

# Graduate Catalog

2008-2010



Academic and Christian Discovery

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# ANDERSON UNIVERSITY

Academic and Christian Discovery

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*Bulletin*  
2008-10

*ANDERSON UNIVERSITY*  
*GRADUATE PROGRAMS*

Anderson University  
Anderson, Indiana

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The material contained in the Anderson University *Graduate Academic Catalog* is for information only and does not constitute a contract between the student and the university. The catalog provides an overview of course offerings and content. It is not the official list of offerings for any given term. Students should consult the course schedule for the specific term(s) for which they wish to register. The university and its various units reserve the right to revise, amend, alter, and change from time to time its policies, rules, regulations, and financial charges, including those related to admission, instruction, and graduation, without notice to students. The university reserves the right to withdraw curricula and specific courses, alter course content, change the calendar, and withdraw or change programs and majors offered by the university without notice to students.

Anderson University is a not-for-profit exempt organization as described in Section 501(c)(3) of the Internal Revenue Code. In compliance with the Civil Rights Act of 1964 and 1991, and Title IX of the Educational Amendments of 1972, the university does not discriminate on the basis of race, color, national origin, age, sex, or veteran status in its policies, practices, or procedures. The university maintains a policy of non-discrimination on the basis of disability in its educational programs, admissions procedures, and its employment practices, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Under the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, the university reports required information on newly hired employees to the state. The university is committed to providing for student and employee safety and health, and right-to-know laws under the provisions of the 1970 Occupational Safety and Health Act. The university maintains compliance with the Drug Free Schools and Campuses Act of 1989 and the Drug Free Workplace Act of 1988. The student's right of privacy in regard to disclosure of personal data is assured in conformity with existing legislative requirements.

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## 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.

We intend to graduate students with a global perspective who are competent, caring, creative, generous individuals of character and potential.

We will build those 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.

## 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 North Central Association of Colleges and Schools. The School of Theology is also accredited by the Association of Theological Schools. In addition, professional and program accreditation has been granted by the National Council for the Accreditation of Teacher Education (undergraduate program), 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.

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Anderson University also holds memberships in the American Association of University Women, the Coalition for Christian Colleges and Universities, the Cincinnati Council on World Affairs, the Institute of International Education, Independent Colleges of Indiana, Associated Colleges of Indiana, the Indiana Conference on Higher Education, and the Indiana Consortium for International Program. It cooperates actively with the Urban Life Center and Wesleyan Urban Coalition of Chicago. It cooperates with Purdue University to offer special programs in applied technology fields.

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 culture. Consequently, students find themselves immersed in a cosmopolitan environment alive with opportunities for learning. It is expected that students will be accepted on their own merits, without respect to wealth, position, sex, or color.

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.

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.

### ORGANIZATION OF GRADUATE STUDIES

The Graduate Council is charged with forming academic policy for graduate programs other than those offered by the Anderson 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.

### GRADUATE PROGRAMS OFFERED

Anderson University offers a Master of Business Administration, a Master of Education in Curriculum and Instruction, a Master of Education in School Leadership and Administration (LEAD), a Master of Education in Special Education, a Doctor of Business Administration, a degree combining a Master of Science in Nursing and a Master of Business Administration, and a Master of Music Education. This catalog describes the programs, curricula, and courses. Program changes may be made in years the catalog is not published.

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### GRADUATE 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 Nicholson Library, the Career Center, Kissinger Learning Center, 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.

Anderson University adheres to the mandates of ADA and Section 504 of the Rehabilitation Act of 1973 and will provide appropriate accommodations to students.

### ADMISSIONS

Applicants are expected to take a nationally standardized exam determined by the discipline. International students must also take the TOEFL exam (or its equivalent). Prospective students must provide transcripts and recommendations with their applications.

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.

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.

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.

The policy of Anderson University is to operate without discrimination on the basis of age, race, gender, disability, ethnic background, or national origin.

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### 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 adviser in light of placement tests.

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### 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:

<u>GRADE</u>	<u>CREDIT POINTS</u>
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.

### GRADE 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.

### ACADEMIC PROBATION

Students with a cumulative GPA lower than 3.0 within their program will be placed on academic probation. After two semesters on probation, students may be dropped from the program. A final decision will be made by the vice president for academic affairs.

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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

Financial aid to students will be program-specific. 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.

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 through the program director and the Business Office. Refundable fees will be prorated according to the established university schedule.

First 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

DECLARATION OF A CATALOG

Students normally will meet the requirements of their matriculation catalog. If a student wishes to use the graduation catalog instead, the student needs to request an official change of catalog from the program director. A student has five years after the matriculation date to complete their 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.

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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 in 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.

**Master of Education in 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, successful completion of the IASP Aspiring Principal professional development, 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 20 hours of required core courses; 12 hours of elective courses in choral, instrumental, or general music; and a thesis. Student will satisfy written and oral comprehensive examination requirements. A cumulative 3.0 GPA in all work is required.

**Master of Science in Nursing - Master of Business Administration.** Completion of 54 hours of coursework, with 23 hours of nursing courses, and 31 hours of business courses. A cumulative 3.0 GPA in all work, submission of a satisfactory leadership project, payment of all tuition and fees, and completion of all requirements within five years.

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# 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

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

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<b>Conceptual Foundations Core</b> (9 hours for Core, 3 hours toward major)	<b>9 hours</b>
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

<b>Major coursework</b>	<b>18 hours</b>
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
<b>Total Required AU coursework</b>	<b>45 hours</b>
<b>Dissertation</b>	<b>15 hours</b>
<b>Additional Graduate Hours</b> (Transferred in at start of program)	<b>30 hours</b>
<b>TOTAL HOURS</b>	<b>90 hours</b>

### QUALIFYING EXAMINATION POLICIES

All DBA students must successfully complete qualifying exams before being admitted to doctoral candidacy status.

**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.

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**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.

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#### **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.



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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.

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## *MASTER OF BUSINESS ADMINISTRATION*

**Professional Program** — Designed for the working professional, this program is fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and is offered in Anderson and at locations in Indianapolis. Students are part of a cohort that normally meets one night a week. The program can be completed in less than two years.

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

In addition to the Master of Business Administration degree, a concentration in one of four areas may be attained with an additional 4 credit hours (total of 41 hours). The four areas of concentration offered are 1) Leadership, 2) New Venture Development, 3) International Business, and 4) Finance.

The Association of Collegiate Business Schools and Programs (ACBSP) nationally accredit the Anderson University MBA programs 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 one of the following: an undergraduate GPA above 3.0; or a satisfactory Graduate Management Admission Test (GMAT) score
8. 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. Application Fee

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*MBA COURSES*

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
Eight hours from:		
Travel Seminar in Int'l Business	BSNS 6250	(2 hours)
International Business	BSNS 6270	(2 hours)
Business Topics (repeated at least twice)	BSNS 6410	(2 hours)
Leading Organizational Change	BSNS 6430	3 hours
Competition and Strategy	BSNS 6450	3 hours
Leadership Seminar	BSNS 6480	2 hours

*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.

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**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 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 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.

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**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 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.

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*MASTER OF EDUCATION**GRADUATE STUDIES IN EDUCATION*

Graduate studies in education at Anderson University focus in three key areas: curriculum and instruction, school leadership and administration (LEAD), and special education. All programs are designed to serve graduate students for degree completion (M.Ed.), license renewal, and licensing (where applicable). All programs have a similar design, structured to serve the working educator, specified core classes, offering a variety of elective classes, and following the cohort model in which 10 to 16 teachers pursue the program together, providing mutual support and collaboration on projects inside and outside of class.

In addition to these three master programs of study, the School of Education also offers special areas of study in English as a new language (ENL) and character education.

The English as a New Language Professional Development Academy has been established with a National Professional Development Grant through the United States Department of Education, administered by the Office of English Language Acquisition (OELA). The English as a New Language Professional Development Academy focuses on two primary objectives — ENL licensure for Indiana teachers and professional development for teachers in schools.

The Anderson University Center for Character Development provides a relevant connection to character education through associations with schools, teachers, and students. Although a specific degree is not offered in character education, we do offer courses through conference participation and classroom work which can apply for license renewal or as elective credit for graduate degrees.

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** — 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 fees past the application fee. Financial assistance is available.

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**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. License renewal usually requires up to six credit hours.

**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 and license renewal requires up to six credit hours.

**The English as a New Language Professional Development Academy** offers a core program of three 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 three courses along with 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 an M.Ed. at Anderson University.

**The Character Education program** partners with the Center for Character Development to offer graduate-level studies in this most important area. Although a specific degree is not offered in character education, we do offer courses through conference participation and classroom work which can apply for license renewal or as elective credit for graduate degrees.

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## 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.

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**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.

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*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, motivation, affective and other factors that can influence language learning.

**EDUC 5420 Instructional and Material Design for Teaching English as a New****Language**

3 hours

In this course students will become familiar with the methodology of teaching a second language beginning with a brief exploration of early methods and then focusing on theories that have current-day best practice applications in the classroom. Strategies such as building background knowledge (schema), employing pre-reading techniques, providing comprehensible input, and scaffolding lessons will be explored and practiced. This course will focus primarily on the teaching of ENL standards in the pull out setting, but mention will be made of language learning in the content classroom.

**EDUC 5430 Differentiating Instruction for the LEP Student in the Content Class***(Elementary or Secondary Focus)*

3 hours

In this course, students will learn specific strategies for working with Limited English Proficient (ESL) students in the mainstream elementary or secondary content classroom beginning with a brief overview of second language acquisition principles. Further, students will learn how to adapt instruction and assessment for students with varying levels of English proficiency. Emphasis will be placed on strategies for sheltered instruction and the SIOP Model – Sheltered Instruction Observation Protocol ([www.siopinstitute.net](http://www.siopinstitute.net)) will be used to prepare and evaluate lessons in the content area classroom. The group will have three 6-hour Saturday seminars in May (9:00 a.m. – 3:00 p.m.) with working lunches and the remainder of the course will be completed online. Students will be expected to complete Web searches, online projects, and to present an adapted lesson either as a group project or individually.

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**EDUC 5860 Practicum in the ENL Classroom** 3 hours

This practicum provides supervised field experience for students who are working toward an ENL license. Reflective thought, observation, discussion, and actual teaching will be used to expand participants' teaching skills. The first 2-4 hours are spent in careful observation of the workings and interactions of the ESL classroom. The remaining hours will be used working with the cooperating teacher and students. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs of English Language Learners. 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.

*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.

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**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.

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**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 participants 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 appropriate 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 literature 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 activities to lead students in grades 2 through 8 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 multidisciplinary 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.

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**EDUC 5150 Creating the Caring Classroom** 3 hours

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 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 5220 The Research-based Classroom: Best Practices** 3 hours

This two-week session will focus on current research and best practices in the areas of curriculum, instruction, and assessment. Class participants will learn from teacher practitioners how research information serves as the basis for effective teaching and learning in their classrooms. Special presentations will include information about brain research, integrated thematic instruction, and reading recovery/literacy groups.

**EDUC 5260 Differentiated Instruction** 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

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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 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 5600 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.



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**EDUC 5600 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 5600 Midwest Character Education Conference**

3 hours

This course is designed to provide educators with an introduction to the theoretical and practical knowledge and skills to begin a Character Education initiative, and to serve as resource providers for Character Education in schools, school districts and the greater community. Participants in the course will attend the Annual Midwest Regional Character Education Conference, an energized three-day intensive conference with leading National Character Education presenters. This course will be helpful to teachers of all grades. Attendance is required at all sessions (not pre-conference) and a research/writing component will be required for class completion.

**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.*

**EDUC 5700 Seminar in Character Education: Conference Title (i.e. "Overcoming Barriers")**

3 hours

This course is designed to provide educators with an introduction to the theoretical and practical knowledge and skills to begin the 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 containing the essential elements of effective programming in schools/district/community will be explored: consensus, expectations, outcomes, leadership/vision, standards, training, resources, partnerships and assessment. Participants in the course will attend the Midwest Healthy Choices for Youth Conference, an energized three-day intensive conference with leading national clinicians, and presenters. This course will be helpful to teachers of all grades.

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***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 (M.Ed.) 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 M.Ed. 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

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## 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 three summer sessions (six weeks of coursework each summer) or in 15 consecutive months of study. (This requires two summers of coursework and evening classes during 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

<u>Required Core Courses</u>	<u>20 hours</u>
MUED 6010 Philosophy and History of Music Education	3 hours
MUED 6020 Bibliography and Research	3 hours
MUED 6030 Psychology of Music	3 hours
MUED 6950 Thesis in Music Education	3 hours
MUSC 6110 Graduate Music Theory	3 hours
MUSC 6200 Music History	3 hours
MUSC 6220 World Music	2 hours
<u>Music Education Courses</u>	
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

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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

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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, solfège, 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 hexachordal scales. Students participate in the study of recorder and movement each day. This course also addresses classroom application of Orff practices, techniques, and improvisational 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 Eurhythmics, 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

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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 address 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 edu-

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ator. 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 Web sites 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 various research tools to provide new insights and understandings about musical scholarship 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 educator works. This course is designed to extend over two semesters so that

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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.

**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

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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

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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.

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## 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.

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## **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 -  
MASTER OF BUSINESS ADMINISTRATION

The Master of Science in Nursing – Master of Business Administration (MSN-MBA) is an innovative program that leads to dual degrees in both nursing and business. The curriculum offers advanced nursing practice knowledge of how to lead and direct health-care personnel and programs, while providing the opportunity for personal and career growth. Students will be equipped with the tools needed by nurse administrators who will lead complex health-care organizations. Opportunities for the exploration of international health-care organizations, policy development, project management, etc. are an integral part of the curriculum. Graduates will be eligible for ANCC certification once work requirements are met.

Building on the traditions of excellence of the School of Nursing and the Falls School of Business, this 54-credit-hour program can be completed in as little as 36 months. All courses are taught by faculty in their respective disciplines. All nursing courses meet curriculum requirements established by the AACN. All business courses are the same as those taught in the MBA program. The MSN is fully accredited by the Commission for Collegiate Nursing Education (CCNE), and the MBA by the Association of Collegiate Business Schools and Programs (ACBSP).

STUDENT REQUIREMENTS FOR ADMISSION

**Requirements for admission to the MSN-MBA degree program**

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. Two years work experience
4. Three letters of recommendation
5. **Undergraduate courses in:**  
Accounting or Finance (Accounting preferred),  
Economics,  
Management or Marketing (a BSN management course may fulfill this requirement),  
Statistics or Calculus (a BSN nursing research course may fulfill this requirement).
6. Undergraduate GPA of 2.75 or above, or satisfactory Graduate Management Admission Test (GMAT) score (if undergraduate cumulative GPA is 3.0 or higher, the GMAT will be waived)
7. Admission essay
8. Current CPR certification for health-care providers from the American Heart Association
9. Documentation of immunizations, negative for TB, and criminal background check

MSN-MBA PROGRAM  
**Curriculum Plan without Prerequisites**  
**Summer Start**

Summer 1	NURS 6020 NURS 6010 ACCT 5120	Informatics for Nurses Nursing Ethics Accounting/Finance <b>Prerequisite</b>	3 cr 1 cr 3 cr
Fall 1	BSNS 6120 BSNS 6210 OR BSNS 6350	Managerial Accounting Organizational Behavior OR Marketing Strategy	3 cr 3 cr
Spring 1	NURS 6120 NURS 6140	Organizational Finance and Health Care Diversity in Health Care	3 cr 3 cr
Summer 2	BSNS 6410 ECON 5130 BSNS 6010	Business Topics (2 courses only) Economics <b>Prerequisite</b> Business and Society	4 cr 3 cr 2 cr
Fall 2	NURS 6220 NURS 6240	Nursing Theory Nursing Research	3 cr 3 cr
Spring 2	BSNS 6140 BSNS 6350 OR BSNS 6210	Financial Management Marketing Strategy OR Organizational Behavior	3 cr 3 cr
Summer 3	NURS 6310 NURS 6320	Policy and Decision Making for Nurse Executives Leadership Seminar	3 cr 4 cr
Fall 3	BSNS 6130 BSNS 6430	Managerial Economics Managing Change	3 cr 3 cr
Spring 3	BSNS 6450 BSNS 6330	Competition and Strategy Business Plan Development	3 cr 4 cr

\*NOTE: The curriculum plan outlined above may change configuration at the discretion of the graduate faculty of the School of Nursing and/or the MBA director of the Falls School of Business. Alternate curriculum plans are available to students who plan to start during the fall or spring terms.

Total Credit Hours:	Nursing	23
	Business	31
	<b>Total</b>	<b>54</b>



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## *MSN COURSE DESCRIPTIONS*

- NURS 6010 Nursing Ethics** 1 hour  
Ethical theories are discussed, integrating the ethical decision-making process within the framework of advanced nursing and business professional practice.
- NURS 6020 Informatics for Nurses** 3 hours  
System design and development are explored. Technical and managerial problems are analyzed. 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 government and private financial issues and fiscal management of health-care delivery units. Focus on the economics of health care and models of ethical and sound fiscal management.
- NURS 6140 Diversity in Health Care** 3 hours (1.5 didactic, 1.5 clinical)  
Nursing care, as practiced in multiple cultures and with under-served populations, is analyzed with a focus on understanding the diverse patient/client relationship from a local and global perspective. Students have an opportunity to travel to another country to analyze how health care is delivered within this culture compared to delivery models practiced in the United States. However, the student may design an experience of his/her choice within the United States as appropriate. All projects must have approval from appropriate faculty and administration involved in the intercultural experience. Expenses for the experience are the responsibility of the student. This course fulfills BSNS 6250.
- 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 with a focus on linking nursing best practices with research. Critiques of literature, developing research questions, sampling methods, statistical analysis, and evaluation are explored.
- NURS 6310 Policy and Decision Making for Nurse Executives** 3 hours (2 didactic, 1 clinical)  
Prepares the nurse 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. Focuses on current issues and problems related to the manager's role as leader. Aspects of professional growth and development are explored. Students will arrive at new understandings that will improve effective leadership through clinical and didactic experiences. The course will include implementation of leadership project. All projects must have approval from appropriate faculty and administration involved in the leadership project.

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## *ADMINISTRATIVE OFFICERS*

- James L. Edwards**  
*President*
- Robert Coffman**  
*Vice President for Advancement*
- Carl H. Caldwell**  
*Vice President for Academic Affairs and Dean*
- David Sebastian**  
*Dean of the School of Theology*
- Brent Baker**  
*Vice President for Student Life and Dean of Students*
- Michael E. Collette**  
*Vice President for Enrollment Management and Information Systems*
- Sena K. Landey**  
*Vice President for Finance and Treasurer*

## *ACADEMIC ADMINISTRATION*

- Carl H. Caldwell**  
*Vice President for Academic Affairs and Dean*
- D. Blake Janutolo**  
*Dean, College of Science and Humanities*
- Diana N. Ross**  
*Dean, School of Education*
- Jeffrey E. Wright**  
*Dean, College of the Arts*
- Arthur J. Leak**  
*University Registrar*
- Terry C. Truitt**  
*Dean, Falls School of Business*
- Willi E. Kant**  
*Director of International Education*
- Andrea W. Koepke**  
*Dean, School of Nursing*
- Janet L. Brewer**  
*Director of University Libraries*

## *GRADUATE COUNCIL*

- Paula Boley**  
**Janet Brewer**  
**Jeffrey Buck**  
**Jerry Fox**  
**Art Leak**  
**Curtis Leech**
- Fritz Robertson**  
**Gary Robinson**  
**Reginald Rodgers**  
**Beverly Travis**  
**Terry Truitt**  
**Brad Yoder, Chair**

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# TRUSTEES

## EXECUTIVE COMMITTEE

Louis E. Gerig  
*Chair*  
James R. Cook  
*Vice Chair*

Patricia Seator Bailey  
Dennis D. Carroll  
Billy Joe Hall  
David E. Markle

Paul M. Nicholson

## TERM EXPIRES IN 2008

Thomas W. Bates  
*Palm Harbor, Florida*  
James R. Cook  
*Indianapolis, Indiana*  
Terry G. Horner  
*Indianapolis, Indiana*

Larry J. Lilly  
*Columbus, Ohio*  
Paul M. Nicholson  
*Anderson, Indiana*  
Guy F. Perry, Jr.  
*Indianapolis, Indiana*

Ralph E. Welton, Jr.  
*Clemson, South Carolina*

## TERM EXPIRES IN 2009

Louis E. Gerig  
*Indianapolis, Indiana*  
Billy Joe Hall  
*Mount Sterling, Kentucky*

William H. Hardacre  
*Anderson, Indiana*  
Charles J. Myricks, Jr.  
*Akron, Ohio*

Laura Pires-Hester  
*Riverdale, New York*  
Diana L. Swoope  
*Copley, Ohio*

## TERM EXPIRES IN 2010

Kathleen J. Confer  
*St. Joseph, Michigan*  
James L. Edwards  
*Anderson, Indiana*

Dale M. Fontenot  
*Opelousas, Louisiana*  
William J. Gaither  
*Alexandria, Indiana*

Edward J. Weippert  
*Goddard, Kansas*  
James B. Winner  
*Carmel, Indiana*

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## TERM EXPIRES IN 2011

Dennis D. Carroll  
*Anderson, Indiana*  
David E. Cox  
*Brookville, Ohio*  
Jayne A. Grandison  
*Yorktown, Indiana*

Martin D. Grubbs  
*Edmond, Oklahoma*  
Kenneth J. Long  
*Mukilteo, Washington*

Thomas Scott  
*Tampa, Florida*  
Vernon K. Smith  
*Okemos, Michigan*

## TERM EXPIRES IN 2012

Patricia Seator Bailey  
*Indianapolis, Indiana*  
E. Raymond Chin  
*South Holland, Illinois*

James W. Giesler  
*Lakewood Ranch, Florida*  
David E. Markle  
*Anderson, Indiana*

Kerry B. Robinson  
*Anderson, Indiana*  
Tom L. Ward  
*Edmond, Oklahoma*

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# THE FACULTY

*Date in brackets indicates year of appointment to faculty.*

## DOCTOR OF BUSINESS ADMINISTRATION

## MASTER OF BUSINESS ADMINISTRATION

*KENNETH D. ARMSTRONG*

*Professor Emeritus of Management*

B.S., Olivet Nazarene University; MBA, Central Michigan University;  
Ph.D., Northwestern University [1990]

*MICHAEL BRUCE*

*Professor of Marketing*

B.S., University of Texas; MSM, Maryville University; Ph.D., Saint Louis University [2003]

*JEFFREY M. BUCK*

*Associate Professor of Marketing; MBA Program Director*

B.S., MBA, Ball State University; Ph.D., The University of Mississippi [2001]

*MICHAEL E. COLLETTE*

*Vice President for Enrollment Management and Information Systems; Professor of Management*

B.B.A., M.S., University of Wisconsin-Whitewater; Ed.D., Indiana University [1977]

*DEIDRA COLVIN*

*Assistant Professor of Marketing*

B.A., Pepperdine University; MBA, Anderson University [2006]

*EMMETT DULANEY*

*Assistant Professor of Marketing*

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*JERRALD M. FOX*

*Professor of Management*

B.A., Anderson University; C.F.P., College for Financial Planning;  
MBA, Indiana University; Ph.D., Union Institute [1985]

*REBECCA A. HASKETT*

*Professor of Management; C.P.A.*

B.S., MBA, Ball State University; Ed.D., Indiana University [1996]

*GREGORY D. HEBERLING*

*Associate Professor of Business and Economics*

B.S., MBA, Ball State University [1978]

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*JAY J. HOCHSTETLER*

*Associate Professor of Management*

B.A., Goshen College; MBA, Indiana University; Ed.D., Ball State University

*DOYLE J. LUCAS*

*Professor of Management*

B.A., Anderson University; MBA, Ball State University;  
Ph.D., Indiana University [1984]

*JILL A. MERLE*

*Associate Professor of Finance*

B.S., Purdue University; MBA, Indiana University [2008]

*MARK MOTLUCK*

*Assistant Professor of Accounting and Business; C.P.A.*

B.B.A., Loyola University-Chicago; J.D., University of Miami [2000]

*CYNTHIA L. PECK*

*Associate Professor of Accounting; C.P.A.*

B.S., MBA, Indiana University [1988]

*FRANCIS O. PLANKI*

*Associate Professor of Management; Director of Academics, Residential MBA*

B.S. Ch.E., University of Connecticut; M.S., Ch.E., University of Arizona;  
MBA, Pepperdine University [1990]

*BARRY C. RITCHEY*

*Professor of Economics*

B.A., M.A., Kent State University; Ph.D., Syracuse University [1991]

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