accountability
__ 3	LDG	636	Assessment & Accountability in the Classroom

GRADUATE EDUCATION POST MASTER'S LEVEL PROGRAMS

EDUCATION SPECIALIST DEGREE (Ed.S.)

Specific Ed.S. Program Requirements

EDUCATIONAL LEADERSHIP: PRINCIPAL LICENSURE (PLP)

[In conjunction with completion of PLP candidates qualify for dual licensure with Instructional Supervisor Certification]

[PREREQUISITES: MA degree and Teacher Certification]

Program requires 36 hours

Level I Instructional Leadership Core (30)

__ 3	LDG	710	Leading Teaching & Learning / Orientation
__ 3	LDG	718	Und. Assessment/Monitoring Performance
__ 3	LDG	720	Collaborative Performance Appraisal
__ 3	LDG	722	Financial Resources & Personnel Selection
__ 3	LDG	730	Building & Sustain Professional Learning Communities
__ 3	LDG	748	Organizational Structure
__ 3	LDG	750	Using Data to Improve Student Achievement
__ 3	LDG	760	Financial Resources & Legal Responsibilities
__ 3	LDG	763	Leading Differentiated Instruction
__ 3	LDG	775	Capstone Project: Gate 8

Level II Administrative/Principal Emphasis (6)

__ 3	LDG	704	Modeling Highly Effective Leadership I
__ 3	LDG	705	Modeling Highly Effective Leadership II

OTHER CERTIFICATIONS

DIRECTOR OF PUPIL PERSONNEL (DPP) [PENDING EPSB APPROVAL]

[PREREQUISITES: MA degree and Teacher Certification]

Program requires 27 hours

Level I: (21)

__ 3	LDG	710	Leading Teaching & Learning / Orientation
__ 3	LDG	730	Building & Sustain Professional Learning Communities
__ 3	LDG	748	Organizational Structure
__ 3	LDG	750	Using Data to Improve Student Achievement
__ 3	LDG	760	Financial Resources & Legal Responsibilities
__ 3	LDG	763	Leading Differentiated Instruction
__ 3	LDG	775	Capstone Project: Gate 8

Level II: (6)

__ 3	LDG	706	Director of Pupil Personnel: Leading Student Services
__ 3	LDG	707	Director of Pupil Personnel: Seminar/Practicum

MODERATE AND SEVERE DISABILITIES CERTIFICATION (MSD)

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

Program requires 16 hours

Courses at University of Kentucky (13 hours)

__ 3	EDS	530	Characteristics of Persons with Moderate and Severe Disabilities
__ 3	EDS	546	Transdisciplinary Services for Students with Disabilities
__ 3	EDS	548	Curriculum Design for Students with Moderate and Severe Disabilities
__ 4	EDS	549	Methods for Students with Moderate and Severe Disabilities

plus

Asbury University Course:

__ 3	SEG	695	Clinical Component III (MSD)
------	-----	-----	------------------------------

SCHOOL SOCIAL WORKER CERTIFICATION TRACK

In collaboration with Asbury University's MSW Program, the School of Education offers the School Social Worker Certification Track. There are three plans available:

1. Advanced Regular Program (60 hours); leads to Rank I Certification
2. Advanced Standing Program (39 hours); leads to Rank II Certification
3. Certificate Program (15 hours); for those already holding an MSW degree with a concentration in Child and Family Services; leads to Rank I Certification

Plans one and two require successful completion of all MSW requirements, including the Program's Child and Family Services Concentration. Successful completion of the Track requires approval of both the School of Education and the MSW Program. More complete information about this option is available in either the MSW Office or the Graduate Education Office.

Program requires 15 hours

Complete one:

__ 3	SEG/ESW 520	Exceptional Learner in the General Education Classroom
	SEG/ESW 638	Introduction to Students with LBD

Complete:

__ 3	SEG/ESW 630	Behavioral Intervention of Students with LBD
__ 3	SEG/ESW 632	Collaboration and Advocacy for Special Populations

Complete Field Education in two different school levels.

__ 3 SWG 650 Field Instruction III

__ 3 SWG 690 Field Instruction IV

OR

[If above courses already completed for MSW degree at Asbury University]

Complete additional Field Education in two different school levels.

__ 3 SWG 695 if SWG 650 done in MSW program

__ 3 SWG 795 If SWG 690 done in MSW program

Endorsements in several areas also available for qualified candidates. See School of Education for further details.

GRADUATE PROGRAMS IN SOCIAL WORK

Dr. David Cecil, Chair of Behavioral Sciences

Dr. William Descoteaux, Director

MISSION

The Mission of the Asbury University Master of Social Work (MSW) Program arises from a belief in the inherent worth and dignity of all persons. This belief is sustained by the University's commitment to historic orthodox Christianity as expressed in the Wesleyan tradition's core emphases on personal and social holiness, resulting in love for all persons individually and for the world, with particular concern for the poor, the vulnerable and the exploited, and a passion to seek justice and an understanding that God's grace provides all persons with transforming potential. Graduates will be prepared for theologically informed advanced social work practice in national and global contexts that is agency or church-based.

PROGRAM GOALS

The graduate program in social work:

- teaches knowledge, values and skills for students to function as generalist social workers (foundation year of the program), and as advanced practitioners with children, adolescents, adults, and/or family systems (concentration year of the program).
- promotes collaborative processes between social workers and client systems - individuals, groups, families, communities and organizations - in order to relate to all systems in a unique manner.
- teaches students to be culturally-sensitive and to reconcile persons and systems through appropriate social work interventions, including policy analysis and social change strategies.
- develops the students' critical thinking skills, professional use of self as a social worker and effective oral and written communication skills, appropriate for advanced social work practice; and prepares students for lifelong learning both personally and professionally.
- teaches students research processes and skills; so they can evaluate agency outcomes and practices in an ongoing manner, and develop processes within agencies for feedback within and between agencies and social systems.
- focuses on the concerns of the poor and oppressed both nationally and globally, and arising from the Biblical witness of preferential concern for these groups, fosters an understanding of God's grace to all persons. Students in the program are taught interventions to protect and to advance the "rights" of the poor and oppressed, thereby demonstrating God's grace in the world.
- is based on an understanding of the dignity and worth of all persons and on the historic context of social welfare rooted in the Judeo-Christian heritage. From this foundation, the program promotes self-determination as stated in the NASW Code of Ethics.
- prepares advanced social work practitioners for agency or church-based practice with a particular concern for low-income populations.
- encourages students to develop a Christian theological framework that informs their social work identity, knowledge and practice, including an understanding of how historic orthodox Christianity in the Wesleyan-Holiness tradition is a dynamic resource for social work practice.
- is a professional community of academic and practice excellence, supportive and sustaining relationships, and vital spiritual growth.

ACCREDITATION

Asbury University's MSW Program is accredited through the Council on Social Work Education.

ADMISSIONS REQUIREMENTS

1. Completed MSW graduate application form, including Character and Fitness form, Missions Statement, and Autobiographical Statement.
2. Official transcripts of all college/university coursework
3. Three Letters of Recommendation from:
 - a. professor,
 - b. employer or field site supervisor,
 - c. personal reference (not a relative)
4. Bachelor's degree from a regionally accredited college or university.
5. One of the following:
 - a. Cumulative grade point average of 2.75 on all undergraduate course work OR
 - b. Cumulative grade point average of 3.00 on last 60 hours of undergraduate course work, OR
 - c. Cumulative grade point average of 3.00 on earned master's degree
5. Candidates not meeting any of the grade point average criteria above but who have a cumulative undergraduate grade point average of 2.50-2.74 may apply for admission on a provisional status. No more than 10% of the MSW student population may be admitted on a provisional status.
6. Complete all prerequisite requirements, OR have a plan to complete these requirements prior to entering the MSW Program. The prerequisites are:
 - a. 3 semester hours of introduction to psychology
 - b. 3 semester hours of introduction to sociology
 - c. 3 semester hours of statistics
 - d. 9 semester hours in humanities

Mail all documents to:

Master of Social Work Admissions
Corbitt Hall
Asbury University
One Macklem Drive
Wilmore, Kentucky 40390
859-858-3511 (x 2600)

ADDITIONAL ADMISSION REQUIREMENTS FOR THE ADVANCED STANDING PROGRAM

In order for applicants to be considered for admission to the advanced standing program, they must meet the following additional requirements:

1. Completed an undergraduate degree from a social work program accredited by the Council on Social Work Education, with an overall grade point average of at least 3.25. CSWE requires that students have a plan to finish the MSW within ten years of completing a BSW from an accredited program to be eligible for advanced standing status.
2. Have recommendations completed, a specific writing sample, and an autobiography that demonstrates readiness to begin at the advanced level of graduate education and advanced social work practice.
3. Submit a copy of their Field Evaluation form OR a letter from the BSW Field Director if the student is currently in field placement and a field evaluation form is not available at the time the application is submitted. (A copy of the final Field Evaluation Form is required once the field placement is completed.)

All documents indicated below should be mailed as a packet, by the applicant, to MSW Graduate Admissions, Asbury University, Corbitt Hall, One Macklem Drive, Wilmore, Kentucky 40390.

1. Complete applications (graduate & MSW); including autobiographical statement.
2. Official transcripts of all undergraduate and graduate work sent directly from the credit-granting institution to the student in sealed envelopes.
3. Three letters of recommendation in sealed envelopes that are sent directly to the student.

4. Additional application materials are required for Advanced Standing or transfer students. Once the admissions packet is received, the application file will be reviewed by the MSW Admissions Committee on a rolling-admission basis. The admissions criteria are stated on the reference forms and with other data submitted provide the basis for the MSW Admissions Committee's decision. The criteria are divided into three categories: emotional readiness, academic readiness, and professional readiness.

ADMISSIONS POLICIES

1. Only candidates who have earned a bachelor's degree may be admitted.
2. No credit for life experience or previous work experience may be granted.
3. Advanced standing status is awarded only to graduates of baccalaureate social work programs accredited by CSWE.
4. Only files which include an original transcript from the bachelor's degree granting institution will be considered.
5. Bachelor's degrees must be from an institution which is accredited by a regional accrediting body for higher education such as the Southern Association of Colleges and Schools.

ADMISSIONS POLICY—TRANSFER CREDIT

1. Graduate credit earned in accredited graduate schools and carrying a grade of B or better will be transferable toward an advanced degree at Asbury University. This correspondence can be demonstrated by students providing their advisors and the chairperson of the MSW Admissions Committee with catalog course descriptions, course syllabi, and/or completed assignments for the courses being considered for transfer credit.
2. A maximum of 12 credits taken by students on a non-matriculated basis may be transferred toward the 60-credit MSW degree requirement. Transfer courses may be accepted for credit if they have been completed up to five years prior to acceptance into the MSW Program. Transfer credit is not accepted for credits earned following matriculation at Asbury University. (This policy does not apply to taking courses at Asbury Theological Seminary as part of the electives in the MSW Program.)
3. Applicants to the 60 credit hour MSW program may transfer up to 30 maximum credit hours from another CSWE accredited MSW Program, in which they were matriculated graduate students in good standing, to the extent that the student can demonstrate correspondence to course(s) in the Asbury degree program and pending approval by the Chairperson of the MSW Admission Committee and the Academic Dean. Thirty (30) credits of graduate coursework must be completed at Asbury University. Academic credit is not given for life experience or previous work experience.

PROCEDURES FOR TRANSFER ADMISSIONS

1. In addition to the general admissions material for the applicant's file, the following must be included in the file prior to the submission of the file for committee decision:
 - a. Signature on Release of Information Consent Form for the School of Social Work where the student completed his/her course work.
 - b. Copy(ies) of field evaluation form(s) (if applicable).
2. While the applicant is in the admissions process to our program, his/her transcript of graduate credit can be reviewed. A letter can be sent to the applicant that clearly identifies the courses that can be considered for transfer into our program (if the applicant is accepted). This letter is sent to the applicant and a copy is put in the admissions file.
3. When the applicant is accepted to the MSW Program, the Graduate Transfer Credit evaluation form is completed, signed by the MSW Director and sent to the Academic Dean along with the official Graduate Transcript for review and approval.
4. When the Transfer Credit Evaluation form is approved and signed by the Academic Dean, the original form and official Graduate transcript is maintained by the Registrar's Office. A copy is put in the student's file with his/her program of study form, and another copy is sent to the student.

FIELD EDUCATION

A roster of field education agencies and organizations used for Asbury University practicum education are available from the MSW office. Due to unpredictable organizational and staff changes, there may be semesters in which agencies are temporarily unable to accept students in placement. Availability of individual agencies is subject to change without notice. Students are encouraged to explore practicum related interests with their faculty advisor, with other students who have completed a practicum in an agency of interest, and with the Director of Field Education. Students with particular concerns related to their placement assignments should confer with their Faculty Advisor and with the Director of Field Education prior to the due date for submission of their practicum application. **Students may not contact any field agencies without prior approval of the Director of Field Education.**

CONCENTRATION

The MSW Program offers one concentration (the last 30 semester hours of the Program) in Child and Family Services. Recognizing the importance of positive human development across the lifespan and of strong families for constructing functional communities, the concentration objectives are to prepare students for advanced social work practice supporting the needs of all persons to achieve their optimal God given potential.

ELECTIVE OPTIONS

The Master of Social Work offers a wide array of electives providing students with multiple options to design a program of study, in conjunction with their Faculty Advisor, individually tailored to their interests and anticipated future area of professional practice. Elective options include social work courses, graduate education courses and, on a space available basis, over 60 Asbury Theological Seminary courses. A listing of these courses is available from the MSW office.

SCHOOL SOCIAL WORKER CERTIFICATION TRACK

In collaboration with Asbury University's MSW Program, the School of Education offers the School Social Worker Certification Track. There are three plans available:

4. Advanced Regular Program (60 hours); leads to Rank I Certification
5. Advanced Standing Program (39 hours); leads to Rank II Certification
6. Certificate Program (15 hours); for those already holding an MSW degree with a concentration in Child and Family Services; leads to Rank I Certification

Plans one and two require successful completion of all MSW requirements, including the Program's Child and Family Services Concentration. Successful completion of the Track requires approval of both the School of Education and the MSW Program. More complete information about this option is available in either the MSW Office or the Graduate Education Office.

Program requires 15 hours

Complete one:

- | | | |
|------|-------------|--|
| __ 3 | SEG/ESW 520 | Exceptional Learner in the General Education Classroom |
| __ 3 | SEG/ESW 638 | Introduction to Students with LBD |

Complete:

- | | | |
|------|-------------|--|
| __ 3 | SEG/ESW 630 | Behavioral Intervention of Students with LBD |
| __ 3 | SEG/ESW 632 | Collaboration and Advocacy for Special Populations |

Complete Field Education in two different school levels.

- | | | | |
|------|-----|-----|-----------------------|
| __ 3 | SWG | 650 | Field Instruction III |
| __ 3 | SWG | 690 | Field Instruction IV |

OR

[If above courses already completed for MSW degree at Asbury University]

Complete additional Field Education in two different school levels.

- | | | | |
|------|-----|-----|--------------------------------|
| __ 3 | SWG | 695 | if SWG 650 done in MSW program |
| __ 3 | SWG | 795 | If SWG 690 done in MSW program |

GRADUATION REQUIREMENTS

1. Completion of all required SWG course requirements with a 3.0 GPA or greater and completion of all Program course requirements with a cumulative GPA of 3.0 or better.
2. Approval for graduation by the MSW Program Faculty.
3. Successful completion of the Comprehensive Examination (at the completion of the first 30 semester hours for students in the 60 semester hour Program and at the completion of the first 9 semester hours for students in the 39 semester hour Advanced Standing Program).
4. Successful completion of the Summative Assignment at the end of the Concentration curriculum (the last 30 semester hours).
5. Application for graduation approved by the Registrar.
Go to www.asbury.edu/offices/provost/commencement

DUAL DEGREE PROGRAMS

The Master of Social Work Program offers several dual degree options in collaboration with Asbury Theological Seminary. Dual degree programs available include: MSW/M.Div. and MSW/MA. The MA Programs available include: Biblical Studies; Theological Studies; Christian Education; Christian Leadership; Christian Ministries; Counseling; Pastoral Counseling; World Mission and Evangelism; Intercultural Studies; and Youth Ministry. The specific details for the dual degree arrangements may vary somewhat from program to program, but are based on mutual recognition of courses among courses resulting in significant reduction of the time required to complete both degrees if pursued separately. For example, in most cases students pursuing an MSW/M.Div. may complete both programs in four years, rather than the expected five years if pursued independently. The programs can be pursued concurrently or consecutively. Students interested in these programs must meet the requirements of both programs and are urged to consult with their advisors early in their academic program planning. Primary contact persons are Dr. William Descoteaux at Asbury University and Dr. Christine Pohl at Asbury Theological Seminary.

GRADUATE SOCIAL WORK DEGREE PROGRAM OPTIONS AND REQUIREMENTS

See the UNIVERSITY COURSE CATALOG for course descriptions.

MASTER OF SOCIAL WORK

Requires 60 semester hours

Foundation Year (30 hours)

___ 3	SWG	520	Social & Cultural Diversity
___ 3	SWG	525	Human Behavior and Social Environment
___ 3	SWG	530	Practice I: Individuals and Families
___ 3	SWG	540	Social Welfare and Policy
___ 3	SWG	550	Field Instruction I
___ 3	SWG	560	Social Work Research
___ 3	SWG	565	Human Behavior and Social Environment II
___ 3	SWG	570	Practice II: Groups, Communities & Organizations
___ 3	SWG	580	Social Work and Wesleyan Theology
___ 3	SWG	590	Field Instruction II

Concentration Year (30 hours)

___ 3	SWG	535	Psychopathology & Assessment
-------	-----	-----	------------------------------

___ 3	SWG	630	Advanced Theories in Practice with Family Systems
___ 2	SWG	640	Child and Family Policy
___ 3	SWG	650	Field Instruction III
___ 3	SWG	670	Advanced Interventions with Children and Families
___ 2	SWG	680	Social Justice and Ethical Issues
___ 3	SWG	690	Field Instruction IV

Take one of:

___	SWG	661	Applied Research–Need Assessment
___ 2	SWG	662	Applied Research-Program Outcomes

Complete approved electives (9 hours)

___ 3	___	___	_____
___ 3	___	___	_____
___ 3	___	___	_____
	SWG	663	Grantsmanship [or approved electives]

MASTER OF SOCIAL WORK—Advanced Standing Program

Requires 39 semester hours

Advanced Standing Courses

___ 3	SWG	580	Social Work and Wesleyan Theology
___ 3	SWG	585	Advanced Standing Seminar I
___ 3	SWG	595	Advanced Standing Seminar II

Concentration Year (30 hours)

___ 3	SWG	535	Psychopathology & Assessment
___ 3	SWG	630	Advanced Theories in Practice with Family Systems
___ 2	SWG	640	Child and Family Policy
___ 3	SWG	650	Field Instruction III
___ 3	SWG	670	Advanced Interventions with Children and Families
___ 2	SWG	680	Social Justice and Ethical Issues
___ 3	SWG	690	Field Instruction IV

Choose one:

___	SWG	661	Applied Research–Need Assessment
___ 2	SWG	662	Applied Research-Program Outcomes

Complete 9 hours:

___	SWG	663	Grantsmanship [or approved electives]
___ 3	___	___	_____
___ 3	___	___	_____
___ 3	___	___	_____

UNIVERSITY TUITION AND EXPENSES

TRADITIONAL UNDERGRADUATE RESIDENTIAL PROGRAM

TUITION, ROOM AND BOARD

For a traditional undergraduate resident student, the average basic cost of attending Asbury University is \$32,128 for a full year (two semesters). Personal items such as books, laundry and spending money are extra. The schedule of basic costs for 2013-2014 is as follows:

UNDERGRADUATE FALL 2013 AND SPRING 2014 COSTS WILMORE CAMPUS RESIDENTIAL UNDERGRADUATES

	Semester	Year
TUITION		
13-18 credit hours	\$12,947	\$25,894
12 credit hours	\$11,951	\$23,902
less than 12 hours	\$996 per hour	
more than 18 hours	\$12,947 + \$719 per hour over 18	
BOARD		
20 Meals per week	\$1,271	\$2,542
225 Meals per semester	\$1,271	\$2,542
14 Meals per week	\$1,157	\$2,314
175 Meals per semester	\$1,157	\$2,314
7 Meals per week (Apartment residents only)	\$593	\$1,186
95 Meals per semester (Apartment residents only)	\$593	\$1,186
HOUSING		
Single room	\$1,791	\$3,582
Double room	\$1,710	\$3,420
Triple room	\$1,534	\$3,068
Quad room	\$1,462	\$2,924
Aldersgate I Apartment (4 per apartment)	\$2,375	\$4,750
Aldersgate II Apartment (8 per apartment)	\$2,156	\$4,312
STUDENT ACTIVITIES FEE		
student registered for 8 or more hours	\$91	\$182

Housing – Single Occupancy

In any residence hall, a student who requests an assignment as a single in a double room and is approved for that assignment will pay one and one half times the published per person charge.

MARRIED/NON-TRADITIONAL STUDENT HOUSING

1 Bedroom Apartment	\$257-\$407 per month, plus utilities
2 Bedroom Apartment	\$501 per month, plus utilities
2 Bedroom Duplex	\$417-\$450 per month, plus utilities

Because of fluctuating economic conditions, all costs and fees are subject to change without notice.

MISCELLANEOUS FOR TRADITIONAL UNDERGRADUATES

1. Traditional undergraduates enrolled for 9 or more credit hours on campus are required by Asbury University to carry minimum medical insurance. At registration, the student will automatically be enrolled in the medical insurance plan offered by the University unless the student signs a waiver indicating the student already has adequate coverage elsewhere. The waiver must be submitted to the Student Accounts Office by the registration deadline. Please refer to the student insurance brochure for information.
2. Many of the services at the University Clinic are free. If the student needs to be referred to a specialist, a lab or any outside doctor, the student is personally responsible for the resulting charges.
3. One telephone jack per dorm room provides local telephone service free of charge. The student is responsible to bring his/her own telephone, which must be touch-tone compatible.
4. One data jack per student is provided for network access to the Internet and email. Any student can bring their computer to campus and use the network. Asbury University supports standard Ethernet networking cards. A Microsoft Office installation CD is available to all students to be purchased at the Bookstore for a small fee. Currently, the CD is \$15.90, and can be purchased through the bookstore. For more computer related information see <http://www.asbury.edu/offices/its/faqs>.
5. One cable TV jack is provided per dorm room at no additional charge.

AUDITORS

The cost to persons auditing a course who are not full-time students is \$40 per credit hour for the audited course. Auditor will pay all required course fees. For a full-time undergraduate student paying full time tuition for 12 or more hours there is no cost to add an audited class. See University Academic Policies for auditing restrictions.

ROTC

Students who enroll in the ROTC may incur other costs specifically associated with the ROTC program.

SENIOR CITIZENS WAIVER

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

TRADITIONAL UNDERGRADUATE DEPOSITS

PRE-TUITION PAYMENT

New students are required to pay \$200.00 as an indication of intention to enroll for the fall or spring semester. At registration, this amount is credited to the account. This Pre-Tuition deposit is refundable until May 1 for the fall semester, December 1 for the spring semester, and April 15 for the summer session.

HOUSING DAMAGE DEPOSIT

Students residing in campus apartments are assessed an apartment damage deposit, equal to one month rent. This deposit will remain on reserve until the student ceases to reside in campus housing, at which time it will be returned, provided the apartment passes final inspection for damage and all utility bills have been paid.

INTERNATIONAL STUDENT DEPOSIT

All first year or incoming international students must remit at least ninety days prior to registration, one-half of the projected annual cost of attending Asbury University. At the beginning of each succeeding semester, the international student must pay the full cost for said semester no later than registration day.

UNDERGRADUATE SUMMER SCHOOL 2014 TUITION AND COSTS

Tuition for all classes **\$445 per semester hour**

With on campus enrollment:

Room -	4 week session	\$539 per session
Aldersgate Apartments II		
Board*	4 week session	\$289 per session
(14 Meals – no breakfast)		

*Meal plans are not offered every summer.

All other course fees and miscellaneous fees according to the 2013-2014 fall-spring schedule.

ASBURY ACADEMY DUAL ENROLLMENT TUITION

ON CAMPUS ACADEMY

On Campus enrollment in the Asbury Academy allows high-school seniors to take up to four (4) credits each semester (Fall, Spring; summer not included) with no tuition charge. Asbury Academy students may also take additional classes on campus (up to 15 semester hours) during each of these two semesters at a reduced tuition charge per credit hour. On Campus enrollment requires emergency contacts and/or proof of medical insurance when taking 9.0 hours or more.

Fall 2013, Spring 2014 cost = \$433 per credit hour on campus

ONLINE ACADEMY

High School students may be enrolled as online students and take specific foundational classes online (Fall or Spring; summer not included) at a reduced tuition charge per credit hour. No more than one online class may be taken at one time, but may take two consecutive courses in a semester.

Fall 2013, Spring 2014 cost = \$125 per credit hour online.

TUITION FOR GRADUATE & PROFESSIONAL STUDIES PROGRAMS

ADULT PROFESSIONAL STUDIES PROGRAM (APS)

TUITION PER SEMESTER

Fall 2013 Semester enrollment \$432 per credit hour*

Spring 2014 Semester enrollment \$445 per credit hour*

*For cohorts who entered under a tuition rate lock be advised that the rate lock is in effect for only 30 months from your start date in the program. The 30 months includes any time out for break in enrollment. If you are enrolled in the program beyond your 30 months, your tuition rate will then increase to the current semester's published rate.

GRADUATE STUDIES PROGRAMS

GRADUATE BUSINESS (M.B.A.)

Academic Year 2013-2014 Tuition \$575 per credit hour

GRADUATE COMMUNICATIONS (M.A.)

Academic Year 2013-2014 Tuition \$542 per credit hour

GRADUATE EDUCATION (M.A.)

Academic Year 2013-2014 Tuition \$433 per credit hour

GRADUATE SOCIAL WORK (M.S.W.)

Academic Year 2013-2014 Tuition \$542 per credit hour

UNIVERSITY FEES

GENERAL FEES

Commuter Automobile parking \$13 per semester

ID Card Replacement Fee \$11

Late financial registration \$37

Resident Automobile parking \$26 per semester

COURSE FEES

Certain courses are subject to a fee. Such courses include the notation "Fee" in their course description. Students who withdraw from a course during the semester (after the end of the Drop/Add period) do not receive a refund of tuition or fees.

The specific fees are as follows:

UNDERGRADUATE (TRADITIONAL AND APS) COURSE FEES

SPECIFIC UNDERGRADUATE COURSE FLAT FEES

ART 100	\$ 18
BIO labs	\$ 90
CHE labs	\$ 90
CM 213	\$ 5
COM 150	\$ 3
COM 281	\$ 25
COM 431	\$ 15
ED courses	\$ 20
EDA courses	\$ 20
EM 401	\$ 75
ENA courses	\$ 20
ENS 111, 131, 151, 161, 171	\$ 5
EQM 200	\$ 45
EQM 202	\$ 120
EQM 206	\$ 120
EQM 208	\$ 120
EQM 245	\$ 120
EQM 251	\$ 45
EQM 310	\$ 120
EQM 320	\$ 45
ESC labs	\$ 80
EXS 371	\$ 30
EXS 420 Lab	\$ 30
EXS 431 Lab	\$ 30
FA 100	\$ 18

HED 231	\$ 20
HED 312	\$ 15
JRN 214	\$ 54
JRN 275	\$ 54
JRN 311	\$ 11
JRN 332	\$ 37
JRN 336	\$ 37
JRN 343	\$ 64
JRN 375	\$ 54
LA 100	\$ 50
MTA courses	\$ 20
MUS 200	\$ 125
PE 111 Archery	\$ 20
PE 111 Disc Golf	\$ 15
PE 111 Golf	\$ 15
PE 130 Horseback Riding	\$ 120
PE 131 Horseback Riding	\$ 120
PE 280	\$ 5
PE 300	\$ 5
PED 360	\$ 20
PED 361	\$ 20
PED 475	\$ 200
PHP 302	\$ 350
PHY labs	\$ 80
PS 300	\$ 600
PSY 315	\$ 15
PSY 372	\$ 15
PSY 436	\$ 15
RCT 280	\$ 331
REC 270	\$ 600
REC 271	\$ 250
REC 272	\$ 250
REC 273	\$ 100
REC 362	\$ 20
REC 412	\$ 20
SOC 230	\$ 5
SOC 322	\$ 85
SOC 323	\$ 150
THA 325	\$ 39

UNV120	\$ 35
UNV 205	\$ 20
UNV 305	\$ 20
VOC 100	\$ 25
VOC 101	\$ 331
VOC 102	\$ 662
VOC 104	\$ 50
VOC 111, 201, 211, 411 Lessons	\$ 401
VOC 112, 202, 212, 412 Lessons	\$ 731
VOC 422	\$ 801
YM 380	\$ 375

UNDERGRADUATE COURSE FEES PER CREDIT HOUR

ART all classes	\$ 22/hr
INS 201, 211, 411, 999 lessons	\$331/hr
MC all classes	\$ 18/hr
ORG 201, 211, 411, 999 lessons	\$331/hr
PNO 201, 211, 411, 999 lessons	\$331/hr

GRADUATE PROGRAM COURSE FEES

GRADUATE COURSE FEES PER CREDIT HOUR

MCG courses	\$ 18/hr
-------------	----------

SPECIFIC GRADUATE COURSE FLAT FEES

DSG 692, 740, 741	\$200 (when campus equipment/facilities are used)
EDG courses	\$ 30
ESW courses	\$ 30
LDG courses	\$ 30
LTY courses	\$ 30
SEG courses	\$ 30
TEL courses	\$ 30
SWG 550	\$300
SWG 590	\$150
SWG 650	\$300
SWG 690	\$150
SWG 720	\$ 40

OTHER ACADEMIC CREDIT FEES

TRADITIONAL UNDERGRADUATE

External Program Fee \$500 per fall/spring semester,
External Program Fee \$200 per summer semester
Foreign Language Institutional Credit Fee \$20 per hour
Horseback Riding Institutional Credit Fee \$20 per hour

ADULT PROFESSIONAL STUDIES

Credit by Prior Learning/Credit for Demonstrated Competency (CPL/CDC)

For CPL/CDC the University may assess a Portfolio Evaluation Fee for credit hours applied for at the following rates:

1-9 credits \$ 30.00 per credit

10-19 credits \$300.00 flat fee

20-24 credits \$600.00 flat fee

See Academic Policies for more information

MISCELLANEOUS FEES AND SERVICES

1. Throughout the school year, students may incur additional charges from several different areas. It is recommended that all miscellaneous charges be paid at the time/location incurred. In most cases, any charge that is not paid to the appropriate department within one month will be added to the student's account. A \$5.00 service fee is assessed for each transaction that is applied to the student's account. Some of the areas that have miscellaneous charges are mentioned below, although this is not an exhaustive list.
2. Students are permitted to purchase books and supplies at the bookstore using a charge voucher. These charges will be applied to the student's account.
3. Library and Media charges for overdue books and unreturned materials should be paid at the Library. Parking fines should be paid at the Cashier. All unpaid Library, parking fines, Media and Clinic charges are transferred to the student's account monthly.
4. All students are given a university email account as the preferred email communication with the university.
5. Any student can bring their computer to campus and use the network. Asbury University supports standard Ethernet networking cards.
6. A Microsoft Office installation CD is available to all students to be purchased through the Bookstore for a small fee. Currently, the CD is \$15.90. For more computer related information see <http://www.asbury.edu/offices/its/faqs>.

UNIVERSITY STUDENT ACCOUNTS

PAYMENT PLANS

The academic year for the Traditional Undergraduate, Academy and Graduate Program is divided into three sessions: Fall Semester, Spring Semester and Summer Semester. For the Adult Professional Studies Program the academic year is divided into two sessions: Fall Semester and Spring Semester. Registration is held at the beginning of each semester and an initial bill "Fact Sheet" will be prepared based upon that registration. Fact Sheets will be prepared for enrolled students in June for the Fall semester, and in December for the Spring semester. The Fact Sheet calculates Estimated Net Charges by using Estimated Total Charges minus Pending/Anticipated Financial Aid. The student is responsible for ensuring payment of tuition, fees and all other debts to the University is made in a timely matter.

Asbury University is pleased to offer payment plans to help students and parents make their educational costs affordable.

PAYMENT PLANS FOR TRADITIONAL UNDERGRADUATES, ACADEMY, AND GRADUATE STUDENTS

PAYMENT IN FULL

Payment in full of Estimated Net Charges is due on the first day of the semester. **All students will be enrolled in the Payment in Full option unless they enroll in a Sallie Mae Tuition Payment Plan (explained below) during the financial registration period.**

PAYMENT PLAN

Asbury University is pleased to offer our students and families the Tuition Payment Plan, administered by Sallie Mae. The Sallie Mae Tuition Payment Plan offers interest-free, manageable, monthly installments for a student's account balances. There is a small fee to enroll. The Payment Plan option allows families to spread the cost of a semester over four or five months. Payments are made directly to Sallie Mae for the amount contracted on the tuition payment plan.

For the Fall semester you must sign up by July 31st to enroll in the five month payment plan and August 31st for the four month payment plan. For the Spring semester you must sign up by December 31st to enroll in the five month payment plan and January 31st for the four month payment plan.

The Payment Plan Fact Sheet will calculate a suggested amount to be contracted with Sallie Mae. Any amount not contracted with Sallie Mae will be due in full to Asbury University.

PAYMENT PLANS FOR ADULT PROFESSIONAL STUDIES (APS) STUDENTS

PAYMENT IN FULL

Payment in full of Estimated Net Charges is due on the first day of the semester. **All students will be enrolled in the Payment in Full option unless they enroll in a Sallie Mae Tuition Payment Plan (explained below) during the financial registration period.**

PAYMENT PLAN

Asbury University is pleased to offer our students and families the Tuition Payment Plan, administered by Sallie Mae. The Sallie Mae Tuition Payment Plan offers interest-free, manageable, monthly installments for a student's account balances. There is a small fee to enroll. The Payment Plan option

allows students to spread the cost of a semester over four months. Payments are made directly to Sallie Mae for the amount contracted on the tuition payment plan.

For the Fall semester you must sign up by July 31st to enroll in the four month payment plan. For the Spring semester you must sign up by January 31st for the four month payment plan.

The Payment Plan Fact Sheet will calculate a suggested amount to be contracted with Sallie Mae. Any amount not contracted with Sallie Mae will be due in full to Asbury University.

ADDITIONAL PAYMENT PLAN INFORMATION (ALL PROGRAMS)

The Payment Plan incurs no interest charge, but may incur a late fee if payment is not received by the due date. Payments are due the last business day of each month. After missing the second payment, the account will be removed from the Sallie Mae payment plan, and the balance will become immediately due with Asbury University.

Student Employment, including work study, is not calculated in the Estimated Net Charges, which is the amount used to estimate the Payment in Full or suggested payment plan contracted amount. Student Loans and Outside Scholarships will be included in the calculation only if they have been confirmed and approval has been submitted to and processed by the Financial Aid Office

Note: Checks for church match and scholarships are considered as financial aid and should be mailed to the Financial Aid Office.

We recommend that all miscellaneous charges be paid at the location where incurred to avoid service charges.

STUDENT FINANCIAL RESPONSIBILITY

It is expected that when a student signs a financial agreement to pay all tuition and fees, the student is pledging to faithfully fulfill all financial obligations to the University. The University reserves the right to take whatever steps are necessary for those who default on payment. Diplomas and official transcripts are not released until all academic and financial obligations to the University are satisfied.

BILLING

BILLING NOTIFICATION

The Student Accounts Office generates electronic monthly billing statements that are available to students through Online Services (online.asbury.edu). A copy of the billing statement will only be sent to parents if the student specifically gives the University written permission to do so. Receipts of payment are typically sent to the student. It is the student's responsibility to ensure payment is made.

POLICY ON UNPAID BALANCES

1. Students must pay all previous balances before registering for a subsequent semester.
2. If a student's account is unpaid at graduation, the diploma is withheld until such payment is made.
3. Academic transcripts and diplomas will be released to:
 - a. non-enrolled students only when (1) the student account is paid in full and (2) University loans are being paid on schedule.
 - b. currently enrolled students when either: (1) the student account is paid in full, or (2) the student is fulfilling the terms of their particular Payment Plan and all requirements of the Financial Aid Office have been fulfilled.

REFUNDS

1. Refunds are made only after official notification of the student's withdrawal from the University is made to the Business Office by the Office of the Registrar. Students withdrawing from the University within the official Drop/Add period will be refunded all charges. Students will pay a pro-rata board and room charge based on the date of withdrawal.
2. The official date of withdrawal from the university will be used in determining amount of tuition refund.
3. The following refund calculations refer to tuition refunds only.
 - A. For calculating refunds the 'ACADEMIC WEEKS' for a semester are figured from an individual student's week their first class in the semester started to the week their last class in the semester ended.
 - B. Refunds to a student's tuition bill will be based on percentage of semester enrolled as of the student's official withdrawal date from the university.

**Refunds or reductions in amount owed by student based on
Percentage of semester enrolled = 100% - (withdrawal week / (total academic weeks -1))**

NOTE: percentage of reduction in financial aid to student is based on the date the student requested to withdraw, or the midpoint of the enrollment/payment period if student stopped attending without notification which may differ from official withdrawal date. Please refer to "Financial Aid Refunds" in the following section for the policy for returning financial aid.

4. NOTE: Course fees, lab fees, student activity fees are **not** refundable.
5. The student will be charged a withdrawal fee of 5% of total charges not to exceed \$100.00.
6. Board charges are refundable on a pro-rata basis from the date the student finalizes his/her withdrawal with the Student Accounts Office.
7. Room charges are refundable on a pro-rata basis from the date at which the room is vacated and the key turned into the resident director.
8. Refunds cannot be made to the student until all financial aid awards are withdrawn, adjusted or applied to the account.
9. Students who withdraw or are dismissed from the University must make application for readmission and be readmitted before being permitted to register again.
10. For academic withdrawal details please see the general section on *University Academic Policies: Course Registration and Withdrawals.*

FINANCIAL AID

At Asbury University we want to partner with you in funding your education. It is most advantageous to think of funding your education as a partnership between **You** (the student and family), **the Government** (federal and state), **the Institution** (Asbury University) and **Outside Sources** (civic organizations, businesses, etc).

Institutional and governmental financial aid is available to students who are pursuing a degree on a full time basis (12 or more credits per semester). Part time governmental aid is available for students taking less than twelve hours each semester.

To receive need based aid at Asbury University, students must complete the Free Application for Federal Student Aid (FAFSA) each year. It is available after January 1, and should be submitted before February 1 for optimum consideration.

Offers of financial aid will only be sent to students who have received official acceptance from the Admissions Office and have completed all necessary paperwork. It is the responsibility of the student to ensure that all the appropriate paperwork is turned in to the Financial Aid Office for processing. Students entering and applying for financial aid for the Fall term (including those selected for verification) must have all paperwork completed and in the Financial Aid Office by October 1. For students entering in the Spring, the deadline is February 1.

The Financial Aid Partnership described in paragraph 1 is best defined by the following:

YOU (THE STUDENT AND FAMILY)

Expected Family Contribution (EFC) is determined by a need analysis as part of the Free Application for Federal Student Aid. You must submit financial and personal information from the previous tax year when completing the FAFSA after January 1 of the year the student intends to enroll. The EFC is deducted from Asbury's cost of attendance to determine student need. The Financial Aid Partnership functions most efficiently when families commit to paying their share of university costs as suggested by the expected family contribution. For those who are unable to pay, For those who are unable to pay, Direct PLUS and Alternative Loans are available.

THE GOVERNMENT (FEDERAL AND STATE)

FEDERAL GRANTS

Federal Pell Grant: The Pell Grant-provides money to help high need undergraduate students pay for their education after high school. For many students, this grant provides a foundation of financial aid to which aid from other federal and non-federal sources may be added. Unlike loans, grants do not have to be paid back. The maximum award for the Pell Grant in 2013-2014 is \$5645 per year. The student must apply for this grant each year by completing the FAFSA and may not receive the grant until enrolled in an eligible program. The grant will be split with one-half being placed on the student's account at the beginning of each semester. The above regulations and provisions of the Pell Grant are subject to change by federal legislative action.

Federal Supplemental Educational Opportunity Grant (FSEOG): This grant is available to enrolled undergraduate students. The selection of applicants for this program is based upon financial need.

Applicants with exceptional need and who receive Pell Grants will be given preference. Although federal guidelines state that grants of up to \$4000 per year may be awarded, most grants range from \$500 to \$1000 per year because of limited funds at Asbury University. The above regulations and provisions of the Supplemental Educational Opportunity Grant are subject to change by federal legislative action.

Federal TEACH Grant: The U.S. Department of Education's TEACH Grant Program provides grant funds to postsecondary students who are completing or plan to complete coursework that is needed to begin a career in teaching, and who agree to serve for at least four years as a full-time, highly qualified teacher in a high-need field, in a school serving low-income students. Eligible full-time students may receive up to \$4,000 per year in TEACH Grant funds, up to a maximum of \$16,000 for undergraduate and post-baccalaureate study, and \$8,000 for graduate study.

If you receive a TEACH Grant but do not complete the required four years of teaching service within eight years after completing the coursework for which you received the grant, or if you otherwise do not meet the requirements of the TEACH Grant Program, all TEACH Grant funds that you received will be converted to a Federal Direct Unsubsidized loan that you must repay in full, with interest, to the U.S. Department of Education. Once a TEACH Grant is converted to a loan, it cannot be converted back to a grant. For detailed information on this grant, please visit the federal government website: <https://teach-ats.ed.gov/ats/index.action>

FEDERAL LOANS AND WORK STUDY

Federal Perkins Loan: The Perkins Loan is a long-term loan for students who enroll at least half-time. The selection of applicants for this program is based upon financial need as determined by the FAFSA. Applicants with the greatest financial need will be given preference. Loan repayment and interest payments are deferred until after graduation or as long as the individual remains in at least half-time enrollment at an accredited institution of higher education in the United States. The Federal Perkins Loan has a 9-month grace period beginning when the student graduates or drops below half-time enrollment. During the repayment period the charge is five percent (5%) interest on the unpaid balance. The above regulations and provisions of the Perkins Loan program are subject to change by federal legislative action. The Financial Aid Officer at Asbury University can provide information about loan cancellation provisions for borrowers who enter fields of teaching or who teach in designated schools. If a student defaults on a Perkins Loan and if Asbury is unable to collect, the federal government may take action to recover the loan.

Federal Direct Loan: The Direct Loan program enables a student to borrow directly from the U.S. Department of Education. The maximum a student may borrow per year is: Freshmen \$5,500, Sophomores \$6,500, Juniors and Seniors \$7,500. There are two types of Direct Loans: Subsidized and Unsubsidized. Graduate students may be able to borrow up to \$20,500 per year based on need; only Direct Unsubsidized loans are available to Graduate students. The above regulations and provisions of the Direct Loan are subject to change by federal legislative action. The interest rates on Subsidized and Unsubsidized loans may vary from year to year, but cap at 8.25%.

Federal Direct PLUS Loan: The PLUS is available to parents of dependent children attending college. The maximum amount is equal to the Cost of Attendance less any other financial aid for which the student has qualified. The PLUS has a fixed interest rate of 7.9%. Students must complete a FAFSA, and parents must qualify with the U.S. Department of Education. If parents are denied the PLUS loan, the student is eligible for additional Direct Unsubsidized loans. For the 2013-2014 academic year, the Direct Unsubsidized Loan interest rate is fixed at 6.8%. The regulations and provisions of the PLUS loan are subject to change by federal legislative action.

The Direct PLUS Loan is also available to graduate students, if they are credit-worthy applicants. A graduate student may apply to borrow up to the total Estimated Cost of Attendance less any other financial aid for which the student has qualified. The student may borrow to help pay for educational expenses as long as he/she is enrolled at least half time in a degree program while meeting all basic eligibility requirements.

Federal College Work Study Program: Students are eligible for part-time employment under the Federal College Work Study program if they meet the requirements to receive federal aid. The selection of students will be made as follows: All students with financial need will be considered, but if funds are not sufficient to cover all requests, students demonstrating the greatest financial need will be given preference.

KENTUCKY GRANT AND SCHOLARSHIP PROGRAMS

Kentucky Tuition Grant (KTG): The Kentucky Tuition Grant is available to Kentucky residents who demonstrate need upon filing the FAFSA and enroll full time at an eligible private Kentucky college or university.*

College Access Program Grant (CAP): The CAP Grant is available to Kentucky residents enrolled at least half-time at a Kentucky college or university who have Pell Grant eligibility demonstrated by the FAFSA.*

*Students are encouraged to file the FAFSA as soon as possible after January 1 of the year they are planning to attend, as funds are available on a first-come, first-served basis.

Kentucky Educational Excellence Scholarship (KEES): Students who attend and graduate from certified Kentucky high schools can earn a scholarship based on their grade point average (GPA) for each year of high school and a bonus award based on their highest ACT/equivalent SAT score achieved before graduating from high school. Students must have an annual 2.5 or higher high school GPA for the base amount of the scholarship and a 15 or above ACT or equivalent SAT score for the bonus award. The scholarship is renewable for each year of college. Students who do not meet the minimum GPA requirements and/or are not on track to graduate at the end of an academic year will forfeit all or a portion of the scholarship for the next year. Students may regain eligibility by reestablishing the minimum GPA.

OTHER STATE GRANT PROGRAMS

Grants are also available from the states of Delaware, Pennsylvania, Rhode Island, and Vermont. Contact the education agency in your state for further information, including filing deadlines.

OUTSIDE SOURCES (CIVIC ORGANIZATIONS, BUSINESSES, ETC.)

Fast Web: Financial Aid Search through the Web. www.fastweb.com - A searchable database of more than 180,000 private sector scholarships, fellowships, grants, and loans. It provides useful information to students and parents.

CollegeNet: www.collegeboard.org - A free search sponsored by the CollegeNet. It contains links to colleges throughout the country.

Veteran's Benefits: An honorably discharged veteran of the Armed Forces who served more than six months may receive payments under the "G. I. Bill." A dependent child or widow of a deceased veteran

may also qualify. Check with a county Veteran's Service Officer or with Asbury University's Veterans' Representative. Applications for educational benefits are available at www.gibill.va.gov.

R.O.T.C. Scholarships: In order to support provision for the common defense of the United States of America, Asbury University has established room and board waivers for Reserve Officer Training Corps (ROTC) scholarship recipients. If a full-time student is an ROTC full scholarship recipient from any branch of the United States armed forces, he/she will receive a 100% waiver of standard room and board charges at Asbury University. If a full-time student receives a partial or percentage-of-tuition ROTC scholarship from any branch of the United States armed forces, he/she will receive an equal and corresponding percentage waiver of standard room and board charges at Asbury University. For example, a full-time student receiving a 50% of tuition Army ROTC scholarship will receive a 50% waiver of standard room and board charges at Asbury University. This policy is subject to review and change at any time by the Asbury University administration.

United Methodist Student Loan: Any United Methodist student who is registered as a full-time degree candidate at Asbury University may apply for a loan. The applicant must be a citizen of the United States and a member of the United Methodist Church for one year or more. He/she must be Christian in character, sound in health, financially reliable, wholly or partially self-supporting, and giving promise of future usefulness. Applicants must have a grade average of "C" or better. A first semester freshman must have an average of "B" or better for the senior year of high school. A legally binding promissory note is required. Payments are made monthly, beginning not later than six months after discontinuing school attendance. Interest will be computed at 6% per annum from the date the loan is granted until the note is paid in full. For service credit, a student must contact the National Office of United Methodist Student Loans. Applications are available online at www.gbhem.org. Funds are available on a first-come, first-served basis.

Alternative Loans: Alternative loans are available for students to reduce any balance between the cost of education and financial aid. These loans are received through a lending institution, with several types being available. Financial Aid personnel will work with a student to determine the best type of loan option and will provide application information. Alternative loans will be counted as pending aid against the student's account for a period not to exceed 60 days after the loan has been originated. After that time such loans will automatically be removed from the student's pending aid. The alternative loan, however, may still be processed and applied to the student's account following the resolution of any issues.

APPLICATION FOR FINANCIAL AID

PROCEDURE: In order to be considered for financial aid, you must file the FAFSA each year (www.fafsa.ed.gov). For optimum consideration:

- Complete and submit a Free Application for Federal Student Aid (FAFSA) (www.fafsa.ed.gov) by February 1.
- Kentucky residents should file before February as state funds are limited and are available on a first-come, first-served basis. In order to file by this date, it may be necessary to estimate using W2(s) and/or previous year's tax return.
- Students from other states with grant programs should check with their state education agencies for filing deadlines.

Students who do not have all the necessary paperwork in will not be given credit for any pending aid. This will directly affect the balance due and any payment plans.

GENERAL POLICIES & NOTES

1. Requests for financial aid award eligibility must be made during the academic year for which the aid is intended. Students pursuing a second bachelor's degree will receive federal or alternative loans based on remaining eligibility, and institutional aid. Unless otherwise noted the following rules apply to all institutional financial aid:
2. Students who enroll for fewer than 12 hours are not eligible to receive a scholarship, except in the case of a last semester senior who may receive the scholarship, but only in the appropriate percentage of the tuition charged.
3. Students are expected to complete their programs in four years (eight semesters). This means that students should carry an average of 16 hours per semester.
4. Home-schooled students are eligible for Presidential Scholarships and other University scholarships. Eligibility is based upon the student achieving a qualifying score on the ACT or SAT. Class rank and high school GPA will not be considered. Students must complete the home school requirements of their home state.
5. Students who enroll in an officially approved special program (see Special Programs section of this Bulletin) may receive University financial aid for the program. However, University financial aid will not be given to repeat the same special program.
6. Students in the 3/2 Engineering program at the University of Kentucky will have aid processed by UK when attending that institution following Asbury enrollment.
7. Student load for Financial Aid purposes: Undergraduate and Graduate students will be considered full-time or half-time for fall, spring, and summer semesters according to the following schedule of minimum semester hours:

	Full-time	half-time
Undergraduate load	12.0	6.0
Graduate load	9.0	5.0

8. In order to receive Asbury University institutional aid for the 2013-2014 school year, students enrolling in the Fall must have their files completed by October 1, 2013, and students enrolling in the Spring must have their files completed by February 1, 2014. A completed file includes: final FAFSA information, completed verification if selected, and completion of all information deemed necessary by the Financial Aid Office. Students who complete their files after the deadline will be ineligible for aid until such time as their file is complete. Aid awarded after the deadline will be based on availability of funds.

REPAYMENT POLICY: A portion or the entire amount of the cash disbursement may have to be repaid to the awarding program(s) when a student has received a cash disbursement in the form of a check (or cash) from Title IV, Kentucky Higher Education Assistance Authority, Pennsylvania Higher Education Assistance Agency, the State of Vermont Student Assistance Corporation grants, or non-Title IV programs. Full repayments of the cash disbursement amounts will be required if:

1. The student was not eligible to receive the funds when they were disbursed.
2. The student officially or unofficially withdraws from or is expelled by the University before the first day of classes for a payment period.
3. The student unofficially withdraws from the University and the institution is unable to document the student's last day of attendance.

FINANCIAL AID REFUNDS:

A financial aid refund is different from a refund of tuition charges. For a discussion of a refund of tuition charges please refer to the "Expenses: Refunds" section that precedes the financial aid section. A financial aid refund is defined as unearned financial aid paid back to its source upon a student's withdrawal from the University. Official withdrawal means that the student has notified the proper offices before leaving school. Unofficial withdrawal occurs when a student simply leaves school without

notifying the proper offices. In this scenario the financial aid refund will be calculated based on the midpoint of the enrollment period.

RETURN OF TITLE IV (FEDERAL) FINANCIAL AID: When a student withdraws during a term, the amount of federal financial aid earned by the student is determined on a pro-rata basis up to the end of 60 percent of the term (as determined by federal calculations). For example, if the student has completed 30 percent of the term, he/she has earned 30 percent of the federal aid originally scheduled to be received. Once a student has completed more than 60 percent of the term, he/she has earned all of his/her federal financial aid. (Federal Work-Study funds are excluded from the return of Title IV funds requirements.)

If a student has received excess funds, the University must return a portion of the excess equal to the lesser of: The student's institutional charges multiplied by the unearned percentage of funds or the entire amount of excess funds.

If the aid to be returned is in the form of a loan that has been released to the student (or parent) borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of time. If the aid to be returned is in the form of grant funds, the law provides that the student must repay 50 percent of the grant rather than 100 percent.

ORDER OF FEDERAL FUNDS TO BE RETURNED: The funds must be credited to outstanding loan balances or to any amount awarded for the term in which a return of funds is required in the following order:

Direct Unsubsidized Loans

Direct Subsidized Loans

Federal Perkins Loans

Direct PLUS Loans received on behalf of the student

Federal Pell Grants

Federal SEOG Grants

Other Title IV Assistance

Institutional financial aid will be refunded according to the schedule below.

REFUND OF INSTITUTIONAL FINANCIAL AID:

1. Calculation of financial aid refunds are made after notification of the student's official withdrawal from the University is made to the Financial Aid Office by the Office of the Registrar.
2. The date used in determining amount of aid earned will be the date of withdrawal notification from the student or the midpoint of the period of enrollment if no notification was given.
3. The following calculations are used for refunds:
 - A. For calculating refunds the 'ACADEMIC WEEKS' for a semester are calculated based on the official start and end dates of a program's calendar.
 - B. Percentage of reduction in financial aid is based on percentage of semester attended before withdrawal or the midpoint of the period of enrollment if no withdrawal notification was given.

Reduction in amount of aid available to student based on:

Percentage of semester attended = $100\% - (\text{withdrawal date}/(\text{total academic weeks} - 1))$

NOTE: percentage of reduction in tuition charges to student is based on percentage of semester enrolled through the date of withdrawal notification. Please refer to "Refunds" in the previous Student Accounts section for the policy for tuition refunds

REFUND OF PRIVATE SCHOLARSHIPS AND GRANTS: Unless otherwise requested by the donor, the refund of private assistance follows the pro-rata policy for the cancellation of institutional charges and financial aid.

REFUND OF KENTUCKY STATE AID: Kentucky Tuition Grant (KTG),) College Access Program (CAP) grant, Kentucky Educational Excellence Scholarship (KEES), and the KHEAA Teach Scholarship will be refunded on a pro-rata basis to the state under the same schedule that institutional aid is refunded.

OUT OF STATE PROGRAM REFUNDS: Refunds for out of state programs will be calculated in accordance with the requirements of those states.

ACADEMIC PROGRESS AND FINANCIAL AID

SATISFACTORY PROGRESS FOR UNDERGRADUATE & ADULT PROFESSIONAL STUDIES STUDENTS

The Higher Education Amendments of 1986 mandate that all students receiving federal student aid funds be required to make measurable academic progress toward a degree.

The awarding of financial aid is based upon Satisfactory Academic Progress (SAP). SAP is comprised of both Quantitative and Qualitative components; a successful passing rate of all academic hours attempted and adequate cumulative grade point average.

Quantitative: The Financial Aid Office monitors the semester hours of students receiving aid to ensure that students are **passing at least 67% of all hours attempted (registered hours, including withdrawn hours)**.

Please see the chart below:

Academic Status	Required Minimum Semester Load	Must Earn at Least 67%
Full-time	12	8 hours
$\frac{3}{4}$ time	9-11	6 – 7 hours
$\frac{1}{2}$ time	6-8	4 – 5 hours

The quantitative element is cumulative as evidenced by the following example:

Fall Semester	Spring Semester	Total Attempted (cumulative)	Must Earn at Least 67%
1 st year – 12 hours	15	27 hours	27 x 67% = 18 hours
2 nd year – 15 hours	16	58 hours	57 x 67% = 38 hours
3 rd year – 17 hours	15	90 hours	90 x 67% = 60 hours

A student considering dropping below 12 semester hours should contact the Financial Aid Office to discuss how such a change will affect financial aid.

A student who drops below 12 semester hours per semester or fails a course is REQUIRED to contact the Financial Aid Office.

The Registrar will regularly inform the Financial Aid Office concerning the enrollment status and academic progress of all students.

Courses with a grade of I, IP, F/FX, or W count as hours attempted, but not as hours completed.

If a student subsequently receives a passing grade in place of one of these grades after academic progress has been evaluated, it is the student's responsibility to notify the Financial Aid Office. Please see the example below:

Hours Attempted Semester	Grades Received Semester	Credit Hours Successfully Completed
Fall - 15	A	3
(1 st year)	C	3
	B	3
	IP	0
	W	0
		9 Credit Hours Completed divided by 15 Hours Attempted = 60%
Spring - 17	B	3
(1 st year)	D	3
	A	3
	A	2
	C	3
	C	3
		26 Credit Hours Completed (cumulative) divided by 32 Hours Attempted (cumulative) = 81%

In this example, in the first payment period (fall semester), the student would receive a Financial Aid Warning for completing less than the required minimum of 67%, but would still be eligible to receive aid in the spring. At the end of the second payment period (spring semester), as the student has completed more than 67% of his cumulative hours attempted, he has achieved SAP. If the student were still under 67% at the close of spring, he would be placed on Financial Aid Suspension and be considered ineligible for aid for the next payment period.

Transfer credits count as both hours attempted and hours completed.

All repeated courses count as hours attempted, but only one of the courses counts toward completed credits. The highest grade attained will be used in the GPA calculation.

Undergraduates may receive aid for a maximum of 150% of the published length of the educational program. Students enrolled full-time in a four-year program will be eligible to receive aid for a maximum

of 12 semesters. Students who are not on track to earn their degree within the maximum time-frame will be denied aid.

[NOTE: Financial Aid requirements may vary from Academic requirements. Students may be cleared academically to register and continue, but not be eligible for financial aid.]

Qualitative: The Registrar's Office monitors adequate cumulative grade point average (GPA) according to the following academic progress scale:

ACADEMIC PROGRESS SCALE	
Semester hours Attempted	Cumulative Grade Point Average
1 — 24	1.70
25 - 37	1.80
38 — 59	1.90
60 or more	2.00

Students who do not satisfy the academic progress scale are placed on academic probation for a semester, but continue to receive aid.

Students who fail to satisfy the academic progress scale after a semester of academic probation may be allowed to continue and to receive aid for an additional semester of academic probation if it is determined that they are making suitable academic progress, or they may be placed on academic suspension and not allowed to enroll for one semester (not including summer).

Students placed on academic suspension shall forfeit all financial aid until such time as they are again meeting the minimum standards.

Students placed on academic suspension who are re-admitted will have the status of "suspended with permission to enroll." They may register and continue without financial aid. At such time as these students reach the minimum academic standards, they will again be eligible for financial aid.

Reinstatement of aid is also dependent on availability of funds.

Evaluation of Satisfactory Academic Progress will be at the end of each payment period. If a student has not achieved SAP at the end of the fall payment period, he/she will be given a Financial Aid SAP warning, but will be eligible to receive financial aid for the next payment period.

If a student fails to achieve SAP in the payment period following the one for which he/she received a Financial Aid SAP warning, the student will be placed on Financial Aid SAP suspension and will not be eligible for financial aid.

Any student placed on academic suspension by Asbury University will automatically be on Financial Aid SAP suspension.

Students may have their financial aid reinstated without an appeal in the payment period following their successful attainment of the 67% cumulative course completion percentage and/or their successful attainment of the necessary GPA requirements.

Appeals: Asbury University recognizes that students on Financial Aid SAP suspension may have extenuating circumstances. Appeals are welcome and every effort will be made to give careful consideration to each appeal. If an appeal is granted, it will be for one additional payment period only, during which time the student must attain SAP. Appeals should be in writing, designated "SAP Appeal" and sent to the financial aid office at Asbury University. Each appeal must include a minimum of:

- An explanation as to why the student did not meet Satisfactory Academic Progress
- A plan of action that will allow the student to meet Satisfactory Academic Progress at the next evaluation.

TIME FRAME FOR FINANCIAL AID

The maximum time frame a student can receive financial aid is equal to 150% of the normal expected time it takes to complete the academic program. The normal expected time frame to complete Undergraduate degree programs at Asbury University is 4 years; therefore, a student may receive financial aid for a maximum of 6 years or 12 semesters at a full-time rate.

SATISFACTORY PROGRESS FOR GRADUATE STUDENTS

See the Academic Policies sections, for Probation and Suspension, as well as the Graduate Program Academic Policies and Regulations for specific Scholarship standards and time limits for graduate students.

The Financial Aid Office monitors semester hours of graduate students receiving aid to ensure that an appropriate load is maintained according to the following chart:

Aid status	Required semester load	Required annual hours completed to continue receiving aid
Full-time	9	18
Half-time	5-8	10

All students, including graduate students, are subject to the Academic Progress and Financial Aid policy described above except as more specifically delineated below.

All students, including graduate students, are subject to the Appeals Procedure for financial aid as stated above.

All students, including graduate students, are subject to the Appeals Procedures-Academic as delineated in the Academic Policies and Procedures section of the current Bulletin.

In order to be eligible for financial aid (i.e., loans), graduate students must be enrolled for a minimum of 5 semester hours in any semester (summer, fall, and/or spring) and be making satisfactory progress toward the completion of the master's degree (M.A., M.A.T., M.B.A. M.S.W., Ed.S.) or certification. The various degree programs require in the range of 32 to 60 semester hours to complete. Normally, a graduate student should be completing at least 10 semester hours per academic year.

Graduate students receiving financial aid (loans) must complete a minimum of five hours per semester and, therefore, will be making satisfactory progress as described above.

At the end of each semester (including summer) all graduate students will be reviewed by the Academic Dean with regard to: (1) academic status (scholarship standards) and (2) satisfactory progress.

Students found not to be meeting the *scholarship standard* of a 3.00 cumulative grade point average will be handled as outlined above. Students found not to be making *satisfactory progress* (failure to complete all hours attempted) will be reported to the Director of Financial Aid. The Academic Dean together with the Director of Financial Aid will make a decision regarding the appropriateness of

continued aid (i.e., loans). Such a decision may be the termination of further aid or the continuation of aid under specified conditions.

APPEALS PROCEDURE

There are occasions when a student may be denied financial aid. The reasons for denial may include one or more of the following:

- Annual income and assets of parents are sufficient to meet educational costs.
- Annual income and assets of student and/or spouse are sufficient to meet educational costs.
- Student is not making satisfactory academic progress toward a degree.
- Student owes a refund or repayment on previous aid and/or is in default on student loan payments.
- Student is taking less than a half-time load.
- Student is not a citizen or permanent resident of the United States (required for federal programs).
- Other resources listed by the student should be adequate to meet educational costs.
- Student has failed to provide sufficient information in order for an award to be made or has failed to provide requested documentation on reported information.
- Student is enrolled in a semester beyond his/her tenth semester.

There are also times when a family's financial resources may change after the original application is submitted and a review of aid awarded is in order.

A student who loses financial aid based upon the academic progress policy or concerning any of the items mentioned above may appeal the loss of funds to the Financial Aid Appeals Committee. The Financial Aid Appeals Committee will consist of the Director of Financial Aid, the Assistant Director of Financial Aid, the Assistant Vice President for Business Affairs, and the Academic Dean. Information regarding the appeal process may be obtained in the Financial Aid Office.

Any appeal for reconsideration must be made to the Financial Aid Committee in writing. An interview may also be needed to clarify new information or the presentation of documentation may be required for verification of data. In all cases, a student will receive a written response to his/her appeal from the Financial Aid Committee.

FINANCIAL AID – ADDITIONAL RESOURCES FOR TRADITIONAL UNDERGRADUATES

THE INSTITUTION (ASBURY UNIVERSITY)

Scholarships, Awards, Grants: The scholarship program at Asbury University has been established to recognize outstanding academic achievement, leadership ability, excellence of performance and/or financial need. Recipients are selected on the basis of academic performance as shown by grade point average, test scores, and other criteria. Scholarships are awarded on an annual basis and are awarded only to those students pursuing their first bachelor's degree on a full-time basis (minimum 12 hours per semester). Awards shall cover the traditional terms, fall and spring, only. Complete procedures for applying for scholarships may be obtained from the Financial Aid Office or the Admissions Office. Transfer students are entitled to receive a scholarship for the normal time frame expected to complete the degree requirements, not to exceed four years or eight semesters. In order to receive scholarships, students must be enrolled at and complete their financial aid through Asbury University. Students

enrolled in the 3-2 Engineering program with the University of Kentucky are not eligible to receive Asbury University scholarships once they have enrolled at and are handling financial aid through the University of Kentucky.

Merit Finalist/Frances Asbury Honors Scholarship: A scholarship equal to 70% of tuition will be awarded to National Merit finalists who graduated from high school the previous spring and are entering their freshman year during the fall semester. Students are entitled to receive the scholarship for up to four years or eight semesters as long as a 3.5 cumulative GPA is maintained. A student who does not maintain a 3.5 cumulative GPA at the end of an academic year will forfeit the scholarship permanently.

John Wesley Hughes Scholarship: Two scholarships equal to 100% of tuition will be awarded on a competitive basis to the one new male student and the one new female student who demonstrate the highest outstanding scholastic achievement. Eligible applicants will receive an invitation to the competition weekend held each year in early spring. To be invited to the competition weekend, applicants must meet the criteria for a 30% Presidential Scholarship or a 35% Governor's Scholarship. Evaluation will include academic records, test scores, rank in class, extra-curricular activities, leadership ability, quality of high school program, letters of recommendation, an essay and an interview. Students are entitled to receive the scholarship for up to four years or eight semesters as long as a 3.6 cumulative GPA is maintained. Students who do not maintain the required 3.6 cumulative GPA at the end of any academic year will forfeit the Hughes Scholarship permanently. However, students maintaining at least a 3.5 cumulative GPA may still receive the 30% Presidential Scholarship or the 35% Governor's Scholarship that they were originally awarded.

H C Morrison Scholarship: Sixteen scholarships equal to 50% of tuition will be awarded on a competitive basis to new students who demonstrate the most outstanding scholastic achievement. Eligible applicants will receive an invitation to the competition weekend held each year in early spring. To be invited to the competition weekend, applicants must meet the criteria for a 30% Presidential Scholarship or a 35% Governor's Scholarship. Evaluation will include academic records, test scores, rank in class, extra-curricular activities, leadership ability, quality of high school program, letters of recommendation, an essay and an interview. Students are entitled to receive the scholarship for up to four years or eight semesters as long as a 3.5 cumulative GPA is maintained. Students who do not maintain the required 3.5 cumulative GPA at the end of any academic year will forfeit the scholarship permanently.

Presidential Scholarship: Students who demonstrate high academic achievement in high school and who meet minimum standard of admission in all categories may qualify for a Presidential Scholarship. The scholarships range from 15% to 30% of tuition.

A 15% scholarship will be awarded to new students who meet two of the following three criteria:

- minimum 3.5 cumulative GPA on a 4.0 scale
- minimum ACT composite of 27 or SAT composite of 1200
- upper 10% of high school class.

A 20% scholarship will be awarded to new students who meet two of the following three criteria:

- minimum 3.7 cumulative GPA on a 4.0 scale
- minimum ACT composite of 29 or SAT composite of 1280
- upper 5% of high school class.

A 30% scholarship will be awarded to new students who meet two of the following three criteria:

- minimum 3.9 cumulative GPA on a 4.0 scale
- minimum ACT composite of 30 or SAT composite of 1320
- upper 2% of high school class - minimum of 50 students in graduating class.

(A student who is the valedictorian of his/her graduating class with a graduating class size of 20-49 will be considered to have met the rank in class criterion. A student who is the valedictorian of his/her graduating class with a class size of less than 20 will need to meet the GPA and minimum test score requirements to qualify for this scholarship.)

Home-schooled students become eligible for this scholarship by achieving a qualifying score on the ACT or the SAT. Class rank and high school GPA are not considered.

Students are entitled to receive the scholarship for up to four years or eight semesters as long as renewal grade point average requirements are met.

- A 3.3 cumulative GPA must be maintained to renew the scholarship awarded at the 30% level.
- A 3.2 cumulative GPA must be maintained to renew the scholarship awarded at the 20% level.
- A 3.1 cumulative GPA must be maintained to renew the scholarship awarded at the 15% level.

A student who loses a scholarship at a particular level and then subsequently reaches the required GPA for that level may have the scholarship reinstated. A student who loses a scholarship at a particular level may not receive a scholarship at a lower level. It is the responsibility of the student to notify the Financial Aid Office once the minimum cumulative GPA is re-attained.

Governor's Scholarship: Scholarships equal to 35% of tuition will be awarded to students who graduated from Kentucky high schools and who attended either the Governor's Scholars program or the Governor's School for the Arts program. Recipients of the Governor's Scholarship are not eligible for additional Asbury University merit or minority scholarships. This Scholarship will not, however, affect additional need-based Asbury aid or aid received from the Kentucky Educational Excellence Scholarship (KEES) program or other external sources. This award is renewed for up to four years or eight semesters provided the recipient maintains a cumulative GPA of 3.30 at Asbury University. Those students who meet the criteria for the Level III Presidential Scholarship will be invited to campus in early spring to compete for the Hughes and Morrison scholarships.

A student who loses a scholarship at a particular level and then subsequently reaches the required GPA for that level may have the scholarship reinstated. A student who loses a scholarship at a particular level may not receive a scholarship at a lower level. It is the responsibility of the student to notify the Financial Aid Office once the minimum cumulative GPA is re-attained.

Music Performance Scholarship: Music Performance Scholarships are available to prospective students with demonstrated abilities and interest in music. Eligible students include those intending to major or minor in music, and students only desiring to actively participate in music ensembles.

Applicants must complete the Asbury University admissions application process, be admitted in good standing, perform an audition, submit a "Music Performance Scholarship" application, submit a Letter of Recommendation from a music professional who knows the applicant's work, and have a minimum 2.25 (4.0 scale) high school or college GPA. Music Performance Scholarships will be awarded soon after the application process is complete and Asbury University receives the candidate's completed FAFSA. The initial scholarship is offered by contract and is maintained annually by active participation in an assigned ensemble and by meeting the minimum cumulative GPA required for graduation.

Keyboard and guitar students must also take private lessons on their auditioned instrument. Students must continue to participate into their eighth semester, unless student teaching. Students awarded large scholarships based on successful auditions in several areas may be assigned participation in several ensembles. Scholarship recipients in composition begin lessons in the sophomore year.

The specific ensemble requirements for each semester are as follows: Orchestral strings and harp enroll in the Orchestra, wind and percussion instruments enroll in Concert Band, vocalists enroll in the

Asbury Chorale, handbell ringers enroll in Handbell Choir, and, in addition to private lessons, guitar and keyboard students are assigned an ensemble by their Area Coordinator.

For more information, or to request an application, contact the Music Department Office by calling 1-859-858-3511, ext. 2250, or by emailing the Music Department Chair at mark.schell@asbury.edu.

Harry Hosier Scholarship: The Harry Hosier Scholarship is a scholarship designated for prospective African-American students in honor of Harry Hosier. Harry Hosier, the first black preacher of Methodism, was born a slave near Fayetteville, North Carolina. Even though he was illiterate, he became one of the most eloquent preachers of his day. As Francis Asbury's itinerant companion, he became a popular orator who was able to reach out to the enslaved, the poor, and the uneducated. The purpose of this scholarship is to provide and maintain an awareness of the value the University places on ethnic diversity and its attention to multicultural concerns on campus; therefore, race will be a factor in making the selection.

Two scholarships equal to 70% of tuition are awarded to new students who demonstrate outstanding scholastic achievement. U.S. citizenship and a minimum GPA of 3.0 on a 4.0 scale are required for consideration. Evaluation will also include academic records, test scores, rank in class, extracurricular activities (particularly as they relate to African-American ethnic minority concerns), leadership ability, quality of program, letters of recommendation, an essay and an interview. This award may be renewed for up to four years provided the recipient maintains at least a 2.0 cumulative GPA and continues to demonstrate the outstanding qualities that led to the selection. A recipient who does not meet the minimum GPA at the end of an academic year shall forfeit the scholarship permanently.

Jose Velazquez Scholarship: In keeping with the goal of making Asbury a more multicultural community, the University has established the Jose Velazquez Scholarship for Hispanic students to encourage enrollment of North American students of Hispanic origin. This scholarship honors the memory of the Rev. Jose Velazquez, a former board member of Asbury University. Rev. Velazquez was an outstanding example of Christian leadership in Hispanic communities of Chicago, Illinois, and El Paso, Texas.

Two scholarships equal to 70% of tuition are awarded to new students who demonstrate outstanding scholastic achievement. U.S. citizenship and a minimum GPA of 3.00 on a 4.00 scale are required for consideration. Evaluation will also include academic records, test scores, rank in class, extracurricular activities (particularly as they relate to Hispanic-American ethnic minority concerns), leadership ability, quality of program, letters of recommendation, an essay and an interview. This award may be renewed for up to four years provided the recipient maintains at least a 2.0 cumulative GPA and continues to demonstrate the outstanding qualities that led to the selection. A recipient who does not meet the minimum GPA at the end of an academic year shall forfeit the scholarship permanently.

Rogers Scholars Award: Scholarships equal to 20% of tuition will be awarded to students who successfully completed the Rogers Scholars program, have a high school GPA of 3.0 or better, and an ACT of 24 or above. This award is renewable for up to four years or eight semesters provided the recipient maintains a cumulative GPA of 3.10 at Asbury University. Incoming students who demonstrate eligibility for a higher percentage scholarship based on GPA and/or ACT score will be awarded the higher of the two scholarships.

Theatre and Cinema Performance Scholarship: The Theatre & Cinema Performance Program awards scholarships in varying amounts to outstanding students who demonstrate a potential to significantly contribute to the Theatre & Cinema Program of the University. To qualify for any Theatre & Cinema Performance Scholarship, students must meet regular admissions standards. The scholarships

are recommended by the Theatre & Cinema Program faculty of Asbury University. In order to maintain this scholarship, students must meet the minimum cumulative GPA required for graduation, pass a minimum of 24 credits per year, major or minor in Theatre, and continue to have the recommendations of the Theatre & Cinema Performance Program.

Business Scholars Program Scholarship: This scholarship for new students is designed to support Christian men and women interested in advancing the cause of Christ in the fields of Business Management and Accounting. A \$10,000 Business Scholars Program Scholarship will be awarded to 2-3 students per year and can be renewed annually. This scholarship is competitive and non-need based. Students must be accepted by the University, declare a Business Management or Accounting major, and have achieved a minimum test score of 24 ACT/1110 SAT, and a cumulative high school GPA of 3.0 or higher. Candidates with higher academic qualifications and evidence of involvement in business or leadership-related areas will be given priority. For consideration, please complete the scholarship application.

Athletic Scholarship: The Athletic Department awards scholarships in varying amounts to outstanding athletes who demonstrate a potential to significantly contribute to the athletic program of the University. To qualify for any athletic scholarship, students must meet regular admissions standards and NAIA requirements. Athletic scholarships are recommended by coaches and the Athletic Director of Asbury University. In order to maintain this scholarship, students must meet the minimum cumulative GPA required for graduation, pass a minimum of 24 credits per year and continue to have the recommendations of a coach and the Athletic Director.

Christian Ministry Scholarship

A Christian Ministry Scholarship of \$1000/year has been established for traditional undergraduate students who have at least one parent working in a paid, full-time Christian Ministry.

Alumni Recognition Scholarship

An Alumni Recognition Scholarship of \$1500/year has been established for traditional undergraduate students who have at least one parent who is an alumnus of Asbury University.

Targeted Out of State Scholarship

A Targeted Out of State Scholarship of \$2000/year has been established for traditional undergraduate students who reside within the USA, but outside the Commonwealth of Kentucky. The students must have an expected family contribution (EFC) between \$5082 and \$99,999 as determined by the FAFSA. This scholarship does not apply to those students who are transfers or have academic scholarships.

International Student Scholarship: Each year the Scholarship Committee will select new international applicants to receive partial scholarships. Selection will be based upon academic standing, letters of recommendation and an essay written by the student. The awarding of these scholarships to new recipients will be made in early spring each year. This scholarship is available only to persons who are not citizens of the United States and/or Canada.

The purpose of this scholarship is to serve the international community through the education of young leaders, to provide qualified international students the opportunity of an education at Asbury University and to maintain an awareness of international concerns through the presence of students from other countries on campus. Deadline for application is January 1.

These scholarships may be renewed for a total of four years or eight semesters (excluding any summer terms) as long as the student maintains satisfactory academic progress. Failure to maintain acceptable academic progress will result in notification of scholarship non-renewal.

Asbury University Alumni Honors Award: Two awards consisting of 5% of tuition will be given annually to entering freshmen who are the direct descendants of an Asbury University alumnus. These are one-time awards and are not renewable. The scholarships will be awarded to students who have outstanding high school records. A letter of application must be received by April 15 by the Alumni Relations Office who selects the recipients. For detailed information, please contact the Alumni Relations Office.

Church Match Grant: The Church Match program was established to encourage churches to support students with scholarship aid. Asbury University will match scholarships awarded by churches up to \$1000 per academic year. The Church Match Grant is not dependent on need and students do not need to fill out a FAFSA to qualify. Gifts will be accepted from churches and mission agencies only and the annual gifts must be received at the University by the first day of classes of an award year. Students enrolling for the spring semester (who were not enrolled in the fall) need to have funds in by the first day of classes of the spring semester. The Church Match Grant will not be awarded for the Summer Term. Applications are required and are available online at www.asbury.edu/financialaid/forms.

Multiple Family Waiver: When more than one dependent sibling from a family is enrolled full-time at Asbury University as a traditional undergraduate student, a tuition waiver will be granted for each student (4% of tuition per student for two students and 5% of tuition per student for three or more students). This waiver also applies to husband and wife who are both enrolled full-time in the traditional undergraduate program at Asbury University.

Institutional Employment: Eligible students who have filed their employment application with the Human Resources Office may obtain on-campus employment in such areas as offices, laboratories, dormitories, the library, the cafeteria, the physical plant, or the tutoring center. Students may work up to twenty hours per week at the approved minimum wage level. Applications are required and are available in the Campus Employment Office.

Senior Citizen Waiver: Students enrolled in the traditional undergraduate program who are at least 62 years of age and who are U.S. citizens may receive a waiver of tuition for a maximum of 4.0 credit hours per academic semester (including summer). See Academic expenses for requirements.

Endowed Scholarships: The following annual scholarships are awarded by the Financial Aid Office using income from endowment funds. Selection is determined by the FAFSA.

Carl L. and Emma Lou Akers Memorial Endowed Scholarship
Alabama Endowed Scholarship
Chris Louis Allison Memorial Endowed Scholarship (pastoral or missionary ministry)
George R. Allison Memorial Endowed Scholarship
The Ruth Hall Anderson Endowed Scholarship (music major with preference to piano and/or organ students)
Ralph C. and Katherine B. Argo Memorial Endowed Scholarship
Asbury University Alumni Endowed Scholarship
Asbury University Alumni Honors Endowed Scholarship (descendent of alumnus)
Asbury University Fund for Ancient Languages Endowed Scholarship
John Frank Askins, Sr. Endowed Scholarship
Rev. Tom and Sara Avery Endowed Scholarship

J. David and Pauline Odell Aycock Endowed Scholarship (students of missionary parents serving outside the United States)
 John L. Ayers Endowed Scholarship (pastoral ministry)
 Elizabeth Hutcherson Bailey Memorial Endowed Scholarship (elementary education majors)
 Paul Bailey Endowed Scholarship
 Howard C. and Agnes L. Barnett Endowed Scholarship
 Justus J. and Nellie C. Barnett Endowed Scholarship
 Horace C. and Jennie W. Barrow Memorial Endowed Scholarship
 The Wayne and Jean Barthel Endowed Scholarship (full-time Christian service)
 Henry and Elsie Bayless Endowed Scholarship
 Alice Marie Jackson Beck Endowed Scholarship (Secondary Education-English majors)
 Onesia Beadle Memorial Ministerial Endowed Scholarship
 Walter and Beatrice Beck Endowed Scholarship
 The Bell-Boney Endowed Scholarship (Christian service, nursing, teaching)
 James A. and Emily Boney Bell Endowed Scholarship (Christian service, nursing, teaching)
 The Charles and Dorothy Bertges Endowed Scholarship (students from Lowville United Methodist Church)
 Berwanger Endowed Scholarship
 Maude Betts Endowed Scholarship
 Ruth W. and Roscoe Bierley Memorial Endowed Scholarship
 William H. Blair and Harry W. Snyder Endowed Scholarship
 Blackburn, Bolerjack, Deeke, Huber & McFarland Memorial Endowed Scholarship (non-music majors participating in Orchestra, Concert Choir or Collegium Vocal Ensemble)
 Lloyd M. and Maude E. Blakely Endowed Scholarship
 Ralph E. and Virginia J. Blodgett Endowed Scholarship (Christian service)
 Charles L. and Kathryn Adams Boss Endowed Scholarship (Native American and/or African/American students)
 Rebecca A. and Tyre G. Boss Memorial Endowed Scholarship
 James A. Bowles Family Memorial Endowed Scholarship (students preparing for missionary service)
 Margaret Round Brabon Missionary Scholarship (juniors or seniors preparing for missionary service outside the United States and Canada)
 Hallie Mayhew Brashear Memorial Endowed Scholarship
 Jewel Abney Brockinton Memorial Endowed Scholarship
 Bessie M. Brown Endowed Scholarship (missionary service)
 Rev. and Mrs. Edward Brown Memorial Endowed Scholarship
 Ruth L. and Sheridan E. Brown Endowed Scholarship for Salvation Army Students
 Verner Haden and Pearl Esther Brown Memorial Endowed Scholarship (students from under developed countries planning to return to their homeland)
 Joyce E. Brubaker Memorial Endowed Scholarship (senior Secondary Education English major)
 Fred C. & Dorothy A. Buhler Endowed Scholarship
 Ricky Burns/Ichthus Endowed Scholarship
 F. G. and Avis C. Bynum Endowed Scholarship (student preparing for career in ministry and service in the United Methodist Church)
 Mrs. Helen D. Canaday Endowed Scholarship (freshman Salvationist, music major)
 Benis Gordon Carnes and Rebecca Bingham Carnes Memorial Endowed Scholarship (African-American students)
 Dr. Paul L. Carnes Memorial Endowed Scholarship (graduates of Elizabethtown High School)
 The Hal and Tillie Carpenter Endowed Scholarship (Tippecanoe County, Indiana)
 Jordan Witt Carter Memorial Endowed Scholarship
 Mamie D. Chambers Memorial Endowed Scholarship
 Thomas Cleon Chambers, Sr. Memorial Endowed Scholarship

Dr. Pak Chue Chan and Ethel Groce Chan Endowed Scholarship
 Gerald O. and Dreama J. Chapman Endowed Scholarship
 W. H. Chapman Memorial Endowed Scholarship (art students)
 Rev. John H. and Mrs. Helen I. Chasteen Endowed Scholarship (students of missionary parents)
 Helen Wylie Clapp Memorial Endowed Scholarship
 Class of 1938 Endowed Scholarship
 Class of 1939 Endowed Scholarship
 Class of 1956 – Jay B. Kenyon Memorial Missionary Scholarship
 Charles and Thsora W. Cobb Memorial Endowed Scholarship
 Patsy M. Collins Memorial Endowed Scholarship
 Eugene I. Cooper Family Memorial Endowed Scholarship
 Corbitt Family Endowed Scholarship
 Mary Corley Memorial Endowed Scholarship
 Steven Wayne Countiss Memorial Fund
 T. Delos and Virginia Jones Crary Endowed Scholarship
 Cre8tive Group Endowed Scholarship
 J. L. and Hannah Crouse Memorial Endowed Scholarship
 Kimber Franklin Crouse Memorial Endowed Scholarship (juniors and seniors preparing for missionary service)
 Dottie and Karl Crowe Teacher/Ministerial Endowed Scholarship (students preparing for vocations in education or pastoral ministry)
 H. E. and Lelia Cunningham Endowed Scholarship
 Rev. and Mrs. J. C. Cunningham and Mr. and Mrs. C. J. Jones Endowed Scholarship (California students)
 Margaret Williams Curtis Endowed Scholarship
 Jack and Wilma Davis Memorial Endowed Scholarship (married students)
 Margaret Fillingim '68 Davis Teaching Scholarship
 Warner P. and Jessica Lee Davis Endowed Scholarship
 Marvin G. Dean Memorial Endowed Music Scholarship
 Judge J. W. and Wynelle Scott Deese Endowed Science Research Stipend (government service)
 Louis R. and Madeline Kelso Dennis Endowed Scholarship (students from China, Sarawak, Korea, Singapore or other Asian countries)
 Rev. Newton B. and Mrs. Helen Wax Dickens Memorial Endowed Scholarship (ministerial students)
 Richard Dickinson Memorial Endowed Scholarship
 Leo V. Diebold Memorial Endowed Scholarship (Batesville District or North Arkansas Conference of the United Methodist Church)
 Huet Davis Dillon and Cora Ann Sink Dillon Memorial Endowed Scholarship
 Thomas W. Ditto Endowed Scholarship
 Edward and Ruth Dodd Endowed Scholarship (students preparing for foreign missionary service)
 Sylvia Donaldson, Phyllis Donaldson and Norma Huber Endowed Scholarship (choral music education or church music students)
 Erika A. Dorsett Memorial Endowed Scholarship (ministerial students)
 Evangeline C. Dunn Memorial Endowed Scholarship (United Methodist ministerial students)
 D. Alford Early Endowed Scholarship
 Early Family Endowed Scholarship
 Rev. William Clark Early Memorial Endowed Scholarship
 William E. and Doris Akers Eddy Memorial Endowed Scholarship (students preparing for full-time Christian service or those entering the mission field)
 Joseph B. Edie Endowed Scholarship
 William R. and Willie P. Edwards Memorial Endowed Scholarship

Carmon and Mildred Elliott Endowed Scholarship (English, Drama, Elementary Education, Accounting or Business majors)
 Betty Griffith Erskine Memorial Endowed Scholarship
 John Hillary Finch, Sr. and Stella Conrad Finch Memorial Endowed Scholarship (students preparing to teach biology in secondary school)
 Leon Fisher Memorial Endowed Scholarship (Salvation Army students)
 Florida Asbury Endowed Scholarship
 Elizabeth Maxey and Elbert M. Fly Memorial Endowed Scholarship (education majors)
 The June Lawrence Foster Memorial Endowed Scholarship (music voice majors)
 Nellie G. Frank Memorial Endowed Scholarship
 E. E. and Frances W. Franklin Endowed Scholarship
 Roy A. & Bernice Froderman Endowed Scholarship
 Henry E. and Edith E. Fryer and William J. Short Endowed Scholarship (students from missionary families or those preparing for ministry, missionary work or other Christian service)
 Frank B. and Lucille Fryman Scholarship for Athletes
 Rev. J. O. Fuller Endowed Scholarship
 John H. Furbay Endowed Scholarship (international students studying at Asbury University or U. S. students studying abroad)
 Dwight L. and Helen R. Gadbery Memorial Endowed Scholarship (Christian service)
 Galbreath Memorial Endowed Scholarship
 Joyce Ganocy Walker Memorial Endowed Scholarship
 H. Raymond and V. Josephine Garner Endowed Scholarship (psychology majors)
 Rev. William B. and Betty R. Garnett Endowed Scholarship
 Timothy Edward Garrett Endowed Scholarship
 Bessie M. Gehrig Memorial Endowed Scholarship (science major)
 General Endowed Scholarship
 General Ministerial Endowed Scholarship
 Gettig Scholarship
 Dr. James D. and Sarah E. Gibson Endowed Scholarship
 William E. and Mary K. Gill Endowed Scholarship
 Glover-Bridewell Endowed Scholarship (music student)
 Henry T. Grayson Endowed Scholarship (student from Alabama-West Florida Conference of the United Methodist Church preparing for ministry or missionary work)
 Gladys M. Greathouse Endowed Scholarship (speech majors)
 Carmen and Jim Greeson Endowed Scholarship
 Margaret Thompson Griffith Memorial Endowed Scholarship (education majors)
 John E. Grigg Endowed Scholarship
 Paul Asbury and Anna Grout Scholarship Fund (Hispanic students)
 Hager Pre-Med Student Endowed Scholarship
 Ruth Lansell Hager Memorial Endowed Scholarship (education majors)
 Joe R. and Clotilde Littlejohn Hair Endowed Scholarship
 Stuart L. Hall Endowed Scholarship
 Cecil B. Hamann Memorial Endowed Scholarship
 Cecil B. Hamann Memorial Medical Missions Endowed Scholarship
 Gertrude D. Hamilton Memorial Endowed Scholarship
 Dr. and Mrs. James E. Hamilton Endowed Scholarship
 James E. Hamlin Endowed Scholarship (students from Fort Valley United Methodist Church or South Georgia Conference of the United Methodist Church)
 Brigadier Mrs. Elsie A. Hammerstrom Endowed Scholarship (Salvation Army students)
 Hanna/Burleigh Mission Support Scholarship
 Marjorie Harmon Endowed Scholarship

Ted and Katherine Harper Memorial Endowed Scholarship (student athletes)
 Frank G. and Frances M. Harris Endowed Scholarship (Georgia students)
 HartLex Business Endowed Scholarship (junior or senior business majors)
 Mr. and Mrs. Robert Carnahan Hatton Endowed Scholarship
 Aaron Todd Hawks Memorial Endowed Scholarship (Freshmen Salvation Army students)
 William and Jean Henderson Endowed Scholarship (Missouri students)
 Lillian E. Henry Endowed Scholarship
 Reverend Paul F. and Helen Skeen Hill Endowed Scholarship
 Ruby Mann Hilley Endowed Scholarship
 E. D. and Fern Hinkle Memorial Endowed Scholarship
 Clarence W. Hoepfer Memorial Endowed Scholarship (Salvation Army and/or missionary students)
 Lydia H. Holmes Memorial Endowed Scholarship
 C. T. and Annie Hooper Endowed Scholarship
 Harry Hosier Scholarship Fund for Black Americans
 Aaron D. and Florence Houglin Memorial Endowed Scholarship
 Christopher Vernon Howard Memorial Endowed Scholarship
 Henry H. and Irene Howell Memorial Medical Missions Endowed Scholarship
 Florence S. Hubbard Memorial Endowed Scholarship
 James A. and Sylvia Hughes Memorial Endowed Scholarship
 John W. and Mary W. Hughes Memorial Endowed Scholarship
 C. J. Hunter Endowed Scholarship (students from Trinity United Methodist Church, Maysville, KY or students from Mason County, KY)
 J. Kenneth and Faith Hutcherson Memorial Endowed Scholarship
 Robert G. Jackson Endowed Scholarship
 Francis Asbury Jagers Endowed Scholarship (ministry students)
 Jamison-Coil Endowed Scholarship
 Charles "Chic" Johnson Memorial Endowed Scholarship (ministry students)
 Z. T. and Sarah M. Johnson Christian Service Scholarship
 Paul and Jeanne Jolley Endowed Scholarship
 Jay B. and Ella Dee Kenyon Memorial Endowed Scholarship
 Charles W. Keysor Memorial Endowed Scholarship (journalism students)
 Dr. Hal Kime Endowed Scholarship
 Judith White Kinder Memorial Endowed Scholarship
 James H. King Memorial Endowed Scholarship
 Dennis F. and Elsie B. Kinlaw Endowed Scholarship
 Kirkland-Kinlaw Endowed Scholarship (ministry, Christian education, or education majors)
 Klingler-Huyett Endowed Ministerial Scholarship
 Donald J. Kosin, Jr. Memorial Endowed Scholarship
 Henry and Vera Krichbaum Memorial Endowed Scholarship
 Judith Lamb Krusich Memorial Endowed Scholarship (missionary, ministry or social work students)
 Dr. Roger W. and Ruth Hinkle Kusche Endowed Scholarship
 Lashbrook Endowed Scholarship (sophomore, junior or senior business students)
 Dr. Ting Lee Memorial Endowed Scholarship (freshman student)
 Russell and Mary Lenox Memorial Endowed Scholarship (full-time Christian ministry)
 Albert M. and Laura I. Lewis Endowed Scholarship (children of Salvation Army officers serving in Indiana or Central Territory)
 Edward B. Lewis Memorial Endowed Scholarship
 David and Mary Lindsey Family Memorial Endowed Scholarship (Philosophy or Bible & Theology students)
 Rev. Dr. Carl C. Ling Memorial Endowed Scholarship (ministry students)
 Joan Hammerstrom Lingle Endowed Scholarship (Salvation Army students)

Darrell and Prudence Tam Long Missionary Endowed Scholarship
 Ralph W. Loudenslager Endowed Scholarship
 Richard Kildow Lovejoy Memorial Endowed Scholarship (business majors)
 Sara Hart Lovitt Memorial Endowed Scholarship
 Clayton and Emily Luce Endowed Scholarship
 George E. Luce Business Endowed Scholarship
 George E. and Willouise B. Luce Endowed Scholarship
 Rev. Richard C. and Bonnie L. Ludden Memorial Endowed Scholarship
 Arlie Shepherd Mann Endowed Scholarship
 William Robert and Betty Birdsong Mann Endowed Scholarship
 Married Students Endowed Scholarship
 Bill and Jessie Ruth Martin Memorial Endowed Scholarship
 Mary Mason Memorial Endowed Scholarship
 Jesta Bell Matherly Endowed Scholarship (art major)
 J. & L. McClure Memorial, M. Powell, and Dr. Charles T. Pinkston Endowed Scholarship
 Gene Fred and Geraldine McConnell Memorial Endowed Scholarship
 John C. McCorkle Memorial Endowed Scholarship (students preparing to be missionaries)
 Paul R. McDowell and William D. Powell Memorial Endowed Scholarship (junior or senior)
 McFarland Endowed Scholarship (pre-med or biology major)
 Velma C. McNitt Endowed Scholarship (junior or senior student)
 Rudy Medlock Endowed Scholarship (art major)
 L. L. and Vera N. Milam Ministerial Scholarship Fund
 Andy and Joan Miller Endowed Scholarship (Salvation Army students)
 Leland S. and Hazel E. Miller Endowed Scholarship (students whose parents are missionaries)
 Ralph E. Mills Endowed Scholarship
 Ralph E. Mills Salvation Army Endowed Scholarship
 Missionary Martyrs Endowed Scholarship
 Phillip W. Moegerle Memorial Endowed Scholarship (two or more students from the same family attending the University at the same time)
 Marjorie Stratton Moore Endowed Scholarship (Methodist students)
 Myrtle Rollings Moore Memorial Endowed Scholarship
 Sadie Maude Moore Memorial Endowed Scholarship (students preparing for careers in Christian missions and ministry)
 Erville Morehead Endowed Scholarship (junior or senior psychology major)
 Henry Clay Morrison Endowed Scholarship Fund
 Rev. William W. and Minnie S. Morrow Memorial Endowed Scholarship (male ministerial student)
 Ruth E. Mullins Memorial Endowed Scholarship
 Reverend Mitchell C. and Faye Murrow Endowed Scholarship (for students from North Carolina)
 Mr. and Mrs. John I. Naylor Memorial Endowed Scholarship
 Dorothy Helton Nixon Memorial Endowed Scholarship (sophomore, junior or senior elementary education majors)
 Myrtle P. Nixon Memorial Endowed Scholarship (pre-med students)
 Oscar Nonneman Memorial Endowed Scholarship (education, psychology, sociology or social work majors)
 S. Edward Notson Memorial Endowed Scholarship
 Robert and Dorothy Oetjen Endowed Scholarship
 Lucille Strouse Oliver Endowed Scholarship
 Basil and Rachel Osipoff Memorial Endowed Scholarship (junior or senior music major with preference given to voice students)
 Paul and Gene Pappas Memorial Endowed Scholarship
 Esther Logsdon Paul Memorial Endowed Scholarship

Era Wilder Peniston Endowed Scholarship (organ student)
 Robert and Era Peniston Scholarship Award (Honors Recital participants)
 Rev. and Mrs. Frank L. Perry Endowed Scholarship
 E. Robert Pfeiffer and Esther H. Pfeiffer Endowed Scholarship (pastoral ministry or missions)
 Ford and Virginia Philpot Endowed Scholarship (students interested in Christian service from either Eastern Kentucky or missionary families)
 Herman and Emilie Pielemeier Memorial Endowed Scholarship
 Rev. C. P. and Alice Garriott Pilow Memorial Endowed Scholarship
 Frances T. Powers Ministerial Scholarship
 Audrey Price Memorial Endowed Scholarship
 A. T. and Roberta Puntney and Grandchildren Endowed Scholarship
 Jack and Dorothy Rains Endowed Scholarship
 James W. and Jean C. Ranes Endowed Scholarship (student from family of minister or missionary)
 Harry and Judy Ranier Endowed Scholarship
 J. Paul Ray Medical Missions Endowed Scholarship
 Register-Redeker Memorial Endowed Scholarship
 Evelyn M. Rhodes Memorial Endowed Scholarship
 Richardson Memorial S.A.S.F. Scholarship
 Dr. Roy Ben Ridley and Nancy Crary Ridley Endowed Scholarship
 Ben Ripley Memorial Endowed Scholarship
 Olive M. Ritter Memorial Endowed Scholarship
 The Rollings Memorial Endowed Scholarship
 William H. and Easter Bell M. Roughton Endowed Scholarship (full-time Christian service, student from Georgia or Florida)
 Paul Kistler Rowell Endowed Scholarship (students preparing for ministry in the Methodist church)
 June Bissell Ryan Endowed Scholarship
 Rydberg Endowed Scholarship
 Donald E. and Wilma I. Sanders Family Endowed Music Scholarship
 Claude K. Sands Memorial Endowed Scholarship
 Clifford L. and Blanche Schissler Endowed Scholarship (students preparing for full-time Christian service)
 Lee L. and Dawn P. Schissler Endowed Scholarship
 Thomas Earl Scott Memorial Endowed Scholarship
 Ruth Seifert Endowed Scholarship (junior or senior art studio and/or art education major)
 Robert and Fay Sellers Endowed Scholarship
 Hammell P. Shipps Science Award
 Franklin W. Shisler Endowed Scholarship
 Anna C. Short Memorial Endowed Scholarship
 Fannie Haynes Simrall Memorial Endowed Scholarship
 M. Ray and Jean M. Smith Memorial Endowed Scholarship (pre-ministerial students)
 Margaret Ann Smith Memorial Endowed Scholarship
 Sammye and Arthur Smith and Mary and Ezra King Memorial Endowed Scholarship (students preparing for missionary service)
 Stuart A. Smith Endowed Athletic Scholarship
 Dr. W.T. Smith and Lora Lee Barwick Smith Endowed Scholarship
 Lenore Long Smoot and Josephine Long Diavastes Memorial Endowed Scholarship
 Soffranko-Hale Endowed Scholarship (students of missionary parents who have served in developing countries)
 Dorothy Spalding Memorial Music Endowed Scholarship
 Sparks Collegiate Institute and Sparks College Endowed Scholarship
 James Stanford Endowed Scholarship

Catherine B. Stevens Endowed Scholarship (education of pastors for the United Methodist Church)
 Stewart Memorial Endowed Scholarship
 Earl and Willie Hall Stilz Endowed Scholarship
 Bishop and Mrs. Mack B. Stokes Endowed Scholarship (pre-ministerial students)
 Strickland Family Scholarship (pastor or missionary)
 Joe and Eileen Tanzey Endowed Scholarship
 Edmond S. and Ada R. Taylor Endowed Scholarship (foreign ministerial students)
 Helen Taylor Endowed Scholarship
 Philip L. and June W. Taylor Endowed Scholarship
 Joe Thacker Family Endowed Scholarship
 Nida Haskins Thayer Memorial Endowed Scholarship
 John and Margaret Therkelsen Endowed Scholarship
 Dorothy P. Thomas Memorial Endowed Scholarship (Alabama-West Florida Conference of UMC)
 Lewis M. and Louise Scheible Thompson Memorial Endowed Scholarship (students majoring in Education)
 William B. and Mary Thompson Memorial Endowed Scholarship (pre-med students)
 George W. Thumm and Myrtle V. Thumm Memorial Endowed Scholarship
 Evelyn Thurman Graduate Endowed Library Science Scholarship
 Sybil Bowden Tomlin Memorial Endowed Scholarship
 Town-Magyarian Memorial Endowed Scholarship
 Vending Scholarship
 Olaf Wakefield Memorial Endowed Scholarship (North Carolina ministry students)
 Mildred and Virginia Waller Memorial Endowed Scholarship
 Arthur F. and Beatrice L. Walz, Sr. Scholarship
 Watchman Endowed Scholarship (seniors)
 Dr. Edward Wills Watkins Memorial
 Gertie and Willie Weakley Memorial Endowed Scholarship (United Methodist ministerial students)
 William G. Wells Memorial Endowed Scholarship (ministerial students)
 Y. D. and Annie Laurie Westerfield Memorial Endowed Scholarship (speech and voice majors)
 Ben Whaley Endowed Scholarship (UM student from Africa)
 Goldie and Orvil Wheatley Endowed Scholarship
 F. Bates White Endowed Scholarship
 Davis T. Whitehurst Memorial Endowed Scholarship
 Stan and Marna Wiggam Endowed Scholarship
 Robert F. Wiley, Sr. and Janie Katherine Wiley Memorial Endowed Scholarship (pre-med students)
 Williams/Fairbanks Endowed Scholarship
 Bentley A. Williamston Memorial Endowed Scholarship (male ministerial student)
 Willingham Memorial Endowed Scholarship
 Jay Wilson, Jr. Memorial Endowed Scholarship (junior or senior history education major)
 Gertrude Wiltsee Endowed Scholarship (preference for students from Victory Memorial UMC, Indianapolis)
 Don K. Winslow Memorial Business Management Endowed Scholarship
 Don Kenneth Winslow Memorial Endowed Scholarship (junior or senior accounting majors)
 Mr. and Mrs. Jimmie Winslow Endowed Scholarship
 Anna Thorp Wolford Memorial Endowed Scholarship
 Lee Wommer Memorial Endowed Scholarship
 C. B. Wymond Memorial Endowed Scholarship
 Nancy Yocum Wynn and U. O. Wynn Memorial Endowed Scholarship (students preparing for missionary service)
 Zaire-Reid Endowed Scholarship
 Cecil C. Zweifel Endowed Scholarship for Athletes

Non Endowed Scholarships: The following scholarships are funded annually from gifts to Asbury University.

AIKCU Ashland Inc. Foundation Student Fund
AIKCU GHEEN Student Fund
AIKCU Keeneland Student Fund
AIKCU Kentucky Utilities Student Fund
AIKCU Toyota Motor Manufacturing Student Fund
AIKCU UPS Student Fund
Dr. Edwin & Judy Blue and Dr. Al and Yvonne Moulton Scholarship Fund
Ray and Patsy Brewer Fund
California Students Scholarship
Christian & Missionary Alliance Student Fund
Abigail Miller Douglass '02 Fund
The Froderman Foundation Scholarship
Elizabeth Ann Huntley Memorial Fund
International Student Fund
Richard C. and Martha B. Kraus Non Endowed Scholarship
Maker-Hankins Ministerial Scholarship (United Methodist pre-ministerial students)
Missionary Children Scholarship
Music Scholarship
Rev. Donald C. and Elizabeth Porteous Non Endowed Scholarship (nursing or health related field other than a medical degree)
Pulliam Journalism Student Fund
United Methodist Student Fund
Vanguard Class Scholarship (junior or senior)
Wheeler-Carpenter Scholarship
Woodford-Fayette Student Fund

Institutional Loans: Funds from the following institutional loans are available to students who are pursuing at least half-time enrollment with a GPA of 2.00, and who have a history of payments being made to the student's account.

Asbury Student Fund
George L. Bagby Scholarship/Loan Fund
C.V. and Edna Bailey Student Loan Fund
Raymond and Margaretta Bennett Student Loan Fund
Earl and Elsie Butcher Loan Fund
Clark-Sikes Scholarship/Loan Fund (United Methodist student)
Emily Boyer Frazer Memorial Loan Fund
The Jackie Fries Student Loan Fund
Grace P. Gowin Loan Fund
George D. and Vera L. Heagen Student Loan Fund
Wallace and Peggy Harned Student Loan Fund
Elno H. Hath Loan Fund
Howard E. and Mabel R. Hedinger Loan Fund
Henry Howell Loan Fund
Myrtle P. Howell Student Loan Fund
Hughes-Wilson Endowed Loan Fund

E. Stanley Jones Loan/Scholarship Fund (junior or senior planning career in international service/ministry; cancellation for service performed)
Light-Trust Scholarship/Loan Fund
Martha Linder Loan Fund
Ira and Edith Mann Loan Fund
Fred L. Martin Memorial Student Loan Fund
Elsie Matheny Loan Fund
Millard-Kyburz Memorial Loan Fund
The Connie L. Moore Memorial Loan Fund
Clayton Morrison Loan Fund
Ira and Pearl Nichterlein Student Loan Fund
G. Reid and Maude Smith Student Loan Fund
Margaret A. Smith Loan Fund
Frances F. Stansbury Memorial Scholarship/Loan Fund (active United Methodist students)
Mary and Alma Townsend Student Loan Fund
J. H. Tumlin Minister's Fund
Goldie S. Vincent Student Loan Fund
Wakefield Loan Fund
Larry Ward Student Loan Fund
Emma F. Whitson Loan Fund
Clinton and Margaret Williams Student Loan Fund
Verne E. Wilson Student Loan Fund

Repayment of most of these loans begins six months after discontinuing school attendance at an interest rate of 6% per annum. Students must also have been in attendance at Asbury University for a minimum of one semester before making application. Loan repayment can be deferred as long as an individual remains in half-time attendance at an accredited institution of higher education. Deferment is not to exceed five years. For specific information regarding any of the above-mentioned loans please contact the Financial Aid Office, Asbury University.

DIRECTORY

THE BOARD OF TRUSTEES

*C. E. CROUSE, Jr., *Chair*
Certified Public Accountant
Capin, Crouse LLP
Greenwood, Indiana

*DAVID L. STEVENS, *Vice Chair*
Executive Director/CEO
Christian Medical and Dental Associations
Bristol, Tennessee

*RONALD W. TARRANT, *Secretary*
Chairman, President/CEO (Retired)
Flow International Corporation
Seattle, Washington

*SANDRA C. GRAY, *ex officio*
President
Asbury University
Wilmore, Kentucky

RONALD BALL
President
Ron Ball Associates, Inc.
Prestonsburg, Kentucky

*CHRISTOPHER T. BOUNDS
Associate Professor of Theology
Indiana Wesleyan University
Marion, Indiana

MELVIN R. BOWDAN, Jr.
Former Conference Lay Leader
Kentucky Annual Conference
The United Methodist Church
Nicholasville, Kentucky

*DAVID L. BRAZELTON
United Methodist Senior Pastor (Retired)
Lakeland, Florida

LARRY D. BROWN
Certified Public Accountant
Pricewaterhouse Coopers
New York, New York

LARRY W. GREEN
Former Marketing Executive
Palm Beach Gardens, Florida

HAROLD L. HEINER, Jr.
Chairman and Founder
Capstone Realty
Louisville, Kentucky

*MORRIS E. HINTZMAN
President (Retired)
Metropolitan Ministries
Tampa, Florida

GREGORY B. ISAACS
Certified Public Accountant (Retired)
Mountjoy Chilton Medley
Louisville, Kentucky

SARAH L. LUCE
Prospect, Kentucky

NATHAN R. MOWERY
Managing Director
Navigant Consulting
Indianapolis, Indiana

DEBORAH A. WEIDENHAMER
CEO
Auction Systems, Auctioneers & Appraisers, Inc.
Phoenix, Arizona

MARK H. WHITWORTH
Associate Commissioner for External Affairs
Southeastern Conference, SEC
Birmingham, Alabama

RICH M. WRIGHT
Senior Director
Yum! Brands, Inc.
Louisville, Kentucky

*Members of the Executive Committee

THE ADMINISTRATION

OFFICERS

SANDRA C. GRAY, Ph.D.
President

JONATHAN S. KULAGA, Ph.D.
Provost

CHARLIE D. FISKEAUX, Ph.D.
Vice President for Business Affairs and Treasurer

GLENN R. HAMILTON, M.B.A.
Vice President for Operations

CHARLES SHEPERD II, M.A.
Vice President for Institutional Advancement

MARK J. TROYER, Ph.D.
Vice President for Enrollment Management

DOUGLAS A. WILCOXSON, Ph.D.
Vice President for Student Development

ACADEMIC AFFAIRS

BONNIE J. BANKER, Ed.D.
Academic Dean

WILLIAM A. HALL, Jr., Ed.D.
Dean, School of Graduate and Professional Studies

STEVE K. CLEMENTS, Ph.D.
Dean, College of Arts and Sciences

JAMES R. OWENS, Ph.D.
Dean, School of Communication Arts

SHERRY W. POWERS, Ed.D.
Dean, School of Education

MORGAN A. TRACY, M.S.L.S.
Director of Library Services

THOMAS J. FEE, M.Div.
Director of Adult Professional Studies

SHERYL A. VOIGTS, M.A.
Registrar

KATHRYN R. HENDERSHOT, D.Miss.
Director of Cross-Cultural Experience

GAY L. HOLCOMB, Ph.D.
Director of Institutional Assessment

SARA E. PORTER, M.S.Ed.
Director of Online Center

MARK A. PERDUE, M.S.
Director of Athletics

BUSINESS AFFAIRS

GARY E. HOWARD, B.S.
Assistant Vice President for Business Affairs

RONALD M. ANDERSON, M.A.
Director of Financial Aid

PAUL J. DUPREE, M.S.
Assistant Vice President for Information Technology Services

SUE J. McKEOWN, B.A., C.P.A.
Controller

RANDALL W. RICHARDSON
Director of Capital Construction & Planning

CAMPUS OPERATIONS

ERIC C. McMILLION, B.C.T.
Director of Physical Plant

INSTITUTIONAL ADVANCEMENT

J. MICHAEL BURNIGHT, B.A.
Senior Leadership Gifts Officer

JEANETTE D. DAVIS, B.A.
Director of Conference Services and Campus Events

DALE L. JARRARD, Jr., B.A.
Associate Vice President for Development and Campaign Operations

BRADLEY T. JOHNSON, B.A.
Director of Marketing and Communication

EARL T. OGATA, M.S.
Director of Foundations and Corporate Relations

CAROLYN L. RIDLEY, M.A.
Director of Alumni Relations and Parent Program

STUART A. SMITH, M.A.R.
Senior Planned Giving Officer

ENROLLMENT MANAGEMENT

LISA D. HARPER, B.A.

Director of Admissions

STUDENT DEVELOPMENT

CAROL J. AMEY, R.N., B.A.

Director of Student Health Services

JOSEPH W. BRUNER, M.A.

Associate Dean for Residence Life

JASON W. CLAYTON, M.ED.

Director of Center for Career and Calling

GREG K. HASELOFF, M.Div., M.A.

Associate Dean for Campus Ministries and Campus Chaplain

MELISSA COSSART, M.S.

Director of Center for Counseling

PAUL M. STEPHENS, M.A.

Associate Dean for Student Leadership Development

THE FACULTY

(Year following title indicates appointment to faculty)

KEVIN L. ANDERSON

Associate Professor of Bible and Theology (2002)

B.A., Trinity Bible College, 1988;

M.Div., Nazarene Theological Seminary, 1993; Ph.D.,

London Bible College, 2001

NEIL D. ANDERSON

Professor of Bible and Theology (1996)

B.A., Asbury University, 1988;

M.Div., Asbury Theological Seminary, 1991; M.Ph.,

Drew University, 1994;

Ph.D., Drew University, 1999

BOBBY R. BALDRIDGE

Professor of Biology (1994)

B.S., University of Kentucky, 1978;

B.S., Tuskegee University, 1981;

D.V.M., Tuskegee University, 1982

GREGORY A. BANDY

Assistant Professor of Media Communication (2001)

B.A., Asbury University, 1976;

M.A., University of Georgia, 1979

KEITH A. BARKER

Associate Professor of Art (2000)

B.A., Asbury University, 1992;

M.F.A., Savannah College of Art and Design, 2000

VICKI P. BELL

Professor of Music Theory (1993)

B.M.E., University of Kentucky, 1976;

M.M., University of Kentucky, 1984;

Ph.D., University of Kentucky, 1998

GEORGE M. BILDERBACK

Associate Professor of Equine Management (2010)

B.S.A., The University of Tennessee, 1973; D.V.M.,

Auburn University, 1977

BARRY R. BLAIR

Assistant Professor of Media Communications (2009)

B.S., Kentucky Christian University;

M.F.A., Middle Tennessee State University, 2011

DAVID A. BOSCH

Assistant Professor of Business Management (2011)

B.S.Acc., University of Kentucky, 1992;

M.B.A., University of Notre Dame, 1998

BENJAMIN F. BRAMMELL

Assistant Professor of Biology (2010)

B.S., Eastern Kentucky University, 1998;

M.S., Tennessee Technological University, 2000; Ph.

D., University of Kentucky, 2005

BRUCE M. BRANAN

Professor of Chemistry (2000)

B.S., University of North Carolina, Greensboro, 1989;

Ph.D., Ohio State University, 1994

DEVIN G. BROWN

Professor of English (1996)

B.A., Culver-Stockton College, 1975;

M.A., Eastern Illinois University, 1978;

M.A., University of Florida, 1979;

Ph.D., University of South Carolina, 1994

KEVIN J. BROWN

Assistant Professor of Finance (2013)

B.S., University of Indianapolis, 2000;

M.B.A., University of Indianapolis, 2002;

M.Litt., St. Andrews University, 2008;

Ph.D., University of Glasgow, 2012

SHARON C. BRYSON

Assistant Professor of Social Work (2008)

B.A., Asbury University, 1971;

M.A., Western Kentucky University, 1974;

M.A.R., Asbury Theological Seminary, 1982; M.S.S.W.,

University of Louisville, 1990

CLAIR A. BUDD

Professor of Christian Ministries (1989)
B.A., Eastern Nazarene College, 1974;
M.R.E., Nazarene Theological Seminary, 1979; Ph.D.,
Oregon State University, 1989

DON E. BURGESS

Professor of Physics (1993)
B.S., Pennsylvania State University, 1980;
Ph.D., Ohio State University, 1990

DOUGLAS J. BUTLER

Head of Technical Services, Librarian IV (1977)
B.A., Sterling College, 1974;
M.L.S., State University of New York College at
Geneseo, 1975;
Sp.L.I.S., Indiana University, 1983

KRISSIE H. BUTLER

Assistant Professor of Spanish (2011)
B.A., Asbury University, 2004;
M.A. University of Kentucky, 2006;
Ph.D., University of Kentucky, 2012

MARK D. BUTLER

Assistant Professor of Graduate Education (2011)
B.A., Asbury University, 2002;
M.A. Asbury University, 2009

BONITA S. CAIRNS-DESCOTEUX

Professor of Social Work (2007)
B.A., Asbury University, 1974;
M.Ed., Worcester State College, 1976;
M.S.W., University of Connecticut, 1981;
Ed.D., University of Rochester, 1994

JILL C. CAMPBELL

Assistant Professor of Music Education and Voice
(2013)
B.M.M.E., University of Kentucky, 2000;
M.M., University of Kentucky, 2005

DAVID P. CECIL

Associate Professor of Social Work (2009)
B.A., University of Kentucky, 1994;
M.S.W., University of Kentucky, 1998;
Ph.D., University of South Carolina, 2004

STEPHEN K. CLEMENTS

Associate Professor of Political Science (2008)
B.A., Asbury University, 1983;
M.A., University of Chicago, 1991;
Ph.D., University of Chicago, 1998

DAVID L. COULLIETTE

Professor of Mathematics (2000)
B.A., Asbury University, 1981;
M.S., University of Central Florida, 1984;
Ph.D., Florida State University, 1992

C. TIMOTHY CROOK

Associate Professor of Education (2002)
B.A., Asbury University, 1975;
M.A.Ed, Georgetown College, 1980;
Ed.D., Spalding University, 2011

CHERYLL E. CROW

Associate Professor of Mathematics Education (2013)
B.S., Asbury College 2003;
M.A.Ed., Georgetown College, 2005;
Ph.D., University of Kentucky, 2008

STEVEN H. DAWSON

Assistant Professor of Social Work (1999)
B.A., Miami University (Ohio), 1977;
M.Div., Asbury Theological Seminary, 1992; M.S.W.,
University of Kentucky, 1992

JEFFREY A. DAY

Associate Professor of Theatre (2003)
B.A., Northern Kentucky University, 1991;
M.F.A., University of Utah, 2001

JANET B. DEAN

Assistant Professor of Psychology (2008)
B.A., University of Akron, 1992;
M.A., Asbury Theological Seminary, 1994;
M.Div., Asbury Theological Seminary, 1997;
M.A., Ohio State University, 2001;
Ph.D., Ohio State University, 2003

WILLIAM R. DESCOTEUX

Professor of Social Work (2007)
B.A., Asbury University, 1972;
M.Th., Boston University, 1976;
M.S.W., University of Connecticut, 1980;
M.A., Central Connecticut University, 1981; Ph.D., Ball
State University, 1989

OWEN P. DICKENS

Professor of Bible and Theology (1982)
B.A., Asbury University, 1975;
M.Div., Asbury Theological Seminary, 1979;
M.A., Brandeis University, 1984;
Ph.D., Brandeis University, 1992

GLEN P. FLANIGAN

Associate Professor of Instrumental Music (2001)
B.S., Asbury University, 1983;
M.S., University of Illinois at Urbana Champaign, 1984;

Ph.D., University of Kentucky, 2008

SUZANNE O. GEHRING

Head of Instructional and Archival Services, Librarian II (2004)

B.A., Asbury University, 1965;
M.S.L.S., University of Kentucky, 2000

MARK A. GILL

Associate Professor of Business Administration (2011)

B.S., Randolph-Macon College, 1991;
M.S., Virginia Commonwealth University, 1998; Ph.D.,
Arizona State University, 2005

CHARLES E. GOBIN

Professor of English (1996)

B.A., University of Georgia, 1982;
M.A., University of Florida, 1989;
Ph.D., University of Florida, 1994

AMANDA H. GOODWIN

Assistant Professor of Educational Technology (2013)

M.S., Ramapo College of New Jersey, 2007;
B.A., Monmouth University, 2009;
Ed.D., University of Kentucky, 2012

PAUL V. HAMILTON

Associate Professor of Economics (2012)

B.S., University of Kentucky, 1991;
M.A., Indiana University, 1996;
Ph.D., Indiana University, 2002

STEPHEN R. HILLIS

Professor of Communication (1989)

B.S., Wheaton College, 1965;
M.Div., Denver Conservative Baptist Seminary, 1970;
M.A., University of Iowa, 1986;
Ph.D., University of Iowa, 1989

GAY L. HOLCOMB

Associate Professor of Psychology (2005)

B.A., Asbury University, 1997;
Ph.D., University of Kentucky, 2004

RONALD W. HOLZ

Professor of Instrumental Music and Music Literature (1981)

B.S., University of Connecticut, 1970;
M.Mus., University of Cincinnati, 1973;
Ph.D., University of Connecticut, 1981

CHANNON C. HORN

Assistant Professor of Education (2009)

B.S.Ed., University of Kentucky, 1999;
M.S.Ed., University of Kentucky, 2002;
Ph.D., University of Kentucky, 2010

BRIAN C. HULL

Assistant Professor of Youth Ministries (2008)

B.A., Olivet Nazarene University, 1996;
M.R.E., Nazarene Theological Seminary, 1998

MARCIA L. HURLOW

Professor of English and Journalism (1983)

B.A., Baldwin-Wallace College, 1974;
M.A., Ohio State University, 1977;
Ph.D., Ohio State University, 1979;
M.F.A., Goddard College, 1986

MICHAEL G. HYLEN

Associate Professor of Educational Leadership (2013)

B.S., Northeastern University, 1982;
M.Ed., University of Missouri, 1996;
Ph.D., University of Missouri, 2008

TERESA A. JENKINS

Assistant Professor of English (1993)

B.A., Asbury University, 1982;
M.A., Georgetown College, 1989

PETER A. KERR

Assistant Professor of Communication (2004)

B.S., Air Force Academy, 1995;
M.A., University of Washington, 2002;
M.Div., Asbury Theological Seminary 2006

SARAH E. LECKIE

Assistant Professor of Media Communications (2013)

B.A., Asbury University, 2003

DUK-HYUNG LEE

Associate Professor of Mathematics (2001)

B.S., Inha University, Korea, 1982;
M.A., Arizona State University, 1987;
Ph.D., Arizona State University, 1994

KIMBERLY H. LOWRY

Assistant Professor of Spanish (1992-1998, 1999)

B.A., Transylvania University, 1990;
M.A., University of Kentucky, 1992

CHRISTINE A. MCALISTER

Assistant Professor of Multi-Media Communications (2013)

B.A., Asbury University (2003);
M.A., Baylor University, 2005

GERALD I. MILLER

Professor of Bible and Biblical Languages (1973)

B.A., Asbury University, 1966;
M.Div., Asbury Theological Seminary, 1969; Ph.D.,
Johns Hopkins University, 1980

K. PAUL NESSELROADE

Professor of Psychology (2002)
B.S., Asbury University, 1990;
M.A., University of Louisville, 1993;
Ph.D., University of Louisville, 1998

LAWRENCE R. OLSEN

Associate Professor of Chemistry (1994)
B.S., University of Wisconsin-Madison, 1975; Ph.D.,
University of Wisconsin-Madison, 1995

JOSHUA A. OVERBAY

Assistant Professor of Media Communication (2010)
B.A., Trinity International University, 2003; M.F.A.,
Regent University, 2010

JAMES R. OWENS

Professor of Media Communication (1981)
B.A., Asbury University, 1979;
M.S.Ed., Indiana University, 1980;
Ed.S., Indiana University, 1981;
Ph.D., Southeastern University, 1983

MARGARET PARK SMITH

Assistant Professor of Art (2008)
B.A., Wheaton College, 1998;
M.F.A., University of Minnesota, 2004

ERIN K. PENNER

Assistant Professor of American Literature (2013)
B.A., Yale University, 2005;
M.A., Cornell University, 2008;
Ph.D., Cornell University, 2012

CLAIRE M. PETERSON

Assistant Professor of Philosophy (2011)
B.A., Asbury University, 2004;
M.A., Notre Dame, 2007;
Ph.D., Notre Dame, 2011

KENNETH W. PICKERILL

Professor of Physical Education (1991)
B.S.Ed., Miami University (Ohio), 1970;
M.Div., Asbury Theological Seminary, 1973;
M.A., Ohio State University, 1977;
Ph.D., Ohio State University, 1984

NICHOLAS J. PLACIDO

Associate Professor of Social Work (2008)
B.A., Houghton College, 1976;
M.S.W., Florida State University, 1987;
M.A., Wheaton College, 1998;
Psy.D., Wheaton College, 2002

SHERRY W. POWERS

Professor of Education (2012)
B.A., Asbury University, 1977;
M.A.Ed, University of Kentucky, 1994;
Ed.D., University of Kentucky, 1999

HELEN J. RADER

Assistant Professor of Education (2010)
B.S., Asbury University, 1980;
M.S., Troy University, 1994;
M.Ed., The University of Southern Mississippi, 1997

JAMES P. RADER

Assistant Professor of Education (2009)
B.S., Asbury University, 1983;
M.S., Eastern Kentucky University, 1984;
M.Ed., The University of Southern Mississippi, 1997;
M.A.Ed., Eastern Kentucky University, 2006

HAROLD L. RAINWATER

Associate Professor of Recreation (1974)
B.A., Asbury University, 1969;
M.S., Eastern Kentucky University, 1974

ANDREW S. REYNOLDS

Assistant Professor of Social Work (2013)
B.A., Asbury University, 2009;
M.S.W., Asbury University, 2011

BURNAM W. REYNOLDS

Professor of History (1972)
B.A., Asbury University, 1970;
M.A., University of Kentucky, 1972;
Ph.D., University of Kentucky, 1980

RANDY R. RICHARDSON

Assistant Professor of Classical Languages (1981-
1983, 1993)
B.A., Indiana State University, 1979;
M.A., Indiana State University, 1981

DAVID R. RIEL

Assistant Professor of Education (2009)
B.A., Asbury University, 1975;
M.Ed., Xavier University, 1977

R. DAVID RIGHTMIRE

Professor of Bible and Theology (1985)
B.A., Bloomfield College, 1975;
M.Div., Asbury Theological Seminary, 1979; Ph.D.,
Marquette University, 1987

T. MICHAEL ROBERTS

Assistant Professor of Sports Management (2013)
B.A.Ed., University of North Carolina at Chapel Hill,
1972;

M.A.T., University of North Carolina at Chapel Hill, 1976

JONATHAN B. ROLLER

Assistant Professor of Worship Arts (2012)
B.S., Asbury University, 1983;
M.M., Southern Methodist University, 1985;
Ph.D., University of Kentucky, 1995

TOWANNA A. ROLLER

Professor of Mathematics (1991)
B.A., Asbury University, 1983;
M.A., Southern Methodist University, 1985;
Ph.D., Southern Methodist University, 1988

CAREY D. RUIZ

Instructor of Sociology (2011)
B.A., Western Kentucky University, 1994;
M.A., Western Kentucky University, 1999;
Ph.D., University of Kentucky, 2012

MARK D. SCHELL

Professor of Organ and Church Music (1990)
B.A., Asbury University, 1987;
M.C.M., Southern Baptist Theological Seminary, 1990;
D.M.A., Southern Baptist Theological Seminary, 1995

CHRISTOPHER M. SEGRE-LEWIS

Assistant Professor of Art (2007)
B.A., Asbury University, 1998;
M.F.A., University of Kentucky, 2005

MARTIN L. SEITZ

Associate Professor of Psychology (1989)
B.A., Asbury University, 1978;
M.Ed., Georgia State University, 1981;
Ph.D., Georgia State University, 1989

LYNN D. SHMIDT

Associate Professor of Missions (2008)
B.A., Olivet Nazarene University, 1973;
M.A., Asbury Theological Seminary 1991;
D.Miss., Asbury Theological Seminary, 2002

DEZIRAE E. SHUKLA

Instructor of French (2012)
B.A., University of Kentucky, 2009;
M.A., University of Kentucky, 2011

DONALD B. SIMMONS

Professor of Communication (1981)
B.A., Asbury University, 1974;
M.A., Ohio University, 1978;
Ph.D., Ohio University, 1981

DOUGLAS W. SMART

Film Director-in-Residence (2007)
B.S., California State University, San Diego, 1973;
M.A., University of Phoenix, 1996

JOSHUA B. SMITH

Assistant Professor of Graphic Design (2012)
B.A., Wheaton College, 1998;
M.F.A., University of Kentucky, 2012

H. GLEN SPANN

Professor of History (1992)
B.A., Asbury University, 1978;
M.Div., Asbury Theological Seminary, 1983;
M.A., The Johns Hopkins University, 1989;
Ph.D., The Johns Hopkins University, 1994

DANIEL H. STRAIT

Professor of English (1998)
B.A., Houghton College, 1987;
M.A., Florida Atlantic University, 1991;
Ph.D., Indiana University of Pennsylvania, 1998

LINDA H. STRATFORD

Associate Professor of Art (2000)
B.S., Vanderbilt University, 1980;
M.A., Florida Atlantic University, 1990;
Ph.D., State University of New York at Stony Brook, 2001

MALINDA A. STULL

Associate Professor of Biochemistry (2006)
B.A., Asbury University, 1995;
Ph.D., Penn State College of Medicine, 2003

DAVID R. SWARTZ

Assistant Professor of History (2010)
B.A., Wheaton College, 1999
M.A., University of Notre Dame, 2006
Ph.D., University of Notre Dame, 2008

SHELBY G. THACKER

Professor of Spanish (1989)
B.A., University of Kentucky, 1978;
M.A., University of Kentucky, 1980;
Ph.D., University of Kentucky, 1992

MORGAN A. TRACY

Director of Library Services, Librarian III (1997-2002;
2009)
B.A., Mount Mercy College, 1993;
M.S.L.S., Clarion University, 1996;
M.L.S., Fort Hays State University, 2003

DOUGLAS C. WALKER

Professor of Media Communication (1993)
 B.A., University of Washington, 1974;
 M.A., Wheaton College, 1976;
 Ph.D., Indiana University, 1993

JOSEPH F. WALLACE

Assistant Professor of Graduate Education (2011)
 B.A., Berea College, 1979;
 M.A., Morehead State University, 1982;
 D.S.L., Regent University, 2007

EMILY S. WALSH

Assistant Professor of Accounting (2007)
 B.A., Asbury University, 1998;
 M.B.A., Norwich University, 2006

JENNIFER L. WALZ

Head of Research and Distance Services, Librarian II
 (1996)
 B.A., Asbury University, 1988;
 M.L.S., University of Maryland, College Park, 1990

MICHELE R. WELLS

Associate Professor of Social Work (2009)
 B.S., Indiana State University, 1987;
 M.S.W., University of Illinois at Chicago, 1996

DAVID R. WHEELER

Instructor of Journalism (2006)
 B.A., Asbury University, 1999;
 M.A., University of Kentucky, 2005

JANICE K. WYATT-ROSS

Assistant Professor of Educational Leadership (2011)
 B.S.Ed., University of Central Arkansas, 1990;
 M.Ed., University of Arkansas at Little Rock, 1993;
 Ed.D., University of Cincinnati, 2007

DONALD A. ZENT

Professor of Piano (1988)
 B.M., Indiana University, 1971;
 M.M., Indiana University, 1973;
 D.M.A., University of Cincinnati, 1988

PART-TIME AND SPECIAL FACULTY 2012-2013

Patrick B. Adams, M.F.A. (Art)
 Joy L. Ames, M.A. (New Testament)
 Cheryl L. Amstutz, B.S. (Music)
 Leslie S. Anderson, M.A.Ed. (Education)
 Benjamin S. Andrews, M.S. (Health, P.E., and Recreation)
 Daniel S. Andrews, M.B.A. (Management)
 Tiffany A. Baker, M.A. (English)
 Clyde E. Beavers, D.M.A. (Music)
 Alva E. Beers, M.Div. (Music)
 William L. Bland, B.S.Ed. (Physical Education)
 Walter H. Bower, Ph.D. (Sociology)
 Virginia K. Bowles, M.M. (Voice)
 G. Richard Boyd, Ph.D. (Christian Studies)
 Duane E. Brown, Ph.D. (Leadership and Ministry)
 Joe W. Bruner, M.S.Ed. (University Studies)
 Robert S. Bryant, M.M. (Music)
 C. Edwin Bryson, M.Div. (Leadership and Ministry)
 Aihua C. Cai, Ph.D. (Chinese)
 John F. Casper, Ed.D. (Education)
 Andrew C. Casto, M.A. (English)
 Kori C. Cecil, M.S.W. (Social Work)
 Adam B. Chisholm, M.A. (Education)
 Mary M. Clements, M.S.Ed. (English)
 Richard L. Cook, M.Ed. (University Studies)
 Jane A. Coulter, M.A.Ed. (Education)
 Maxine W. Cox, M.A.Ed. (Mathematics)
 Clark D. Cranfill, B.M.E. (Music)
 Randall W. Crist, Ed.D. (Health & Physical Education)
 Joan C. Doerr, M.Ed. (Education)
 Pamela B. Downing, M.S.W. (University Studies)
 Douglas A. Drewek, D.M.A. (Music)
 Andrea M. Edin, M.A. (Education)
 Merilee R. Elliott, B.M. (Music)
 R. Trent Ellsworth, M.A. (Recreation)
 Valerie L. Evans, B.M.M.E. (Music)
 Kathy T. Fields, M.A. (Education)
 Shawnee L. Fleenor, M.A. (English)
 Kimberly Dawn Floyd, M.A.Ed. (Education)
 Renee K. Frantum, M.S. (Health, P.E., and Recreation)
 Quinn A. J. Gervel, M.A. (Education)
 Abigail M. Gibitz, M.A. (Education)
 J. Bryan Gibson, M.S. (Economics)
 Karen M. Girard, M.M. (Education)
 Katie J. Goodwin, M.F.A. (Theatre)
 Martha E. Granados, M.H.S. (Spanish)
 Joanna L. Grisham, M.F.A. (English)
 Jerry L. Grugin, M.S. (Criminal Justice)
 Robert D. Hale, Ph.D. (Technology)
 Michael A. Hamilton, J.D. (Management)
 Janice O. Harper, M.A. (Christian Ministries)
 Thomas G. Harper, P.E.D. (Physical Education)
 Robin M. Hartman, M.A. (English)
 Allison B. Hays, M.A. (Education)

R. Jeffrey Hiatt, D.Miss (Christian Ministries)
 Sandra J. Higgs, M.S.W. (Social Work)
 Jeffrey H. Hogan, M.S. (Education)
 Mark S. Hoogerhyde, M.A. (Christian Ministries)
 John W. Howard, B.A. (Music)
 Enoch S. A. Jacobus, M.M. (Music)
 Esther D. Jadhav, M.Div., (University Studies)
 Kristin E. Jenkins, M.S.W. (Social Work)
 Beverly J. Jennings, M.A.Ed., (Education)
 Christi M. Jennings, M.M.Ed. (Music Education)
 Murray W. Kenyon, M.S. (Political Science)
 Ralph J. Kester, Ed.D. (Education)
 Alex G. Keyser, M.S.S. (Sports Management)
 Linda J. Kidd, M.S.Ed. (Education)
 Timothy W. Kidd, M.S. (Outdoor Leadership)
 Melanie S. Kierstead, Ph.D. (Bible and Theology)
 Daniel R. Kinnell, M.A.Ed. (Spanish)
 Daniel T. Koehn, M.A. (Music)
 Renita J. Koehn, D.M.A. (Music)
 K. Kearney Kok, M.A. (English)
 D. Scott Lanter, M.S. (Criminal Justice)
 Bonnie H. Lashbrook, M.A.Ed. (Education)
 Sarah E. Leckie, B.A. (Media Communications)
 Daniel B. B. Lewis, M.Div. (Christian Ministries)
 Matthew D. Lewis, M.S. (Health)
 Theresa L. Lieblang, M.Div. (Old Testament)
 Angela N. Lister, M.F.A. (Art)
 Frederick J. Long, Ph.D. (New Testament)
 Robin M. Lowe, M.A. (Education)
 Jessica M. Lyons, B.A. (Horseback Riding)
 Christine A. McAlister, M.A. (Communications Arts)
 Edward H. McKinley, Ph.D. (History)
 Eileen Z. Meads, M.B.A. (University Studies)
 Rudy L. Medlock, M.F.A. (Art)
 Fadana D. Messner, M.A.Ed. (Education)
 Jeremy R. Mills, M.A. (Education)
 Jessica L. Miskelly, M.M. (Violin)
 Carol D. Moffett, Ed.S. (Education)
 M. Ruth Montgomery, M.A. (Educational Leadership)
 Elissa R. Morley, P.G.C.E. (Art)
 John R. Morley, D.Min, (Christian Ministries)
 Sharon A. Mosher, M.A.Ed. (Education)
 H. Anthony Nesta, B.S. (Music)
 Mark A. Perdue, M.S. (Physical Education)
 Linda M. Pickerill, M.A. (Music)
 Nina L. Pneuman, M.A.Ed. (Education)
 Mary Anne Pollock, Ed.D. (Education)
 Jonathan A. Powers, M.A. (Worship Arts)
 H. Lee Rainwater, M.S. (Physical Education)
 David C. Randall, Ph.D. (Biology)
 Arlene R. Rector, B.M. (Music)
 Nan L. Riekert, M.S.W. (Social Work)
 J. Derrick Riley, M.F.A. (Art)
 John C. Roach, J.D. (Political Science)
 Beth E. Roth, M.S.Ed. (Education)
 Katrina B. Salley, M.S. L.S. (Education)
 Marcia K. Sampson, M.A.Ed. (Education)
 David B. Schreiner, M.A. (Bible)
 Kyle R. Schroeder, M.F.A. (Art)
 Charles J. Sebastian, E.M.B.A. (Theatre)
 Laura O'Neal Segre-Lewis, M.F.A. (Art)
 Daniel T. Sheffer, M.A. (Political Science/Philosophy)
 T. William Shouse, M.S.S. (Physical Education)
 Robert A. Silvanik, M.Div. (Political Science)
 Michelle R. Spann, M.A. (Education)
 Paul M. Stephens, M.A. (Graduate Education)
 Michael C. Stratford, M.C.E. (Proposal Writing)
 Stephen P. Stratton, Ph.D. (Psychology)
 Charles W. Temple, M.Ed. (Physical Education)
 Timothy L. Thomas, Ed.D. (Christian Studies)
 Joyce A. Underwood, M.S.T. (Biology)
 Thane H. Ury, Ph.D. (Missions)
 Mark A. Vanderpool, M.Div. (Leadership and Ministry)
 Mark A. Vermillion, M.A. (Christian Ministries)
 Deborah L. Vetter, M.A. (University Studies)
 John Bradley Vien, M.A. (Philosophy)
 Chad R. Wadlington, J.D. (Law)
 Laura A. Walther, M.S. (Chemistry)
 Stephen M. Wellman, M.Div. (Philosophy)
 Corliss H. West, M.A.Ed. (Education)
 Michael O. Wiitala, M.A. (Philosophy)
 Mary Ann Wilder, M.M. (Music)
 Lisa R. Williams, D.V.M. (Equine Management)
 Jeffrey L. Wilson, M.B.A. (Business)
 Ann E. Witherington, M.S. (Biology)
 Dawn A. Wood, M.M. (Music)
 Rebecca A. Wood, M.S.Ed. (Mathematics)
 Jamie S. Wright, M.A.Ed. (Education)
 Janice K. Wyatt-Ross, Ed.D. (Education)
 Roberta M. Wykoff, Ed.S. (Education)

NOTICES

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

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

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

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

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

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

As required by the **Student Right-to-Know Act (101-542)**, Asbury University hereby reports that the graduation rate for the cohort of first-time (new), full-time freshmen who entered in the graduation rate for the Fall 1999 cohort is 69.3%; the graduation rate for the Fall 2000 cohort is 66.4%; the graduation rate for the Fall 2001 cohort is 64.0%; the graduation rate for the Fall 2002 cohort is 71.2%; the graduation rate for the Fall 2003 cohort is 65.1%; the graduation rate for the Fall 2004 cohort is 62.9%; the graduation rate for the Fall 2005 cohort is 70.3%; the graduation rate for the Fall 2006 cohort is 75.7%; and the average for these eight cohorts is 68.1%. This represents the number of students in the cohort who earned a degree within six years of freshmen matriculation. Questions regarding these statistics should be addressed to the registrar.

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