

Graduate Catalog 2018-2019



ANDERSON UNIVERSITY

Academic and Christian Discovery

Anderson University Graduate Catalog

2018-2019

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Letter from the President

We welcome you to Anderson University and this next step in your life. We know it is a substantial step as you dedicate your time, energy, and resources to a graduate education. We will be on this journey with you, praying for and encouraging you.

Each academic program offered in this catalog was designed by a remarkable group of faculty who bring exceptional skills and knowledge to the classroom. Each course is a building block that helps you prepare for your career and calling. By choosing a liberal arts institution for your graduate work, you see value in developing not only as a professional but also as a person. Our faculty and staff are committed to mentoring you and sharing in those experiences with you as well, beginning friendships that will last long past graduation.

The Anderson University community is based on the core values of integrity, excellence, servant leadership, responsibility, and generosity, and we hope you will be able to sense that in every aspect of education at AU. I encourage you as you begin your Anderson University journey to be open to the possibilities God has for expressing those values in your life. And know that we are blessed to be part of your story.

John S. Pistole BA '78, JD
President

Letter from the Provost

Welcome to Anderson University, where we are committed to educating the whole person for a life of faith and service. We are living in exciting times that are both stressful and hopeful. As provost, my personal mission is to create an environment for growth and learning where together we deeply engage the learning process. I am passionate about preparing graduates for a complex global society and a future we can hardly imagine.

Graduate study at Anderson University takes place with a commitment to the integration of faith and inquiry, with exceptional faculty mentors who guide students in deepening their knowledge, skills, and abilities, and where there is a deliberate attempt to connect theory with practice.

The Office of the Provost is here to serve and lead the academic endeavors of the university. Mutuality in the learning process is essential. Together we will create a vibrant learning community where all are challenged to reach their fullest potential. Together we lift one another to higher heights. Welcome to graduate school at AU!

Marie S. Morris, PhD
Provost

The Mission

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

LIVING THE MISSION

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

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

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

— Approved by the Anderson University Board of Trustees in 2007

Ethos Statement - Core Values

PREAMBLE

Anderson University is committed to the preservation of integrity with our past and our present and to ensuring that important values are continued into our future. We want to state clearly to the various constituents we serve — prospective and current students and their families, alumni, donors, the Church, community partners, and prospective and current faculty and staff — the ideals that bind us together as an academic community. This statement articulates our unifying ethos.

AT OUR CORE

As a learning community, rooted in the Church of God (Anderson) movement, we celebrate the vibrancy of life in Christ. Our identity as a Christian University can be described in three words: Real life transformed. What that means is simple: we want to meet people where they are. We believe that the experiences and beliefs we bring to campus are real and authentic. We choose to welcome those who do not enjoy relationship with Jesus Christ, and we open ourselves to engaging with people, from all walks of life, in a community and culture confidently faithful to biblical truths and expectations. Our commitment begins with respecting the real lives students bring with them to campus, but it does not end there. **We want our entire learning community to experience the kind of genuine transformation that comes from knowing Jesus, and understanding his incredible plans for the world.** And so we challenge ourselves to consider three big questions: “Who is God?”, “Who am I?”, and “How do we live?” We believe that the pursuit of answers to these questions will lead to genuine Christian spiritual transformation — in and beyond the classroom. Real life transformed for dynamic service to church and society.

OUR CORE VALUES

We aspire to be a transformative Christian community informed by these core values:

- **SERVANT LEADERSHIP** — dedication to a life of service; a preferential awareness of the needs of others in the resolution of problems; a willingness to take the first step, however challenging, in meeting the demands of the day; embracing a spirit of servanthood that extends beyond one's culture.
- **EXCELLENCE** — high-quality performance, innovation, and creativity; a relentless pursuit of the best in each individual and the wider learning community.
- **INTEGRITY** — commitment to Christian moral values, shared virtues, and biblical truth; keeping faith with university policies.
- **RESPONSIBILITY** — personal and social accountability to God and neighbor; trustworthy stewardship of personal and university resources.
- **GENEROSITY** — readiness to give of one's gifts and talents with a spirit of gratitude; an attitude and posture of hospitality that comes with intercultural humility; a willingness to extend others the benefit of the doubt, placing mercy above rightness.

— *Approved by Cabinet, March 28, 2018*

— *Reported to Board of Trustees, April 16-17, 2018*

Academic Philosophy

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

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

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

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

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

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

Accreditations and Relationships

Anderson University is accredited by the Higher Learning Commission; hlcommission.org; phone (312) 263-0456. The Falls School of Business is accredited by the Accreditation Council Business Schools and Programs (ACBSP). The School of Music is accredited by the National Association of Schools of Music (NASM). The Seminary, within the School of Theology and Christian Ministry, is accredited by the Association of Theological Schools (ATS), 10 Summit Park Dr., Pittsburgh, PA 15275; phone (412) 788-6505.

Anderson University holds membership in the National Association of Independent Colleges and Universities, the Council of Independent Colleges, the American Association of University Women, the Council for Christian Colleges and Universities, the Institute of International and Intercultural Studies, Independent Colleges of Indiana, Indiana Conference on Higher Education, Indiana Campus Compact, and Indiana Consortium for International Programs.

Graduate Council

The Graduate Council is charged with forming academic policy for the university's graduate programs. The council is elected by the faculty and includes graduate program directors, elected members, and deans/directors of schools with graduate programs. A chair is appointed by the provost. 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 graduate program directors to add or delete courses in their respective programs, on changes in program requirements, and on new programs. The council serves as the final arbiter for grade appeals (see appeal policy in this catalog).

Graduate Programs Offered

Anderson University offers the following graduate programs:

FALLS SCHOOL OF BUSINESS

- Doctor of Business Administration
- Master of Business Administration
 - Professional
 - Residential
 - Online

SCHOOL OF MUSIC, THEATRE, AND DANCE

- Master of Music Education

SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRY

- Master of Divinity
 - Residential
 - Online
- Master of Theological Studies
 - Thesis track
 - Non-thesis track
- Master of Christian Ministry
 - Online

Graduate Students

OUR STUDENTS

Anderson University students come from a wide variety of backgrounds and geographic locations. The university is authorized under federal law to enroll nonimmigrant alien students. International students enrich the community with their unique points of view and culture. Consequently, students find themselves immersed in a cosmopolitan environment alive with opportunities for learning.

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

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

STUDENT SERVICES

Staff members from the sponsoring degree programs are available to help students throughout their graduate education. Assistance with registration, advising, course scheduling, and other matters is provided, and all facilities, academic services, and student life services of the university are open to graduate students. These include but are not limited to the Nicholson Library, the Center for Career and Calling, Kardatzke Wellness Center, Kissinger Academic Center for Excellence (KACE), Student Financial Services, the Tri-S program, student activities, and recreational facilities.

STUDENT RIGHTS AND RESPONSIBILITIES

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

Disability Services for Students

Anderson University offers learning-support services for all students who qualify under the ADA/Section 504 of the Rehabilitation Act of 1973. To secure reasonable accommodations, students must notify the appropriate institutional representative of the disability, provide current documentation of the disability, and request the specific accommodations needed. Certain accommodations may require advance notice to the director of disability services for students.

Many students can benefit from academic support. The Kissinger Academic Center for Excellence (KACE), located on the first floor of the Nicholson Library, provides excellent resources in all areas of study regardless of academic ability. These services are available for all enrolled students at no charge.

Documentation/evaluations must be completed by an appropriately trained professional and provide information about the current impact of the disability.

Documentation/evaluations should also include recommendations for appropriate accommodations. The institution must be given reasonable opportunity to evaluate requests. Accommodations are considered based on individual need. Accommodations may be denied in cases that cause an undue burden to the institution or that fundamentally alter the nature of the program.

Students requesting reasonable accommodations or learning-support services should contact Teresa Coplin, director of disability services for students, Kissinger Center for Academic Excellence, (765) 641-4223 or tjcoplin@anderson.edu. You should also notify the course instructor during or prior to the first week of classes.

Admissions

An earned baccalaureate degree from a regionally accredited institution is a prerequisite for full admission to all graduate programs at Anderson University; an earned master's degree is a prerequisite for full admission to Doctor of Business Administration program at Anderson University. Provisional status may be offered to students who need to complete any prerequisite courses or other admission criteria.

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

Applicants must meet all criteria required by the program to which they apply.

Additionally, applicants may be expected to take a nationally standardized exam determined by the discipline. Prospective students must provide transcripts and recommendations with their applications.

Graduates of Foreign Universities

Students with a degree from a university that is not accredited in the United States may need to have their degree evaluated by the proper agency to ensure equivalency to the expectations for admission to a specific program. The cost of any such evaluation will be at the student's expense.

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

Transfer of Credit

The transfer of graduate credit is not automatic. A student must obtain the written consent of the 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 25 percent of the required credits for a master's degree may be transferred into a program. Specific transfer policies for doctorate programs are detailed within the program's description section. 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, the university has elected to engage in outcome-based assessment activities. Data generated from these assessment activities are analyzed and recommendations developed to improve the educational activities of the university. In order to accomplish these aims, students are invited and expected to participate in assessment activities at both the institutional and departmental levels.

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 5000/6000/7000 level.

The student is expected to attend all classes unless prevented by an extenuating circumstance. Effective learning in a university graduate program 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.

Second Master's Degree

A student may earn a second master's degree from Anderson University. A student enrolling for a second master's degree may make a request to apply credit hours from their first master's degree. The director or dean for the second degree program will determine if credits from the first master's degree are relevant and applicable for the second master's degree. In general, no more than 25 percent of the required credits for a graduate degree may be applied toward the second master's degree.

Course Audits

As a means of enrichment to students, Anderson University provides two options for auditing a course.

- Occasional class visitation — An individual may visit a class to hear a lecture and/or discussion on a given topic. Consent of the program director and instructor are the only requirements for this option. Under this option, no fee is assessed and no record is made of the audit on the student's permanent record.

- Recorded audit — An individual may elect to audit a course with the intent of having this reflected on their permanent record. Under this option, there is the requirement of regular attendance and fulfillment of normal course obligations. To audit a course under this option, the student should follow these procedures:
 - a. Obtain approval from the director or dean of the program offering the course;
 - b. Be enrolled in the course as an auditing student no later than the beginning of the second class session;
 - c. Satisfy payment of the auditing fee for the course;
 - d. Complete course requirements at the “B-” level or above.

If the student satisfies these conditions, the course will be recorded on the student’s permanent record as an audit. Courses taken as an audit are not computed in the grade point average and do not apply toward fulfillment of graduation requirements.

Grading System

Each graduate program has specific minimum grade requirements. Regardless of the program, students must earn a cumulative 3.0 GPA in all courses applicable to the degree. Students with a cumulative graduate GPA below 3.0 will be placed on academic probation. The grading scale used to calculate GPA 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
WF	Withdrawal Failure
I	Incomplete
IP	In Progress
AU	Audit
CR/NON/CR	Credit/Non Credit
S/U	Satisfactory/Unsatisfactory

No credit points are given for courses bearing grades of W, WF, I, IP, AU, CR, NC, S, or U. An incomplete (I) grade 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.

CREDIT/NON-CREDIT GRADING

Some graduate courses are offered as a credit/non-credit option. Courses offered under this option will appear in the master schedule of classes with a CR/NC registration. Courses taken under the credit/non-credit option are counted toward degree requirements but are not computed in the grade point average.

SATISFACTORY/UNSATISFACTORY GRADING

In addition to registering for courses on a regular grade basis, students also have the option of registering on a satisfactory/unsatisfactory (S/U) grade basis. The intent of the S/U option is to facilitate intellectual exploration and support the pursuit of personal interests. Conditions related to taking classes under the S/U option are as follows:

- Courses graded under the S/U do not count toward fulfillment of degree requirements and are not computed in the grade point average.
- Choosing this option is at the student's discretion but requires instructor and program director/dean approval.
- Grade of "S" signifies performance at B- or better level, and "U" signifies performance at a level lower than B-.

For semester-length courses, the end of the fifth week is the deadline for making a change in registration to or from S/U. For classes that do not meet in semester-length format, a prorated deadline will be used based on the length of the class standardized to the aforementioned date.

Academic Integrity

Anderson University supports and promotes academic honesty and personal integrity and regards cheating, plagiarism, and all other forms of academic dishonesty as serious offenses against the university community. Cheating or academic dishonesty is defined as the "deception of others about one's own work or about the work of another." Examples of cheating include but are not limited to the following:

- submitting another's work as one's own or allowing another to submit one's work as though it were his or hers
- failure to properly acknowledge authorities quoted, cited, or consulted in preparing written work (plagiarism)
- getting or giving unauthorized help on assignments
- tampering with experimental data to obtain a desired result or creating results for experiments not done (dry-labbing)
- tampering with or destroying others' work
- submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor
- lying about these or other academic matters

Students who are guilty of such academic violations can expect to be penalized.

Instructors whose definition of cheating differs from that stated above have the responsibility and obligation to so inform students, in writing, at the beginning of the course. Instructors who fail to do so have no basis for disciplinary action in instances of purported student dishonesty outside the above provisions.

In all instances of academic dishonesty, instructors are urged to discuss incidents with students. The course instructor shall have authority to deal with instances of academic dishonesty within these guidelines:

- Faculty members must report any student who has violated the policy on academic integrity to the provost. Upon second report against a student, action will be initiated and could lead to dismissal of the student.
- The maximum assessable penalty for the first offense shall not exceed double the original value of the assignment plus no option to make up the work in question.
- If this results in a course fail, it may result in WF for the course grade.

Alternate course of actions may include, but are not limited to, the following:

- work may be redone for full or partial credit
- alternate assignments may be given for full or partial credit
- work may not be redone and no credit given

Students have the right to appeal action under this policy through the regular channels as established by the grade appeal process. Grounds for appeal are as follows:

- insufficient evidence of dishonesty
- penalties in excess of those allowed under the above guidelines
- provisions of grade appeal cited in the graduate catalog

Academic Probation

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

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 school sponsoring the graduate program.
4. Approach the chair of the Graduate Council, who will appoint an appeals committee consisting of one graduate student and three faculty members from the council.

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

Repeating a Course

A graduate student may choose to repeat a course in which the earned grade was lower than a B. The last subsequent grade will be used to calculate the student's cumulative graduate 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 Assistance Programs

Some students may be eligible for government loans, grants, or assistantships. All financial assistance programs will be administered through the Office of Student Financial Services. In the Falls School of Business, six hours of study per semester is considered a full-time load for graduate programs. Three hours is considered a half-time load. In the School of Theology and Christian Ministry, nine hours of study per semester is considered a full-time load for graduate students, while six hours of study per semester is considered a part-time load.

SATISFACTORY ACADEMIC PROGRESS POLICY

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

REVIEW OF PROGRESS

A review of a student's satisfactory academic progress status will be made at the end of each semester following the probationary period.

MAXIMUM NUMBER OF ATTEMPTED HOURS ALLOWED

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

MINIMUM CUMULATIVE GRADE POINT AVERAGE (GPA) REQUIRED

Students are eligible to receive financial aid, provided all other requirements of the satisfactory academic progress policy are met, and so long as they maintain the minimum cumulative GPA as required for graduation. Students who fall below the required minimum cumulative GPA will be denied financial aid. Repeated classes and incompletes will also be factors in determining GPA (see Financial Aid Appeal).

MINIMUM NUMBER OF EARNED HOURS REQUIRED

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

FINANCIAL AID APPEAL AND REINSTATEMENT OF ELIGIBILITY

Students who wish to appeal their denied status may request a review through the Office of Student Financial Services and should contact the executive director of the office to make that request. Students are required to make their appeal in writing and clearly state the extenuating or mitigating circumstances that contributed to his or her failure to make satisfactory academic progress. Should a student's appeal be approved, such approval will be for one semester. During this semester, the student will be required to earn at least 68 percent of their attempted hours and earn at least a 3.0 GPA for those hours in order to continue to remain eligible for financial aid.

Students who fail to meet satisfactory academic progress are not eligible to receive financial aid. However, students are eligible for reinstatement of their financial aid eligibility following the completion of at least 12 credit hours and by earning at least a 3.0 GPA for those hours.

Such coursework can be completed at any accredited college or university. Students who have their eligibility for financial aid reinstated are placed on probation and will be required to earn at least 68 percent of all attempted hours and earn at least a 3.0 GPA while on probation.

For further information on financial aid appeal and reinstatement eligibility, visit anderson.edu/uploads/finaid/graduate-SAP-policy.pdf.

Veterans Benefits

Anderson University attempts to make a good-faith effort to comply with Executive Order 13607: establishing principles of excellence for educational institutions serving service members, veterans, spouses, and other family members. These principles were established to strengthen oversight, enforcement, and accountability of education programs and to ensure all service members, veterans, and their families have the necessary information they need to make informed decisions concerning their educational goals.

Anderson University complies with regulations of the State of Indiana Department of Veterans Affairs, Veterans Educational Unit, including approval of the university calendar, tuition and fees schedule, and the academic policies of the university. The university is authorized to enroll recipients of Veterans Administration benefits in regularly scheduled credit courses leading to standard college degrees.

Inquiries concerning eligibility should be directed to the Department of Veterans Affairs. Individuals planning to study under one of the education chapters should receive approval before enrolling. More information is available online at *anderson.edu/registrar*.

Withdrawal Procedure

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

Refund Policies

Refundable fees for semester-length courses will be prorated according to the established university schedule listed below:

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

A student enrolled in a 5-week course (32 calendar days) must withdraw before day 10 in order to receive any refund.

- Day 1 — 90 percent refund
- Day 2-3 — 80 percent refund
- Day 4-5 — 60 percent refund
- Day 6-7 — 40 percent refund
- Day 8-9 — 20 percent refund
- Day 10-32 — no refund

For classes that do not meet for the entire semester, the prorated refund is based on the length of the class standardized to the above refund schedule. The withdrawal date is the initial contact date.

Declaration of a Catalog

Students normally will meet the requirements of the catalog in effect at the time of enrollment. If a student wishes to use the catalog in effect at the time of program completion, the student needs to request an official change of catalog from the program director.

Falls School of Business

Letter from the Dean:

If you are looking for a business graduate program with engaged faculty, passionate alumni, and real-world experiential learning, then you have found your home at the Falls School of Business at Anderson University.

There are few business graduate programs with the dedication and enthusiasm of faculty and staff that you find here. Our faculty and staff are called to improve the abilities of our students both academically and as servant leaders, and that differentiate us from other programs.

Whether at the master or doctorate level, students will not have to wait until they graduate to begin solving real-world problems with new-found answers. We are committed to providing a solid foundation in business within a hands-on, experiential learning environment.

Our faculty and staff strive to model salt and light (Matthew 5:13-16) as they breathe life and excitement into the classroom, into our work environment, and into our students. There are exciting opportunities and connections within the Falls School of Business, whether you are a prospective student, current student, or just want to learn more. I invite you to connect with me at tctrutt@anderson.edu or stop by sometime to say hello.

Dr. Terry C. Truitt
Dean, Falls School of Business

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

DEGREE REQUIREMENTS

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

Conceptual Foundations Core	9 hrs.
<i>9 hours for core, 3 hours toward major</i>	
Conceptual Foundations of Management	3 hrs.
Conceptual Foundations of Marketing	3 hrs.
Conceptual Foundations of Economics	3 hrs.
Conceptual Foundations of Accounting/Finance	3 hrs.
Major Coursework	18 hrs.
Conceptual Foundations in Management, Marketing, or Accounting/Finance	3 hrs.
Seminar in Management, Marketing, Accounting, or Finance	3 hrs.
Global Business Practices in Management, Marketing, Accounting, or Finance	3 hrs.
Advanced Applications of Ethical Reasoning in Management, Marketing, Accounting, or Finance	3 hrs.
Teaching Practicum in Management, Marketing, Accounting, or Finance	3 hrs.
Advanced Topics (Discipline Based)	3 hrs.
Dissertation	15 hrs.
Additional Graduate Hours	
(Transferred in at start of program)	30 hrs.
TOTAL HOURS	90 hrs.

QUALIFYING EXAMINATION POLICIES

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

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

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

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

Exam Format: The DBA program is designed for you to develop several areas of expertise. Your expertise in general business areas or topics will be measured in the first

weekend of qualifying exams. Your expertise related to your academic discipline or major will be measured in the second weekend of qualifying exams. Your expertise in your specific area of interest or focus will be measured in the dissertation process.

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

Details of exam format are available from the director of graduate business programs.

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 the date when the student advanced to the status of doctoral candidate (ABD). Student may petition the program director for an extension.

DBA Course Descriptions

BSNS 7010 The Development and Role of Christian Higher Education 3 hrs.

This course 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 70XX Conceptual Foundations

These foundational courses provide a conceptual framework for the study and teaching of each foundational discipline through a critical review and analysis of historical and current research.

7050 Management	3 hrs.
7060 Marketing	3 hrs.
7070 Economics	3 hrs.
7080 Accounting/Finance	3 hrs.

BSNS 7090 “Best Practices” in College Teaching **3 hrs.**
This course examines the evolving role of the professor in the teaching/learning process. Research studies will serve as a primary tool to encourage students to discover the most effective pedagogical approaches for their disciplines and their classrooms.

BSNS 7100 Foundations of Applied Ethics **3 hrs.**
Students undertake a yearlong 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 71XX Global Business Practices
These courses seek to critically examine academic research on international business practice. The primary focus is on the organizational structures, strategies, and operations of multinational 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 (management, marketing, accounting, finance) and shows the interconnections among them.

7111 Management	3 hrs.
7112 Marketing	3 hrs.
7113 Accounting	3 hrs.
7114 Finance	3 hrs.

BSNS 7700 Applied Statistics **3 hrs.**
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, linear regression, and structural equation modeling.

BSNS 7710 Research Methods **3 hrs.**
Course content 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 hrs.**
Advanced Research Methods 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 78XX Teaching Practicum

The practicum provides a yearlong supervised experience focusing on the identification and application of best teaching/learning practices in the student's discipline.

7851 Management	3 hrs.
7852 Marketing	3 hrs.
7853 Accounting	3 hrs.
7854 Finance	3 hrs.

BSNS 79XX Seminar

These discipline-related seminars provide presentations and discussions of extensive literature dealing with the theory and practice of the discipline. Also emphasizes a review of research techniques and methods utilized in the discipline.

7901 Management	3 hrs.
7902 Marketing	3 hrs.
7903 Accounting	3 hrs.
7904 Finance	3 hrs.

BSNS 79XX Seminar: Advanced Applications of Ethical Reasoning

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 multinational firm in foreign countries, and implications of the corporate structure model to cultural and societal issues.

7911 Management	3 hrs.
7912 Marketing	3 hrs.
7913 Accounting	3 hrs.
7914 Finance	3 hrs.

BSNS 79XX Advanced Topics

Independent study focuses on a yearlong 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.

7921 Management	3 hrs.
7922 Marketing	3 hrs.
7923 Accounting	3 hrs.
7924 Finance	3 hrs.

BSNS 7950 Dissertation Research**1 hr.**

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

Master of Business Administration Program

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

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

In addition to a traditional, broad-based 37-credit-hour curriculum, individuals in this program may earn a concentration in one of nine areas by adding an additional four credit hours (a total of 41 hours). The nine possible areas of concentration are as follows:

- accounting
- finance
- human relations
- international business
- leadership
- marketing
- music, sport, and entertainment brand management
- new venture development
- project management.

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, emphasizes professional development, and utilizes an intense living-learning approach. The program can be completed in 10 months and is fully accredited by ACBSP.

Online Program: Designed specifically for individuals who prefer learning via an online platform. The program provides scheduling flexibility without sacrificing quality or rigor. Courses are taught by the full-time FSB faculty. Each course consists of online discussions, interaction with the faculty member, and application assignments related to the concepts. This program is fully accredited by ACBSP.

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

STUDENT REQUIREMENTS FOR ADMISSION

Professional and Online MBA:

- A completed Professional MBA program application form
- At least two years work experience
- Official academic transcripts from all post-secondary institutions attended
- Three recommendations testifying to capabilities and probability of future success
- Prerequisites require evidence of competency by undergraduate coursework in all of the following: accounting or finance, economics, statistics or calculus, management or marketing, computer science or information systems
- Evidence of academic ability through an undergraduate GPA above 3.0, or a satisfactory score on the Graduate Management Admission Test (GMAT).

Residential MBA:

- A completed Residential MBA program application form
- 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
- Current résumé
- Official academic transcripts from all post-secondary institutions attended
- Three recommendation forms, submitted by individuals able to comment on your abilities and potential
- Prerequisites require evidence of competency by undergraduate coursework in all of the following: accounting or finance, economics, statistics or calculus, management or marketing, computer science or information systems
- Satisfactory Graduate Management Admission Test (GMAT) score.

GRADUATION REQUIREMENTS

- Complete a minimum of 37 hours of required coursework, earning the grade of C or above in all required courses.
- All courses counting toward the degree must be completed with a cumulative GPA of 3.0 or better.
- Submit a work portfolio, pay all tuition and fees, and complete all requirements within five years. Students may petition the program director for an extension beyond the five-year limit.

TRADITIONAL 37-HOUR MBA CURRICULUM*

BSNS 6010	Business and Society	2 hrs.
BSNS 6120	Managerial Accounting	3 hrs.
BSNS 6130	Managerial Economics	3 hrs.
BSNS 6140	Financial Management	3 hrs.
BSNS 6210	Organizational Behavior	3 hrs.
BSNS 6330	Business Plan Development	4 hrs.
BSNS 6350	Marketing Strategy	3 hrs.
BSNS 6430	Leading Organizational Change	3 hrs.
BSNS 6450	Competition and Strategy	3 hrs.
BSNS 6480	Leadership Seminar	2 hrs.
Various	Program Specific Electives	8 hrs.

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

MBA Course Descriptions

ACCT 5120 Survey of Accounting and Finance 3 hrs.

This is an introductory course designed to help the student understand the basic principles, elements, and concepts of accounting and finance. This course is designed specifically to serve as a prerequisite for those individuals entering the MBA program with no prior academic coursework in the area of accounting or finance.

BSNS 5010 Introduction to Graduate Studies in Business 1 hr.

This course introduces students to the Anderson University Falls School of Business and its resources. The course also details the roles and expectations of graduate business students.

BSNS 5150 Survey of Quantitative Analysis/Information Management 3 hrs.

The purpose of this course is to give individuals with non-business academic backgrounds a foundational base in the areas of statistics and information systems management. The course is designed to prepare individuals for a Master of Business Administration program. Quantitative Analysis content is devoted to learning the basic procedures to acquire, summarize, analyze, and display data. Information Management content is focused on developing an appreciation for the influence technology and information systems have in the management decision process.

BSNS 5350 Survey of Management and Marketing 3 hrs.

This course gives individuals with non-business backgrounds exposure to the disciplines of management and marketing. Specifically, this course is designed to prepare an individual for academic work at the graduate business program level. The course focuses on developing the fundamental understanding of the basic concepts related to management and marketing. The course considers the nature of management and identifies the basic functions that constitute the management process. The course also investigates the basic concepts of marketing to include the forces that constitute the external marketing environment.

BSNS 6010 Business and Society 2 hrs.

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 hrs.**
Students develop skills in the use of accounting information for planning, controlling, and decision-making. Students perform financial statement analysis for the purpose of evaluating firm performance and assessing financial condition. The student's analytical ability is developed through the use of problems and cases that stress application.

BSNS 6130 Managerial Economics **3 hrs.**
This course emphasizes the application of microeconomic skills to contemporary business decisions, which include production, cost, demand, pricing, and profits. Further economic relationships are inferred by applying estimation techniques to actual data.

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

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

BSNS 6210 Organizational Behavior **3 hrs.**
Students examine the current theoretical framework and process through which managers learn to apply concepts from the behavioral sciences to observe, understand, predict, and influence behavior in the workplace. There is an examination of the behavior of people as individuals, as members of groups, and within the organization as a whole. The application of techniques for individual and organizational growth are discussed with the intent of developing critical-thinking skills, ethical decision-making skills, and a sensitivity to the individual's role in creating organizational cultures.

BSNS 6250 Travel Seminar in International Business **2 hrs.**
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 hrs.**
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.

BSNS 6330 Business Plan Development **4 hrs.**
This course focuses on 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 6340 Personal Brand Management

2 hrs.

This course will allow individuals to apply a strategic approach to the on-going process by which they can strategically identify and extend their value to others. This course encompasses the various theoretical, conceptual and emerging practical frameworks of personal branding today, in an effort to develop confident, compassionate, and professional difference-making leaders. Students discover, define, and communicate their personal brand, demonstrating their unique purpose through their personal brand management.

BSNS 6341 Music, Sport, and Entertainment Brand Development

2 hrs.

The course is designed to assist students in comprehending the growth and development of music, sport, and entertainment brands. It will help students appreciate the history and meaning of industry-related terms as well as brands and branding specifically within a music, sport, and entertainment industry context. Students will also be able to identify and integrate theoretical brand development perspectives with practical music, sport, and entertainment industry case study examples. This will provide a critical appreciation of the development, differentiation, and positioning processes involved in the successful establishment and evolution of contemporary music, sport, and entertainment brands.

BSNS 6342 Music, Sport, and Entertainment Brand Communities

2 hrs.

The course will enable students to gain critical reflection, knowledge, and understanding of how music, sport, and entertainment brands engage and interact with various community members. Students will be able to categorize the range of community members now prevalent in the age of cultural brand communication. Students are invited to address how social media technologies are embraced and integrated in the promotion of popular music, sport, and entertainment brands to virtual brand communities. The module seeks to equip students with strategic insights required to work within the music, sport, and entertainment industries and draws upon case studies and real life scenarios.

BSNS 6350 Marketing Strategy

3 hrs.

This course is designed to equip the business practitioner with the concepts, principles, and tools necessary to develop a systems approach to marketing. In that process, learners develop knowledge and skills that enable them to develop and implement marketing plans. Students are encouraged to manage with a mindset of the “marketing orientation.” Practical application of tools and theories are emphasized. The result will be an ability to develop both a market strategy and a marketing plan.

BSNS 6356 Research in Market Feasibility

2 hrs.

This course investigates the process and the techniques of good market research. The course is designed to help the student develop the skills necessary to identify and apply

the concepts that characterize high-quality marketing research practice and become a critical analyst of marketing and business research to discern good decisions and conclusions.

BSNS 6360 Digital and Social Media

2 hrs.

This course is designed to expose students to various elements of marketing in a digital environment. Topics such as social media behavior, content marketing, search engine optimization, e-mail marketing, and web page advertising are covered. Students will be expected to use various tools and applications, and the focus is on the use of information-driven technologies as part of an integrated marketing communications and branding strategy.

BSNS 6410 Business Topics

2 hrs.

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

BSNS 6411 Personal and HR Development

2 hrs.

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

BSNS 6420 Managing Legal Risks

2 hrs.

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

BSNS 6430 Leading Organizational Change

3 hrs.

Change is constant in today's world. The latest theories and practices of leading organizational change are explored in this course. Emphasis is on creating change-oriented cultures, and developing and implementing effective change processes. This course develops an individual's ability to anticipate, innovate, and create lasting change.

BSNS 6440 Workforce Planning

2 hrs.

Students investigate methods for aligning an organization's current and future workforce with the entity's projects, goals, and/or strategy. These methods may incorporate needs assessment, employee recruitment and selection, as well as individual performance evaluation. Students discuss methods for individual skill development, staffing decisions, and creating implementation plans based upon performance metrics and effectiveness measures.

BSNS 6445 Quality and Process Control**2 hrs.**

Students are introduced to the concepts, techniques, and applications of Statistical Process Control (SPC) within the context of project management. The theory of SPC is presented and the design of control charts is discussed as a basis for describing how a diverse range of data and process quality management challenges can be addressed. Students learn methods for measuring process variation, causes of process variation, and how process variation is related to quality.

BSNS 6450 Competition and Strategy**3 hrs.**

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

BSNS 6470 Applied Project**2 hrs.**

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

BSNS 6480 Leadership Seminar**2 hrs.**

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

BSNS 6510 Profiles of Global Leaders**2 hrs.**

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

BSNS 6530 Project Management**3 hrs.**

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

BSNS 6540 Financial Reporting and Financial Statement Analysis 3 hrs.

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

**BSNS 6550 Accounting and Financial Management
in the International Economy 2 hrs.**

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

BSNS 6900 Seminar in Professional Issues 2 hrs.

This course employs a directed mentorship with a working professional in the student's area of focus. In addition, students investigate best practices as well as current and controversial issues in areas such as accounting, finance, human relations, international business, leadership, marketing, new venture development, and project management.

ECON 5130 Survey of Economics 3 hrs.

The purpose of this course is to give individuals with non-business academic backgrounds a foundational base in the areas of macroeconomics and microeconomics. The course is designed to prepare individuals for a Master of Business Administration program. Macroeconomic content is focused on topics such as the modern economic society, monetary and fiscal policies, employment issues, and aggregate supply and demand. Microeconomic topics include price systems, resource allocation, and utility.

School of Music, Theatre, and Dance

Letter from the Dean:

Welcome to the Master of Music Education at Anderson University. We are extremely proud of the strong reputation of our program and the national recognition it has gained over the years. In this program, you will study with our own music education faculty, all of whom are accomplished leaders in their field, and you will also learn from internationally recognized faculty members who come to our campus during the summer to teach a variety of music education courses. This combination of faculty is sure to inspire and elevate your classroom teaching.

Our MME program is designed for the working professional. You will be able to take most of the courses during your summer break. Only two courses are taken during the academic year, and those are offered in a user-friendly format that allows you to take them without traveling to campus. Our degree program includes a healthy balance of academically rigorous courses that will expand your scholarly horizons and practical courses that will invigorate your classroom teaching. It is truly the best of both worlds.

You will be transformed by this academic journey. We are pleased to walk this pathway with you, and we are excited to watch as you become a leader and exemplar in the field of music education.

Sincerely yours,

Dr. Jeffrey Wright

Dean, School of Music, Theatre, and Dance

Master of Music Education Program

This 32-hour degree program is designed for the practicing music educator who has one or more years of experience as a music teacher. The degree program may be completed mostly in summer sessions (six weeks of course work each summer), though a limited number of evening classes during the academic year may be required. 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.

For more information contact:

Dr. Jeffrey Wright
Dean, School of Music, Theatre, and Dance
Anderson University
1100 E. Fifth Street, Anderson, IN 46012-3495
(765) 641-4544
e-mail: jewright@anderson.edu

Student Requirements for Admission

1. A completed Master of Music Education application:
anderson.edu/admissions/graduate/music
2. Baccalaureate degree from an accredited institution
3. Valid teacher's license
4. Official transcripts from all colleges attended
5. Two recommendations related to teaching and musical abilities:
anderson.edu/admissions/graduate/music/recommendation
6. Writing sample
7. Interview with music education faculty

Degree Requirements

Required Core Courses 18-20 hrs.

MUED 6010	Philosophy and History of Music Education	3 hrs.
MUED 6020	Bibliography and Research	3 hrs.
MUED 6030	Psychology of Music	3 hrs.
MUSC 6110	Graduate Music Theory	3 hrs.
MUSC 6200	Music History	3 hrs.
MUSC 6220	World Music	2 hrs.
MUED 6950	Thesis in Music Education	3 hrs.
OR		
MUED 6960	Professional Project in Music Education	1 hr.

Music Education Courses

MUED 5110	Level I Orff Certification	3 hrs.	
MUED 5120	Level II Orff Certification	3 hrs.	
MUED 5130	Level III Orff Certification	3 hrs.	
MUED 5140	Orff Curriculum	2 hrs.	
MUED 5210	The Voice: Pedagogy, Language, & Literature	2 hrs.	
MUED 5220	The Child's Voice		2 hrs.
MUED 5230	The Changing Voice	2 hrs.	
MUED 5240	Choral Music Experience Workshop	2 hrs.	
MUED 5250	Directing the High School Musical	2 hrs.	
MUED 5310	Introduction to Kodály	2 hrs.	
MUED 5320	Conversational Solfege	2 hrs.	
MUED 5410	Teaching String Instr. (for non-string players)	2 hrs.	
MUED 5420	Writing Drill for the Marching Band	2 hrs.	
MUED 5430	Instrument Repair	2 hrs.	
MUED 5500	Teaching Music Theory in High School	2 hrs.	
MUED 5510	Assessment in the Classroom	3 hrs.	
MUED 5550	Selected Topics in Music Education	1-3 hrs.	
MUED 5580	Music Technology	3 hrs.	

Music Theory and Literature Courses

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

Music Performance Courses

MUPF 5080	Choral Ensemble	1 hr.	
MUPF 5190	Instrumental Ensemble	1 hr.	
MUPF 5210	Duo Piano	1 hr.	
MUPF 5230	Jazz Combo	1 hr.	
MUPF 5350	Guitar Ensemble	1 hr.	
MUPF 5360	Brass Ensemble	1 hr.	
MUPF 5370	Woodwind Ensemble	1 hr.	
MUPF 5380	String Ensemble	1 hr.	
MUPF 5390	Percussion Ensemble	1 hr.	

MUPF 5540	Selected Topics in Performance	1-3 hrs.
MUPF 5700	Voice	1-3 hrs.
MUPF 5710	Piano	1-3 hrs.
MUPF 5720	Harpsichord	1-3 hrs.
MUPF 5730	Organ	1-3 hrs.
MUPF 5740	Violin	1-3 hrs.
MUPF 5750	Viola	1-3 hrs.
MUPF 5760	Cello	1-3 hrs.
MUPF 5770	Bass	1-3 hrs.
MUPF 5780	Flute/Piccolo	1-3 hrs.
MUPF 5790	Clarinet	1-3 hrs.
MUPF 5800	Oboe/English Horn	1-3 hrs.
MUPF 5810	Bassoon	1-3 hrs.
MUPF 5820	Saxophone	1-3 hrs.
MUPF 5830	Trumpet/Cornet	1-3 hrs.
MUPF 5840	French Horn	1-3 hrs.
MUPF 5850	Trombone	1-3 hrs.
MUPF 5860	Baritone/Euphonium	1-3 hrs.
MUPF 5870	Tuba	1-3 hrs.
MUPF 5880	Percussion/Harp	1-3 hrs.
MUPF 5890	Guitar	1-3 hrs.

MME Course Descriptions

Music Education Courses:

MUED 5110 Level I Orff Certification

3 hrs.

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

MUED 5120 Level II Orff Certification

3 hrs.

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 hrs.

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 hrs.

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, and Literature

2 hrs.

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

MUED 5220 The Child's Voice

2 hrs.

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

MUED 5230 The Changing Voice

2 hrs.

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 hrs.

MUED 5250 Directing the High School Musical

2 hrs.

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 hrs.**

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 hrs.**

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 hrs.

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 hrs.**

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 hrs.**

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 hrs.**

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 hrs.

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, as well as 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 hrs.

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 hrs.

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

MUED 6010 Philosophy and History of Music Education 3 hrs.

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 hrs.

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 hrs.

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 hrs.**

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 the student has adequate time to develop a thesis proposal, carry out the research project, analyze the results, and write the thesis. Work on the thesis will be guided by a panel of music faculty members. Students will defend their work before a panel of faculty members and present their final projects to other students in the degree program.

MUED 6960 Professional Project in Music Education**1 hr.**

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

Music Theory and Literature Courses:**MUSC 5000 Music Theory Review****0 hrs.****MUSC 5010 Aural Skills Review****0 hrs.****MUSC 5020 Advanced Analysis****3 hrs.**

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 hr.**

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 hrs.**

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 hrs.**

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

MUSC 5060 Instrumental Arranging**2 hrs.**

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 hrs.**

A listening and performance survey of traditional folk music and folk instruments with particular emphasis 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 hrs.**

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 hrs.**

MUSC 5480 Instrumental Conducting**2 hrs.**

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

MUSC 5510 Selected Topics in Music History and Literature**1-3 hrs.**

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 hrs.**

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 hrs.**

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 hrs.**

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 hrs.**

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 hrs.**

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

Music Performance Courses:

Ensembles

1 hr.

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 hrs.

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

Private Music Study

1-3 hrs.

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

School of Theology and Christian Ministry

Letter from the Dean:

The seminary of the Anderson University School of Theology and Christian Ministry was founded 65 years ago to help the church form leaders to dynamically embody and unapologetically point others to the Kingdom of God. Anderson University has remained faithful to historic Christianity while embracing its sponsoring church's distinguishing doctrines of the unity of all believers (John 17:20-23) and holiness of life (1 Peter 1:13-16).

The mission of the seminary, "forming women and men for the ministry of biblical reconciliation," guides all we seek to be and do. We affirm and celebrate women and men of all races and ethnicities, of all socio-economic backgrounds, and of all nations as equal co-workers in all aspects of the church's ministry. The seminary also values its status, partnerships, and commitments to the Church of God as well as to the broader church community built on Jesus the Christ.

Over almost seven decades, the university seminary has dedicated itself to the following:

- affirming and proclaiming that the ministry of biblical reconciliation is integral to the gospel and is God's work in us and through us,
- acknowledging the challenge that this affirmation holds for our life together,
- believing and proclaiming that biblical reconciliation is a way of life that affects all relationships and every dimension of life, and
- continuing to prepare women and men for a variety of ministry related opportunities across the wideness of the Kingdom of God.

Students joining the seminary's learning community come to prepare for congregational leadership, cross-cultural service, chaplaincy, and teaching in higher education. Still others join us to deepen their own spiritual formation and theological understanding. Whatever your calling, we desire to journey with you as you define and refine your God-given call and gifts.

Dr. MaryAnn Hawkins

Dean, Anderson University School of Theology and Christian Ministry

Institutional Goals and Relationships

HISTORICAL PERSPECTIVE

Anderson University was established in 1917 as Anderson Bible Training School. The institution's history and development, which led to its university status, established the school's importance in Christian higher education in America. The seminary is part of that development. In 1950, a graduate division was established for the advanced professional preparation of ministerial students. This graduate seminary of the Church of God (Anderson, Ind.) is housed within the Anderson University School of Theology and Christian Ministry.

This section of the catalog represents the curriculum of the graduate division of the seminary. The seminary affirms its relationship with both its parent university and the reform movement known within the Christian community as the Church of God (Anderson, Ind.). Further, the seminary is committed to the biblical essentials of Christian holiness and Church unity, which have been hallmarks of the movement's message for more than a century. Honoring the entire Christian heritage, the seminary aspires to be biblical in orientation, missional in emphasis, and relational in spirit.

STATEMENT OF EDUCATIONAL EFFECTIVENESS

The seminary measures its educational effectiveness through assessment of outcomes of learning. For details on the seminary's assessment, see the link at anderson.edu/theology/about/accreditation.html.

The seminary is also approved for a Comprehensive Distance Education Program. For more information on the Association of Theological Schools, call (412) 788-6505, visit their website at ats.edu, fax (412) 788-6510, or mail to: The Commission on Accrediting of the Association of Theological Schools in the United States and Canada, 10 Summit Park Drive, Pittsburgh, PA 15275.

INSTITUTIONAL GOVERNANCE

Anderson University is governed by a board of trustees, whose members are elected to five-year terms and ratified by the General Assembly of the Church of God. The president of the institution is accountable to this board for general administration of the university and seminary, including their development, maintenance, and programs.

The president of the university is ratified by the General Assembly for five-year terms. An executive committee — consisting of the president and seven trustees elected by the board — acts on behalf of the full university board between its scheduled meetings. The dean of the School of Theology and Christian Ministry participates in the Seminary Committee of the board, a six-member committee that gives particular attention to the policies, personnel, and programs of the seminary.

INSTITUTIONAL FOCUS

The seminary is a community dedicated to scholarship, spirituality, and service. The scholarship emphasis seeks to encourage and equip individuals in their quest for knowledge of the content and meaning of the Scriptures and the historical development of the Christian church and its faith, always promoting academic excellence in the pursuit of truth. The emphasis on spirituality facilitates spiritual growth, the formation of distinct Christian values, and the integration of self within the pattern of a godly life that makes ministry meaningful and honest. The service emphasis encourages active participation in ministry and sharing, imperative for Christian life and witness.

The seminary's mission is to form women and men for the ministry of biblical reconciliation. In this context, it is important to foster the development of a lifestyle of inclusion and to use inclusive language, where appropriate, rather than exclusive language. (See "Covenant to Use Inclusive Language" in the seminary student handbook.)

INSTITUTIONAL RELATIONSHIPS

Formal Institutional Memberships

- Association of Theological Schools (ATS)
- American Theological Library Association (ATLA)
- Association for Clinical Pastoral Education (ACPE)
- Jerusalem University College
- Higher Learning Commission, North Central Association (HLC)

Agencies Cooperating with Seminary Curricular Endeavors

- Anderson University (Anderson, Ind.)
- Church of God Ministries, Inc. (Anderson, Ind.)
- Fellowship of Evangelical Seminary Presidents
- GenOn Ministries (Springdale, Pa.)
- Seminary Consortium for Urban Pastoral Education

BUILDING SCHOLARS OF INTEGRITY IN THE CONTEXT OF COMMUNITY LIFE

The faculty and staff of the seminary are committed to the development of servant leaders in the fulfillment of the biblical mandate to follow Jesus Christ into the world. We value the uncovering of what this means within the postmodern context of our society and world. The spiritual formation of men and women is a central focus of the integration and preparation of ministerial students toward that end. Whether preparing for service as pastors of local congregations, as leaders within churches, or as cross-cultural mission personnel, we intend to graduate informed scholars of integrity. The seminary values spiritual formation as a central integration point of preparation for ministry. This integration complements the academic disciplines.

Seminary students and faculty are encouraged to share in the community life of faith through chapel attendance, small prayer groups, spiritual formation groups, and personal meditation. Active participation in the life of a local congregation is also highly desirable.

Pre-Seminary Education

It is not possible to prescribe one pattern as normative for all pre-seminary education. Widely varying emphases and settings of ministry encourage a variety of educational backgrounds. Nonetheless, it is possible and desirable to identify categories of learning which typically are foundational for graduate theological education.

Effective communication skills: Effective communication skills are essential for both interpreting and communicating the faith of the church. The ability to read, write, and speak standard written English is vital. Students are also encouraged to have a reading knowledge of at least one language other than English. It is highly desirable that a reading knowledge of Greek and Hebrew be developed as a basic tool for meaningful graduate theological education. Additional language skills might be essential, depending on vocational intent and the setting of potential ministry.

Liberal arts or humanities: General understandings of human selfhood and existence, modern social institutions and problems, culture and religion, science and technology, and the modes of understanding are helpful in theological education. A considerable degree of competence should be developed in one or more of the categories of learning noted above. Such competence often is represented by a major in a field such as philosophy, sociology, psychology, or history of civilization. Students are expected to have had some academic experience in the fields of philosophy, sociology, psychology, and history.

Theological or religious studies: Theological understandings of major religious traditions and the contemporary questions of values and faith in the context of the humanities and communication skills are important. Knowledge of the nature and content of the biblical materials is of particular significance as a foundation for graduate training in Christian ministry.

Undergraduate Christian Ministry to Master of Divinity: There is a combination undergraduate BA in Christian Ministry to a graduate Master of Divinity track. This is specifically for students who feel a call to vocational ministry and are highly motivated. This degree combination can be completed in five years. This program allows students to use seminary courses to meet their undergraduate, upper division, Christian Ministry requirements. Please see the undergraduate catalog for more information.

Community Life

The Seminary Community Council is the vehicle through which the seminary plans its common life of fellowship and service among graduate students. Task groups implement corporate expressions of witness and service as well as devotional, social, recreational, and publication activities. This council is guided by a faculty representative.

Qara (Women in Ministry) provides opportunities for women to become an integral part of the seminary community, to relate with all individuals within the community, to reflect on what it means to be a woman and a minister in the church, and to explore and communicate crucial issues regarding individuals in ministry. The seminary website contains detailed information and resources about this ministry program to the church.

Lecture Series and Continuing Education

HARP PROFESSOR IN RESIDENCE

The Harry and Henrietta Harp Professor in Residence is an appointed faculty position created through an endowment by the Harp and York families to honor the lives of their parents, the Rev. Harry and Mrs. Henrietta Harp. This program was inaugurated in 2008. During his ministry in the Church of God (Anderson, Ind.) from 1927 to 1955, the Rev. Harp served congregations in Michigan, Kentucky, Wisconsin, and Georgia. He served with the Executive Council of the Church of God, the World Service Commission of the Church of God, and the Southern Minister's Convention for many years. Mrs. Harp, also active in the Church of God, served in both regional and national roles with the Women of the Church of God.

The purpose of the Harry and Henrietta Harp Professor in Residence is to identify and appoint a faculty member with expertise in a field deemed critical to the educational life and instructional programming of the seminary. The responsibility for identification, selection, and appointment rests with the seminary dean.

NEWELL LECTURESHIP IN BIBLICAL STUDIES

Dr. and Mrs. Arlo and Helen Newell created the Newell Lectureship in 1981. The purpose of the lectureship is to bring a significant specialist in the field of biblical studies to Anderson University on an annual basis. This annual lectureship is coordinated by the Bible faculty of the seminary. For a complete list of all lecturers and topics since 1982, visit anderson.edu/uploads/sot/order-form.pdf.

CENTER FOR PASTORAL LEARNING

The Center for Pastoral Learning is committed to “equipping God’s disciples for the kingdom’s service.” It offers a non-degree-seeking (continuing-education, CEU-based) study program of the seminary. Established in 1972 by the General Assembly of the Church of God, the center focuses on continuing education — for both pastors and laity — through independent study courses created and written by university and seminary faculty.

As a program of the seminary, the Center serves as an agency through which continuing education programs for both pastors and laity are developed, administered, and recorded for those enrolled in Continuing Education Unit (CEU) study. The center offers the Certification in Christian Ministry, with tracks in ministerial studies or Christian studies. The center also works cooperatively with the Instituto Biblico Hispano and Concilio of the Church of God.

Admission Requirements and Procedures

The graduate seminary welcomes qualified students regardless of nationality, race, age, gender, or disability. Admission is granted on the basis of the following criteria.

- Submission of a fully completed application for admission, including transcripts of all academic work beyond high school.
- Presentation of formal evidence that the applicant holds a standard four-year baccalaureate degree from an accredited college or university.
- Evidence of the ability to write on an appropriate level through essays written for the application process. (Applicants who are judged to not meet appropriate writing standards may be admitted on a provisional basis and may be required to do remedial work.)
- Possession of the moral character, emotional maturity, and vocational motivation appropriate and necessary for the high calling of Christian ministry.

Some students may be granted provisional acceptance at the discretion of the university.

Students with questions concerning their academic background as noted in the process above should contact the Office of Admissions and Enrollment. For a complete admissions packet or other information, contact:

Admissions and Enrollment

Anderson University School of Theology and Christian Ministry

1100 East Fifth Street, Anderson, IN 46012-3495

local: (765) 641-3043; toll-free: (800) 428-6414

email: agsenrollment@anderson.edu

For complete details on programming, visit anderson.edu/theology.

REMOVAL OF ADMISSION DEFICIENCIES

The seminary judges an applicant's credentials and reserves the right to determine admission deficiencies. In the event that academic admission deficiencies are determined, applicants may satisfy these through additional undergraduate coursework or other learning experiences as defined by the Admissions and Academic Standards Committee. Such work may be concurrent with regular seminary enrollment. Students with admission deficiencies will not be permitted to enroll in more than 12 hours of graduate work until all admission deficiencies have been removed.

ORIENTATION PROGRAM

The opportunity for introducing new residential students to the community life of the seminary is provided during an orientation program each fall. All residential and online students receive additional orientation through their required participation in the class: "Introduction to Theological Education." An important part of orientation is taking part in the EQi (Bar-On Emotional Quotient Inventory), an inventory to help students consider how they might function in ministry, and set goals for personal development throughout the course of their seminary education. Completion of the EQI (both entering and exiting)

is mandatory for all degree candidates. It is optional for special students. Specific information regarding dates and schedule for orientation activities is provided to new students before the beginning of each semester (see Degree Programs in this catalog for specific admission requirements for each degree).

Student Life Policies

The seminary is a part of Anderson University, which is a church-related institution sponsored by the Church of God. Overall campus standards have grown out of the following qualities of campus life valued by the institution: love of God, self, and neighbor; respect for people; honesty and integrity; reconciliation; freedom within restraint; health and wellness; spiritual growth and maturity; and the joy and pleasure of life. Students attending the university agree to conduct themselves as responsible citizens and actively contribute to the quality of social, spiritual, and intellectual life. Seminary policies are set forth in the student handbook and other university documents. Seminary students are expected to familiarize themselves with these policies and abide by them. Violation of the seminary and overall university policies subjects students to disciplinary action, which could include warning, probation, or dismissal (see Appendix F of the seminary student handbook: anderson.edu/theology-christian-ministry/student-resources).

GRIEVANCE PROCEDURES

Students may at times believe themselves to be subject to unfair academic evaluation. Students who have any such grievances have the right to make an appeal and to receive a fair hearing. Students should refer to Appendix D, “Procedure for Student Appeal of Grades or other Grievance Concerning Evaluation Policies or Procedures,” in the seminary student handbook.

Tuition and Fees

CLINICAL PASTORAL EDUCATION FEES

Students registering for THFE 6730 (Clinical Pastoral Education) will be charged the regular tuition rate. The seminary will pay the agency administering the program the student’s program fee up to but not exceeding the tuition paid for the credit hours. No student may repeat this course with the above financial privilege. Current tuition and fee structures may be reviewed at anderson.edu/theology/admissions/tuition.

ROOM AND BOARD

York Seminary Village serves as the only source of seminary graduate housing. If no vacancies are available in York Seminary Village at the time of admission, or if a student is interested in other options, the seminary will attempt to assist the student in identifying potential housing in the area. For information, applications, and costs for York Seminary Village, contact knstorts@anderson.edu.

For students interested in a regular meal service on campus, meal plans are available through Anderson University Dining Services. For more information, visit anderson.edu/campus-life/dining or call (765) 641-4260.

STUDENT HEALTH INSURANCE INFORMATION

Anderson University expects that all students have medical insurance to help pay unanticipated medical expenses. Many students may remain on family medical insurance policies but for those who do not, the purchase of an individual insurance plan is necessary. International students are expected to have adequate medical coverage as a condition of their enrollment at Anderson University.

Seminary students may consider individual insurance plans offered by GuideStone, a company providing a range of financial services for the evangelical Christian community. International students are required to purchase or show proof of insurance that meets Anderson University guidelines. International students without acceptable insurance will be directed to the International Student Organization website (*isoa.org*) to purchase insurance coverage.

For detailed information, visit *anderson.edu/campus-life/health/resources*.

Seminary Student Scholarships and Awards

BOYCE W. BLACKWELDER SEMINARY TUITION FUND FOR CHURCH OF GOD STUDENTS

In June 1974, the General Assembly of the Church of God (Anderson, Ind.) adopted a resolution directing the church's Division of World Service to raise funding from the church annually to assist Church of God ministerial students with the cost of graduate training at the church's seminary. The fund honors the late Dr. Boyce W. Blackwelder, a member of the seminary faculty and longtime Church of God preacher and author.

All disbursements assume that students receiving funds will meet the qualifications intended by the Church of God. Such qualifications will be verified in a formal annual application process. Returning students must apply by June 1 for assistance during the following school year. New and transfer students must apply by August 1.

ANNUAL AWARDS

There are several endowed awards that are given to eligible students by nomination and vote of the seminary faculty. These awards are normally given at the end of an academic year based on available funds and students who meet the criteria of the awards.

Distinguished Senior Award: Established by former dean Barry L. Callen in honor of his grandfathers and dedicated servants of God, the Rev. Charles B. Callen and Charles G. Van Arsdale. It is awarded to a graduating Master of Divinity student who has demonstrated excellence in both personal and professional preparation for Christian ministry, chosen by committee nomination and vote of the seminary faculty.

William Clinton Bryant Memorial Award: Established by First Church of God, Mt. Sterling, Ky., in memory of their pastor who lost his life in an air crash in 2002.

Clarence and Goldie Ellis Preaching Awards: Established by William C. (Bill) and Whitey Ellis on behalf of the family to further the ministry of biblical preaching. Two annual awards are made to seminarians selected by committee.

Chester L. and Marian Gerig Memorial Award: The family of Chester Gerig, a committed layperson of the Church of God, established this memorial fund. The award is given annually to the graduating senior, selected by the faculty, who has shown persistence in pursuing a graduate degree in theological education. This award shall be used at the discretion of the graduating senior.

Harry L. and Henrietta Harp Memorial Award: The family of the Rev. Harry L. and Henrietta Harp, well-known ministers of the Church of God and outstanding leaders of the church, established this memorial fund. The award is given annually to the graduating senior selected by the faculty to have made the most outstanding accomplishment in congregational ministries. This award shall be used to provide tools for continuing education, such as books, technology, tapes, or seminars of the recipient's own choosing.

Aletta and Gustav Jeeninga Museum Scholarship: This annual award provides a scholarship for a seminarian who demonstrates academic achievement and interest in biblical archaeology. This endowed scholarship was established by Aletta and Gustav Jeeninga, longtime faculty member and museum founder at Anderson University. The seminary biblical studies faculty determines the award recipient.

Theological Field Education

The integration of the classroom experience with the practice of ministry is a major concern of the seminary. Therefore, several areas of supervised theological field education are required. With supervision from pastoral supervisors, mentors, associates in ministerial training, and others in the practice of Christian ministry, students are given the opportunity to interpret, translate, and integrate knowledge gained in the classroom into the practice of ministry in various ministry settings.

Theological Field Education primarily occurs in the local congregation, though many other ministry settings offer constructive contexts for supervision and mentoring. The internship program brings students together with selected field supervisors for supervised assignments in ministry. Additional non-parish experiences are available. These are in institutional chaplaincies, national parks ministries, global missions, and urban ministries. In these contexts, students lessen the distance between the classroom and the practice of ministry.

CLINICAL PASTORAL EDUCATION

The seminary is a member of the Association for Clinical Pastoral Education, an organization of accredited clinical pastoral training opportunities for theological students and clergy. There are more than 350 approved CPE sites in Madison County, Ind., in clinical, medical, and psychiatric hospitals, parishes, prisons, and other settings. A basic unit of CPE consists of at least 300 clinical hours and 100 educational hours. The basic unit is available in a variety of forms to meet students' scheduling concerns, including the following:

- Traditional: daily, 40 hours per week for 10 weeks
- Extended: 16-20 hours per week for 20-24 weeks

Academic credit is given for the satisfactory completion of such an accredited program.

FIELD EDUCATION

Master of Divinity students will choose six hours of field education from among the courses listed in the course descriptions THFE.

SERVICE OPPORTUNITIES

Service opportunities are made available through regular courses, special seminars, and campus guests. Service in the urban settings occurs in a rich variety of contexts, congregational styles, ministry models, and leadership styles.

The seminary will cooperate with a variety of programs that provide exposure to and training for ministry. Opportunities include the following:

- Special assignments in theological field education, including national parks ministry; scouting; chaplaincy; Appalachian ministries, with a focus on rural or urban ministry; and internships, with a focus on smaller churches;
- Other internship/contextual education opportunities, including cross-cultural ministry and research, clinical pastoral internship, internship in educational ministry, or internship in worship.

Believing that knowledge is to be tested in experience, internships, practicums, clinical training, workshops, and field education are viewed as essential curricular ingredients.

Degree Programs

All of the seminary degrees require a bachelor's degree (see admissions requirements of each degree program). The seminary recommends careful adherence to the section in this catalog on pre-seminary education as the basis for ministerial preparation.

All programs are developed in response to the expressed needs of the church and of students desiring preparation for a wide range of Christian ministries. All programs are based on the following assumptions:

- Preparation for Christian vocation must be biblically based.
- In-depth theological understandings and historical perspectives are essential to competence in all Christian vocations.
- Knowledge must be tested in experience. Accordingly, clinical training and field education are essential elements of the curriculum.

DURATION OF CATALOG REQUIREMENTS

The students will complete the requirements of the degrees listed in the catalog at the time of their matriculation. The student will work under these catalog requirements for six years from matriculation. If the student has not completed the course requirements or graduated within these six years, the student will move to the current course catalog in order to complete their degree.

DEGREE PLATFORM FOR ALL SEMINARY DEGREES

The master's degrees for the seminary are grounded in a platform of courses the seminary faculty believes are foundational to graduate theological studies. The 22 hours of courses below are the platform for every degree. The student will build on this platform via other courses added to the master's program, which are outlined in each section that follows.

22-hour platform for all degrees:

Caption	Number	Course Title	Hours
THST	5005	Orientation to Graduate Theological Studies	1
THST	5110	Hermeneutics and Critical Reflection in Theological Education	3
OLDT	5100	Faith and Life Through the Hebrew Scriptures	3
NEWT	5100	New Testament Seminar: Jesus and the Caesars	3
THST	5120	Faith Seeking Understanding	3
CHIS	5100	History of Christianity	3
INTS	5100	Missio Dei: Introduction to Culture Studies	3
PAST	5100	Spiritual Formation	3

Master of Divinity

DESCRIPTION AND GOALS

The purpose of the Master of Divinity degree is the spiritual and intellectual formation of people in the Christian ministry of biblical reconciliation in church and society. The MDiv degree is the basic ministerial leadership degree for those preparing for ordained ministry. This degree provides a broad preparation with a solid core in Bible, church history, theology, mission, and pastoral ministry.

The MDiv degree has been designed especially for men and women who are called to serve as pastors of traditional congregations or in the emerging church, institutional chaplains, missionaries, and denominational leaders. The specific goals of this degree are that its graduates will do the following:

1. Demonstrate knowledge of hermeneutical principles for understanding texts and contexts.
2. Demonstrate skill in public and personal ministries.
3. Be characterized by Christian integrity, an outcome of this seminary's teaching of personal and corporate holiness.
4. Serve in ministry.

The seminary has carefully developed a curriculum plan intended to assist all students to reach the four goals listed above. The curriculum, detailed below, includes the totality of all learning experiences resulting from the curriculum plan, including domains such as cognitive, affective, behavioral, social, spiritual, and contextual, inside and outside the classroom, directed toward achieving objectives.

ADMISSION REQUIREMENTS

- Complete the formal admission process to the seminary, including the satisfaction of all entrance requirements.
- Submit a standard declaration of degree candidacy.

Also see "Admissions Requirements and Procedures" section in this catalog.

DEGREE REQUIREMENTS

- Remove, within the first 12 hours of graduate work, any undergraduate academic deficiencies identified at the time of admission to the seminary.
- Complete the orientation and testing program.
- Complete a minimum of 79 graduate-level semester hours, as listed below.
- Achieve a grade of C- or higher in all required courses.
- Maintain a minimum cumulative GPA of 2.5.

CURRICULUM

A student who attends full time and satisfactorily completes the courses listed in this sequence may expect to graduate in three years. A student who attends part time will need

more than three years to complete the degree. Also, a student may turn to the Field Education section of this catalog to view the details of the field education components listed in this master's degree.

22-hour platform for the Master of Divinity:

Caption	Number	Course Title	Hours
THST	5005	Orientation to Graduate Theological Studies	1
THST	5110	Hermeneutics and Critical Reflection in Theological Education	3
OLDT	5100	Faith and Life Through the Hebrew Scriptures	3
NEWT	5100	New Testament Seminar: Jesus and the Caesars	3
THST	5120	Faith Seeking Understanding	3
CHIS	5100	History of Christianity	3
INTS	5100	Missio Dei: Introduction to Culture Studies	3
PAST	5100	Spiritual Formation	3

57 additional hours. Student will add courses to the platform as outlined in this section:

Caption	Number	Course Title	Hours
Choose any OLDT course	xxxx	OLDT/NEWT 5310 is offered semester I. OLDT 5150 offered semester II	3
Choose any NEWT course	xxxx	OLDT/NEWT 5200 is offered alternate semester II. NEWT 5150 offered semester I	3
Choose a language		Hebrew or Greek	12 over 2 years
Choose any HIST course	xxxx	History of Christian Mission History of Early Christianity (through 451 CE) Christianity in the Medieval Period (450-1500 CE) History of Reformation Christianities (1500-1648 CE) History of Global Christianity (1492 CE-Present)	3
Choose either			
CHIS	6010	The Quest for Holiness and Unity: A History of a Reconciling People	3
or			
CHIS	6020	(Denominational) History and Background	3
THFE	6730	CPE	6
THST	5500	Theological Ethics for Life in Church and World	3
INTS	7000	Missio Dei: Religions and Cultures	3
THFE	7501	The Ministry of Biblical Reconciliation	3
PAST	5500	Intro to Homiletics	3

Choose one of following THST courses:			
THST	6110	Meeting God: Toward Understanding Doctrine of Trinity	3
THST	6120	Who Do You Say that I Am? The Person and Work of Jesus Christ	3
THST	6130	The One Who Brings Back Life: The Person and Work of the Holy Spirit	3
Choose one of the following PAST courses:			
PAST	5110	Missio Dei: Equality in Servanthood	3
PAST	5180	Theory and Practice of Discipling in the 21 st Century	3
PAST	7470	Theology and Leadership of Worship	3
Choose one of the following PAST courses			
PAST	5130	Psychology of Religious Behavior	3
PAST	6370	Pastoral Care and Counseling	3
PAST	6380	Pastoral Care of Grieving Persons and Families	3
PAST	7050	Group Counseling in Ministry Setting	3
PAST	7330	Pastoral Preaching	3
PAST	7350	Finding Your Preaching Voice	3
PAST	7430	Expository Preaching	3
PAST	7510	Marriage and Family Counseling	3
Choose any of the following courses for total of 6 hours:			
PAST	7820	Internship in Educational Ministry	3
PAST	7840	Clinical Pastoral Internship	3-6
THFE	7740	Level II CPE	6
THFE	7810	Internship in Pastoral Ministry	3
THFE	7820	Missional Internship (Forge Middletown)	3

100 PERCENT ONLINE MDiv

The seminary also offers the MDiv degree 100 percent online. No travel to the AU campus is required of this degree. Classes are taught by full-time AU seminary faculty or adjuncts who are outstanding in their field. The online MDiv is accredited by the Association of Theological Schools. The courses for the 100 percent online MDiv are the same as the courses for the residential MDiv.

The 100 percent online MDiv is a good option for students being called to ministry but cannot leave their current location due to a job or family. It is also a great option for international students serving as leaders and missionaries overseas.

For more information about the online MDiv, call (765) 641-4598.

Master of Theological Studies

The Master of Theological Studies degree is offered in two tracks:

- Thesis Track for students preparing to enter PhD or ThD programs. *Potential students are strongly encouraged to contact their chosen PhD program and ascertain whether this degree will satisfy its admission requirements.*
- Non-Thesis Track for other students.

The Master of Theological Studies degree does not provide adequate preparation for pastoral ministry. Students who are preparing for ordained ministry are encouraged to enroll in the Master of Divinity degree.

GENERAL ADMISSION REQUIREMENTS FOR THESIS AND NON-THESIS

Complete the process of formal admission to the seminary, including satisfaction of all entrance requirements (see Admissions Requirements and Procedures section in this catalog).

Additional admissions requirement for the thesis track:

1. Achieve an undergraduate grade point average of 3.0 or higher.
2. The MTS Thesis student will be assigned an advisor who will determine their academic ability for this master's, coordinate the student's course structure, and monitor their progress in the thesis program.
3. Complete all admission requirements by July 1 (for fall admission) or Dec. 17 (for spring admission).

DEGREE REQUIREMENTS FOR THE THESIS TRACK

- Remove, within the first 12 hours of graduate work, any undergraduate academic deficiencies identified at the time of admission to the seminary.
- Complete the orientation and testing program.
- Complete the minimum number of semester hours for the tracks listed below.
- Achieve a grade of B or higher in all course work for graduation.
- Maintain a minimum cumulative GPA of 3.0.

THESIS TRACK (49 SEMESTER HOURS)

22-hour platform for the Masters of Theological Studies (Thesis):

Caption	Number	Course Title	Hours
THST	5005	Orientation to Graduate Theological Studies	1
THST	5110	Hermeneutics and Critical Reflection in Theological Education	3
OLDT	5100	Faith and Life Through the Hebrew Scriptures	3

NEWT	5100	New Testament Seminar: Jesus and the Caesars	3
THST	5120	Faith Seeking Understanding	3
CHIS	5100	History of Christianity	3
INTS	5100	Missio Dei: Introduction to Culture Studies	3
PAST	5100	Spiritual Formation	3

27 additional hours. Student will add courses to the platform as outlined here:

Caption	Number	Course Title	Hours
OLDT/NEWT	XXXX	Choose one course from the Biblical Studies course descriptions, <i>either</i> OLDT or NEWT	3
CHIS	XXXX	Choose one course from the CHIS courses	3
THST	XXXX	Choose one course from the THST courses	3
		Electives to be selected in consultation with the MTS advisor in a chosen area of study. Courses must be approved by the Academic Cabinet.	15
		Caption related to course objectives for both: Research Design	1
		Thesis	2

DEGREE REQUIREMENTS FOR NON-THESIS TRACK

- Remove, within the first 12 hours of graduate work, any undergraduate academic deficiencies identified at the time of admission to the seminary.
- Complete the orientation and testing program.
- Complete the minimum number of semester hours for the tracks listed below.
- Achieve a grade of C- or higher in all required courses.
- Maintain a minimum cumulative GPA of 2.5.

NOTE: For Non-Thesis Track

A student in the non-thesis track is required to complete successfully a comprehensive examination in Bible, theology, and history. This exam is given once in each academic year, either in March or April.

NON-THESIS TRACK (49 SEMESTER HOURS)

22-hour platform for the Masters of Theological Studies (Thesis):

Caption	Number	Course Title	Hours
THST	5005	Orientation to Graduate Theological Studies	1
THST	5110	Hermeneutics and Critical Reflection in Theological Education	3
OLDT	5100	Faith and Life Through the Hebrew Scriptures	3

NEWT	5100	New Testament Seminar: Jesus and the Caesars	3
THST	5120	Faith Seeking Understanding	3
CHIS	5100	History of Christianity	3
INTS	5100	Missio Dei: Introduction to Culture Studies	3
PAST	5100	Spiritual Formation	3

27 additional hours. Student will add courses to the platform as outlined here:

Caption	Number	Course Title	Hours
OLDT/NEWT	XXXX	Choose one course from the Biblical Studies course descriptions, <i>either</i> OLDT or NEWT	3
CHIS	XXXX	Choose one course from the CHIS courses	3
THST	XXXX	Choose one course from the THST courses	3
		Electives to be selected in consultation with the MTS advisor in a chosen area of study. Courses must be approved by the Academic Cabinet.	18

Master of Arts in Christian Ministry

The purpose of the Master of Arts in Christian Ministry degree is to provide a basic understanding of theological disciplines for those in the practice of Christian ministry. In 2014, this degree became one of only six professional master's degrees in North America accredited by the Association of Theological Schools to be delivered 100 percent online.

This 48-hour program is designed for those currently serving in local congregations. Students do their coursework on their own schedule. The seminary has scheduled courses in such a way that students can complete this program in three years. Students may take one to three courses each semester.

The goals of the Online Master of Arts in Christian Ministry degree are as follows:

- Cognitive: Graduates will demonstrate understanding of biblical literature, church history, theology, and the practice of ministry.
- Affective: Graduates will demonstrate passion for lifelong learning and improvement in ministry knowledge and skills.
- Behavioral: Graduates will demonstrate an increased level of ministerial skills in their context.

DEGREE REQUIREMENTS

- Complete 49 hours of courses.
- Take either CHIS 6010 (The Quest for Holiness and Unity: A History of a Reconciling People) or CHIS 6020 (Denominational History and Background).
- Achieve a grade of C- or above in all required courses.
- Maintain a minimum cumulative GPA of 2.5.

There are three specializations in this degree.

SPECIALIZATION IN PASTORAL MINISTRY

Caption	Number	Course Title	Hours
THST	5005	Orientation to Online Graduate Theological Studies	1
THST	5110	Hermeneutics and Critical Reflection in Theological Education	3
OLDT	5100	Faith and Life Through the Hebrew Scriptures	3
NEWT	5100	New Testament Seminar: Jesus and the Caesars	3
THST	5120	Faith Seeking Understanding	3
CHIS	5100	History of Christianity	3
INTS	5100	Missio Dei: Introduction to Culture Studies	3
PAST	5100	Spiritual Formation	3
OLDT	xxxx	Choose one OLDT course	3
NEWT	xxxx	Choose one NEWT course	3
CHIS	6010	The Quest for Holiness and Unity: A History of a Reconciling People	3
	<i>or</i>		
	6020	(Denominational) History and Background	3
PAST	5500	Intro to Homiletics	3
PAST	6370	Pastoral Care and Counseling	3
THST	7340	Ethics for the Vocation of Ministry	3
	<i>or</i>		
THST	5500	Theological Ethics for Life in the Church and World	3
THST	xxxx	Choose one THST course	3
THFE	7501	The Ministry of Biblical Reconciliation	3
XXXX	xxxx	Elective of Choice	3

SPECIALIZATION IN STUDENT MINISTRY

Caption	Number	Course Title	Hours
THST	5005	Orientation to Online Graduate Theological Studies	1
THST	5110	Hermeneutics and Critical Reflection in Theological Education	3
OLDT	5100	Faith and Life Through the Hebrew Scriptures	3

NEWT	5100	New Testament Seminar: Jesus and the Caesars	3
THST	5120	Faith Seeking Understanding	3
CHIS	5100	History of Christianity	3
INTS	5100	Missio Dei: Introduction to Culture Studies	3
PAST	5100	Spiritual Formation	3
OLDT	xxxx	Choose one OLDT course	3
NEWT	xxxx	Choose one NEWT course	3
CHIS	6010	The Quest for Holiness and Unity: A History of a Reconciling People	3
	<i>or</i>		
	6020	(Denominational) History and Background	3
THST	5500	Theological Ethics	3
THST	xxxx	Choose one THST course	3
PAST	6150	Leading, Teaching, and Discipling Children	3
PAST	6160	Leading, Teaching, and Discipling Teens	3
PAST	7840	Internship in Student Ministry	3
THFE	7501	The Ministry of Biblical Reconciliation	3

SPECIALIZATION IN PREACHING

Caption	Number	Course Title	Hours
THST	5005	Orientation to Online Graduate Theological Studies	1
THST	5110	Hermeneutics and Critical Reflection in Theological Education	3
OLDT	5100	Faith and Life Through the Hebrew Scriptures	3
NEWT	5100	New Testament Seminar: Jesus and the Caesars	3
THST	5120	Faith Seeking Understanding	3
CHIS	5100	History of Christianity	3
INTS	5100	Missio Dei: Introduction to Culture Studies	3
PAST	5100	Spiritual Formation	3
OLDT	xxxx	Choose one OLDT course	3
NEWT	xxxx	Choose one NEWT course	3
CHIS	6010	The Quest for Holiness and Unity: A History of a Reconciling People	3
	<i>or</i>		
	6020	(Denominational) History and Background	3
THST	5500	Theological Ethics	3
THST		Choose one THST course	3
PAST	5500	Intro to Homiletics	3
PAST	7330	Pastoral Preaching	3
PAST	7430	Expository Preaching	3
THFE	7501	The Ministry of Biblical Reconciliation	3

Course Descriptions

The program of preparation and training offered in Anderson University's seminary recognizes the crucial role of the minister as pastor-theologian, teacher, and leader of the people in the Christian community. It recognizes also that no one can be a true interpreter of the message of Christianity without personally having experienced the meaning and power of the Gospel. Special concern, therefore, is shown for the development of the spiritual life of students.

Courses of study become channels of intellectual development and spiritual attainment. To the end that the dual purposes of the church, ingathering and up-building, might be accomplished, the seminary divides its curriculum into six divisions, with the work of each finding its ultimate reference in the Bible. Each course offered by the seminary includes a four-letter caption that identifies the division under which it is offered:

- Biblical Studies (OLDT for Old Testament, NEWT for New Testament, BLAN for Biblical Languages)
- Church History (CHIS)
- Intercultural Studies (INTS)
- Pastoral Studies (PAST)
- Theological Field Education (THFE)
- Theological and Philosophical Studies (THST)

Courses are numbered in the order in which they would normally be taken (i.e., 5000-level courses should be taken in the first year, 6000 the second, and 7000 the third year).

Although strict adherence to this sequence is not mandated, except as specific prerequisites are stated, the system provides a guide for planning all degree programs. In addition to courses listed in the catalog, the seminary may offer special courses for any division under the numbers 5600 and 6600.

COURSE LISTINGS

The following details provide an explanation of the various types of information included within a course description.

Course Title **# hrs.**

The course description provides details about themes, topics, and issues covered by the course.

note: Lists information of particular importance to this course.

consent: Indicates whether students must obtain consent to take this course.

prerequisite: Indicates required class standing, required degree program, or required course(s) which must be completed before this course may be taken.

repeat: Indicates when a course may be repeated for credit. May include limitations on the number of times the course may be repeated or total credits earned.

grade: Indicates when alternative grading systems are applicable. No listing indicates standard A-F grading.

offered: Indicates the conditions by which the course will be offered. *Students should refer to the master schedule when scheduling courses, as dates listed herein are subject to change.*

Biblical Studies

Faculty: Gilbert Lozano, Kimberly S. Majeski

Associate Faculty: Robert Branson, Fredrick W. Burnett, Fredrick H. Shively, Sarah Blake LaRose

Christian ministers are entrusted with the proclamation and exposition of the entire Bible. The intertextual relationships within Scripture call for study of the canonical whole without division. Knowledge of the social and cultural background, literary sensitivity, canonical consciousness, and skills in exegesis are essential for faithful presentation of the Scriptures. The hermeneutical quest is essential to discern the abiding message. The biblical studies faculty seek to help the seminarian in these areas for a lifelong ministry in the Scriptures.

Students are encouraged to become familiar with the methods and linguistic tools of research, so that the biblical materials may be handled confidently and faithfully in preaching and teaching God's good news today.

Biblical Languages Courses (BLAN)

5210 Biblical Hebrew I

3 hrs.

This introductory-level course is a study of the basic principles of biblical Hebrew grammar and syntax, with reading and writing exercises. Acquisition of a basic vocabulary is expected, with some reading in selected Old Testament passages. Formerly BIST 5330.

5220 Biblical Hebrew II

3 hrs.

This introductory-level course is a continuation of the study of biblical Hebrew grammar and syntax, with reading and translation of selected narrative passages. Second-year Hebrew is strongly recommended after this course for facility in the Hebrew text of the Old Testament. **PREREQUISITE:** BLAN 5210 or equivalent. Formerly BIST 5430.

5310 Biblical Greek I **3 hrs.**

This course is a study of the basic principles of grammar, with reading and writing exercises. Acquisition of a basic vocabulary is expected, with some reading in selected New Testament passages. Formerly BIST 5340.

5320 Biblical Greek II **3 hrs.**

This course is a continuation of the study of basic principles of grammar, with reading and writing exercises. Continuation of acquisition of basic vocabulary is expected, with some reading in selected passages. Second-year Greek is strongly recommended after this course for facility in the Greek text of the New Testament. **PREREQUISITE:** BLAN 5310 or equivalent. Formerly BIST 5440.

5900 Research Design/Principles and Skills **1 hr.**

Methods of research, bibliography, and design for project or thesis, with attention to form and principles of writing. **SAME AS:** CHIS/INTS/NEWT/OLDT/THST 5900.

6210 Biblical Hebrew III **3 hrs.**

This intermediate-level course consists of a reading of selected passages of the Hebrew Old Testament for the purpose of acquiring a large vocabulary and general facility in interpretation of Hebrew texts. **PREREQUISITE:** BLAN 5220. Formerly BIST 6131.

6220 Biblical Hebrew IV **3 hrs.**

This advanced-level course is a continuation of reading of selected passages of the Hebrew Bible, with special attention given to exegesis. The student will also research and write a major exegetical study of an Old Testament passage, based on the Hebrew text. **PREREQUISITE:** BLAN 6210. Formerly BIST 6231.

6310 Greek III **3 hrs.**

This is second-year Greek, a study of exegetical methods for preaching and teaching. **PREREQUISITE:** BLAN 5320 or equivalent. Formerly BIST 6141.

6320 Greek IV **3 hrs.**

This course continues second-year Greek. Refinement of exegetical methods for preaching and teaching is the purpose of this course. **PREREQUISITE:** BLAN 6310 or equivalent. Formerly BIST 6241.

7210 Selected Readings in Biblical Languages Old Testament **1-3 hrs.**

This course consists of readings of biblical literature in languages of the Old Testament. **PREREQUISITE:** BLAN 6220. **REPEAT:** May be repeated on a different topic. Formerly BIST 7130.

7310 Selected Readings in Biblical Languages New Testament **1-3 hrs.**

This course consists of readings of biblical literature in languages of the New Testament. **PREREQUISITE:** BLAN 6320. **REPEAT:** May be repeated on a different topic. Formerly BIST 7130.

7650 Guided Research and Student-Initiated Study 1-3 hrs.

A course designed by a student and a professor that addresses some particular area of interest in the area of biblical studies or that addresses a particular need in the student's academic program in biblical studies. **CONSENT:** Instructor. **REPEAT:** May be repeated.

7910 Seminar 3 hrs.

Focuses on directed research and discussion of selected problems in the field of biblical languages. **REPEAT:** May be repeated.

7950 Thesis 2 hrs.

Preparation of a thesis under the guidance of department faculty. **NOTE:** Library approval required prior to completion of thesis. **PREREQUISITE:** BLAN 5900. **GRADE:** S/U registration.

7955 Thesis Continuation 1 hr.

Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. **CONSENT:** Approval required. **PREREQUISITE:** BLAN 7950. **REPEAT:** May be repeated once. **GRADE:** S/U registration.

Old Testament Courses (OLDT)

5100 Faith and Life Through the Hebrew Scriptures 3 hrs.

The Hebrew Scriptures are a rich collection of vibrant traditions. While they are primarily the recollection of ancient Israel's journey of faith, they have also served the Church as witness of God's creative and redemptive activity in the world. The course permits us to trace the trajectory of God's creation and redemption as embodied in the history and faith of Israel. This course is an overview of several key topics and relevant texts from the Hebrew Scriptures. It covers a broad swath of material paying special attention to the way in which the texts describe the trajectories of ancient Israel's faith journey, especially the Torah and the former prophets. The course introduces a variety of reading methodologies particularly fitting to the distinct body of texts. This course is prerequisite to OLDT 5150. Formerly BIST 5110.

5150 Faith and Existence Through the Prophetic and Wisdom Literature 3 hrs.

The Hebrew Scriptures are a rich collection of vibrant traditions. While they are primarily the recollection of ancient Israel's journey of faith, they have also served the Church as witness of God's creative and redemptive activity in the world. The course covers a broad swath of material, paying special attention to the way in which the texts describe the trajectories of ancient Israel's faith journey, especially, the exploration and understanding of prophetic and wisdom traditions of ancient Israel. It also allows us to become participants in the project of collaborating with God in the enterprise of reconciliation.

The course introduces a variety of reading methodologies particularly fitting to the distinct body of texts. **PREREQUISITE:** OLDT 5100. Formerly BIST 5110.

5200 Missio Dei: Scriptural Foundations 3 hrs.

This course is foundational in the definition and demonstration of the Missio Dei in Scripture. The Missio Dei is key to understanding biblical reconciliation as both horizontal and vertical. Both the call and the activity of ministry should be understood in the context of Missio Dei. Same as INTS/ NEWT 5200.

5310 Archaeology and History of the Ancient Near East 3 hrs.

This course introduces the basic sciences, theories, and practices of archaeology and how archaeological methods, research, and the study of human behavior help us understand the historical development and cultures of the ancient Middle Eastern world (Bronze Age through the first century). The course covers both archaeological technique and methods, and how these sciences help understand the contextual world of the Bible through its neighbors (the Sumerians, Babylonians, Assyrians, Egyptians, Persians, Greeks, and Roman histories). **OFFERED:** Semester I. Cross-listed. Same as NEWT 5310. May also be taken by arrangement. Formerly BIST 5100.

5900 Research Design: Principles and Skills 1 hr.

Methods of research, bibliography, and design for project or thesis, with attention to form and principles of writing. **SAME AS:** BLAN/CHIS/INTS/NEWT/THST 5900.

7650 Guided Research and Student-Initiated Study 1-3 hrs.

A course designed by a student and a professor that addresses some particular area of interest in the area of Old Testament studies or that addresses a particular need in the student's academic program in Old Testament studies. **CONSENT:** Instructor. **REPEAT:** May be repeated. Formerly BIST 7650.

7910 Seminar 3 hrs.

Focuses on directed research and discussion of selected problems in the field of Old Testament studies. **REPEAT:** May be repeated. Formerly BIST 7910.

7950 Thesis 2 hrs.

Preparation of a thesis under the guidance of department faculty. **NOTE:** Library approval required prior to completion of thesis. **PREREQUISITE:** OLDT 5900. **GRADE:** S/U registration. Formerly BIST 7950.

7955 Thesis Continuation 1 hr.

Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. **CONSENT:** Approval required. **PREREQUISITE:** OLDT 7950. **REPEAT:** May be repeated once. **GRADE:** S/U registration. Formerly BIST 7955.

New Testament Courses (NEWT)

5100 New Testament Seminar: Jesus and the Caesars **3 hrs.**

This New Testament seminar introduces students to the subversive and radical reconciliatory message of Jesus. Beginning with the canonical Gospels, this course invites students to the life and times of Jesus as remembered by the early church. Students will read stories of Jesus alongside narratives of the conquerors of antiquity and emperors of Rome such that the Messianic claims are made known in a given context. The course surveys the letters of Paul and the dawn of the early church through the lens of Jesus' counter-culture message and kingdom proclamation. Formerly BIST 6210.

5150 The Early Church and the Empire **3 hrs.**

This course investigates the epistolary books of the New Testament as well as Revelation. Special emphasis is made on developing exegetical skills appropriate for these books. Consideration is given to current exegetical issues (such as current understandings of Paul, first-century letter writing, and apocalypticism) and methods (such as historical and sociological criticisms). **PREREQUISITE:** NEWT 5100. Formerly BIST 6220.

5200 Missio Dei: Scriptural Foundations **3 hrs.**

This course is foundational in the definition and demonstration of the Missio Dei in Scripture. The missio Dei is key to understanding biblical reconciliation as both horizontal and vertical. Both the call and the activity of ministry should be understood in the context of missio Dei. **SAME AS:** OLDT/INTS 5200.

5310 Archaeology and History of the Ancient Near East **3 hrs.**

This course introduces the basic sciences, theories and practices of archaeology, and how archaeological methods, research, and the study of human behavior help us understand the historical development and cultures of the ancient Middle Eastern world (Bronze Age through the first century). The course covers both archaeological technique and methods, and how these sciences help understand the contextual world of the Bible through its neighbors (the Sumerians, Babylonians, Assyrians, Egyptians, Persians, Greeks, and Roman histories). **OFFERED:** in the fall semester. **SAME AS:** OLDT 5310. May also be taken by arrangement. Formerly BIST 5100.

5900 Research Design/Principles and Skills **1 hr.**

Methods of research, bibliography, and design for project or thesis, with attention to form and principles of writing. **SAME AS:** BLAN/CHIS/INTS/OLDT/THST 5900.

7200 The Revelation **3 hrs.**

This course provides an overview of the text of the Apocalypse of John and will explore the historical and literary context in which the Apocalypse of John arose with an emphasis on the apocalyptic genre. Additionally, the course will also cover major interpretive problems that are found in the text and the effects of the Revelation on Christianity in the early patristic period and beyond. Students learn advanced skills in interpretation that they will demonstrate in a major exegesis paper. **PREREQUISITE:** NEWT 5100. Formerly BIST 7051.

7650 Guided Research and Student-Initiated Study **1-3 hrs.**

A course designed by a student and a professor that addresses some particular area of interest in the area of biblical studies or that addresses a particular need in the student's academic program in New Testament studies. **CONSENT:** Instructor. **REPEAT:** May be repeated. Formerly BIST 7650.

7910 Seminar **3 hrs.**

Focuses on directed research and discussion of selected problems in the field of New Testament studies. **REPEAT:** May be repeated. Formerly BIST 7910.

7950 Thesis **2 hrs.**

This course allows for preparation of a thesis under the guidance of department faculty. **NOTE:** Library approval required prior to completion of thesis. **PREREQUISITE:** NEWT 5900. **GRADE:** S/U registration. Formerly BIST 7950.

7955 Thesis Continuation **1 hr.**

Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. **CONSENT:** Approval required. **PREREQUISITE:** NEWT 7950. **REPEAT:** May be repeated once. **GRADE:** S/U registration. Formerly BIST 7955.

Church History

Faculty: Gary Agee, Samantha Miller, Jason Varner
Associate Faculty: Walter Froese

The study of Christian history flows naturally from one's commitment to follow Christ, for in becoming a believer, one becomes part of a community of faith, a people with a sometimes-checkered history that stretches back more than 2,000 years. As a member of this community of faith, one seeks among other goals to discern God's work in the world, how to interpret sacred texts, and what it means to enter the *Missio Dei*. All of these noble aspirations and many more orient us toward the past and the study of history. But seeing the past critically through eyes of faith requires a commitment to the development of the tools, skills, and sensitivities necessary to the task. Reading one's self, as well as primary and secondary sources, are part of this pursuit. It is a work the seminary cultivates in the spirit of biblical reconciliation, as an act of love for God, as well as for the living and dead.

Church History Courses (CHIS)

5100 History of Christianity **3 hrs.**

This course provides a survey of the history of Christianity from its inception through the present as viewed through the lens of biblical reconciliation. This course is a foundational study committed to employing academically sound research and methods in pursuit of an integrated understanding of the social, intellectual, theological, and political elements of historic Christianity.

5900 Research Design: Principles and Skills**1 hr.**

This course allows for methods of research, bibliography, and design for project or thesis, with attention to form and principles of writing. SAME AS: BLAN/INTS/NEWT/OLDT/THST 5900.

6010 The Quest for Holiness and Unity**3 hrs.**

Students will study the background and history of the Church of God Reformation Movement, with particular attention given to the role of the Church of God in world Christianity. Formerly HCUS 6010.

6020 (Denominational) History and Background**3 hrs.**

This course is designed for students not affiliated with the Church of God. Name of denomination inserted at time of registration. OFFERED: On demand in a manner approved by student's denomination. Formerly HCUS 6020.

6100 History of Christian Mission**3 hrs.**

Historical survey of missionary movements of the Christian faith beginning with the first century. Attention is given to movements within the church that contributed in unusual ways to expansion into the non-Christian world, including monasticism, pietism, evangelical awakenings, and ecumenism. Formerly HCUS 6070.

7010 The History of Early Christianity (through 451 CE)**3 hrs.**

A contextual study of Christianity's first four centuries, taking into account the varied expressions of the faith from its development as a relatively minor sect within Judaism in first century Palestine through its unlikely establishment as the religion of an empire. Key movements, scripture, liturgy and worship, important figures as well as the sometimes tumultuous and divisive theological controversies that divided Christians during this era will be examined.

7020 Christianity in the Medieval Period (450-1500 CE)**3 hrs.**

A study of Christianity in its varied forms from the Fourth Ecumenical Council of Chalcedon into the Enlightenment period. Though the course will primarily focus on the Latin Christianity promoted from Rome and Orthodox Christianity promulgated from Constantinople, it will also give attention to outsiders whose worship of Christ challenged the theological/philosophical traditions of these two religious centers. In this course, attention will be given to how these Christian traditions made saints and engaged monarchs, popes, bishops, monks, mystics, and "heretics." Also germane to the study will be how sacred texts were read and how Christians related to non-Christian religions.

7030 The History of Reformation Christianities (1500-1648 CE)**3 hrs.**

Various attempts to reform the Church of Rome gained widespread support through the 16th century, particularly in northern Europe where populations were open to the teaching of various Protestant leaders. Often these teachings led to schism. On the other hand, many remained at home in the Catholic tradition seeking to traverse well-worn paths of reform within the institutional church. This contextual study will explore the legacy of magisterial

reformers, the Radical Reform movement, and Tridentine Catholicism. Moreover, the often-bloody conflicts resulting from the clash of these camps through the end of the Thirty Years' War will be examined. Formerly HCUS 6050.

7040 The History of Global Christianity (1492 C.E. – Present) 3 hrs.

The growing edge of Christianity can be found beyond the borders of Europe and North America. Increasingly, blocks of church leaders outside Europe and North America influence decisions made by their respective denominations. This study will examine how Christianity, initially a missionary faith, engaged cultures around the world, along the way adding to the richness of this diverse, global faith tradition.

7650 Guided Research and Student-Initiated Study 1-3 hrs.

A course designed by a student and a professor that addresses some particular area of interest in historical and intercultural studies, or that addresses a particular need in the student's academic program in church history studies. **CONSENT:** Instructor. **REPEAT:** May be repeated. Formerly HCUS 7650.

7910 Seminar 3 hrs.

Focuses on directed research and discussion of selected problems in the field of general church history. **REPEAT:** May be repeated. Formerly HCUS 7910.

7950 Thesis 2 hrs.

Preparation of a thesis under the guidance of department faculty. **NOTE:** Library approval required prior to completion of thesis. **PREREQUISITE:** CHIS 5900. **GRADE:** S/U registration. Formerly HCUS 7950.

7955 Thesis Continuation 1 hr.

Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. **CONSENT:** Approval required. **PREREQUISITE:** CHIS 7950. **REPEAT:** May be repeated once. **GRADE:** S/U registration. Formerly HCUS 7955.

Intercultural Studies

Faculty: MaryAnn Hawkins, Fred Burnett

Associate Faculty: Robert Edwards, Michael Webb

Courses in intercultural studies are designed to provide opportunity for critical reflection on the church's participation in the mission of God, the *Missio Dei*. This mission involves cultural, overseas, and homeland dimensions. Courses offered concentrate on the cultural development of Christianity and issues appropriate to mission both in the overseas setting and in urban and multicultural contexts in North America.

Intercultural Studies Courses (INTS)

5100 Missio Dei: Intro to Cultural Studies **3 hrs.**

This course provides an introduction to the nature, organization, and function of human culture. Attention is given to the dynamics of cultural change and the role of the church or mission as a change agent.

5110 Missio Dei: Equality in Servant Leadership **3 hrs.**

Leadership is at the center of this course. The understanding of ministry gifts, servant leadership and gender, racial, and status equality are all addressed from within the framework of servant leadership as an activity of the Missio Dei. **SAME AS: PAST 5110.**

5200 Missio Dei: Scriptural Foundations **3 hrs.**

This course is foundational in the definition and demonstration of the Missio Dei in Scripture. The Missio Dei is key to understanding biblical reconciliation as both horizontal and vertical. Both the call and the activity of ministry should be understood in the context of Missio Dei. **SAME AS: OLDT/ NEWT 5200.**

5900 Research Design: Principles and Skills **1 hr.**

Students will learn methods of research, bibliography, and design for project or thesis, with attention to form and principles of writing. **SAME AS: BLAN/CHIS/NEWT/OLDT/ THST 5900.**

6010 Missio Dei: Urban Contexts **3 hrs.**

The city has been an important context for the practice and propagation of the Kingdom of God. From the great cities of the Hebrew Scriptures, of Jerusalem and the cities where Paul planted churches, to the world-class cities of the 21st century, the sharing of the Good News has been key in the development or the destruction of the city. Participation of the individual and the community of faith in the Missio Dei in the city is the focus of this course. This course is taught in the context of a city experience — United States in odd years and overseas in even years. Cross-listed with CMIN 3340. Formerly HCUS 6080.

6150 Theologies of Liberation **3 hrs.**

This course is a survey of liberation theologies with particular attention given to their historical development and thematic elaboration within the social and religious contexts of Latin America. **OFFERED: Arranged only.**

6210 Theology and Leadership for a Multi-Ethnic World **3 hrs.**

This course examines key approaches to ministry leader development that address the challenge of racial and ethnic tensions in the church and community. The course intends to aid ministers in preparing for and developing multi-ethnic leadership for diverse constituencies. Special emphasis is given to the role of today's leaders in developing effective models of leadership for promoting reconciliation, healing, and unity. **SAME AS: THST 6210.** Formerly HCUS 6210.

- 7000 Missio Dei: Religions and Cultures** **3 hrs.**
It has been demonstrated by multiple researchers that people are, and desire to be, spiritual. This desire for spirituality leads to participation in many different religions. This course will look at Judaism, Christianity, Islam, Hinduism, and Buddhism as world religions, and the cultures that have practiced each religion. The focus is not on Christian apologetics but on conversation — on understanding rather than defending. Formerly HCUS 7150.
- 7030 Missio Dei: Mission in a Muslim Context** **3 hrs.**
The meaning of “Islam” is “peace.” However, peace is often the last thing we think of when we hear “Islam” or “Muslim.” This course will address not only the primary beliefs and practices of Muslims but also give consideration to how a Christian might live faithfully and fruitfully in a Muslim context. This course is taught in conjunction with the Crescent Project in Indianapolis and will include several off-campus class sessions.
- 7050 Missio Dei: Christianity and Traditional Religions** **3 hrs.**
This course is an introduction to Christian theologizing in Africa against the background of African cultures and religions. Africa has witnessed a rapid expansion in Christian faith, and those interested in cross-cultural ministry in Africa would do well to familiarize themselves with the major issues involved. The impact of colonialism and “westernization” has created a syncretism that often sabotages the development of authentic Christian theology in the contemporary context. Formerly HCUS 6140.
- 7650 Guided Research and Student-Initiated Study** **1-3 hrs.**
A course designed by a student and a professor that addresses some particular area of interest in historical and intercultural studies or that addresses a particular need in the student’s academic program in intercultural studies. **CONSENT:** Instructor. **REPEAT:** May be repeated. Formerly HCUS 7650.
- 7800 Missio Dei: Living Cross-Culturally** **2-3 hrs.**
This course is a supervised field-internship that is student designed but must be a minimum of eight weeks in length and must take the student into a culture that is not their own. The internship is required for all students anticipating career involvement in intercultural service. Required of all MAIS students. Elective for all other programs. **REPEAT:** May be repeated. **GRADE:** S/U. Formerly HCUS 7800.
- 7950 Thesis** **2 hrs .**
This course allows for preparation of a thesis under the guidance of department faculty. **NOTE:** Library approval required prior to completion of thesis. **PREREQUISITE:** INTS 5900. **GRADE:** S/U registration. Formerly HCUS 7950.
- 7955 Thesis Continuation** **1 hr.**
Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. **CONSENT:** Approval required. **PREREQUISITE:** INTS 7950. **REPEAT:** May be repeated once. **GRADE:** S/U registration. Formerly HCUS 7955.

Pastoral Studies

Faculty: Alan Overstreet, Kimberly Majeski, J. Todd Faulkner, Samantha Miller

Associate Faculty: Kathi Sellers, Georg Karl

Ministry calls for church leaders who understand and respond actively to the cultural complexities of church and society. The seminary seeks to prepare women and men who possess strong Christian commitments and appropriate professional skills. To enable leaders to grapple effectively with the demands of ministry, students are offered opportunities to integrate theological field education, internships, pastoral clinical work, leadership experiences, and ministerial formation with other academic disciplines. This integration takes place in a community of servants/learners.

Pastoral Studies Courses (PAST)

5100 Spiritual Formation

3 hrs.

This course invites students into an intentional process of discernment of their vocation and commitment to spiritual formation as a lifelong pattern for ministry. The intent of this course is to help create a spiritual climate that will foster growth and a spirit of reconciliation across all the students' learning experiences in seminary and in contexts of ministry. **NOTE:** Expected to be taken during a student's first semester. Includes field education component. Formerly PAST 5230.

5110 Missio Dei: Equality in Servant Leadership

3 hrs.

Leadership is at the center of this course. The understanding of ministry gifts, servant leadership and gender, racial, and status equality are all addressed from within the framework of servant leadership as an activity of the Missio Dei. Same as INTS 5110. Formerly HCUS 5110.

5130 Psychology of Religious Behavior

3 hrs.

Students will explore psychological theories and theories of religiosity and religious behavior in an effort to better understand the human element in religion. In keeping with the ethos of the seminary, this course is taught from a Christian worldview with an eye toward deepening students' understanding, appreciation, and ministry of reconciliation toward people of diverse religious and cultural backgrounds.

5180 Discipleship: Theory and Practice

3hrs.

This course considers the biblically informed, theologically sound, effective methods of fulfilling the Great Commission in contemporary culture. The focus will be on issues in discipling in the postmodern era.

5500 Introduction to Homiletics

3 hrs.

This course is a study of the preparation and delivery of sermons, contemporary methods of sermon building, and the spiritual formation of the preacher. **NOTE:** Includes Theological Field Education in the form of student preaching as a major course component.

PREREQUISITE: OLDT 5100 and NEWT 5100.

- 6150 Leading, Teaching, and Discipling Children** **3 hrs.**
 This course is a study of the psychology of children at various developmental levels, learning theory in education of the child, materials and methods for teaching-learning with children, and adequate programs for ministry with various age groups of children. **NOTE:** Includes field-education component. **OFFERED:** Summer only.
- 6160 Leading, Teaching, and Discipling Youth** **3 hrs.**
 This course is a study of the developmental aspects of the adolescent, learning theory in education of youth, materials and methods for teaching-learning with youth, and adequate programs for ministry with youth. **NOTE:** Includes field-education component. **OFFERED:** Summer only.
- 6170 Leading, Teaching, and Discipling Adults** **3 hrs.**
 This course is a study of young, middle-aged, and older adults. Students will explore developmental tasks and their significance in ministry, learning theory in education of adults, materials and methods for teaching-learning with adults, and adequate programs for ministry with adults of all ages. **NOTE:** Includes field-education component. **OFFERED:** Summer only.
- 6370 Pastoral Care and Counseling** **3 hrs.**
 This is a foundational pastoral care and counseling course exploring the multi-faceted dimensions of pastoral ministry in building healthy faith communities, caring for people in need, and leading a ministry of reconciliation. **NOTE:** Includes field-education component.
- 6380 Pastoral Care of Grieving Persons and Families** **3 hrs.**
 Church leaders are positioned in the community as key individuals in doing grief work with their congregants and with the community in general. This course explores the theology of suffering, loss, and death; models for pastoral care of grief and loss in a multitude of circumstances; and models for public ministry, including the planning and conduct of funerals. **PREREQUISITE:** PAST 6370.
- 6490 Leadership and Church Administration** **3 hrs.**
 This course focuses on the biblical foundations and practical functions of administrative leadership in churches and Christian organizations. The course materials focus on Scriptures dealing with leadership, the theological implications for Christian leadership, the administrative details of church structures (e.g., teams, volunteers, mission, and other elements), personal leadership assessment, and applying these concepts to one's ministry. **OFFERED:** Online summer only.
- 7050 Group Counseling in Ministry Setting** **3 hrs.**
 This course covers theories and principles of group process and methods of group therapy and includes experience of group process. **PREREQUISITE:** PAST 6370.
- 7220 Advanced Pastoral Care Seminar** **3 hrs.**
 The topics for this advanced class will vary according to needs and desires of the students.

Topics considered will include pastoral care and human sexuality, cultural dynamics, addiction, mental illness, abuse and post-traumatic stress, pre-marital counseling, and gender issues. **PREREQUISITE:** PAST 6370. **REPEAT:** May be repeated under a different topic.

7330 Pastoral Preaching 3 hrs.

This course is designed to prepare the minister to preach, with a particular focus upon exegeting human contexts and addressing pastoral care needs in sermons. Particular attention is given to building communities of care and reconciliation. **PREREQUISITE:** PAST 5500. **OFFERED:** Summer only.

7350 Finding Your Voice 3 hrs.

Based on the conviction that sermons are God's truth conveyed through human personality, the course explores issues of personhood, pastoral presence, authority, and diversity in preaching. **PREREQUISITE:** PAST 5500. Formerly PAST 7250.

7430 Expository Preaching 3 hrs.

This course is designed to equip students for expository preaching by exploring principles and methods of exegesis and hermeneutics and applying them to biblical texts. **PREREQUISITE:** PAST 5500.

7470 Theology and Leadership of Worship 3 hrs.

This course is an exploration of worship leadership: theologies and models. The focus will be on theology and leadership of worship and administration in a congregation. Offered online summer only.

7510 Marriage and Family Counseling 3 hrs.

This course is an exploration of Christian theology, pastoral care, and counseling as the foundation of strengthening healthy marriages and effectively intervening with dysfunctional couples and families. **PREREQUISITE:** PAST 6370.

7660 Guided Research and Student-Initiated Study 1-3 hrs.

This course is designed by a student and a professor that addresses some particular area of interest in pastoral studies or that addresses a particular need in the student's academic program in pastoral studies. **CONSENT:** Instructor. **REPEAT:** May be repeated; no hour limit. **OFFERED:** On request only.

7820 Internship in Educational Ministry 3 hrs.

An opportunity in field education, this course is an in-service training experience in Christian education. **CONSENT:** Experience must be in approved assignment under supervision. **PREREQUISITE:** PAST 5180 or equivalent; middler or senior standing. **GRADE:** S/U registration. **OFFERED:** On request only.

7840 Clinical Pastoral Internship**3-6 hrs.**

This course requires placement in a clinical setting for approximately 10 hours per week. Supervision of clinical experiences will be a key factor in learning. **NOTE:** Hours are based on the number of hours of supervision. **PREREQUISITE:** THFE 6730. **CONSENT:** Interview with instructor. **OFFERED:** On request only.

7845 Clinical Pastoral Leadership**6 hrs.**

This course requires placement in a clinical setting for approximately 10 hours per week. The experience should include spiritual leadership in organizations by providing (a) leadership in a local faith community; (b) spiritual care of institutions including education, consultation, and employee development in the areas of organizational mission, vision and values, spiritual dimension of workplace environments, and spiritual dimensions of service; and (c) spiritual dimensions of lay or secular leadership. **PREREQUISITE:** THFE 6730. **CONSENT:** Interview with instructor.

Theological Field Education

Faculty: Alan Overstreet, MaryAnn Hawkins

All Master of Divinity students are required to complete nine hours of theological field education coursework in addition to field education course components embedded in pastoral studies and practical ministry courses. The Master of Arts in Intercultural Service requires an internship.

Theological Field Education Courses (THFE)

5000 Mentoring**1 hr.**

Student will nominate a minister to serve as his or her mentor. Mentor will be approved and trained by the director of distance education and will represent the School of Theology's academic and professional interests. **NOTE:** Required course for online MACM degree. May be repeated six times, for a total of six hours. **PREREQUISITE:** Enrollment in online MACM degree. Last offering spring 2019. **GRADE:** S/U registration.

6730 Clinical Pastoral Education (CPE)**3 or 6 hrs.**

This course provides opportunity to practice pastoral care under supervision in a field setting (general hospital, psychiatric hospital, etc.). Required of all MDiv students. Offered at sites across the country under the direction of the Association of Clinical Pastoral Education. Students arrange the course with the professor of pastoral theology, receive acceptance from the supervising chaplain in whose program they wish to enroll (at least three months in advance usually secures a position), and register with the seminary. **NOTE:** See the Tuition and Fees section in this catalog for information on program fees for this course. MDiv students should plan to take CPE during the middler (second) year. **CONSENT:** Must have field education supervisor's approval and signature.

7501 The Ministry of Biblical Reconciliation**3 hrs.**

This course will explore a biblical theology of reconciliation, a Christian spirituality of peacemaking, and a psychology of forgiveness. As preparation for ministry, the course focuses upon the decisions, disciplines, and dispositions that serve as a reconciling pattern in the life of Christian ministers. Should be taken during the final year of seminary education.

7740 Level II Clinical Pastoral Education**6 hrs.**

Students will immerse themselves in ministry in a clinical setting as part of a caregiving team. The focus will be on leadership and advanced pastoral care skills. **GRADE:** S/U registration. **PREREQUISITE:** THFE 6730 (CPE).

7810 Internship in Ministry**2-4 hrs.**

Students will complete in-service pastoral training in conjunction with a designated supervisory pastor in an approved church assignment. The internship may be summer placement or concurrent part-time placement during the school year. **CONSENT:** Consent of the director of theological field education is required prior to contact with the internship site. **PREREQUISITE:** Middler or senior standing. **REPEAT:** May be repeated. **GRADE:** S/U registration.

Theological and Philosophical Studies

Faculty: Greg Robertson, Nathan Willowby, Jason Varner, Shane Kirkpatrick

The purpose of theological studies is to introduce students to the intellectual history of the Christian church, engage them in contemporary reflection and interpretation of the Christian faith, and provide them with the context for developing skills in critical theological reflection. Theological studies offer students the opportunity to identify, clarify, and critique basic structures of theological thought and to give systematic consideration to the wide range of statements of truth, doctrines, theologies, and perspectives in the Christian faith. Theological studies also serve as a means of integrating both historical studies and studies in the church's life, mission, and ministry. Philosophical studies offer students the opportunity for critical reflection on the intellectual life itself as it relates to the faith of the church.

Theological Studies Courses (THST)

5005 Orientation to Graduate Theological Studies**1 hr.**

This online course is offered during the first month of each fall semester and must be completed by students of ALL degrees. This course explores the nature and process of theological education, graduate theological studies. **COREQUISITE:** THST 5110. **GRADE:** S/U. **OFFERED:** online only.

5110 Hermeneutics and Critical Reflection in Theological Education 3 hrs.

This course is an introduction to the art, theories, and practices of interpretation. In contrast to courses that only consider the interpretation of the Christian Bible, this course will explore how we as humans communicate and understand our location in the world in general as well as textually in particular. The course will explore a three-orbed relationship between humans and what we are seeking to understand: the world behind the text (historical-grammatical, authorial intention); the intratextual world (allegory, structuralism, narrative theory, poetics); and the world as we as readers are engaging the text (reader-response, community-response, deconstruction, liberationist, feminist, and postcolonial). Students will be expected to be familiar with and apply at least three of the interpretive strategies explored in the course. By doing so, students will sharpen their critical thinking skills.

5120 Faith Seeking Understanding: Critical & Creative Theological Reflection 3 hrs.

This course invites students to think critically and creatively about the Christian faith: who is God, who are we, and why the universe exists. Such reflection is crucial if we are to participate in God's work of reconciliation. Toward that end, students will work on constructing their own faith statement through critical interaction with Scripture, tradition, reason, and experience on the classical loci of theology.

5500 Theological Ethics for Life in Church and World 3 hrs.

This course examines Christian ethics from the perspective of character and virtue. Attention will be given to the Church's ongoing story of God with all of humankind, viewed primarily through the lens of biblical reconciliation and with particular focus on the Christian community as witness to God's kingdom, and to the formative narratives of human experiences. The Scriptures' living witness to the life, ministry, death, and resurrection of Jesus of Nazareth, interpreted appropriately by the church's tradition, human experience, and transformed human reason, will provide ethical and moral foundations from which to discuss issues in the areas of science, medicine, race/ethnicity, sexuality, politics, and other significant social and technological realities.

5900 Research Design: Principles and Skills 1 hr.

This course offers methods of research, bibliography, and design for project or thesis, with attention to form and principles of writing. SAME AS: BLAN/CHIS/INTS/NEWT/OLDT 5900.

6110 Meeting God: Toward Understanding the Doctrine of the Trinity 3 hrs.

The late theologian Stanley Grenz noted that one of the primary characteristics of 20th century theology was the revival of interest in the doctrine of the Trinity. Long confessed in orthodox Christianity as part of the Creeds but given little explication, rejected by modernist as irrelevant for contemporary faith, the doctrine of the Trinity had languished in the theological backwaters for over a century. Today, however, the doctrine of the Trinity has reemerged as a central construct for understanding Christian faith and life.

This course will investigate the historical, biblical, and practical aspects of confessing God as One yet Three: Father, Son, and Holy Spirit. Why did the early church come to make this confession? Does it conform to the biblical witness to God? What difference does it make in everyday Christian life and the life of the church? **OFFERED:** Arranged.

6120 Who do you say that I am? Person and Work of Jesus the Christ 3 hrs.

Just as Jesus inquired of his disciples, Christians today are confronted with whom we believe Jesus of Nazareth to be. How was and is the life of a first-century Jew relevant for a 21st century person and church? To help redress these questions, this course will explore the biblical witness to Jesus of Nazareth, consider how the understanding of Jesus as fully human and fully God developed in the early church, and confront the reality of those called to newness of life in and through the person and work of Jesus whom we as Christians confess as the Christ.

6130 The One Who Brings Back Life: Person and Work of the Holy Spirit 3 hrs.

The fourth-century Alexandrian writer, Didymus the Blind, writes of the Holy Spirit as the one who “renovates us ... and working with the Father and the Son, brings us back from our condition of deformity to that of pristine beauty.” To enable us to comprehend more fully the God who indwells and empowers us, this course will listen to the past actions of the Spirit as witnessed to in Scripture and the church’s tradition, as well as anticipate how God the Spirit will continue to shape our existence in the eschaton, with the hope of a more faithful understanding of the potential for new life in the present that God brings to us through the personal work and working person of the Holy Spirit.

6210 Theology and Leadership for a Multi-Ethnic World 3 hrs.

This course examines key approaches to ministry leadership development that address the challenge of racial and ethnic tensions in the church and community. The course intends to aid ministers in preparing for and developing multi-ethnic leadership for diverse constituencies. Special emphasis is given to the role of today’s leaders in developing effective models of leadership for promoting reconciliation, healing, and unity. **SAME AS:** INTS 6210.

7010 Readings in Theological Classics 3 hrs.

Examines the work of one major Christian theologian. Possible writers include Augustine, Gregory of Nyssa, Catherine of Siena, Teresa of Avila, Luther, Calvin, Jacob Arminius, John Wesley, and Karl Barth.

7340 Ethics for the Vocation of Ministry 3 hrs.

This course offers a systematic examination of the moral life of the minister from the perspective of Christian character and virtue. Within this context, the course will examine the nature of the ministerial vocation within the context of Christian community, and the personal, family, and social life intrinsic to the life of ministry. The course, in addition, will explore more deeply the nature of ministerial accountability, faithful witness in the

areas of sexuality, stewardship as whole-life discipleship, staff relations, healthy relations with ministerial colleagues and other church communions, relations with external entities within local community life, and other appropriate topics.

7650 Guided Research and Student-Initiated Study 1-3 hrs.

A course designed by a student and a professor that addresses some particular area of interest in the area of theology or that addresses a particular need in the student's academic program in theology. **PREREQUISITE:** THST 5120. **REPEAT:** May be repeated.

7910 Seminar 3 hrs.

A course that addresses a particular theological issue otherwise not covered in the curriculum. It will be conducted as a collegial discussion not as a lecture-based course. **PREREQUISITE:** THST 5120.

7950 Thesis 2 hrs.

This course allows for preparation of a thesis under the guidance of department faculty. **NOTE:** Library approval required prior to completion of thesis. **PREREQUISITE:** THST 5900. **GRADE:** S/U registration. **OFFERED:** On demand.

7955 Thesis Continuation 1 hr.

Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. **CONSENT:** Approval required. **PREREQUISITE:** THST 7950. **REPEAT:** May be repeated once. **GRADE:** S/U registration.

Anderson University Administration

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Suahil R. Housholder	Assistant Treasurer

PRESIDENT'S EXECUTIVE CABINET, 2017-18

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Marie S. Morris	Provost
Jennifer E. Hunt	Vice President for Advancement
Ryon D. K. Kaopuiki	Vice President for Enrollment and Marketing
James W. Ragsdale	Vice President for Finance and Treasurer
Daniel A. Courtney	Special Assistant to the President

ACADEMIC ADMINISTRATION, 2017-18

Marie S. Morris	Provost
Joel D. Shrock	Associate Provost and Dean, School of Humanities and Behavioral Science
Christopher L. Confer	Assistant Provost and Dean of Students
Terry C. Truitt	Dean, Falls School of Business
Merribeth D. Bruning	Dean, School of Education
Jeffrey E. Wright	Dean, School of Music, Theatre, and Dance
Lynn M. Schmidt	Dean, School of Nursing and Kinesiology
Chad E. Wallace	Dean, School of Science and Engineering
MaryAnn Hawkins	Dean, School of Theology and Christian Ministry
Janet L. Brewer	Director, University Libraries
Arthur J. Leak	University Registrar

EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES, 2017-18

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Erin M. Taylor	

Anderson University Trustees

TERM EXPIRES IN 2019

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TERM EXPIRES IN 2020

John S. Pistole	Anderson, Ind.
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TERM EXPIRES IN 2021

Dennis D. Carroll	Anderson, Ind.
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Kimberly Leach Johnson	Naples, Fla.
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Sandi Patty Peslis	Edmond, Okla.
Vernon K. Smith	Okemos, Mich.
Rodney K. Stafford	Fairfax, Va.
Erin M. Taylor	Fishers, Ind.

Falls School of Business Faculty

Full Time 2018-19

Date in brackets indicates year of first appointment to Anderson University full-time faculty.

Michael L. Bruce [2003]

Professor of Marketing

BS, University of Texas; BS, Greenville College; MSM, Maryville University; PhD, Saint Louis University

Rebecca Chappell [1993]

Professor of Music

BA, Anderson University; MM, Oklahoma State University; DA, Ball State University

Michael E. Collette [1977]

Professor of Management

BBA, MS, University of Wisconsin-Whitewater; EdD, Indiana University

Emmett A. Dulaney [2006]

Professor of Marketing

BS, Ball State University; MBA, DBA, Anderson University

Jerrald M. Fox [1985]

*Professor of Management; Austin-Cooper
Director of Global Business Studies*

BA, Anderson University; CFP, College for Financial Planning; MBA, Indiana University; PhD, Union Institute

Rebecca A. Haskett

Professor of Business Administration; CPA

BS, MBA, Ball State University; EdD, Indiana University

Jay J. Hochstetler [2007]

Professor of Management

BA, Goshen College; MBA, Indiana University; EdD, Ball State University; PhD, North Central University

Doyle J. Lucas [1984]

Professor of Management

BA, Anderson University; MBA, Ball State University; PhD, Indiana University

Melanie Peddicord [2011]

Assistant Professor of Accounting and Business

BA, MBA, DBA, Anderson University

Francis O. Pianki [1990]

Professor of Management

BS, ChE, University of Connecticut; MS, ChE, University of Arizona; MBA, Pepperdine University; EdD, Indiana University

Hyeon Joon Shin [2014]

Assistant Professor of Economics

BA, Korea University; MIS, Seoul National University; MA, Syracuse University; PhD, Southern Illinois University

Anna Stumpf [2014]

Assistant Professor of Marketing,

BS, Missouri State University; MAT, MBA, University of Indianapolis

Ray S. Sylvester [2016]

Associate Professor of Marketing and Personal Branding

BA, Middlesex University; MS, City University (London); MA Coventry University; PhD Brunel University London

Vanessa Tijerina [2017]

Assistant Professor of Accounting

BA, MBA, Anderson University

Terry C. Truitt [1995]

Dean, Falls School of Business;

Professor of Finance and Economics; CMA

BS, MBA, University of North Alabama; DBA, Mississippi State University

Brock Vaughters [2014]

Assistant Professor of Business and Economics

BA, Anderson University; MBA, Ball State University; PhD, Liberty University

Associate Graduate Business Faculty

Kenneth D. Armstrong [1990]

Professor of Management

BS, Olivet Nazarene University;
MBA, Central Michigan University;
PhD, Northwestern University

Kevin Brown

Professor of Ethics

BS, MBA, University of Indianapolis;
PhD, University of Glasgow, Scotland

Jeff Buck

Professor of Marketing

BS, MBA, Ball State University;
PhD, University of Mississippi

Thomas Buckles [2003]

Professor of Marketing

BS, University of California-Davis;
MBA, California State University-Sacramento; PhD, Arizona State University

Donald D. Daake [2004]

Professor of Management

BS, Kansas State University;
MBA, University of Iowa;
PhD, Florida State University

Samuel L. Dunn [2004]

Professor of Global Business

BA, BS, Olivet Nazarene University;
MS, University of Wisconsin-Milwaukee;
MBA, University of Puget Sound;
PhD, University of Wisconsin-Milwaukee

John M. DeFoggi [2010]

Professor of Marketing

BA, National Louis University;
MBA, Olivet Nazarene University;
DBA, Anderson University

Greg Kaufinger

Professor of Accounting

BSBA, Geneva College;
MBA, Lehigh University;
DBA, Anderson University

Kathleen Mays [2014]

Professor of Management

BBA, University of Texas-Tyler;
MBA, Troy State University-Dothan;
DBA, Anderson University

Scott E. Miller [2011]

Professor of Accounting

BS, Gannon University;
JD, University of Pittsburgh;
DBA, Anderson University

Dennis Proffitt [2003]

Professor of Finance

BS, Central Missouri State University;
MBA, Bradley University;
PhD, Saint Louis University

Kent Saunders [2001]

Professor of Economics

BS, Ball State University;
MA, PhD, Clemson University

Michael D. Wiese [1990]

Professor of Marketing

BS, Olivet Nazarene University;
MBA, Oral Roberts University;
PhD, Loyola University-Chicago

School of Music, Theatre, and Dance Faculty

Full Time 2018-19

Date in brackets indicates year of first appointment to Anderson University full-time faculty.

Joani Somppi Brandon [1999]

Professor of Music

BA, Anderson University; MM, Butler University; DMA, Boston University

Jonathan Evan Brooks [2001]

Professor of Music

BA, Erskine College;
MM, Indiana University;
PhD, University of North Texas

Rebecca Ann Chappell [1993]

Professor of Music

BA, Anderson University;
MM, Oklahoma City University;
DA, Ball State University

David Coolidge [2014]

Associate Professor of Musical Theatre

BFA, University of Cincinnati College Conservatory of Music; MFA, University of North Carolina Greensboro

Christopher Holmes [2010]

Associate Professor of Music

BM, University of Texas at Arlington;
MM, Baylor University;
PhD, Indiana University

Gert Kumi [2011]

Associate Professor of Music

BM, Tirana Arts Academy, Tirana, Albania;
MM, The Juilliard School

Fritz Soule Robertson [1991]

Professor of Music

BM, BS, University of Maine;
MM, Boston University;
DA, Ball State University

Richard Louis Sowers [1984]

Professor of Music; Director of Choirs

BM, Indiana University;
MM, Colorado State University;
DMA, Arizona State University

Christine Thacker [2017]

Instructor of Dance

BA, Butler University

Adam Waller [2018]

Assistant Professor of Music

BM, MM, DMA Candidate, Peabody Conservatory

Jeffrey Wright [1995]

Dean, School of Music, Theatre, and Dance;

Professor of Music

BM, Georgia State University;
MM, PhD, Northwestern University

Erich Yetter [2018]

Assistant Professor of Dance

BMus, University of Texas;
MHE, Kaplan University

Associate Graduate Music Faculty

Jenny Handshoe

BM, MME, Anderson University

Sarah Hassler

BME, The Ohio State University;
MM, Capital University

Linda Schubert

AB, University of Wisconsin;
MA, PhD, University of Michigan

Lisa Sullivan

BM, Butler University;
MAE, Ball State University

Joshua Southard

BM, Butler University;
MME, Anderson University

School of Theology and Christian Ministry Faculty

Full Time 2018-19

Date in brackets indicates year of first appointment to Anderson University full-time faculty.

Gary Agee [2013]

Associate Professor of Church History
BS Miami University;
MA Theology, Xavier University;
PhD Theology, University of Dayton

Fredrick Wayne Burnett [1976]

Professor of Religion; Chair, Department of Christian Ministry
BA, Anderson University; MDiv, Anderson University School of Theology;
DMin, MA, PhD, Vanderbilt University

Todd Faulkner [2016]

Assistant Professor of Christian Ministry
BA, Bluefield College; MDiv, DMin, Anderson University School of Theology

MaryAnn Hawkins [2006]

Professor of Intercultural Studies; Dean, School of Theology & Christian Ministry
BS, Bartlesville Wesleyan College;
MA, Azusa Pacific University;
PhD, Fuller Theological Seminary

Shane Kirkpatrick [2000]

Professor of Biblical Studies
BA, Anderson University;
MDiv, Princeton Theological Seminary;
PhD, University of Notre Dame

Gilbert Lozano [2007]

Professor of Biblical Studies,
BTh, Boa Terra Theological Institute;
BA, Warner Pacific College; MDiv, Iliff School of Theology; PhD, University of Denver/Iliff School of Theology

Kimberly S. Majeski [2008]

Associate Professor of Biblical Studies
BA, Cumberland University; MDiv, DMin, Anderson University School of Theology;
MA Theology, University of Notre Dame

Samantha L. Miller [2016]

Assistant Professor of the History of Christianity
BA, Hope College; MDiv, Duke Divinity School; PhD, Marquette University

Gene Alan Overstreet [2002]

Professor of Christian Education and Ministry
BA, Mid-America Bible College; MDiv, Anderson University School of Theology;
DMin, Christian Theological Seminary

Gregory A. Robertson [2005]

Associate Professor of Christian Theology
BA, Gulf Coast Bible College; MDiv, Southwestern Baptist Theological Seminary;
ThM, Princeton Theological Seminary; ThD, Wycliffe College, University of Toronto

Jason Robert Varner [2016]

Assistant Professor of the History of Christianity
BA, MTS, Anderson University;
MLitt, PhD, University of St Andrews

Nathan John Willowby [2016]

Assistant Professor of Theology and Ethics
BA, Anderson University;
MDiv, Duke University Divinity School;
PhD, Marquette University

Associate Faculty

Frederick H. Shively

Professor Emeritus of Religion

BA, Anderson University;

MDiv, DMin, Fuller Theological Seminary

Merle D. Strege

Professor of Historical Theology

BA, Anderson University; MDiv, Anderson

University School of Theology; ThD,

Graduate Theological Union

Adjunct Faculty

Gerog Karl

Preaching

BA Western Michigan University;

MDiv, DMin, Anderson University

School of Theology

David Markle

Pastoral Care, Preaching

BA, Anderson University;

MDiv, Anderson University School of

Theology; DMin, Asbury Theological

Seminary

Sarah Blake LaRose

Biblical Languages

BA, Stephen F. Austin State University,

MDiv, DMin candidate, Anderson

University School of Theology

Eugene Roop

Biblical Studies

BS, Manchester College;

MDiv, Bethany Theological Seminary;

PhD, Claremont Graduate University

Faculty Emeriti

John H. Aukerman

EdD, Professor Emeritus of Discipleship

since 2016

Juanita Evans Leonard

PhD, Professor Emerita of Christian Mission

since 2006

Barry Lee Callen

DRel, EdD, University Professor Emeritus of

Christian Studies since 2005

James Wilton Lewis

PhD, Professor Emeritus of Theology and

Ethics since 2016

Walter Froese

PhD, Professor Emeritus of Church History

since 2007

David L. Sebastian

DMin, Dean Emeritus since 2014

Dwight Grubbs

DMin, Professor Emeritus of Applied

Theology since 1995

Theodore A. Stoneberg

PhD, Professor Emeritus of Pastoral Care

since 2006

Jerry C. Grubbs

EdD, Professor Emeritus of Christian

Education since 2001

Douglas E. Welch

DMiss, Professor Emeritus of Christian

Mission since 1999

Kenneth Franklin Hall

DMin, Professor Emeritus of Christian

Education since 1992

Campus Facilities

Academic and Administrative Facilities

Broadcasting Center: Houses production rooms, a TV studio, editing bays, offices, and class labs for the cinema media arts major and university marketing.

Decker Hall: Completed in 1970, expanded in 1994; houses classrooms, faculty and administrative offices, Information Technology Services, the Mail Distribution Center, Create, the Department of Student Life, and several other offices and departments, including the academic departments of modern foreign languages, English, history and political science, computer science, mathematics, as well as the School of Education.

Welcome Center: Completed in 1994 as an expansion of Decker Hall; houses the Office of Admissions, Student Financial Services, and the Office of the University Registrar.

Hardacre Hall: Dedicated in 2001; houses Falls School of Business, Police/Security Services, and Physical Plant.

Hartung Hall: Opened in 1964, renovated and expanded in 1993; houses classrooms, laboratories, faculty offices, a lecture hall, and the departments of sociology, criminal justice, social work, and family science; psychology; biology; physical sciences and engineering; and the School of Nursing.

Krannert Fine Arts Center: Completed in 1979; houses the Department of Communication and Design Arts, the School of Music, Theatre and Dance, the Wilson Galleries, classrooms, laboratories, practice and rehearsal rooms, recital venues, a MIDI lab, a recording studio, and faculty studios. The York Performance Hall and Galleries is also attached to the Krannert Fine Arts Center. The Engineering Center is located on the first floor of the Krannert Fine Arts Center and includes lab facilities for engineering students.

Robert A. Nicholson University Library: Completed in 1989 as a merger of the Wilson (undergraduate) and Byrd (seminary) libraries; houses the university's library collections, computer labs, group study rooms, the Kissinger Learning Center, the archives of Anderson University and the Church of God, and the Elizabeth and James York Reading Room and Special Collections.

Seminary: Completed in 1961, expanded in 1975; houses faculty and administrative offices, classrooms, a student lounge, the Adam W. Miller Chapel, and the Gustav Jeeninga Museum of Bible and Near Eastern Studies.

Anderson University Flagship Center: Completed in 2007; houses offices and classrooms. Located at I-69, exit 22.

Auditoriums/Performance Facilities

Byrum Hall: Completed in 1908, renovated in 1974; a campus landmark once used for basketball games and physical education classes; houses a 530-seat proscenium theatre.

Reardon Auditorium: Completed in 1983; seats 2,200; used primarily for chapel/convocation, performance events, and conferences.

York Performance Hall and Galleries: Completed in 2012; performance venue used for student, faculty, and guest artist recitals. It is attached to the Krannert Fine Arts Center. Also houses the Gaither Gallery.

Recreational Facilities

Athletic Complex: Includes Macholtz Stadium, Brandon Field (baseball), softball field, and tennis courts.

Bennett Natatorium: Completed in 1972, connected to Kardatzke Wellness Center in 2002; houses a six-lane, collegiate-size swimming pool and men's and women's locker areas.

O. C. Lewis Gymnasium: Completed in 1962, connected to Kardatzke Wellness Center in 2002, renovated in 2004; houses intercollegiate athletic facilities for men's and women's basketball and volleyball.

Kardatzke Wellness Center: Completed and connected to O. C. Lewis Gymnasium and Bennett Natatorium in 2002; houses a large field house, weight room, fitness center, indoor tracks, athletic training facilities, classrooms, intercollegiate athletics offices, and the Department of Kinesiology. The Wellness Center also serves as the venue for commencement exercises and houses dance studios.

Soccer Field: Home of the Raven men's and women's soccer teams.

Olt Student Center: Completed in 1963; houses the Marketplace, Raven's Haven, Mocha Joe's, private dining rooms, the AU Campus Store, Student Government Association offices, and the Office of Student Activities.

Residential Facilities

Dunn Hall: Completed in 1954, renovated in 1999; houses 190 men.

Martin Hall: Completed in 1958, renovated in 2008; houses 181 women.

Morrison Hall: Completed in 1949, renovated in 2007; houses 180 women.

Myers Hall: Completed in 1970; houses 111 women.

Smith Hall: Completed in 1964, renovated in 2008; houses 200 men.

Fair Commons: Apartment-style living for 149 seniors and juniors.

South Campus: Apartment-style living for 87 seniors and juniors.

Tara East: Apartment-style living for seniors and juniors.

York Seminary Village: Apartment-style living for seminary students and their families.

Other Facilities

Bolitho House: Houses Student Health Services.

Boyes House: Completed in 1968; home of the Anderson University president and his family.

Morrison House: Houses the offices of spiritual life and counseling services.

Smith House: Houses the content strategy, public relations, marketing, and creative services offices of communication and marketing.

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