Graduate Catalog
2010-2012

ANDERSON UNIVERSITY

Academic and Christian Discovery

Bulletin
2010-12

ANDERSON UNIVERSITY

GRADUATE PROGRAMS

Anderson University
Anderson, Indiana

Contents

Letter from the President

In this catalog, we introduce an unfolding list of important elements of this university. This publication defines the university in much of its depth with some of its highest intentions. It also guides you as you map the path to complete a degree and add to your own competency while at Anderson University.

Of course, it is you, the student, who must ultimately bear responsibility for accomplishing requirements outlined in this publication. This commitment will center the management of your life as a student in your own capable hands. That said, the university eagerly provides wise counsel through those who know their way through the curricula and can offer the best ways to achieve success. Members of faculty and staff stand ready to partner with you toward the common goals of success. The catalog provides a basis for understanding the journey.

I am inspired by the talented faculty who are introduced in these pages. I am hopeful that you will come to know one or more faculty members as mentors and guides toward a promising future. I am also hopeful you will be transformed by the power of our Christian faith and commitment that brings a lifetime of direction and encouragement. We truly mean it when we say we intend to educate leaders for lives of faith and service in the church and society. To this end we offer the pages of this catalog along with our very best wishes for every success for all who study, teach, and work in this good place.

Dr. James L. Edwards
President

Anderson University Mission Statement

The mission of Anderson University is to educate people for a life of faith and service in the church and society.

Established and sustained within the free and open traditions of the Church of God, this university is committed to being a teaching-learning community of the highest order, engaged in the pursuit of truth from a Christian faith perspective.

Through academic and Christian discovery, we intend to graduate people with a global perspective who are competent, caring, creative, generous individuals of character and potential.

We offer quality programs that will enable each member of the university to become stronger in body, mind, and spirit; to experience what it means to love God and neighbor; and to adopt Christ-like servant ways in all of life.

Approved by the Anderson University Board of Trustees in 2007.

Academic Mission Statement

Anderson University aspires to assist students in their quest not only for knowledge and useful skills, but also for maturity in understanding personal values and Christian faith. Our curricular design and community life seek to combine the honesty and rigor of academic inquiry with the perspective and mission emerging from biblical revelation and the continuing ministry of the Holy Spirit.

As a **community of learners**, we are committed to establishing an environment that will develop the whole person, strengthen both academic and social relationships, and value a tradition of service modeled upon the life of Jesus.

As a **teaching** institution, we value, support, and encourage the exchange of knowledge that highlights the freedom of the mind through inquiry and emphasizes the importance of individual worth and personal faith.

As a **church-related** institution, we recognize the responsibility to pursue with the Church of God and other communities of faith questions of truth, value, meaning, morality, vocation, and service.

As a **liberal arts** institution, we are dedicated to cultivating in each individual an awareness of the physical world and a global perspective, a sense of history and an appreciation of culture, a spiritual maturity with a social conscience, and a love of learning for its own sake.

As a **comprehensive** institution, we seek to prepare thoughtful people at the undergraduate and graduate levels who will contribute to the betterment of their communities.

Accreditations and Relationships

Anderson University is accredited by the Higher Learning Commission, North Central Association; Web address: www.ncahigherlearningcommision.org; phone: (312) 263-0456. The School of Theology is also accredited by the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA, 15275-1103; phone: (412) 788-6505.

In addition, professional and program accreditation has been granted by the National Council for the Accreditation of Teacher Education (undergraduate and graduate programs), the Association of Collegiate Business Schools and Programs (undergraduate and graduate programs), Commission on Collegiate Nursing Education (undergraduate and graduate program), the National Association of Schools of Music, the Council on Social Work Education, and the National Athletic Trainers Association.

Anderson University also holds memberships in the American Association of University Women, the Council for Christian Colleges and Universities, the Institute of International Education, the Indiana Conference on Higher Education, and the Indiana Consortium for International Programs. It cooperates actively with Chicago Center and the Christian Center for Urban Studies of Chicago, Ill. It cooperates with Purdue University in offering specialized programs in applied technology fields.

The Graduate Council

The Graduate Council is charged with forming academic policy for graduate programs other than those offered by the Anderson University School of Theology. The council is elected by the faculty and includes program directors, elected members, and deans of schools with graduate programs. A chair is appointed by the vice president for academic affairs. It is empowered to establish policy and to review existing policies, recommending changes when needed. It may initiate studies and research related to graduate-level programming.

The council is also charged with maintaining and reviewing the graduate curriculum. It is responsible for ruling on requests by program directors to add or delete courses in their respective programs, on changes in program requirements, and on new programs. The council serves as the final arbiter for grade appeals (see appeal policy on page 10).

Graduate Programs Offered

Anderson University offers the following graduate programs:
- Doctor of Business Administration

- Master of Business Administration
  - Professional MBA
  - Residential MBA
  - Dual degree option leading to a Master of Science in Technology from Purdue and the MBA from AU

- Master of Education
  - Curriculum and Instruction
  - School Leadership and Administration (LEAD)
  - With additional certifications available in:
    - Special Education
    - English as a New Language

- Master of Science in Nursing
  - Nursing education track
  - Nursing administration track
  - Dual degree option leading to a Master of Science in Nursing and a Master of Business Administration

- Master of Music Education

Graduate Students

Our Students

Anderson University students come from a wide variety of backgrounds and geographic locations. The university is authorized under federal law to enroll non-immigrant alien students. International students enrich the community with their own points of view and cul-

ture. Consequently, students find themselves immersed in a cosmopolitan environment alive with opportunities for learning.

In welcoming students of all nationalities, races, and faiths, Anderson University aspires to treat each student as an individual. All student services, orientation, counseling, housing, testing, activities, student financial assistance, employment, Tri-S, health, placement, and religious life are closely coordinated in an attempt to deal with each individual as a whole person. A significant objective is to increase the student's self-insight and self-discovery and to assist in the intellectual, social, aspirational, and spiritual development of the student.

The university urges students to maintain high academic standards. Careful attention has been given to bringing together a faculty of academic, experiential, and personal competence. Scholastic standards are maintained with the expectation that students will discipline themselves to achieve their best work.

Student Services

Graduate school staff members from the sponsoring degree programs are available to help students throughout their graduate education careers. Assistance with registration, advising, course scheduling, and other matters is provided through the school in which the degree candidate is enrolled. All facilities, academic services, and student life services of the university are open to graduate students. These include but are not limited to Nicholson Library, the Career Development Center, Kissinger Learning Center, Student Financial Services Campus Ministries, Counseling Services, the Tri-S program, student activities, and recreational facilities.

Student Rights and Responsibilities

Graduate students are afforded all the rights and responsibilities applicable to undergraduates. Graduate students are asked to support and promote the values of Anderson University, including those issues involving ethics, the code of conduct, and academic integrity. Each program will provide written materials outlining policies and expectations.

Disability Services for Students

Anderson University offers learning-support services for all students who qualify under ADA/Section 504 of the Rehabilitation Act of 1973. To secure support services, students must notify the appropriate institutional representative of the disability, provide current documentation of the disability, and request the specific accommodations needed. Certain accommodations may require advance notice to the director of disability services for students. Evaluations for all students must be completed by an appropriately trained professional and provide information about the current impact of the disability. Testing for students with specific learning disabilities must outline the nature of the difficulties and describe those factors that entitle the student to learning support services. The testing must clearly describe the current impact of the disability and should include recommendations for appropriate accommodations. The institution must be given reasonable opportunity to evaluate requests. Course modifications are considered based on individual need. Modifications may be denied in cases that cause an undue burden to the institution or that fundamentally alter the nature of the program. Students requesting academic adjustments or learning support services should con-

tact Teresa Coplin, director of disability services for students, Kissinger Learning Center, Anderson University, Anderson, IN 46012, (765) 641-4223.

Admissions

A baccalaureate degree from a regionally accredited institution is prerequisite to all master's degree programs at Anderson University. A 2.75 GPA (out of 4.0) in the undergraduate degree program is required for admission. Provisional status may be offered to students who need to complete any prerequisite courses or other admission criteria.

Applicants who have not submitted complete admission materials and those who have not yet officially been admitted to selective master's degree programs may be granted conditional admission. Students will be notified of conditions that must be met at the time of admission. If the student does not fulfill conditions for admission within the specified time (usually one academic semester), the student may be suspended from subsequent registration in graduate studies.

Applicants must meet all criteria required by the program to which they apply (see information about specific programs later in this catalog). Additionally, applicants may be expected to take a nationally standardized exam determined by the discipline. Prospective students must provide transcripts and recommendations with their applications.

Prospective students should request application materials from the director of the program and submit completed forms, with a non-refundable application fee, to the director of the program in care of Anderson University: for education, nursing, or music graduate programs, write to 1100 E. Fifth St., Anderson, IN 46012; for business, write to 1303 E. Fifth St., Anderson, IN 46012.

Graduates of Foreign Universities

Students with a degree from a university that is not accredited in the United States may need to have their degree evaluated by the proper agency to ensure equivalency to the expectations for admission to a specific program.

All students who hold one or more degrees from a university not accredited within the United States and wish to transfer credit to Anderson University are required to pay a transfer evaluation fee. Students for whom English is not their primary language must also take the TOEFL exam or its equivalent. Refer to the specific program for more information.

Transfer of Credit

The transfer of graduate credit is not automatic. Students must obtain the written consent of their program director before credit earned at other institutions will be added to the student's records. Only grades of B or above will be considered for transfer to Anderson University. In general, no more than six hours may be transferred into the program. Any appeal for transfer credits should be made to the Appeals Committee of the Graduate Council.

Institutional Assessment

In its efforts to improve the quality of instruction at Anderson University and meet the requirements of the Higher Learning Commission of the North Central Association, the university has elected to engage in outcome-based assessment activities. The data generated from these assessment activities will be analyzed and recommendations developed to improve the educational activities of the graduate programs. In order to accomplish these aims, students will be invited and expected to participate in assessment activities.

Program Requirements

Course loads for students will be determined by the program director in the discipline. Cross-captioned (4000/5000) courses that apply to the degree shall not constitute more than 25 percent of course requirements. All other courses will be at least at the 5000/6000 level.

The student is expected to attend all classes unless prevented by an extenuating circumstance. Effective learning in a university requires active involvement of both the student and the teacher. Inasmuch as students are responsible for the learning that may develop, both in class and elsewhere, students should anticipate necessary absences and advise their instructors of such absences as far in advance as possible. Specific attendance policies for individual courses are determined by instructors, according to the nature of the course, and placed in the syllabus. Students must accept responsibility for fulfilling all course requirements.

Registration Procedure

Entering students select courses or sequences based on the advice of the appropriate program director or a graduate advisor in light of placement tests.

Grading System

The minimum passing grade in any class is a C. Students must maintain a cumulative 3.0 GPA in all courses applicable to the degree. The grading scale is as follows:

GRADE	CREDIT POINTS
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
D	1.00
F	0.00
W	WITHDRAWAL
I	INCOMPLETE
AU	AUDIT
CR/NON/CR	CREDIT/NO CREDIT

An incomplete grade (I) allows a student to complete required work after the end of the semester by written agreement between the instructor and the student. An incomplete grade must be filed with the Office of the University Registrar before grades are processed. The I becomes an F at the end of the fifth week of the following semester if not removed. Final grades are based upon the total work in the course.

Academic Probation

Students with a cumulative GPA lower than 3.0 within their program (or as specified by the specific program) will be placed on academic probation. After two semesters on probation, students may be dropped from the program. A decision will be made by the program director. Students may appeal the decision.

Appeals

Students who believe they have not been graded fairly and wish to appeal must initiate that appeal process within 30 days after the grade has been received. The appeals process consists of the following steps:
1. Discuss the grade in question with the instructor.
2. Consult with the director of the graduate program in which the student is enrolled.
3. Consult with the dean of the college of the sponsoring graduate program.
4. Approach the chair of the Graduate Council, who will appoint an appeals committee consisting of one graduate student and three faculty members from the council.

A student may also appeal a decision to drop the student from a program following academic probation.

Repeating a Course

A graduate student may choose to repeat a course in which the earned grade was lower than a B. The second grade will apply to the GPA.

Culminating Experience

All programs require a culminating experience focused on evaluation or summative activities such as creative projects, theses, portfolios, exams (oral or written), or coursework.

Financial Aid Program

Some students may be eligible for government loans, grants, or teaching assistantships. All financial aid will be administered through the AU Office of Student Financial Services. Six hours of study per semester is considered a full-time load for graduate programs. Three hours is considered a half-time load.

Satisfactory Academic Progress Policy
Federal regulations mandate that colleges and universities establish standards of satisfactory academic progress for students who receive federal financial aid. In order to maintain a consistent policy for all students receiving financial assistance, Anderson University has adopted these same standards in the administration all institutionally awarded funds as well.

Annual Review
A review of students' satisfactory academic progress status will be made annually at the end of Semester II with such determined status effective beginning with Semester I of the following academic year.

Maximum number of attempted hours allowed
Students are eligible to receive financial aid, provided all other requirements of the satisfactory academic progress policy are met, so long as the number of attempted hours does not exceed 150 percent of the number of hours required for their degree. Transfer hours that apply towards the degree will be considered as attempted hours. Once a student's number of attempted hours exceeds 150 percent of the number of hours required for their degree the student is no longer eligible to receive financial aid. (See Financial Aid Appeals below).
Example: For a degree that requires at least 36 credit hours a student may attempt no more than 54 hours (36 times 150 percent) and still remain eligible to receive financial aid.

Minimum Cumulative Grade Point Average (GPA) required

Students are eligible to receive financial aid, provided all other requirements of the satisfactory academic progress policy are met, so long as they maintain the minimum cumulative GPA as required for graduation. Students who fall below the required minimum cumulative GPA will be placed on financial aid probation. (See Financial Aid Probation below).

Minimum Number of Earned Hours required

Students are eligible to receive financial aid, provided all other requirements of the satisfactory academic progress policy are met, so long as they earn at least 68 percent of attempted hours. Students who do not earn at least 68 percent of their attempted hours will be placed on financial aid probation. (See Financial Aid Probation below).

Financial Aid Probation

Students who fail to maintain the minimum cumulative GPA or earn the required minimum number of earned hours will be placed on financial aid probation for a period of one academic year to include the summer term. While on financial aid probation students are considered to be making satisfactory academic progress and continue to have eligibility for financial aid.

Students who have been placed on financial aid probation will be required to earn at least 68 percent of all attempted hours *and* earn at least a 3.0 GPA during their probationary period. Students who fail to meet both of these requirements will be denied financial aid. (See Financial Aid Appeals and Reinstatement of Financial Aid below).

Financial Aid Appeal

Students who wish to appeal their denied status may request a review by the Graduate Council and should contact their respective program director to make that request. Students are required to make their appeal in writing and, if they wish, may also appear personally before the Graduate Council. The Graduate Council reserves the right to require the student to meet with the Graduate Council. In his or her appeal, the student should state clearly the extenuating or mitigating circumstances which contributed to their failure to make satisfactory academic progress. Should a student's appeal be approved, such approval will be for one semester. During this semester the student will be required to earn at least 68 percent of their attempted hours and earn at least a 3.0 GPA for those hours in order to continue to remain eligible for financial aid.

Reinstatement of Eligibility

Students who fail to meet satisfactory academic progress are not eligible to receive financial aid but are eligible for reinstatement of their financial aid eligibility following the completion of at least 12 credit hours and by earning at least a 3.0 GPA for those hours. Such coursework can be completed at any accredited college or university. Students who have their eligibility for financial aid reinstated are placed on probation and will be required to earn at least 68 percent of all attempted hours and earn at least a 3.0 GPA while on probation.

Withdrawal Procedure

A graduate student who finds it necessary to withdraw from AU while classes are in session is required to complete the withdrawal process by contacting the program director. The official date of withdrawal will be the date the student contacts the program director with the expressed intent to withdraw even if the individual was not able to meet with the director or the withdrawal was not processed that day.

Refundable fees will be prorated according to the established university schedule listed below.

First full or partial week of classes	90 percent refund
Second week of classes	80 percent refund
Third week of classes	60 percent refund
Fourth week of classes	40 percent refund
Fifth week of classes	20 percent refund
Sixth week of classes (and following)	no refund

For classes that do not meet for the entire semester the prorated refund is based on the length of the class standardized to the above refund schedule.

Declaration of a Catalog

Students normally will meet the requirements of the catalog in affect at the time of enrollment. If a student wishes to use the catalog in affect at the time of program completion, the student needs to request an official change of catalog from the program director. A student has five years after the enrollment date to complete his or her degree program. Students may petition the program director for an extension up to an additional two years. A student's catalog expires seven years after the matriculation date. If a student's catalog has expired, the requirements of the graduation catalog must be met.

Graduation Requirements

Doctor of Business Administration. All coursework must be completed within six years of when the first doctoral course is taken at Anderson University. All coursework must be completed with a cumulative GPA of 3.0 or better. A maximum of two grades below B- in coursework taken at Anderson University can be counted toward the fulfillment of requirements. Successful completion of qualifying exams, successful completion of a dissertation proposal defense, and successful completion of a dissertation in the student's major field are required. Dissertation must be completed within three years of when coursework is completed.

Master of Business Administration. Completion of 37 hours of required coursework. A cumulative 3.0 GPA in all work, submission of work portfolio, payment of all tuition and fees, and completion of all requirements within five years.

Master of Education:
- **Curriculum and Instruction.** Completion of 36 hours of coursework, with 24 hours of core courses, and an additional 12 hours of electives. A cumulative 3.0 GPA in all work, portfolio of work to be reviewed by faculty and presented in a forum to colleagues and faculty, payment of all tuition and fees, and completion of all requirements within five years.
- **School Leadership and Administration.** Completion of 30 hours of core courses and an additional six hours of electives. A cumulative 3.5 GPA in all work, attend the Indiana Aspiring Principal's Conference, successful completion of a school leadership portfolio, a two-semester internship (while working), and successful completion of the School Leadership Licensure Assessment (SLLA).

Master of Music Education. Completion of 32 hours of coursework, with 18-20 hours of required core courses; 12-14 hours of elective courses in choral, instrumental, or general music; and a thesis or professional project. A grade of B or higher and a cumulative 3.0 GPA in all work is required. All coursework must be completed within six years of starting the program.

Master of Science in Nursing. Completion of 37-55 hours of coursework, including 24 hours of nursing courses, and 13-31 hours of course work in the area of specialization. A grade of B or higher and a cumulative GPA of 3.0 in all work, submission of a satisfactory leadership project, payment of all tuition and fees, and completion of all requirements within five years.

Graduate Programs

Doctor of Business Administration

The Anderson University DBA is a Doctorate of Business Administration designed for the unique needs of a group of business instructors not effectively served by current doctoral programs. It is a program that will link the applied nature of an MBA with the conceptual framework and research traditions that support business practice.

The DBA offers the unique advantage of high-level thinking and discussion about the integration of a Christian world view with learning. This program brings together students and faculty aspiring for greater effectiveness in undergraduate and graduate classrooms. It will familiarize students with research methods and quantitative analysis, and equip students to use appropriate tools to conduct research. The nature of the research is likely to be more applied than is often found in doctoral programs in business.

Admission Requirements

- A completed master's degree from an institution that is regionally accredited.
- A minimum of 30 hours of graduate coursework in a business-related field.
- A combination of the applicant's graduate grade point average (GPA) and Graduate Management Admittance Test (GMAT) score will be used to evaluate acceptance for admission. Preference would be for the graduate GPA to be at a 3.5 level or above (on a 4.0 scale) and that the GMAT score be at 600 or above. The GMAT must have been taken within the last five years.
- Three years of combined teaching and/or other professional work experience.
- Three letters of recommendation with one submitted from the current supervisor. (If currently teaching one of these letters must be from the department chairperson or the school dean).
- A personal interview with the DBA program director and/or other DBA faculty members. This interview may be in person or by telephone.
- Computer capability and access as delineated by the DBA director.

Degree Requirements

Research Core	**9 hours**
Applied Statistics	3 hours
Research Methods	3 hours
Advanced Research Methods	3 hours
Education/Teaching Core	**9 hours**
Development and Role of Christian Higher Education	3 hours
Best Practices in College Teaching	3 hours
Foundations of Applied Ethics	3 hours

Conceptual Foundations Core	9 hours
(9 hours for Core, 3 hours toward major)	
Conceptual Foundations of Management	3 hours
Conceptual Foundations of Marketing	3 hours
Conceptual Foundations of Economics	3 hours
Conceptual Foundations of Accounting/Finance	3 hours
Major coursework	**18 hours**
Conceptual Foundations in Management, Marketing, or Accounting/Finance	3 hours
Seminar in Management, Marketing, Accounting, or Finance	3 hours
Global Business Practices	3 hours
Advanced Applications of Ethical Reasoning in Management, Marketing, Accounting, or Finance	3 hours
Teaching Practicum in Management, Marketing, Accounting, or Finance	3 hours
Advanced Topics (Discipline Based)	3 hours
Total Required AU coursework	**45 hours**
Dissertation	**15 hours**
Additional Graduate Hours	
(Transferred in at start of program)	**30 hours**
TOTAL HOURS	**90 hours**

Qualifying Examination Policies

All DBA students must successfully complete qualifying exams before being admitted to doctoral candidacy status. DBA students are limited to no more than two attempts at the complete qualifying exam process. Failure to complete all exam requirements in two complete attempts will result in the student's dismissal from the DBA program.

Eligibility: The doctoral student is eligible to take the program qualifying examination after completion of all coursework requirements. Request for an exception to this must be submitted in writing to the program director.

Notification: You must notify the program director of your intent to take the qualifying examination in a given year. This notification must occur at least four weeks prior to the administration of the exam.

Dates: The exams will be conducted on the second and third weekends of June each year.

Exam Format: The DBA program is designed for you to develop several areas of expertise. Your expertise in general business areas or topics will be measured in the first weekend of qualifying exams. Your expertise related to your academic discipline or major will be measured in the second weekend of qualifying exams. Your expertise in your specific area of interest or focus will be measured in the dissertation process.

Oral Defense: All students will be required to orally defend their written answers in person before the DBA Exam Committee unless granted a waiver by this same committee. Waivers may be granted based on the quality of your written responses. Waivers may cover Part 1, Part 2, or the total submitted examination. Students will be notified of their need to schedule an oral defense by the director of the DBA program.

Details of exam format are available from the DBA program director.

Graduation Requirements

- All coursework must be completed within six years of when the first doctoral course is taken at Anderson University.
- All coursework must be completed with a cumulative GPA of 3.0 or better.
- A maximum of two grades below B- in coursework taken at AU can be counted toward the fulfillment of requirements.
- Successful completion of qualifying exams.
- Successful completion of a dissertation proposal defense.
- Successful completion of a dissertation in the student's major field.
- Dissertation must be completed within three years of when coursework is completed.

DBA Course Descriptions

BSNS 7010 The Development and Role of Christian Higher Education   3 hours
Provides a historical context for the role of Christian higher education and explores the philosophies of education found in the Christian college/university. Of interest will be the fit of business programs and curricula in these institutions with discussion of trends and future thinking. Models for exploring what makes the Christian college/university distinctive as part of the greater higher education community will be considered.

BSNS 7050 Conceptual Foundations of Management   3 hours
BSNS 7060 Conceptual Foundations of Marketing   3 hours
BSNS 7070 Conceptual Foundations of Economics   3 hours
BSNS 7080 Conceptual Foundations of Accounting/Finance   3 hours
Provides a conceptual framework for the study and teaching of each foundational discipline through a critical review and analysis of historical and current research.

BSNS 7090 "Best Practices" in College Teaching   3 hours
Examines the evolving role of the professor in the teaching/learning process. Research studies will serve as a primary tool to encourage students to discover the most effective pedagogical approaches for their disciplines and their classrooms.

BSNS 7100 Foundations of Applied Ethics   3 hours

A year-long study with a faculty mentor designed to encourage the individual student to explore her/his personal values and beliefs as they relate to the discipline, and to establish the scholarly implications of that belief structure in the teaching/learning process both in the classroom and as a research agenda.

BSNS 7110 Global Business Practices   3 hours

Seeks to critically examine academic research on international business. The primary focus is on the organizational structures, strategies, and operations of multi-national enterprises (MNEs). The topics are intimately linked to MNE's international trade and investment activities, which in turn, are significantly influenced by the diverse political environments in which the companies operate. This course systematically develops each of these major subject areas, and shows the interconnections among them. Coverage will include historical and current trends with an emphasis on the development of theory.

BSNS 7700 Applied Statistics   3 hours

Statistical techniques and methods are used to analyze, interpret, and present data including, but not limited to, descriptive statistics, hypothesis testing, probability distributions, sampling, analysis of variance, correlation, and linear regression.

BSNS 7710 Research Methods   3 hours

Presents a basic grounding in research methods available to business scholars. Students will examine, discuss, and use these methods in class assignments.

BSNS 7720 Advanced Research Methods   3 hours

Uses a structured environment to assist with the preparation of the student's dissertation proposal. This course should be taken just prior to the preparation of your dissertation. Students must have the consent of the DBA director to enroll.

BSNS 7851 Teaching Practicum in Management   3 hours
BSNS 7852 Teaching Practicum in Marketing   3 hours
BSNS 7853 Teaching Practicum in Accounting   3 hours
BSNS 7854 Teaching Practicum in Finance   3 hours

A year-long supervised experience focusing on the identification and application of best teaching/learning practices in the student's discipline.

BSNS 7901 Seminar in Management   3 hours
BSNS 7902 Seminar in Marketing   3 hours
BSNS 7903 Seminar in Accounting   3 hours
BSNS 7904 Seminar in Finance   3 hours

Presentations and discussions of literature dealing with the theory and practice of the discipline. Includes the preparation and presentation of students' original work.

BSNS 7911 **Seminar: Adv. Applications of Ethical Reasoning in Management** 3 hours
BSNS 7912 **Seminar: Adv. Applications of Ethical Reasoning in Marketing** 3 hours
BSNS 7913 **Seminar: Adv. Applications of Ethical Reasoning in Accounting** 3 hours
BSNS 7914 **Seminar: Adv. Applications of Ethical Reasoning in Finance** 3 hours

Utilizing foundational material from common disciplines in the study of business, these seminars address the impact of these fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in foreign countries, and implications of the corporate structure model to cultural and societal issues.

BSNS 7921 **Advanced Topics in Management** 3 hours
BSNS 7922 **Advanced Topics in Marketing** 3 hours
BSNS 7923 **Advanced Topics in Accounting** 3 hours
BSNS 7924 **Advanced Topics in Finance** 3 hours

Independent study focuses on a year-long in-depth analysis of an aspect of current research that relates to theory and practice in specific areas of the discipline. Can assist in the creation of a literature review for the doctoral dissertation.

BSNS 7950 **Dissertation Research** 1 hour

After qualifying exams have been completed, the student must be enrolled for at least 3 hours of dissertation credit every semester. In total, the student must register for a minimum of 15 hours of dissertation credit. If the dissertation is not completed after registering for 15 hours of dissertation credit, the student must continually register for 1 hour of dissertation credit each term (summer, fall, spring) until the completion of the dissertation defense.

Master of Business Administration

The Anderson University MBA is delivered in multiple formats, each uniquely designed around the needs and expectations of different groups of individuals. Despite format differences, each offering remains true to the guiding principles of rigor and relevance, and all offerings are recognized as being premier difference-makers.

Professional Program — Designed for the working professional, this program is offered in Anderson and multiple learning locations in the Indianapolis area. Students are part of a cohort that normally meets one night a week. The program can be completed in only 22 months.

In addition to the traditional, broad-based 37-credit-hour curriculum, individuals in this program may earn a concentration in one of four areas by adding an additional four credit hours (a total of 41 hours). The four possible areas of concentration are 1) International Business, 2) Finance, 3) Leadership, and 4) New Venture Development.

Residential Program — Designed for individuals who desire graduate-level studies in a Christian environment immediately following completion of their undergraduate program, this program is experiential in nature, utilizes an intense living-learning approach, and can be completed in 11 months.

Concurrent MBA/MS Program — Designed for individuals who aspire to leadership roles in an increasingly technology-driven economy, this one-of-a-kind program is a collaborative effort between Anderson University and Purdue University. The offering is focused on relevancy and practical application. Graduates from this program receive two degrees — the Master of Business Administration from Anderson University's Falls School of Business and the Master of Science in Technology from Purdue University's College of Technology. The program is structured so that individuals are able to complete the program in just 34 months.

Concurrent MBA/MSN Program — Designed for individuals who are pursuing administrative careers in the increasingly complex health-care environment, this program provides individuals the opportunity to develop advanced skills and knowledge in both business and nursing. Individuals completing this program earn two degrees — a Master of Business Administration degree and a Master of Science in Nursing degree from Anderson University.

The MBA programs offered by the Falls School of Business have earned specialized, national accreditation through the Association of Collegiate Business Schools and Programs (ACBSP), and Anderson University is fully accredited by the Higher Learning Commission of North Central Association of Colleges and Schools.

Student Requirements for Admission

Professional MBA
1. A completed Anderson University Falls School of Business Residential MBA program application form
2. At least two years work experience
3. Official academic transcripts from all post-secondary institutions attended
4. Three recommendations testifying to capabilities and probability of future success
5. Prerequisites require evidence of competency by undergraduate coursework or significant specific work experience in all the following: accounting or finance, economics, statistics or calculus, management or marketing
6. Evidence of academic ability through an undergraduate GPA above 3.0, or a satisfactory score on the Graduate Management Admission Test (GMAT)
7. Anderson University MBA application fee

Residential MBA
1. A completed Anderson University Falls School of Business Residential MBA program application form
2. Application essay of no more than 400 words describing why you have chosen to pursue an MBA degree at Anderson University and how you believe these studies will help you attain your career goals
3. Current resumé
4. Official academic transcripts from all post-secondary institutions attended
5. Three recommendation forms, submitted by individuals able to comment on your abilities and potential
6. Satisfactory Graduate Management Admission Test (GMAT) score
7. Anderson University MBA application fee

Concurrent MBA/MS degree program
1. A completed Anderson University Falls School of Business MBA program application form
2. At least two years work experience
3. Official academic transcripts from all post-secondary institutions attended
4. Three recommendations testifying to capabilities and probability of future success
5. Prerequisites require evidence of competency by undergraduate coursework or significant specific work experience in all the following: accounting or finance, economics, statistics or calculus, management or marketing
6. Evidence of academic ability through an undergraduate GPA above 3.0, or a satisfactory score on the Graduate Management Admission Test (GMAT)
7. Anderson University MBA application fee
8. Acceptance into the Purdue University Graduate School

Concurrent MBA/MSN degree program

1. Bachelor's degree in nursing (from a nationally accredited nursing school)
2. Official academic transcripts from all post-secondary institutions attended
3. Current Registered Nurse license in the state of Indiana or eligibility for licensure
4. At least two years work experience
5. Three letters of recommendation
6. Undergraduate coursework in: accounting or finance (accounting preferred), economics, management or marketing, and statistics or calculus
7. Undergraduate GPA of 2.75 or above
8. Satisfactory Graduate Management Admission Test (GMAT) score (if undergraduate cumulative GPA is 3.0 or higher, the GMAT may be waived)
9. Admission essay
10. Current CPR certification for health-care providers from the American Heart Association
11. Documentation of immunizations, negative for TB, and criminal background check

Traditional 37-Hour MBA Curriculum*

Business and Society	BSNS 6010	2 hours
Managerial Accounting	BSNS 6120	3 hours
Managerial Economics	BSNS 6130	3 hours
Financial Management	BSNS 6140	3 hours
Organizational Behavior	BSNS 6210	3 hours
Business Plan Development	BSNS 6330	4 hours
Marketing Strategy	BSNS 6350	3 hours
Leading Organizational Change	BSNS 6430	3 hours
Competition and Strategy	BSNS 6450	3 hours
Leadership Seminar	BSNS 6480	2 hours
Program specific electives	various	6 hours

* Individual curriculums will vary depending on specific program and the individual's area of focus. Regardless of program, students must complete 37-41 semester credit hours at the 6000 level or above to earn the MBA degree.

MBA Course Descriptions

BSNS 6010 Business and Society   2 hours
    In developing a stakeholder approach to managing in today's business environment, the student is introduced to a survey of theories for ethical decision-making. There is an attempt to increase student awareness of the impact that personal decisions have on the organization and on society as a whole.

BSNS 6120 Managerial Accounting   3 hours
    The concepts and procedures of preparing financial statements are covered. The use of accounting information for planning, control, and decision-making is examined. The student's analytical ability is developed through problems and cases that stress preparation, usefulness, and limitations of financial data. Company performance evaluation is performed using ratio analysis techniques.

BSNS 6130 Managerial Economics   3 hours
    A conceptual framework for solving economic business problems at the individual business level is developed. Emphasis will be on the fundamental application of microeconomic skills to contemporary business decisions, which include production, cost, demand, pricing, and profits. Economic relationships will be inferred by applying estimation techniques to actual data.

BSNS 6140 Financial Management   3 hours
    The tools to make a complete financial analysis of investment and financing decisions are provided. Using analytical techniques, financial information is developed through problems and cases that challenge students to do in-depth financial analysis and develop informed decisions.

BSNS 6141 Strategic Accounting and Financing Decisions   2 hours
    This course investigates issues such as capital structure, dividend policies, mergers, and issuing of stock. The course utilizes a case studies approach.

BSNS 6210 Organizational Behavior   3 hours
    Students examine the process through which managers learn to apply concepts from the behavioral sciences to observe, understand, and influence behavior in the workplace. There is an examination of the behavior of people as individuals and as members of groups. Concepts such as motivation, leadership, and application of techniques for individual and organizational growth are discussed.

BSNS 6250 Travel Seminar in International Business   2 hours
    Students have the opportunity to study international business firsthand through a trip to one or more of the major international business centers of the world. Students are expected to read extensively and be involved in pre-trip seminars. Tuition is included in the program cost. Travel costs are additional.

BSNS 6270 International Business   2 hours

The importance of thinking globally and understanding cultural, business practice, and economic differences are explored through various projects and cases. The focus is on the international dimensions of business environment and practice. The importance of thinking globally and understanding cultural, business-practice, and economic differences will be explored through a variety of means.

BSNS 6330 Business Plan Development   4 hours

A systematic study and preparation of business plans. Students define an opportunity in either an entrepreneurial or intrapreneurial setting and propose a plan for business activity that integrates concepts from throughout the MBA curriculum. Students prepare business plans acceptable for presentation to venture capitalists or management. A reasonably thorough understanding of entrepreneurial interests and skills should be attained.

BSNS 6350 Marketing Strategy   3 hours

Designed to equip the business practitioner with the concepts, principles, and tools necessary to develop a marketing approach to plan development. Students will be encouraged to manage with a mindset of the "marketing orientation." Practical application of tools and theories will be emphasized. The result will be an ability to develop both a market strategy and a marketing plan.

BSNS 6356 Research in Market Feasibility   2 hours

This course investigates the process and the techniques of good market research. The course is designed to help the student develop the skills necessary to identify and apply the concepts that characterize high-quality marketing research practice and become a critical analyst of marketing and business research to discern good decisions and conclusions.

BSNS 6410 Business Topics   2 hours

Course content will vary among topics in accounting, finance, economics, management, and marketing. Current issues and trends in business and organizations will be addressed using a best-practices approach. The class may be taken multiple times as long as the class topic title is different. The same class topic title may not be retaken for additional credit.

BSNS 6411 Personal and HR Development   2 hours

Issues related to a leader's role in personal and employee development within an organizational context. Topics such as personal assessment, career development, training, performance evaluations, employment law, employee selection, strategies for career growth, as well as techniques to create and maintain organizational relations may be areas of focus.

BSNS 6420 Managing Legal Risks 2 hours

Focus is on the essential role that legal considerations play in the making of sound business decisions. Current legal concepts and likely future trends are explored from a managerial perspective. After an introduction to law, legal reasoning, and the legal system, selected issues in the law of contracts, sales, torts, and product liability are examined.

BSNS 6430 Leading Organizational Change 3 hours

Change is constant in today's business environment. The latest theories and practices of anticipating and managing change in a dynamic business environment are explored. Emphasis is on creating change-oriented cultures and developing and implementing effective change processes. The ability to anticipate and respond to change is developed.

BSNS 6433 Virtual Competition in the 21st Century 2 hours

This business course utilizes an "organization-wide" perspective that emphasizes strategic analysis, strategy formulation, and strategy implementation so as to formulate sustainable competitive advantage. The computer simulation program requires the synthesis of several business functions such as operations, marketing, human resources, finance, and accounting. Students produce strategic business plans, annual reports, research analysis, computer tools, and presentations as they compete in the virtual marketplace.

BSNS 6450 Competition and Strategy 3 hours

As a capstone course, this course examines an organization's ability to create a sustainable competitive advantage. Students develop a strategic "game plan," then implement and execute the plan with effectiveness and efficiency. The overriding objective is to sharpen the student's ability to think strategically and to diagnose situations from a strategic perspective. Students will be expected to apply concepts and tools from other courses in the MBA curriculum. A strategic planning model will be used to analyze comprehensive cases and make strategic recommendations. The major paper in this course is a required component of the student's MBA portfolio.

BSNS 6470 Applied Project 2 hours

An independent study course focusing on the practical application of a theory or practice related to the student's area of specialization.

BSNS 6480 Leadership Seminar 2 hours

A reflective experience that exposes graduating students to the various principles of leadership. Taught in a seminar format, the class focuses on current issues and problems related to the manager's role as a leader in the organization. Attempts will be made toward clarity on leadership issues, personal and/or professional experiences will be presented, and students will arrive at new understandings that will improve effective leadership.

BSNS 6510 Profiles of Global Leaders 2 hours

Individuals completing this course will develop an advanced understanding of the traits, characteristics, and behaviors associated with successful global leadership. Understanding these issues will help individuals grow and develop as leaders in today's global environment.

BSNS 6530 Project Management 3 hours

The course exposes students to the principles, techniques, and special problems of the project manager. The focus will be on all aspects of leading and managing a project, from leadership skills such as motivation, communication, and team building through management skills such as selection and initiation, resource planning, implementation, and project control. Critical issues such as time, cost, and performance parameters are analyzed from organizational, people, and resource perspectives.

BSNS 6540 Financial Reporting and Financial Statement Analysis 3 hours

This course will develop a taxonomy of generally accepted accounting principles in order to understand corporate financial statements. This course will examine financial ratios and create a system of analysis that will allow managers, investors, and regulators to make better informed decisions.

BSNS 6550 Accounting & Financial Management in the International Economy 2 hours

This course examines how firms manage their fiscal operations and/or investments in an international environment. Topics to be discussed include foreign exchange risk management, financing the global firm, foreign investment decisions, multi-national capital budgeting, currency crises, and international asset diversification.

BSNS 6900 Seminar in Professional Issues 2 hours

This course requires a directed mentorship with a working professional in the student's area of focus. In addition students investigate best practices as well as current and controversial issues in areas such as entrepreneurship, finance, leadership, and global business.

Master of Education

Graduate Studies in Education

Graduate studies in education at Anderson University focus on four key areas: curriculum and instruction, school leadership and administration (LEAD), English as a new language (ENL), and special education. All programs are designed to serve graduate students for degree completion (MEd), license renewal, and licensing, as applicable. All programs have a similar design, structured to serve the working educator: specified core classes, a variety of elective classes, and the cohort model in which a small group of teachers pursue the program together, providing mutual support and collaboration on projects inside and outside of class.

The Anderson University graduate program in education is built on four key areas focused on improving curriculum development, instructional practices, and classroom and school leadership:

Design — Following a cohort model, the curriculum covers a broad area of best practices in school curriculum, instruction, and leadership. Classes are designed with the practicing teacher's schedule in mind using seminar-style instruction with a practical, school-based focus.

Quality — Highly respected practicing educators and educational leaders serve as instructors. The curriculum is based on current best practices and is practitioner-based with field experiences embedded in many of the courses.

Service — Personalized service with easy access to course materials, university personnel, parking, and classes.

Cost - A competitive tuition rate, which locks in at the first fall class (no increase throughout the program), and no hidden fees. Financial assistance is available.

The Master of Education in Curriculum and Instruction is a 36-credit-hour, 24-month program. Core courses (24 credit hours) are offered during the fall, spring, and summer terms, taken in sequence. Elective courses (12 credit hours) are offered during the summer, with occasional options during the school year. Up to six elective credit hours and six core credit hours can transfer from accredited institutions (with approval of the program director). Students usually enroll in three hours per term during the school year and six or more hours during the summer.

The Master of Education in School Leadership and Administration (LEAD - Leadership in Educational Administration Development) is a high-quality, comprehensive, school-based, and practical program designed for educators who aspire to be a school principal. Students complete the 36-credit-hour program in 36 months, consisting of 30 credit hours of core courses and six credit hours of electives in the master's program. Up to six elective credit hours and six core credit hours can transfer from accredited institutions (with approval of the program director). Students usually enroll in three hours per term during the school year and six or more hours during the summer. Licensing usually requires 21-30 credit hours.

The English as a New Language Professional Development Academy offers a core program of five courses specific to teaching English language learners in mainstream classrooms and ESL (English as a Second Language) settings. For teachers with an Indiana teaching license, these courses which include the practicum experience leads to licensure in English as a new language in Indiana. Furthermore, these courses, offered at the master's level for certified teachers, can be used as elective credits for the master's programs at Anderson University. The ENL PD Academy was established with a National Professional Development Grant through the United States Department of Education, administered by the Office of English Language Acquisition.

The TESOL (Teaching English to Speakers of Other Languages) Certificate program offers an option for non-teachers to learn the knowledge and skills, and to acquire the dispositions needed to teach others the English language in many settings (adult ESL in community centers or churches, overseas in language centers or schools, or as part of a ministry, to name a few). A specially designed course, Exploring TESOL in Ministry, is a unique way to learn about these opportunities.

The special education program allows teachers to add the Special Education Mild Interventions license to already existing license. Transcripts will be evaluated to determine the exact courses needed to add that license for practicing teachers. Credits are earned at the master's level and can be used as elective credits for the master's programs at Anderson University.

Course Descriptions

Core Classes: Curriculum and Instruction

EDUC 6100 Current Issues and Trends in Education   3 hours
Identifies major problems, issues, and trends affecting students, teachers, schools, and society today. Content for this course will include issues related to cultural diversity, students with special needs, and legal aspects of the school in society. Students will examine additional issues in depth. Critical assessment of the total role of education in our society and throughout the world will challenge graduate students to become skilled in addressing contemporary concerns and problems.

EDUC 6110 Exploring Learning Theories and Styles   3 hours
With new information being discovered almost daily about how learning takes place, today's teacher can no longer rely on experiential methods. The teaching/learning model has changed drastically over the past few years. We know more about intelligence, effective learning environments, and teaching behaviors that help ensure learning at the conceptual stage, as well as problem-solving behavior. This course will aid the practicing teacher in staging the classroom environment for effective teaching and learning.

EDUC 6120 Educational Technology   3 hours

An overview of technology as it applies to the classroom teacher. There is room in this course for students with skills ranging from novice to expert. Cooperative learning techniques will be included to take advantage of the skill level of all participants. HyperMedia, computers, e-mail, basic spread sheets, CD-ROMs, and databases will be introduced, and exercises will be provided to guarantee experience with many areas of technology. The emphasis will be on user-friendly, classroom-applicable technological innovations.

EDUC 6130 Becoming One Community in Diverse Classrooms   3 hours

The changing climate in public education has mandated both a broader understanding of culture and the acquisition of greater skills required for creating success-oriented, responsive classrooms. This course will draw upon current research and quality practices designed to address the needs of multicultural learning communities. Specific attention will be given to the realities of the professional responsibility required to teach *all* students and effective strategies and resources to support these realities in the contemporary classroom. This course will draw upon current research and successful practices on developing a caring, peaceful classroom and school environment. Specific attention will be given to the realities of conflict and violence in schools and effective programs and strategies to address these realities in the contemporary classroom.

EDUC 6140 Integrating Exceptional Students into Contemporary Classrooms   3 hours

An exploration of the variety of special needs in inclusionary classrooms and the provision of methodology for working with exceptional populations. Issues discussed will include the history of inclusion, legal requirements, methods of managing the inclusionary class, and planning instruction for exceptional populations. This course will provide practical techniques related to developmentally appropriate practice. Portfolio requirements.

EDUC 6150 Introduction to Educational Research   3 hours

The emphasis in this course will be on applied educational research. The education profession increasingly demands that practitioners not only understand educational research but that they accept the necessity for continuing the study of theory and best practice. Students will examine various types of educational research, perform basic data treatment, recognize the terminology used by researchers, become familiar with prior research, and examine current studies related to educational issues and outcomes. Participants in this course will be expected to plan, implement, and evaluate an action research project in their own school or classroom.

EDUC 6160 Developing Effective Curriculum and Instruction   3 hours

How does curriculum development affect individual teachers and their classrooms? Students will examine the historical and current emphases in creating curricula, school improvement programs, district restructuring proposals, and state-mandated curricular changes. Discussion topics include practical aspects of school improvement, the emphasis on core/basic curriculum, organizing instruction to include exemplary techniques, and suggestions for participation in curriculum development.

EDUC 6170 Sharing Leadership in Contemporary Educational Systems   3 hours

Teachers are asked to participate in shared decision-making and site-based management without the requisite training for these new assignments. This course will involve practitioners in exercises to evaluate procedures used to interview candidates, prepare budgets, assess legal liability, define roles, create policy, secure the assistance of the community, and develop working relationships with all members of the school constituency. Portfolio completion and presentation.

Core Classes: LEAD

EDUC 6500 Foundations of Educational Leadership   3 hours

This course examines key theories and models of leadership, including professional ethics; professional resources; and the political, social, and cultural aspects of educational leadership. A review of the organizational structure of education at the federal, state, and local levels is included as well as an examination of current trends, district organizational concepts, key legislative initiatives, and goals of public education. The process of developing a professional leadership portfolio begins in this course and will be updated throughout the program and completed as a final component of the program during the last semester.

EDUC 6510 The Principalship (K - 12)   3 hours

This course focuses on the duties and responsibilities of the school principal and will incorporate concepts from Foundations of Educational Leadership to analyze authentic scenarios related to current and future school leadership and improvement. Students will examine the role of the school administrator as it relates to educational vision and values, decision-making, climate and culture, change, instructional staff and programs, diverse student and staff needs, learning communities, continuous school improvement, school politics, and best practice in educational leadership and management. **PREREQUISITE**: Foundations of Educational Leadership.

EDUC 6520 Legal Issues for School Leaders   3 hours

This course focuses on the dominant legal issues in education which have a direct relationship to the personal and professional lives of teachers and leaders in the schools. Students will examine teacher employment, staffing and evaluations, staff-related record management, tenure, collective bargaining and contracts, negligence and other liabilities, freedom of expression, and student and staff rights and responsibilities. Relevant case law and court decisions will be used along with a glossary of legal terms. Special attention will be given to Indiana legislative initiatives and related court decisions, as well as special education concerns and responsibilities.

EDUC 6530 The School and Community   3 hours

The school and community as partners in learning who collaborate for effective schools and improved student success are examined in this course. Practices and procedures will be examined that may be employed to develop a shared vision and mutual goals between all stakeholders, students, parents, educators, institutions of higher learning, community, government agencies and organizations, and state partners in education.

EDUC 6540 Research for School Leaders   3 hours

The emphasis in this course will be on applied educational research. The education profession increasingly demands that practitioners not only understand educational research but that they accept the necessity for continuing the study of theory and best practice. Students will examine various types of educational research, perform basic data treatment, recognize the terminology used by researchers, become familiar with prior research, and examine current studies related to educational issues and outcomes. Participants in this course will be expected to plan, implement, and evaluate an action research project from the building principal's perspective.

EDUC 6550 Building Management and Finance   3 hours

This course examines the roles and responsibilities of the educational administrator as manager of the school facilities and organization of educational programs and schedules. Course content will include the procedures that contribute to effective planning of new or remodeled educational facilities to include school surveys, site assessment, educational specifications, standards and guidelines for instructional areas, site requirements, financing, equipment needs and, community involvement. School class schedules and programming needs will also be emphasized. The key principles of school finance and school business administration will be introduced. This course will also focus on the application of contemporary theories of economics to educational financing, sources of revenue, resource allocation consideration, and study of current trends. Specific attention will be given to building-level financial and school account management.

EDUC 6560 Leading Effective Curriculum and Instruction   3 hours

This course will assist school leaders in engaging the process of change through the exploration and understanding of curriculum as framed by the school's instructional leader. The course is designed around the four levels of principal leadership as outlined by Allan Glatthorn. The Understanding by Design curriculum model combined with curriculum mapping, differentiated instruction, scheduling and summative assessments will be emphasized. A workshop model will provide active involvement of the school leader as an agent of change. Work will culminate with a curriculum development plan. Discussion topics include practical aspects of school improvement, the emphasis on core/basic curriculum, organizing instruction to include exemplary techniques, and curriculum development.

EDUC 6570 Supervision of Instruction   3 hours

This course will focus on the principal as leader of instruction, curriculum, and assessment with emphasis on student improvement and a positive, productive, school culture. The class will study the supervisory roles of the principal, to include early childhood through secondary education, and district-wide roles. Techniques will be examined for maintaining effective human relations and resources, organizational patterns and practices, staff morale and productivity, staff assessment, team building, diverse student needs, instructional technology, curriculum trends, professional development, and the change process. Schools as professional learning communities will also be considered, as entities designed around collaboration, student engagement, and applying assessment to improve teaching and learning in the classroom. **PREREQUISITE:** School Law.

EDUC 6580/6590 Principal Internship (2 semesters)   3 hours per semester,
                                                                          6 hours total

The Principal Internship is the clinical experience in the duties and responsibilities of the school principal. The experience will focus on all aspects of the school principal. This course is designed to provide students with the experiences which relate to principal certification standards. A school leadership portfolio will be completed during the program and will culminate with this experience, to show performance activities that meet certification standards. The principal interns will work under the joint supervision of the field supervisor (practicing school administrator) and a university supervisor. The principal internship will be taken over two sequential semesters with a minimum of 30 clinical hours per semester required. **PREREQUISITES**: All other core classes must be completed, or under special circumstances, with permission from the director.

Core Classes: English as a New Language

EDUC 5410 Principles of Language Acquisition   3 hours

In this course, students will explore the principles of language learning. Comparisons will be made between first and second language acquisition, child and adult language learning and various theories and research pertaining to language acquisition. Students will learn about different types of proficiency (BICS – Basic Interpersonal Communication Skills and CALP – Cognitive Academic Language Proficiency). Students in this course will also investigate the role of psycholinguistic and sociolinguistic principles, culture, motivation, affective and other factors that can influence language learning.

EDUC 5420 Methods of Teaching ENL   3 hours

In this course, students will become familiar with the methodology of teaching English as a second or foreign language, beginning with a brief exploration of early methods and then focusing on theories that have current day best practice applications in the classroom. Students will understand segregated skills approaches (the teaching of reading, writing, speaking and listening as separate skills) but will learn the value of more integrated approaches such as communicative language teaching and content-based instruction. Students will understand various ways of structuring learning tasks, such as task-based instruction. Students will understand and learn to use language teaching techniques such as total physical response (TPR), group and pair work, songs and games. Students will explore both texts used for language teaching, and approaches to language teaching which rely on authentic and other non-textual materials. Undergirding the exploration of instructional and material design is an emphasis on developing learner autonomy and fostering motivation in English language learners to extend their learning beyond the classroom.

EDUC 5430 Teaching Culturally and Linguistically Diverse Students
(ENL License Track)   3 hours

In this course, students will learn specific strategies for working with Limited English Proficient students in the mainstream elementary or secondary content classroom.

Students will develop both theoretical and experiential understandings of language acquisition and its impact on content learning. They will develop cultural sensitivities and strategies for developing harmonious multicultural and multilingual classrooms. Students will learn how to adapt instruction, materials and assessment for students with varying levels of English proficiency and who are at various stages of cultural integration. Emphasis will be placed on strategies for sheltered instruction and the SIOP Model (Sheltered Instruction Observation Protocol) will be used to prepare and evaluate lessons in the content area classroom.

EDUC 5460 Exploring TESOL in Ministry (TESOL Certificate Track or elective)

3 hours

In this course, students will be introduced to TESOL (Teaching English to Speakers of Other Languages) as ministry. Students will understand global realities and issues concerning the spread of English, such as linguistic imperialism, world Englishes, and native/nonnative speaker inequalities. Criticisms leveled at "missionary English teaching" will be discussed at length, in an effort to understand the potential problems in coupling English teaching with Christian ministry. Students will develop a scriptural basis for TESOL ministries, and practical applications consistent with evangelical Christian mission. The course will utilize real case studies from contexts around the world, involving various age groups and many different types of ministries. Students will develop the ability to assess TESOL initiatives in missions for professional integrity and ministry effectiveness.

EDUC 5490 Applied Linguistics for Teaching ENL   3 hours

In this course, students will be introduced to linguistics, its application to the English language, and implications for teaching English language learners. The course will include introductions to linguistic concepts, including phonology, morphology and syntax. Students will become familiar with the International Phonetic Alphabet and its use in language teaching. The structure of the English language and the role of structural knowledge in the teaching and learning of language will be a significant part of the course. The course will emphasize the strategic use of structural and linguistic understanding to further communicative language competence, rather than the acquisition of passive and static knowledge.

EDUC 5860 Practicum in the ENL Classroom   3 hours

This practicum provides supervised field experience for students who are working toward an ENL license or TESOL Certificate. Reflective thought, observation, discussion, and actual teaching will be used to expand participants' teaching skills. The first part of the practicum is spent in careful observation of the workings and interactions of the ESL or EFL classroom. The remaining hours will be spent teaching and fulfilling other normal duties required of teachers. Practicum students will design strategies and activities to meet the instructional needs of individual students. Participants will also focus on interpreting and recommending curriculum materials and methods to encourage and help English language learners become proficient in their new language, within the specific practicum context.

Core Classes: Special Education Mild Interventions

SPED 6200 Introduction to Mild Disabilities 3 hours
This class will provide an overview of the educational needs of students with mild disabilities. Historical, legal, and social perspectives will be considered. The course will examine the characteristics and educational needs of students with mild disabilities. The course will also examine current models of instructing and accommodating students with mild disabilities.

SPED 6210 Collaborating with Families and Professionals 3 hours
This course provides a foundation for understanding the changing demographics and definitions of families and the implications these changes have for effectively involving families, schools, and community members in decision-making for students with disabilities. Theoretical basis, legal and policy bases, and models for collaboration will be examined.

SPED 6220 Assessment of Students with Disabilities 3 hours
This course will examine a variety of assessment methods appropriate for individuals with mild disabilities. Emphasis will be on those instruments and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to traditional norm-referenced instruments, curriculum-based assessment, formal observation, interviews, criterion-referenced assessment, and other alternative assessment techniques.

SPED 6230 Legal Issues in Special Education 3 hours
This course will cover an introduction to the historical, legislative, and judicial trends in special education pertaining to teachers, administrators, and parents. Topics will include the individualized education plan (IEP), least restrictive environment (LRE), free appropriate public education (FAPE), parent rights, and procedures for dealing with student discipline. For each topic the mandates and regulations will be studied along with pertinent case law. The course will include procedural rights under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, the individuals with Disabilities Improvement Act (IDEiA), and Indiana's Article 7.

SPED 6240 Technology for Students with Mild Disabilities 3 hours
Critical information and methodology for technology for special education.

EDUC 6260 Curriculum and Instruction 3 hours
This course will examine the unique applications of curriculum for diverse students, including those with disabilities.

SPED 6270 Instructional Methods for Students with Disabilities 3 hours
This course will examine techniques of teaching students with mild disabilities. Students will learn to use data to develop individualized Education Plans (IEPs). Changes to instruction, materials, and the provision of accommodations will be emphasized. Specific planning for reading, math, content areas, and behavior will be studied. Additionally, collaborative planning with other teachers, related services personnel, and paraprofessionals will be emphasized.

SPED 6280 Practicum   3 hours

    The practicum will emphasize the application of assessment and teaching strategies
learned throughout the program.

Electives

Elective courses are offered primarily during the summer term. Not all elective courses are
offered each year.

EDUC 5020 Students at Risk: A Team Approach   3 hours

    This course will define and explore the current crisis of children/youth at risk. Specific
attention will be given to the role of schools and other social agencies in addressing
the many contributing factors to "at riskness." An examination of current research,
effective practices, restructuring, and intervention/prevention programs will lead par-
ticipants to the formulation of both school-wide approaches and individual
teacher/classroom strategies.

EDUC 5050 Best Practices in Teaching Mathematics   3 hours

    This course will focus on knowledge of teaching techniques appropriate for developing
understanding, problem-solving ability, and computational skills using the NCTM
Curriculum and Evaluation Standards for School Mathematics and the Indiana
Department of Education's Mathematics Proficiency Guide. Developmentally appro-
priate activities include the use of manipulatives and technology. Topics will include
estimation, appropriate computational skills, number sense, counting skills, geometry,
probability and statistics, alternative assessments in mathematics, and children's litera-
ture and mathematics.

EDUC 5060 Legal Issues in Education   3 hours

    This course will focus on legal issues in education which have a direct relationship to
the personal and professional lives of teachers in schools and classrooms. Specific
attention will be given to teacher employment, collective bargaining, negligence and
other liabilities, freedom of expression, and student rights and responsibilities.
Relevant federal and state case law as well as rulings of the Supreme Court will be
used along with a glossary of legal terms.

EDUC 5070 Hands-on Science   3 hours

    This course will help teachers effectively use hands-on, inquiry-based integrative activ-
ities to lead students in grades two through eight in doing science, rather than just
reading about it. Includes doing science activities (fun ones!), reflecting on the science
behind the activities, and creating concrete plans for using this hands-on approach to
science in the classroom.

EDUC 5090 Thematic Instruction … Creating a Learning Environment   3 hours

    A "make it, take it" course with focus on thematic instruction through a cooperative
classroom environment. During this course, each participant will design a multidisci-

plinary learning unit for use in his/her own classroom. To enhance the understanding and development of thematic instruction, essential concepts explored during this course will include multiple intelligences, inquiry learning, integrated learning, brain-compatible elements, and authentic assessment. Learning will be personalized, active, and memorable.

EDUC 5160 Classroom Management: Tools for Success   3 hours

This course will explore research-based strategies, which result in successful classroom organization and management. The focus will be on building a positive environment for learning and its connection to mutual respect and dignity among staff, students, parents, and community members. Course topics include applying brain research to classroom management, fostering mutual respect between students and teachers, creating a sense of community within a school and classroom, involving students in decisions regarding curriculum and class guidelines, engaging students in curriculum and activities which support self-discipline and recognizing emotional intelligence as a key to success. This course will be helpful to teachers of all grade levels.

EDUC 5170 Best Practices in Teaching Reading   3 hours

This course will discuss the current best practices in teaching reading. It will focus on the reading process from a constructivist viewpoint and will include but not be limited to a discussion of the following topics: reading strategies, emergent literacy, literature-based instruction, thematic teaching, and reading in the content fields. Teaching skills in context of whole and meaningful literature and evaluating students through authentic assessment techniques will also be discussed.

EDUC 5175 Creating a Writing Friendly Environment   3 hours

Participants will examine how writing can fit into any classroom, create and implement engaging lesson plans targeting diverse writers, examine the role of assessment, and reflect upon methods of best practice.

EDUC 5230 Integrating Science/Social Studies   3 hours

Using the workshop method, this course emphasizes the current Indiana social studies and science curriculum. This hands-on workshop provides teachers with integrative methods for planning, implementing and evaluating social studies and science. Teachers will develop useful material for their classroom use. In addition, teachers will be introduced to the National Board of Professional Teaching Standards, the Five Core Propositions, and the standards of various areas of certification.

EDUC 5260 Differentiated Instruction: A Focus on Inclusion   3 hours

This course focuses on the ever-increasing need for educators to focus their teaching methods on the various learning styles and multiple intelligences of their students by differentiating their classroom instruction. In a society where special-needs students are being identified at increasing levels, and where schools are cutting back on special education assistance, teachers need to have the tools and skills to expand their teaching past the middle ability students to the entire class. This course will focus on very practical answers to the why, when, where, and how to differentiate instruction in a multi-ability classroom.

EDUC 5270 Teaching and Leading in a Changing World (online class)   3 hours

This course examines key issues that modern society has brought to the classroom door. Changing demographics and a global economy have created serious challenges for teachers and school leaders including increased numbers of ENL students, gender equity issues, the achievement gap for minority and low income students, increased numbers of students identified with disabilities in inclusive classrooms, generational differences created by changes in society, opportunities for school reform funded by the Gates Foundation, and pressures to send more students to college in Friedman's "flat world." This course is entirely online with students responding to hypothetical situations in their school using research based data and theory. Students will also conduct on-line discussions to gain different perspectives.

EDUC 5500 Leadership in Character Education   3 hours

This course is designed to provide master teachers with an introduction to the theoretical and practical knowledge and skills to begin a CC! Character Education initiative, and to serve as resource providers for character education in schools, school districts and the greater community. A framework for beginning a comprehensive character education initiative including the Six Pillars of Character, and the essential elements of effective programming in schools/district/community will be explored: consensus, expectations, outcomes, leadership/vision, standards, training, resources, partnerships, and assessments.

EDUC 5600 Seminar: Critical Issues for School Leaders   3 hours

This course explores issues which most impact school leaders and administrators today. A seminar style will be used to infuse the administrator's experiences with research to examine those issues and to process solutions, looking at future implications in a practical, real-life setting, and in light of the needs and expectations of today's schools. *Administrative License Renewal Only.*

Teach for Indiana Program

The Teach for Indiana Program (TIP) is intended for an individual who has a desire to become a teacher. This program has been specifically designed to recruit, prepare, and license talented individuals for teaching. Candidates must have a four-year baccalaureate degree from an accredited institution of higher education with a GPA of 3.0 overall and in their major area of study or a GPA of 2.5 overall and in their major, with five years of professional experience related to the intended licensing area or an education-associated field. Candidates may select either elementary/special education (K-5) or secondary (6-12) tracts. Candidates must pass a rigorous screening process which includes national tests, interviews, and a review of teaching-related experiences.

What is the program design?

The program is designed as a two-phase process. Phase I is a nine-month intensive program of educational coursework and field experiences, which, when successfully completed, leads to an Indiana teaching license. Phase II culminates, should the candidate desire, in a Master of Education (MEd) degree. Twelve hours of electives from the TIP coursework are credited to the 36 hours required for the master's degree. The two phases are intended to equip the teacher for the classroom and provide continued support and professional development. The TIP/Master of Education program allows candidates to combine licensure course requirements with the MEd.degree.

What are the distinct features of the TIP program?

The program includes but is not limited to the following:
- A collaborative community of learners
- Program completion in nine months
- 19 weeks of full-day, field-based classroom immersion
- Recognition for prior professional experience
- Low-interest loan options for financial support

What are the standards for this program?

Both phases of the continuum are shaped by the teaching and learning indicators articulated in the state and national standards:
- The developmental and content-specific Indiana Standards for Teachers
- The National Council for the Accreditation of Teacher Education (NCATE) Program Standards
- The Interstate New Teacher Assessment and Support Consortium (INTASC) Principles
- The National Board for Professional Teaching Standards (NPBTS) Core Propositions
- Indiana's Academic Standards for students

Master of Music Education

The Master of Music Education is designed for the practicing music educator who has one or more years of experience as a music teacher. The degree program can be completed in summer sessions (six weeks of coursework each summer) or by combining summer courses with courses taken the academic year. Separate tracks of study are available for instrumental, choral, and general music specialists. Students may also pursue three levels of Orff Schulwerk Certification as part of this degree program. The MME program is accredited by the National Association of Schools of Music.

Student Requirements for Admission

1. Baccalaureate degree from an accredited institution
2. Valid teacher's license
3. Official transcripts from all colleges attended
4. Two recommendations testifying to teaching and musical abilities
5. Writing sample
6. Interview with music education faculty
7. $20 non-refundable application fee

Degree Requirements

Required Core Courses	18-20 hours
MUED 6010 Philosophy and History of Music Education	3 hours
MUED 6020 Bibliography and Research	3 hours
MUED 6030 Psychology of Music	3 hours
MUSC 6110 Graduate Music Theory	3 hours
MUSC 6200 Music History	3 hours
MUSC 6220 World Music	2 hours
MUED 6950 Thesis in Music Education	3 hours
OR	
MUED 6960 Professional Project in Music Education	1 hour

Music Education Courses	
MUED 5110 Level I Orff Certification	3 hours
MUED 5120 Level II Orff Certification	3 hours
MUED 5130 Level III Orff Certification	3 hours
MUED 5140 Orff Curriculum	2 hours
MUED 5210 The Voice — Pedagogy, Language, & Literature	2 hours
MUED 5220 The Child's Voice	2 hours
MUED 5230 The Changing Voice	2 hours

MUED 5240 Choral Music Experience Workshop	2 hours
MUED 5250 Directing the High School Musical	2 hours
MUED 5310 Introduction to Kodály	2 hours
MUED 5320 Conversational Solfege 2 hours	
MUED 5410 Teaching String Instr. (for non-string players)	2 hours
MUED 5420 Writing Drill for the Marching Band	2 hours
MUED 5430 Instrument Repair	2 hours
MUED 5500 Teaching Music Theory in High School	2 hours
MUED 5510 Assessment in the Classroom	3 hours
MUED 5550 Selected Topics in Music Education	1-3 hours
MUED 5580 Music Technology	3 hours

Music Theory and Literature Courses

MUSC 5000 Music Theory Review 0 hours	
MUSC 5010 Aural Skills Review	0 hours
MUSC 5020 Advanced Analysis	3 hours
MUSC 5030 Aural Skills	1 hour
MUSC 5040 Orchestration	2 hours
MUSC 5050 Choral Arranging	2 hours
MUSC 5060 Instrumental Arranging 2 hours	
MUSC 5210 Folk Music & Folk Instruments	2 hours
MUSC 5220 World Drumming	2 hours
MUSC 5470 Choral Conducting	2 hours
MUSC 5480 Instrumental Conducting	2 hours
MUSC 5510 Selected Topics in Music History and Lit.	1-3 hours
MUSC 5520 Selected Topics in World Music	1-3 hours
MUSC 5530 Selected Topics in Music Theory	1-3 hours

Music Performance Courses

MUPF 5080 Choral Ensemble	1 hour
MUPF 5190 Instrumental Ensemble 1 hour	
MUPF 5210 Duo Piano	1 hour
MUPF 5230 Jazz Combo	1 hour
MUPF 5350 Guitar Ensemble	1 hour
MUPF 5360 Brass Ensemble	1 hour
MUPF 5370 Woodwind Ensemble	1 hour
MUPF 5380 String Ensemble	1 hour
MUPF 5390 Percussion Ensemble	1 hour
MUPF 5540 Selected Topics in Performance	1-3 hours
MUPF 5700 Voice	1-3 hours
MUPF 5710 Piano	1-3 hours
MUPF 5720 Harpsichord	1-3 hours
MUPF 5730 Organ	1-3 hours

MUPF 5740 Violin	1-3 hours
MUPF 5750 Viola	1-3 hours
MUPF 5760 Cello	1-3 hours
MUPF 5770 Bass	1-3 hours
MUPF 5780 Flute/Piccolo	1-3 hours
MUPF 5790 Clarinet	1-3 hours
MUPF 5800 Oboe/English Horn	1-3 hours
MUPF 5810 Bassoon	1-3 hours
MUPF 5820 Saxophone	1-3 hours
MUPF 5830 Trumpet/Cornet	1-3 hours
MUPF 5840 French Horn	1-3 hours
MUPF 5850 Trombone	1-3 hours
MUPF 5860 Baritone/Euphonium	1-3 hours
MUPF 5870 Tuba	1-3 hours
MUPF 5880 Percussion/Harp	1-3 hours
MUPF 5890 Guitar	1-3 hours

MME Course Descriptions

Music Education Courses

MUED 5110 Level I Orff Certification   3 hours

An intense introduction to basic Orff teaching philosophy and techniques, including the study of rhythm, harmony, solfege, modes, improvisation, pedagogy, pentatonic melodies, ostinati, bordun accompaniments, and elemental forms. Students also participate in recorder study and movement skills each day. This course addresses classroom application of Orff practices, techniques, and improvisational methods.

MUED 5120 Level II Orff Certification   3 hours

This course is a continuation of the study of Orff teaching methodology from Level I. It includes the study of pentatonic, diatonic, and modal melodies; melodic ostinato, bordun, and shifting chord accompaniments; and irregular and changing meters. Students review pentatonic modes and their transpositions, begin the study of pentachordal and hexa-chordal scales. Students participate in the study of recorder and movement each day. This course also addresses classroom application of Orff practices, techniques, and improvisa-tional methods, including the sequential teaching of dance forms and folk dances.

MUED 5130 Level III Orff Certification   3 hours

A continuation of the study of Orff teaching from Level II. It includes improvisation in diatonic modes and asymmetric meters and harmonic accompaniments. Students continue intensive work in concepts of rhythm, melody, harmony, timbre, form, and pedagogy. Students participate in the study of recorder and movement each day. It also includes

ensemble performance of all recorder voices, choreography, and improvisation relative to movement and music.

MUED 5140 Orff Curriculum 2 hours

Enables students to build a Schulwerk-based curriculum for their specific teaching assignments. Long-term planning and weekly process lesson planning will be addressed. Teachers will share ideas and teach lessons utilizing the Orff process. Level I and II Orff training at an accredited program is required to enroll in this course.

MUED 5210 The Voice—Pedagogy, Language & Literature 2 hours

Covers a broad range of information, skills, and resources indispensable to all who work with the human voice. Subjects include fundamentals of acoustics, fundamental voice production, the changing voice, performance psychology, teaching musical expressiveness using Dalcroze Eurythmics, building a basic library of vocal literature appropriate for pre-collegiate singers, and an introduction to the International Phonetic Alphabet and its application to Singer's Diction. Laboratory voice teaching with fellow class members as well as student volunteers from outside will be central to the instructional experience.

MUED 5220 The Child's Voice 2 hours

This course offers philosophy, methods, and materials designed to provide a sound pedagogical and musical basis for building and enhancing a developmental choral program for children ages 7 to 12. The course offers experiences for building skill and knowledge in guiding vocal development, learning strategies for developing a program, acquiring a repertoire bank, organizing a supportive administrative base, and creating a sense of community. From the smallest church choir to the largest community choral organization, all these functions are critical to the rounded, affirmed development of each child chorister involved.

MUED 5230 The Changing Voice 2 hours

From fifth to tenth grade, children's voices go through many changes until settling into their maturing young-adolescent and young-adult vocal range. This course is an in-depth exploration of a wide range of repertoire, which takes into account the unique ranges, comfortable tessituras, and emotional and behavioral characteristics of students as they pass through this stage of the changing voice. This course will help teachers develop their library for working with all combinations of the changing voice, from girls' or boys' choirs to mixed choirs.

MUED 5240 Choral Music Experience Workshop 2 hours

MUED 5250 Directing the High School Musical 2 hours

An intensive workshop that addresses all aspects of teaching related to a musical theatre production. This course examines the process of selecting an appropriate work to be performed, selecting a cast, building a rehearsal schedule, coaching student actors, and using

healthy and balanced musical rehearsal techniques. This course also examines the process of building a production team and the roles of the music director, stage director, assistant director, choreographer, and stage manager.

MUED 5310 Introduction to Kodály   2 hours

Provides an overview of the philosophy and techniques of Kodály teaching methodology and explores the application of these teaching principles in classroom teaching and choral rehearsals. This course includes sight-reading and dictation skill development using moveable-do tonic solfa and rhythm syllables in a pentatony-based approach and the analysis of small forms.

MUED 5320 Conversational Solfege   2 hours

Examines a pedagogical method that develops music literacy. Based on models used to teach conversational foreign languages, this course develops an understanding of music through the use of rhythm and tonal syllables at a "conversational" level that gradually evolves into reading, writing, improvisation, and compositional skills. This is a literature-driven curriculum. The sequencing of musical elements grows out of those tonal and rhythmic elements that exist in folk song literature. Each rhythm or tonal element is explored in patterns, songs, and themes from classical literature. Applications of conversational solfege range from elementary general and choral music courses to collegiate level choral, sight-singing, and ear-training courses.

MUED 5410 Teaching String Instruments (for non-string players)   2 hours

Intended to assist music educators whose primary performance area does not include string instruments, but who desire to be more comfortable with and better prepared for teaching students to perform on string instruments. The course includes the study of the methods, materials, equipment, literature, and teaching techniques appropriate for beginning and advanced string players. Students in this course will play various string instruments in class and will evaluate various teaching methods and literature to determine their appropriateness for classroom use.

MUED 5420 Writing Drill for the Marching Band   2 hours

Designed for the music educator who has a limited background in marching band drill design. Students begin with assignments that require them to chart drill by hand so that they have an understanding of this process and the instruments required for this work. Students then move to assignments that require them to chart drill using special computer software. There is an emphasis on the practical aspects of drill design so that students work on projects that they can use with their own marching bands.

MUED 5430 Instrument Repair   2 hours

Addresses some of the basic and common repair techniques for woodwind, brass, and percussion instruments. Included in the course are common emergency repairs and techniques for preventative care and maintenance. This class also examines the process of equipping an

instrument repair facility with appropriate tools and materials, building a repair and replacement budget for musical instruments, and the process of securing bids for instrument repair and selecting a reliable technician to be responsible for more extensive instrument repairs.

MUED 5500 Teaching Music Theory in the High School   2 hours

Designed to help music educators who may be called upon to teach music theory in the high school setting. Included will be an examination of music theory books and materials appropriate for this setting and the process of building a syllabus and designing appropriate assignments for a music theory course. This course will also addresses issues of assessment and evaluation of student learning in the music theory classroom.

MUED 5510 Assessment in the Music Classroom   3 hours

Introduces students to some assessment approaches of student learners in the music classroom and rehearsal room. Included will be a survey of testing methods and techniques that stem from a variety of psychological and philosophical schools of thought. Included will be rubric development and portfolio assessment. Emphasis is placed on revising the music curriculum in light of assessment outcomes and writing performance-based assessment reports for state educational associations.

MUED 5550 Selected Topics in Music Education   1-3 hours

Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of music education that will significantly influence the practices and understandings of the teaching-learning process.

MUED 5580 Music Technology   3 hours

An introduction to various uses of music technology that are useful for the music educator. Included will be use of music notation software using the Sibelius program, MIDI sequencing, and digital audio, including use of MP3 files and CD duplication software. Participants will learn the basic operations of software programs through practical applications of music technology to projects that will assist their work as music educators. Participants will also visit existing websites of music educators to learn from their work and creativity.

MUED 6010 Philosophy and History of Music Education   3 hours

This course is a survey of prominent philosophical trends and writers within the music education movement. Students will focus on the writings of Bennett Reimer and David Elliott, two of the most influential philosophers of music education. As a result, students will come to understand the unique role of music within the lives of individuals and within society-at-large. Students will also come to a deeper understanding of the value of music education and the importance of their work as a music educator. It includes an overview of important curricular innovations and music education conferences such as the Contemporary Music Project and the Manhattanville Music Curriculum Project.

MUED 6020 Bibliography and Research   3 hours

   Introduces students to the major research tools available to them as music scholars and
   gives practical experience in using these tools to make valuable contributions to the
   field of music education research and scholarship. Included is an overview of major
   library reference tools, online resources, Internet sources of scholarly information, and
   music periodicals and scholarly journals available (online and in print). Students will
   conclude with a research project demonstrating their understanding of how to use var-
   ious research tools to provide new insights and understandings about musical scholar-
   ship and performance practices.

MUED 6030 Psychology of Music   3 hours

   Provide a survey of major schools of thought and practice within the field of psychology
   and their influence on music education practice and assessment. This course also includes
   the research methods and results of psychologists who look specifically at music cognition,
   music learning theories, music performance practice, psychometrics of music, and the
   social psychology of music. A survey of psychology as it relates to creativity, composition,
   improvisation, and listening will also be included.

MUED 6950 Thesis in Music Education   3 hours

   Each student will write a thesis that builds upon and provides for the practical application
   of methods and concepts from the Psychology of Music and Bibliography and Research
   courses, relating this course content to the teaching environment in which the music edu-
   cator works. This course is designed to extend over two semesters so that the student has
   adequate time to develop a thesis proposal, carry out the research project, analyze the
   results, and write the thesis. Work on the thesis will be guided by a panel of music faculty
   members. Students will defend their work before a panel of faculty members and present
   their final projects to other students in the degree program.

MUED 6960 Professional Project in Music Education   1 hour

   Each student will complete a project that consists of a research proposal, a literature review,
   and a speculative statement about potential outcomes if the action portion of the project
   were completed. The professional project builds upon the methods and concepts from the
   Psychology of Music and Bibliography and Research courses, relating this course content
   to the teaching environment in which the music educator works. Work on the professional
   project will be guided by music faculty members. Students will present their final projects
   to faculty members and other students in the degree program.

Music Theory and Literature Courses

MUSC 5000 Music Theory Review   0 hours

MUSC 5010 Aural Skills Review   0 hours

MUSC 5020 Advanced Analysis   3 hours

Builds on the content of "Graduate Music Theory" and challenges students to analyze musical compositions based on formal elements such as harmony, motives, themes, and rhythms. Students begin by analyzing smaller sections of large works, then move to analysis of large-scale works. Various approaches to musical analysis will be utilized, discussed, and evaluated. Emphasis will be placed on the analysis of literature that can be used by the music educator in the classroom and rehearsal.

MUSC 5030 Aural Skills   1 hour

Required for students who have insufficient training in either ear-training or sight-singing based upon an entering placement exam. The ear-training portion of the class works toward ease in transcribing melodic, harmonic, and rhythmic dictation. The sight-singing portion of the class focuses on fluency in singing melodies without a supporting instrument so that students demonstrate tonal stability and independence in their ability to sight-read. Emphasis is placed on sight-singing and ear-training as they relate to problematic musical concepts such as syncopation and chromaticism.

MUSC 5040 Orchestration   2 hours

Examines approaches to arranging musical selections for performance by ensembles of string, wind, and percussion players, including chamber ensembles and large ensembles. It includes a review of the theoretical constructs of music that are basic to orchestration techniques and explores the challenges of arranging pieces in a variety of styles and using a variety of combinations of instruments. Students develop the creative aspects of orchestration through course assignments. This course emphasizes the creation of orchestrations for use in the classroom and for use with a variety of ages.

MUSC 5050 Choral Arranging   2 hours

Examines approaches to arranging musical selections for performance by choral ensembles. It includes a review of the theoretical constructs of music that are basic to choral arranging and explores the challenges of arranging pieces in a variety of styles and using a variety of voice combinations, setting a text to music, and other elements of traditional and contemporary scoring. This course emphasizes the arrangement of choral selections for use in the classroom and for use with a variety of ages.

MUSC 5060 Instrumental Arranging   2 hours

Examines approaches to arranging musical selections for performance by wind players and percussionists, including chamber ensembles and large ensembles. It reviews the theoretical constructs of music that are basic to instrumental arranging and explores the challenges of arranging pieces in a variety of styles and using a variety of combinations of instruments. This course gives particular attention to voicing, sectional, and cross-sectional doubling of instruments; soloistic treatment of instruments; and other elements of contemporary treatment in scoring. Emphasis is given to the arrangement of instrumental selections for use in the classroom and for use with a variety of ages.

MUSC 5210 Folk Music and Folk Instruments   2 hours

A listening and performance survey of traditional folk music and folk instruments with particular emphases on Anglo-American and African-American secular and sacred styles and genres. Students study historical primary and secondary sources, classroom repertoire, and performance practices. Comparative research techniques, transcription, and systematic notation for the music classroom also are addressed. Students will complete a research project on a selected instrument, genre, singer, style, or collector.

MUSC 5220 World Drumming   2 hours

Utilizes the Afro-Cuban oral tradition of teaching drumming through the use of imitation and echoing, call and response, and improvisation. Students learn literature of the African and Cuban cultures such as Latin American songs and African folk songs, and then integrate ethnic percussion instruments into the song literature. Students learn to play a variety of instruments such as tubano, cowbell, African double-bell, gankogui, shekere, xylophone, congas, bongos, and guiro. This course incorporates life skills such as team building, respect, and cooperation, and makes use of teaching methods and literature that can be used by music educators in their teachings.

MUSC 5470 Choral Conducting   2 hours

MUSC 5480 Instrumental Conducting   2 hours

Explores ways to develop a better sound and to accelerate learning by refining teachers' most important non-verbal tool for communicating with their ensembles —conducting. This course focuses on the development and improvement of conducting techniques, explores activities that develop an ensemble's sensitivity to gesture, and finds ways to transfer this knowledge into rehearsal settings so that musical knowledge is applied to particular musical selections.

MUSC 5510 Selected Topics in Music History and Literature   1-3 hours

Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of music history and literature that will significantly influence the practices and understandings of the teaching-learning process.

MUSC 5520 Selected Topics in World Music   1-3 hours

Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of world music that will significantly influence the practices and understandings of the teaching-learning process.

MUSC 5530 Selected Topics in Music Theory   1-3 hours

Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of music theory that will significantly influence the practices and understandings of the teaching-learning process.

MUSC 6110 Graduate Music Theory   3 hours

Reviews core components of the undergraduate music theory curriculum with emphasis placed on formal, harmonic, and motivic/thematic analysis. Focus is given to the integration of score analysis into the performance of musical works frequently used in the educational setting. An emphasis will also be placed on conveying analytic information appropriately in the performance score. Evaluation in this course is based on demonstrating analytic techniques in several score preparations with written support and explanation.

MUSC 6200 Music History   3 hours

This course will focus on a particular aspect of music history and literature each semester that it is offered. The topic of the seminar will be available through the music school office and will address some aspect of music history and literature that will be pertinent to the music educator. Students will be required to use research tools and methodologies to complete a significant research project related to the subject of the seminar.

MUSC 6220 World Music   2 hours

This seminar will focus on a particular aspect of world music each semester that it is offered. The topic of the seminar will be available through the music department office and will address some aspect of world music that will be pertinent to the music educator. This seminar will assist music educators with incorporating some aspects of world music into their classrooms and rehearsals.

Music Performance Courses

Ensembles   1 hour

Ensemble experiences will be offered when possible based upon enrollment and student demand. Students are encouraged to participate in ensembles as a means of maintaining superior performance standards and expanding their knowledge of music literature and performance practices.

- MUPF 5080 Choral Ensemble
- MUPF 5190 Instrumental Ensemble
- MUPF 5210 Duo Piano
- MUPF 5230 Jazz Combo
- MUPF 5350 Guitar Ensemble
- MUPF 5360 Brass Ensemble
- MUPF 5370 Woodwind Ensemble
- MUPF 5380 String Ensemble
- MUPF 5390 Percussion Ensemble

MUPF 5540 Selected Topics in Performance 1-3 hours

Designed to allow for special classes and seminars to be offered on a one-time basis. Such courses will relate to timely and important topics in the field of music performance that will have a significant influence on the practices and understandings of the music student and the teaching-learning process.

Private Music Study 1-3 hours

All private music lessons for this degree are intended for music educators to "brush up" and enhance their performance skills. Lessons are encouraged as a way of keeping performance standards high and maintaining healthy performance practices. These lessons are not intended to lead to a recital or a public performance. However, students who wish to give a recital may petition the music faculty to do so and will be expected to complete the recital hearing process as outlined in the School of Music bulletin. Private music study is offered in the following areas and must be arranged with the appropriate faculty member before registering:

- MUPF 5700 Voice
- MUPF 5710 Piano
- MUPF 5720 Harpsichord
- MUPF 5730 Organ
- MUPF 5740 Violin
- MUPF 5750 Viola
- MUPF 5760 Cello
- MUPF 5770 Bass
- MUPF 5780 Flute/Piccolo
- MUPF 5790 Clarinet
- MUPF 5800 Oboe/English Horn
- MUPF 5810 Bassoon
- MUPF 5820 Saxophone
- MUPF 5830 Trumpet/Cornet
- MUPF 5840 French Horn
- MUPF 5850 Trombone
- MUPF 5860 Baritone/Euphonium
- MUPF 5870 Tuba
- MUPF 5880 Harp/Percussion
- MUPF 5890 Guitar

Master of Science in Nursing

The School of Nursing offers three tracks leading to a Master of Science in Nursing. The program descriptions are as follows:

Nursing Administration Track

The Master of Science in Nursing with a focus in nursing administration offers advanced nursing practice knowledge, skills, and abilities to be effective nurse administrators while providing the opportunity for personal and career growth. Students will be equipped with the tools needed by nurse administrators to lead and direct departments and programs in healthcare organizations. Opportunities for the exploration of international health-care organizations, policy development, and project management are integral components of the curriculum.

This 37-credit-hour program can be completed in as little as 26 months. All nursing courses meet curriculum requirements established by the American Association of Colleges of Nursing (AACN). Graduates will be eligible for American Nurse Credentialing Center (ANCC) certification as a Nurse Executive (NE-BC) once work requirements are met.

MSN-MBA

Expanding on the nursing administration track of the master's program, the dual degree program leads to two full degrees, the MSN and the MBA. The curriculum offers advanced business knowledge providing students with the tools needed to lead and direct complex health-care organizations with multiple departments and disciplines. In addition to learning fiscal and human resource management, students will develop a working knowledge of strategic and competitive business planning toward building and continually improving health-care organizations for the 21st century.

This 55-credit-hour program can be completed in as little as 36 months. All nursing courses meet curriculum requirements established by the American Association of Colleges of Nursing (AACN). Graduates will be eligible for American Nurse Credentialing Center (ANCC) certification as a Nurse Executive (NE-BC) once work requirements are met.

Nursing Education Track

The MSN with a focus in nursing education is an innovative program that offers advanced nursing practice knowledge in the area of teaching, curriculum development, assessment, and evaluation of learning outcomes while providing the opportunity for personal and career growth. Students will be equipped with the tools needed to create and manage effective learning environments, utilize theories of nursing and education to promote student acquisition of knowledge, and evaluate clinical performance.

This 41-credit-hour program can be completed in as little as 26 months. Graduates will be eligible for National League of Nursing (NLN) Certification for Nurse Educators (CNE) exam once work requirements are met.

Each track builds on the tradition of excellence of the School of Nursing's baccalaureate program. All courses are taught by faculty in their respective disciplines. The MSN is fully accredited by the Commission on Collegiate Nursing Education (CCNE). The MBA is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Student Requirements for Admission

Admission criteria for MSN (all tracks)
1. Bachelor's degree in nursing (from a nationally accredited nursing school)
2. Current Registered Nurse license in the State of Indiana or eligibility for licensure
3. One year work experience preferred*
4. Undergraduate GPA of 2.75 or above. If the undergraduate GPA is below 2.75, the student may be admitted probationally*
5. Three letters of recommendation
6. Admission essay
7. Current CPR certification
8. Negative Mantoux, current immunizations
9. Criminal background report

*Additional admission requirements that must be met for admission to the MBA
1. Two years work experience
2. Undergraduate GPA of 3.0
3. Prerequisite course work in the following courses:
     Accounting or Finance
     Economics
     Management or Marketing (a BSN management course may fulfill this requirement)
     Statistics or Calculus (a BSN nursing research course may fulfill this requirement)

NOTE: The undergraduate prerequisite courses for the MBA may be fulfilled during the program. Students not meeting admission requirements may be admitted on probation at the discretion of the faculty.

Additional requirements for students with a BSN from a foreign university
1. Holds a registered nurse's license in Indiana or from another state or has applied for an Indiana license. Foreign licensure will not be accepted.
2. Achieved at or above the following minimum scores for English competency:
     TOEFL paper version — 550
     TOEFL electronic version — 213
     TOEFL Internet version — 79
     IELTS — 6.5 with no subscore lower than 6
3. Complete bridge courses as determined by the faculty.

RN to MSN Option
If a student wishes to enroll in any of the MSN tracks but does not have a BSN, the individual must show evidence of having attained the BSN essential knowledge. Applicants must document knowledge and skill in the areas listed below through prior coursework, portfolio of work or personal experience, or completion of prerequisite coursework offered by an accredited college or university. Each student's transcript and supporting evidence will be examined by the graduate coordinator and/or faculty of the School of Nursing. Gaps requiring prerequisite coursework will be identified, and an individual curriculum plan will be developed for the student. A portfolio fee may be assessed for evaluation of work or personal experience.

Curriculum

Core Nursing courses (credit hours in parentheses)
   NURS 5010 Introduction to Graduate Nursing Study (1 cr.)
   NURS 6010 Nursing Ethics (1 cr.)
   NURS 6020 Informatics for Nurse (3 cr.)
   NURS 6120 Organizational Finance and Health Care (3 cr.)
   NURS 6140 Diversity in Health care (3 cr.)
   NURS 6220 Nursing Theory (3 cr.)
   NURS 6240 Nursing Research (3 cr.)
   NURS 6310 Policy and Decision Making for Health-care Professionals (3 cr.)
   NURS 6320 Leadership Seminar (4 cr.)

   Total core nursing credit hours: 24

Nursing Administration Track courses (may require a three-credit prerequisite)
   BSNS 6120 Managerial Accounting (3 cr.)
   BSNS 6210 Organizational Behavior (3 cr.)
   BSNS 6350 Marketing Strategy (3 cr.)
   BSNS Topics courses
      • Personal and HR Development (2 cr.)
      • Managing Legal Risks (2 cr.)

   Total credit hours beyond nursing core: 13
   Total program credit hours: 37

Nursing Education Track courses
   EDUC 6110 Exploring Learning Theories and Styles (3 cr.)
   EDUC 6120 Education Technology (3 cr.)
   EDUC 6160 Developing Effective Curriculum and Instruction (3 cr.)
     (prerequisite – NURS 6160 Assessment and Evaluation in Nursing)
   NURS 6150 Issues in Nursing Higher Education (2 cr.)
   NURS 6160 Assessment and Evaluation in Nursing Education (3 cr.)
   NURS 6250 Health-care Planning for Individuals, Families, and Groups (3 cr.)

   Total credit hours beyond nursing core: 17
   Total credit hours: 41

MSN-MBA Dual degree program (may require six hours of prerequisite)
   BSNS 6120 Managerial Accounting (3 cr.)
   BSNS 6210 Organizational Behavior (3 cr.)
   BSNS 6350 Marketing Strategy (3 cr.)
   BSNS Topics courses
      • Personal and HR Development (2 cr.)
      • Managing Legal Risks (2 cr.)
   BSNS 6010 Business and Society (2 cr.)
   BSNS 6140 Financial Management (3 cr.)

BSNS 6130 Managerial Economics (3 cr.)
BSNS 6430 Managing Change (3 cr.)
BSNS 6450 Competition and Strategy (3 cr.)
BSNS 6330 Business Plan Development (4 cr.)

Total business credit hours: 31
Total program credit hours: 55

MSN Course Descriptions

NURS 5010 Introduction to Graduate Nursing Studies   1 hour
Introduces students to Anderson University School of Nursing, its resources, and the roles
and expectations of graduate nursing students. Provides a bridge from the BSN to MSN
programs including an understanding of advanced nursing practice.

NURS 6010 Nursing Ethics   1 hour
Ethical theories are discussed, integrating the ethical decision-making process within the
framework of advanced nursing professional practice.

NURS 6020 Nursing Informatics   3 hours
This course examines the nurse's role in health information technology. Topics will include
nursing's role in evaluating, purchasing, implementing, and supporting information system
technology. Emphasis will be placed upon project management skills utilized in the field of
health-care informatics. Use of databases, media, and computer applications are discussed,
including analysis of application processes.

NURS 6120 Organizational Finance and Health Care   3 hours
Analysis of funding for health-care organizations. Focus on the economics of health care
and fiscal management within the context of American and global health-care systems.

NURS 6140 Diversity in Health Care   3 hours – 1.5 didactic, 1.5 clinical
Nursing care, as practiced in multiple cultures and with underserved populations, is ana-
lyzed with a focus on understanding the diverse patient/client and health-care organiza-
tions. Students are expected to spend time in a culture other than their own within the
United States or another country. Expenses for the experience are the responsibility of the
student. **PREREQUISITE:** NURS 5010, 6020, 6010.

NURS 6150 Issues in Nursing Higher Education   2 hours
Explores the differences between community colleges and universities, including the various
organizational structures. Examines the traditional faculty roles of teaching, research, and
service. Identifies the importance of collaboration with supportive disciplines, legal aspects
of higher education, and the role of accreditation. Content aimed toward the CNE exam.

NURS 6160 Assessment and Evaluation in Nursing Education

3 hours – 2 didactic, 1 clinical

Introduces the role of teacher in nursing. Provides the tools and skills needed to create, implement, assess, and evaluate effective units of instruction, including but not limited to didactic and clinical teaching. Examines the interconnection of program, course, and unit objectives. Includes practicum/clinical experiences for demonstration and exploration of teaching and evaluation methods. *This course is prerequisite to EDUC 6160.*

NURS 6220 Nursing Theory   3 hours

Nursing conceptual and theoretical frameworks and models are discussed. Application of nursing theory to practice and research is analyzed.

NURS 6240 – Nursing Research   3 hours

Research methods and design are explored. Critique of literature and valuing evidence based practice are emphasized. Students develop, implement, and evaluate a research study, presenting findings at a symposium. **PREREQUISITE**: NURS 5010, 6010, 6020

NURS 6250 Health-Care Planning for Individuals, Families, and Groups

3 hours – 1 didactic, 2 clinical

Focuses on enhancing healthy behaviors through population focused health care, including needs assessment of individuals, families, and groups. From an educational perspective, enables students to design, implement, and evaluate policies and programs that promote effective health-care behaviors in specific populations.

NURS 6310 Policy and Decision Making for Health-Care Professionals

3 hours – 2 didactic, 1 clinical

Prepares the advanced practicing nurse or administrator for active participation in policy-making with various stakeholders in health-care organizations. Concepts include participation in the decision-making process; building professional networks; analysis of policies related to national, state, and local health goals and outcomes; standards development; and regulatory and professional organizations. Clinical experience will focus on the analysis of policies to improve access to quality care for all individuals, families, or groups.

NURS 6320 Leadership Seminar   4 hours – 1 didactic, 3 clinical

Exposes nursing professionals to principles of leadership within complex organizations utilizing a project management approach. Aspects of professional growth and development are explored. Students will demonstrate effective leadership through clinical and didactic experiences. The course will include implementation of a capstone project. **PREREQUISITE:** NURS 6010, 6020, 6120, 6140, 6220, 6240. *Fulfills BSNS 6480 in MBA program.*

The Faculty

Date in brackets indicates year of appointment to faculty.

Doctor of Business Administration
Master of Business Administration

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