

Undergraduate Catalog 2017-2018



ANDERSON UNIVERSITY

Academic and Christian Discovery

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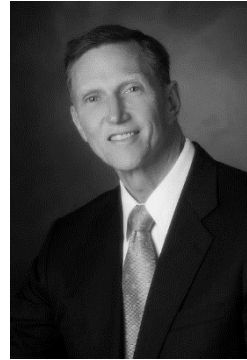
The material contained in the Anderson University Undergraduate Catalog is for information only and does not constitute a contract between the student and the university. The catalog provides an overview of course offerings and content. It is not the official list of offerings for any given term. Students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

Anderson University maintains compliance with applicable federal and state statutes related to private institutions of higher education, including the Family Educational Rights and Privacy Act (FERPA), as amended; the Student Right to Know Act, as amended; and the Solomon Amendment. In compliance with the Civil Rights Act of 1964 and 1991, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 as amended, the university does not discriminate in its educational programs or admissions procedures. Anderson University is a not-for-profit exempt organization as described in Section 501(c)(3) of the Internal Revenue Code. The following individuals have been designated to handle inquiries regarding non-discrimination policies: director of human resources, 1100 E. Fifth St, Anderson, IN 46012, telephone (765) 641-4133, and director of disability services for students, 1100 E. Fifth St., Anderson, IN 46012, telephone (765) 641-4223.

Letter from the President

This is where your college experience begins. Before you move onto the Anderson University campus, you plan a course for your first academic year. You sit down with one of our faculty advisors, and you start your story.

My own Anderson University story started in the 1970s. I came with a single focus — myself. What happened during the next four years transformed my life. My vision broadened as I aligned the focus of my life with God's expectations for me: To act justly and to love mercy and to walk humbly with God (Micah 6:8).



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 fulfills our mission to educate students for lives of faith and service to the church and society. By choosing a liberal arts institution, 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 your life 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. Know that we are blessed to be part of your story.

John S. Pistole, BA '78
President

General Information

Historical Perspective

Anderson University was founded and is supported by the Church of God, with headquarters in Anderson, Ind. Founded in 1917, the school was a major step in the life of a young and vigorous fellowship of Christians originating about 1880. This fellowship, which took on a common New Testament name, often describes itself as a reformation movement. Its vision was to preach and live out a message of holiness and to invite believers into a body united by a common experience in the saving grace of Jesus Christ.

The message of the church was firmly planted in the mainstream of Christian theology. The quest of this young movement was freedom from what it saw as artificial limitations of church structures and authoritative systems so that the essence of Christian truth might be realized again in freshness and wholeness. The spirit of the movement was one of freedom and joy proclaimed in one early song of the church, “The Bible is our rule of faith and Christ alone is Lord.” Out of this history, a free and open tradition has provided a supportive context for the contemporary mission of Christian higher education.

The early witness of the church was through the publishing of inspirational material, songs, books, and a paper known as the *Gospel Trumpet*. Those who were committed to the publishing work and to the evangelistic work of the church recognized the need to train leaders and workers to take their places in the life of the church. An educational department of the publishing house was started and soon became known as the Anderson Bible Training School. The young school moved rapidly to develop a wider general education program, changed its name to Anderson College and Theological Seminary, then Anderson College, and finally, Anderson University.

Anderson University has grown to comprise an undergraduate liberal arts program organized into seven schools, one of which includes a graduate seminary. The university offers several graduate degree programs, including the Doctor of Business Administration (D.B.A.), Master of Business Administration (M.B.A.), Master of Divinity (M.Div.), Master of Arts in Christian Ministry (M.A.C.M.), and a Master of Theological Studies (M.T.S.).

More than 2,200 students and nearly 300 instructional and professional staff make up the academic community. The university is governed by a board of trustees ratified by the General Assembly of the Church of God, administered by a president and other officers, and staffed by individuals dedicated to the mission of Christian higher education. The motivating vision is to be a premier teaching university that is Christian in purpose, in relationships, in service, and in the hopeful potential held for the students, teachers, and staff members who make up this university.

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.*

The Aspirations, Perspectives, and Convictions that Inform Our Mission

As a church-related comprehensive institution of higher learning, Anderson University exists to assist students in their quest not only for relevant knowledge, meaningful relationships, and useful skills, but also for maturity in self-understanding, personal values, and religious faith. Its curricular design and community life seek to unite the objectivity and rigor of academic inquiry with a sense of perspective and mission emerging from biblical revelation. Charles Wesley's concern is crucial: "Unite the pair so long disjoined — knowledge and vital piety."

Anderson University seeks to highlight the freedom of the mind through inquiry, to emphasize the importance of individual worth and personal faith, and to foster the achievement of true community through shared experience and commitment as modeled in Jesus Christ, the servant. Specifically, Anderson University seeks to provide a superior education. As an institution centered in the liberal arts, Anderson University is dedicated to cultivating in each individual an awareness of the physical world, a sense of history, an appreciation of culture, spiritual maturity, a global perspective, social conscience, and an interest in the worth of ideas regardless of their immediate utility.

In addition, the university seeks to prepare thoughtful Christian leaders who are able to enter and compete successfully in graduate schools or the professional fields of their choice. Professional preparation and the liberal arts are not held as antithetical. To the contrary, the aspiration is to bring together the liberal arts, professional preparation, and biblical faith and understanding.

The university community has a faith perspective and is prepared to raise the questions of truth, value, meaning, and morality. It is not hampered by anti-religious bias, nor does it wish to be guilty of unexamined religious conformity. It lives in an atmosphere of free inquiry, even while it affirms that all knowledge is understood most fully in the light of God's redemptive activity in Jesus Christ as that is interpreted through the historic witness of the Bible and the contemporary ministry of the Holy Spirit.

Accreditations and Relationships

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

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

Anderson University also 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.

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

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

In welcoming students of all nationalities, races, and faiths, Anderson University aspires to treat each student as an individual. All student services 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.

Academic Programs

Educational Philosophy

Through the centuries, “higher” education has attempted to lead the learner toward growth and fulfillment in ways consistent with the assumptions and demands of the times. Standard components of this process evolved and became known as the “liberal arts.” These areas of study were thought to be freeing and empowering, thus enabling maturity and responsibility in a person’s thoughts, values, and actions.

In modern times, such liberal arts studies continue to have fundamental importance, even though their content and design have continued to evolve as societal assumptions and demands have changed. Anderson University stands in this long tradition. It has designed for all its students a curricular pattern that includes fundamental skills and ways of perceiving the world considered essential for meaningful and effective living in the 21st century.

As a Church of God academic institution, Anderson University is committed to the goals and ideals of liberal education as understood through a Christian faith perspective. The requirements for undergraduate degrees have been established with these commitments in view. The university’s conception of liberally educated people involves the freeing and empowering of the total person — his or her spiritual, intellectual, aesthetic, emotional, and physical resources.

Liberal Arts Program

Anderson University has structured its Liberal Arts Core Curriculum to develop students' skills, insight, and appreciation in six foundational skills and six Ways of Knowing (40-43 Hours).

Foundational Skills

The First-Year-Experience Requirement: 3 hours

Courses designed to help students adjust to AU's academic community. These classes are oriented around the institution's core values and are designed to develop students' intellectual virtues, which are necessary for their academic and spiritual growth.

LART 1050, LART 1100

Written Communication Requirement: 6 hours

Courses designed for students to develop their writing and research skills.

Two required courses in this category

Two writing intensive courses.

Speaking and Listening Requirement: 3 hours

Courses designed to develop oral communication skills.

COMM 1000

One speaking-intensive course.

Quantitative Reasoning Requirement: 3 hours

Courses that pertain to the art of problem solving by means of critical thinking, logic, and quantitative methods.

One required course in this category.

Biblical Literacy Requirement: 3 hours

This course is designed to accomplish two goals: (1) to foster the student's development of a critically based knowledge of the content of the Bible and (2) to assist students in becoming fluent in the interpretation of Scripture.

BIBL 2000

Personal Wellness Requirement: 2 hours

These courses and experiences examine the relationships of physical activity, leisure, diet, and health and fitness to total personal development.

One required course in this category.

Ways of Knowing

Christian Ways of Knowing Requirement: 3 hours

Included in the Anderson University community is a faith perspective that is prepared to raise questions of truth, value, meaning, and morality. Therefore, we foster an atmosphere of free inquiry, consistent with the sponsoring church's tradition that prizes hospitality as a Christian virtue. These courses explore the role of religion in human experience.

One required course in this category

Scientific Ways of Knowing Requirement: 4 hours

These courses present students with a way of understanding the natural laws that govern the behavior of the material world, focusing on knowledge that is quantifiable and accessible through human senses and human reason.

One required course in this category.

Civic Ways of Knowing Requirement: 3 hours

Courses in this area present students with a way of understanding the world through the study of the philosophical and political developments that have led to modern notions of responsible citizenship.

One required course in this category.

Aesthetic Ways of Knowing Requirement: 3 hours

These courses present students with a way of understanding the deepest levels of human experience as expressed in communication arts, dance, literature, music, and theatre from diverse cultures and time periods.

One 3-credit course OR

One 2-credit appreciation course plus one 1-credit experiential course

Social and Behavioral Ways of Knowing Requirement: 3 hours

These courses present students with ways of understanding human behavior in either individual or social contexts. Emphasis is placed on the application of a scientific perspective to explain human conduct, including related theoretical views and the development of empirical knowledge through research.

One required course in this category

Global and Intercultural Ways of Knowing Requirement: 7 hours

The combination of these courses presents students with ways of understanding human diversity through the development of intercultural perspectives.

One foreign language course (4 hours) based on departmental placement

One global/intercultural or additional foreign language course (3 hours)

Experiential Ways of Knowing Requirement: Built into the major

Anderson University values experiential learning and requires every major to provide significant experiential learning opportunities for their students. These experiences must intentionally connect academic theory, hands-on practice, and student reflection with a significant academic component.

One experiential competency that can be fulfilled by a course, internship, practicum, capstone, clinical, or approved activity.

Because of the immediate usefulness of writing, oral communication, and mathematics, students should endeavor to complete the written communication (ENGL 1100 or 1110 and 1120), speaking and listening (COMM 1000), and quantitative reasoning requirements during the first college year. Students must enroll in the appropriate writing skills courses every consecutive semester until they have met the writing-skills requirement.

The first-year-experience seminar (LART 1050) and the liberal arts seminar (LART 1100) must be taken within the first 24 hours at Anderson University. Students must continue to take LART 1050 and LART 1100 as offered until the requirement is met.

In addition, students should endeavor to complete the foreign language component of the Global and Intercultural Ways of Knowing during the first college year. If necessary, however, the foreign language component may be completed after the first year, preferably no later than the second year.

The phrase “upper-division course” means a course numbered 3000 or above. These courses are designed primarily for upper-division students and may assume some prior introductory understandings.

For details on how Honors Program (HNRS) courses apply to the liberal arts core curriculum, see the Honors “Courses of Instruction” section of this catalog.

Learning Outcomes

Faculty at Anderson University have approved learning outcomes that must be addressed in courses that are approved for inclusion in the liberal arts requirements. These learning outcomes are as follows:

Critical reasoning/thinking — Opportunities will be provided to develop intellectual curiosity, independence of thought, and an ability to formulate and test positions on major questions.

Communication — Opportunities will be provided for students to speak and write both within their major fields of study and more general areas with clarity and precision. The experiences will develop an ability to listen and respond effectively to the expression of ideas by others, and they will have the technological and bibliographic skills needed for the development of defensible positions.

Cross-disciplinary view — Opportunities will be provided for students to develop a variety of perspectives on major issues, events, and questions.

Christian commitments and practices — Opportunities will be provided for students to explore the relationship between Christian commitments and practices and personal and global questions and issues. They will be encouraged to explore their obligation for service in personal and professional areas of life and have a sensitivity to their relationship to God, the church, and society.

Intercultural perspectives — Opportunities provided for students to develop an understanding of people from diverse cultural groups, races, genders, socio-economic backgrounds, political opinions, language, and religious experiences.

Preparation for service — Opportunities will be provided for students to develop the knowledge, skills, and dispositions required in graduate or professional education or the job market. We consciously bring together the liberal arts, professional preparation, and biblical faith and understanding to assist students to serve in diverse local, national, and global societies.

As an institution committed to Christian service, Anderson University strives through its curricula and informal activities to achieve student development in these areas, providing the breadth and depth necessary for the fullest preparation for life.

The liberal arts program requirements are defined in terms of courses to be taken at Anderson University. The most current list of approved courses is available online at anderson.edu/registrar and may also be obtained in person in the registrar's office.

Institutional Assessment

In its efforts to improve the quality of instruction at Anderson University and meet the requirements of the Higher Learning Commission of the North Central Association, the university has elected to engage in outcome-based assessment activities. These endeavors occur at the institutional level addressing the liberal arts curriculum and at the departmental level evaluating the outcomes of the major. 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.

Admissions Information

Admissions Process

- All application materials are available on the web at anderson.edu/admissions. Forms may be completed on our website.
- Official high school transcript and test scores must be sent from the applicant's high school guidance counselor to Anderson University.
- Instructions to complete the online housing form are included in the registration packet mailed after an applicant is offered admission. To retain a reservation on the residence hall list, the non-refundable \$100 enrollment deposit must be paid by May 1 for semester I admission or by Dec. 1 for semester II admission. For more information, see the Student Life Policies section in this catalog.
- Take a college entrance examination and request that the scores be sent to Anderson University. The SAT of the College Entrance Examinations Board or the ACT of the American College Testing Program are acceptable. Code numbers used on scores to be sent to Anderson University are #1016 for the SAT and #1174 for the ACT. It is recommended that the tests be taken during semester II of the junior year or early in the senior year. Detailed information and registration forms for the test may be secured from high school principals, guidance counselors, or the College Entrance Examination Board.
- The Report of Health History form must be returned to the Office of Student Health Services no later than Aug. 1 for semester I admission or Jan. 1 for semester II admission. Instructions to download and print the form will be mailed to the applicant after acceptance or earlier if requested.
- Applicants will receive periodic updates detailing any information still needed to complete the application.

Transfer Students

Anderson University welcomes applications from transfer students. The same credentials are required as for freshmen applicants with the following exceptions:

- The admissions committee decides whether transfer students must submit SAT or ACT scores.
- The admissions committee reserves the right to place students transferring with GPAs below 2.00 on academic probation with a limit of 12 hours per semester for one semester or until a 2.00 GPA is achieved.
- Students must submit transcripts from all colleges attended.

For information regarding transfer of credit earned from another institution, see the Academic Policies section in this catalog.

Readmission

Students planning to return to Anderson University after an absence must complete a readmission form, which can be obtained online at anderson.edu/admissions.

Transcripts of all college work taken since the last date of registration at Anderson University must be submitted. All students applying for readmission must be approved by the provost, the dean of students, and the Business Office before readmission can be granted.

International Students

Anderson University is registered with and authorized by the Department of Homeland Security, through the Code of Federal Regulations, to issue Form I-20 A-B/I-20ID authorizing the full-time enrollment of F-1 (visa) students who are citizens of other countries. The cultural richness and variety of experiences brought to Anderson University by international students is well regarded and welcome.

Following written application and submission of required materials, applicants are individually considered for academic eligibility. Application and verification of English proficiency, financial resources, and scholarly qualifications must be received on or before May 30 for semester I admission.

Anderson University has no intensive English language program and cannot admit students who do not meet minimum English standards.

Applicants seeking financial aid will receive committee review only when academic eligibility based on submitted application materials has been granted.

Competitive scholarships for academic excellence require university acceptance by December of the year preceding enrollment. Financial assistance based on economic need is limited, awarded annually, and should have an early spring acceptance.

International students should expect to experience academic, spiritual, and social growth in a campus community of faith where mutual respect and Christian service are emphasized.

Address questions and requests for information to:

International Admissions
Anderson University
1100 E. Fifth St.
Anderson, IN 46012-3495 U.S.A.
Email: international@anderson.edu

Disability Services for Students

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

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/modifications are considered based on individual need. Accommodations/modifications may be denied in cases that cause an undue burden to the institution or that fundamentally alter the nature of the program.

Students requesting reasonable accommodations or learning support services should contact Teresa Coplin, director of disability services for students, Kissinger Learning Center, Anderson University, Anderson, IN 46012, (765) 641-4223.

Fees

All students have the benefit of a “scholarship” since they do not pay the full cost of their education. The Church of God, alumni, businesses, industries, foundations, and private donors contribute substantially to underwrite the education cost of each student attending Anderson University.

The following charges are for the 2017-18 academic year. Costs for the 2018-19 academic year will be announced when finalized.

The 2017-18 basic budget per semester is as follows:

Tuition	\$14,605
Room	3,060
Food Service Plan	1,810
Fees	250
Total	\$19,725

This budget provides admission as a full-time student enrolled for 12-18 hours. Students are also responsible for field trip costs. Room rent is based on two people per room in most regular university residence halls. Residential freshmen, sophomores, and juniors are required to purchase a food service plan.

The university food service plan offers students various dining options around campus, including the Marketplace (main cafeteria), Raven's Haven (Chick-fil-A and a student choice venue, which is a rotating concept for each semester determined by student vote), Raven Xpress (snack bar), and Create (grab and go). Menu selection and hours of service vary to accommodate students' needs and schedules.

Besides these basic costs, students should budget \$2,500-\$3,000 each semester for books, additional meals, and incidental expenses. Rates stated above are subject to change.

Although all tuition, room, and board charges are due and can be paid at the beginning of each semester, a monthly payment plan is available. Information regarding the payment plan is sent to all new and returning students. Payment plan information is available in the Office of Student Financial Services.

Special fees and other rates may be found on the university website.

Refund Policies

Registration constitutes a contractual agreement between the university and the student. Students withdrawing from all classes after classes have begun or reducing the number of hours carried may be entitled to a reduction in charges for tuition, room rent, and meal ticket. Reductions for withdrawals or schedule revisions occurring on or before the end of:

- first week of classes — 90 percent reduction
- second week of classes — 80 percent reduction
- third week of classes — 60 percent reduction
- fourth week of classes — 40 percent reduction
- fifth week of classes — 20 percent reduction
- sixth week of classes — no reduction

Adjustments are based upon the date of official withdrawal. Official withdrawal from all classes must be completed by an interview with the dean of students. The official date of withdrawal will be the date that contact is made. In extenuating circumstances, students may initiate complete withdrawal from all classes by telephone or letter to the dean of students. The official withdrawal date should be the date such contact is received by the dean of students.

Reductions are based on charges made to students and not the amount paid on the students' accounts. There is no reduction of any charges for students who have been dismissed or suspended for disciplinary reasons. Proportional adjustments may be made for summer sessions and those classes where the start dates are not part of the standard term dates.

Questions concerning the policy for complete withdrawal should be directed to the dean of students. Questions of adjustment for reducing the number of hours should be directed to the Office of the University Registrar.

Financial Aid

Anderson University seeks to provide financial counseling and assistance to all students desiring such services. A number of aids and resources are available to the university to assist the varied financial needs of Anderson University students.

Most aid at Anderson University is based on financial need. Financial need can be defined as the difference between the cost of education and the anticipated financial contribution from the family toward college costs. Anderson University believes the basic responsibility of educational financing rests with students and their families.

Financial aid is offered to Anderson University students through a combination of aid programs available from federal, state, and local sources. This combination of sources is referred to as a financial aid package. The financial aid package is generally offered with two components of aid: non-repayable assistance (grants or scholarships) and self-help assistance (student loans and employment).

To be considered for need-based financial assistance, students must submit a Free Application for Federal Student Aid (FAFSA). Financial aid is awarded annually; December 1 is the preferred date for receiving the FAFSA. Aid requests are considered after March 1 and throughout the school year from the available funds remaining after the preference date.

Occasionally, students may find it necessary to vary their enrollment status (i.e., changing from full-time student to part-time). Because eligibility to the financial aid programs is related directly to enrollment status, students should consult with the Office of Student Financial Services to learn what effect, if any, their contemplated change of enrollment will have on their financial aid.

Additional policies and procedures are published annually in the Financial Aid Handbook, available from the Office of Student Financial Services or on the web at anderson.edu/finaid.

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.

Academic Degrees

Degree Programs

The undergraduate division of the university offers the Bachelor of Arts degree, the Bachelor of Science degree, the Bachelor of Science in Nursing degree, and the Bachelor of Music degree to students completing a prescribed four-year course of study and the Associate of Arts or Associate of Science degree to students completing a prescribed two-year course of study.

While the university makes every effort to assist students through the academic advising system, the final responsibility for meeting all academic and graduation requirements rests with each student. The catalog under which the student enters and/or graduates serves as the official record of admission, academic, and graduation requirements.

To earn Anderson University degrees, students must be in residence at the university for the last 24 hours applicable to the degree. Under some circumstances, and with special permission, a maximum of 6 hours of the final 24 hours may be taken elsewhere. If the coursework taken at another institution falls within the last 24 hours, a petition to take hours out-of-residence must accompany the request to take courses elsewhere. Contact the Office of the University Registrar for information.

Associate's Degree

- Complete 60-70 hours, as specified in the departmental concentration listing. Distribution of a portion of these hours must be in the liberal arts program as specified by the program department.
- Determine a departmental concentration of specific courses in an area of study.
- Achieve a minimum GPA of 2.00.
- Achieve a minimum GPA of 2.00 for all courses specified in the area of concentration.
- All full-time students must attend chapel-convocation each semester in residence.
- Meet residence requirements listed elsewhere.

It is the responsibility of the student to plan for and complete graduation requirements. Students with questions should consult with the appropriate academic advisor, the Office of the University Registrar, or the dean of the appropriate school.

Associate's Degree as a Second Degree

A student already holding a degree from another institution may earn an associate's degree from Anderson University under the following guidelines:

- Adequate work must be done at Anderson University to provide a satisfactory basis for evaluating student performance.
- Adherence to the general associate's degree requirements as stated in the catalog.
- All requirements for the specific associate's degree must be met.
- Completion of a minimum of 18 hours, all of which must be earned at Anderson University.
- No more than 6 hours of a previous degree may be used in building the associate's degree concentration.
- If elective hours are needed to complete the minimum, they should be supportive of the area of concentration.

Individuals holding an Associate of Arts degree from Anderson University may not earn a second Associate of Arts degree. Students desiring to pursue an additional concentration should consult with the Office of the University Registrar.

Bachelor's Degree

- Complete 120 hours.
- Achieve a minimum GPA of 2.00 (out of 4.00).
- Complete requirements of all components in the liberal arts program (see the Liberal Arts Program section in this catalog).
- Declare a major, as specified in the departmental listing, with a minimum overall GPA of 2.00 in the major.
- All full-time students must attend chapel-convocation each semester in residence.
- Meet residence requirements (see the Academic Policies section of this catalog).

It is the responsibility of the student to plan for and complete graduation requirements. Students with questions should confer with the appropriate academic advisor, the Office of the University Registrar, or the dean of the appropriate school.

Bachelor's Degree as a Second Degree

Students already holding bachelor's degrees from other institutions may earn the Bachelor of Arts degree, the Bachelor of Science in Nursing degree, the Bachelor of Music degree, or the Bachelor of Science degree from Anderson University by completing a minimum of 30 additional hours. All graduation requirements must be met. A different major must be chosen from the major earned in the previous degree; not more than 12 hours from the previous degree may be used in building the new major. A projected program for the Anderson University degree should be planned by the student and advisor and approved by the university registrar no later than the third week of the semester in which the work is begun.

Students holding a baccalaureate degree from Anderson University may pursue a second baccalaureate degree by completing the requirements listed above. Students holding the Bachelor of Arts degree from Anderson University may not earn a second Bachelor of Arts degree, but they may earn additional majors after graduation. Students holding other Anderson University baccalaureate degrees may earn additional majors after graduation but must complete all liberal arts requirements that normally accompany the new major. Students desiring to pursue additional majors and/or minors should consult the Office of the University Registrar.

Two Degrees Concurrently

Students who wish to earn any two degrees (B.A., B.M., B.S.N., or B.S.) concurrently must accumulate 30 semester hours of credit beyond the 120 credit hours required for the first degree. In addition, they must fulfill the liberal arts requirements for both degrees and the requirements for the major in each degree program.

Attendance Policies

Residence Requirement

To earn a degree from Anderson University, students must be in residence at the university for the last 24 hours applicable to the degree. Under some circumstances, and with special permission, a maximum of six hours of the final 24 hours may be taken elsewhere. Contact the Office of the University Registrar for information.

Class Attendance

Effective learning in a university requires the active involvement of both students and faculty. Students are expected to attend all classes unless prevented by extenuating circumstances. Inasmuch as students are responsible for the learning that may develop from both in-class and out-of-class experiences, they should anticipate absences for a good cause (such as varsity athletic trips, field trips, music, drama, and debate trips) and advise their instructors of such absences as far in advance as possible.

Any absence from a class results in a loss of learning for the student. It is the student's obligation to personally notify the individual course instructor(s) about any absence, in advance if possible. Students may be directly penalized only after the number of absences exceeds the number of class meeting hours per week. Where a student misses more than the number of classes stated above, the course instructor has the discretion to allow for the completion of missed work and to determine how such work will be evaluated, including possible penalties.

Academic Leave of Absence

Anderson University offers undergraduate students who are in good standing, as defined by AU's academic policy, and who are not subject to disciplinary action the opportunity to request an academic leave of absence.

Leave of Absence Policy: The Leave of Absence Policy applies to students who are pursuing a degree from Anderson University but leave the university for a semester to participate in a study-abroad program, internship, or practicum, which is not done with an AU matriculation. The leave of absence may also apply to students who, due to circumstances beyond their control (such as the need to care for ill parents or the onset of a personal illness or military training), must suspend their enrollment in classes for a semester. A leave of absence is typically granted for one semester but can, depending on the specific circumstance, be granted for a full academic year if the student intends to return to Anderson University for the completion of their degree. To qualify, students must be in good academic and financial standing and must complete the required application forms.

The academic records of students granted a leave of absence remain in an active status. While on academic leave of absence, the student retains the right to use some campus facilities, such as the AU library, student counseling services, and career services.

Due to Visa restrictions, international students may not be eligible for academic leave and should consult with the Cultural Resource Center. For more information, please see the Office of the University Registrar.

Chapel/Convocation

Chapel/Convocation meets every Tuesday and Thursday. It is an important setting in which the student body regularly gathers for worship, enrichment, and community-building. Speakers include campus personalities and guests from across the nation. Students participate in music and worship leadership. Because of its unusual significance to campus life, attendance is required of all full-time students.

Catalog Policies

Program and Policy Changes

The schedule of classes for each academic year is published the preceding February. Both the master schedule of classes and this catalog are regarded as official statements of anticipated course offerings. The university reserves the right to change courses or cancel any course for which enrollment is less than six students or for which satisfactory arrangements cannot be made.

In addition to courses listed in the catalog, departments may offer special seminars or other courses, as the need arises, under the numbers 1600, 2600, 3600, and 4600.

Course Numbering System

1000/2000-Level Courses

In general, courses in the 1000 or 2000 series count toward the liberal arts requirements and are to be taken during the freshman or sophomore years. Some courses in the 2000 series are first-level courses applicable to a given major or specialization.

Upper-Division (3000/4000-Level) Courses

Courses listed in the 3000 and 4000 series are considered upper-division courses and are primarily intended for juniors and seniors. However, freshmen or sophomores in good standing may be allowed to take upper-division courses if they have met the prerequisites and have the approval of their advisors.

Course Captions

Each course in the catalog is listed under a particular caption, a four-character code that identifies the discipline or field of study to which the course is related. Courses offered by the university are listed under caption headings in the sponsoring department's or program's section in this catalog (see Courses of Instruction).

The designation "3 hrs. (3, 2)" after a course title means that this three-credit-hour course meets in a standard classroom setting three hours weekly and two additional hours weekly in a laboratory setting.

Schedule and Registration Policies

Academic Advising

The primary purpose of academic advising is to aid students in their pursuit of meaningful educational programs which will aid them in identifying and fulfilling their goals, including career considerations. Ultimately, it is each student's responsibility to plan for and meet all graduation requirements. Advising assists students in the following:

- understanding the university's commitment to the effective development of body, mind, and spirit in the context of the liberal arts;
- understanding the university's support services available to them;
- understanding the university's policies and procedures;
- making decisions based on available information; and
- examining their progress toward the realization of their goals.

Furthermore, advising assists the institution in program and policy development or modification by providing information gained from the advisor/student relationship.

Thus, the institutional goals for academic advising are to assist students in the following:

- effective development of body, mind, and spirit;
- incorporation of the liberal arts in life planning;
- clarification of life goals;
- development of suitable educational plans;
- selection of appropriate courses and/or educational experiences;
- evaluation of progress toward established goals;

- use of university support services;
- development of decision-making skills;
- reinforcement of student self-direction; and
- re-evaluation of life goals and educational plans.

Following admission to the university, students may register by coming to the campus to receive personal assistance in curriculum orientation and scheduling and registration of courses. This advising process assists students in immediate as well as long-range course planning and approves their class schedules for each semester or term.

Faculty mentors serve as advisors after students matriculate and until they declare a major, after which faculty in the declared department will be their advisor.

Advisors assist students in choosing required courses of study and planning their class schedules. Although students are directly responsible for meeting graduation and other requirements, they are urged to consult frequently with their advisors concerning the best procedures and sequences in registration.

Students should work with their advisors in monitoring their progress toward their degrees. If students' grades are low in any grading period, they are urged to consult with their advisors relative to proper remedial steps.

Academic Load

A full-time academic load is 12-18 hours. Upon approval from their school dean, students with records of above-average academic performance may register at additional cost for additional hours. Summer school terms, international opportunity, or transfer work may not be used to establish a semester GPA.

The number of hours taken each semester is dependent upon a student's GPA.

Students with 3.25 GPA may register for 19 hours.

Students with 3.50 GPA may register for 20 hours.

Students with 3.75 GPA may register for 21 hours.

These guidelines also apply to students who have earned 52 or more hours and whose cumulative GPAs at the time of registration meet the stated standards. The factors of previous academic achievement, types of courses to be taken, and demands of employment must also be recognized.

Course Repetition Policy

Students may repeat courses for which they received a C- or lower by simply re-enrolling in the same institutional courses. If students wish to repeat courses for which the departmental captions or numbers have changed, they must petition the university registrar. Furthermore, students may repeat courses for which they received a C or above by petitioning the dean of the school in which each course is offered to grant an exception. The following rules apply in all cases:

- Students may repeat any given course a total of only two times during their academic careers.
- Withdrawal (W, WF, or AW) grade counts as an attempt, but it does not change the previous grade.
- All previous grades received will remain on students' academic records.
- Only the most recent grade received will be used in calculating GPA.
- Credit hours earned toward graduation will be counted for only the most recent course taken.

This policy does not apply to Anderson University credit by examination or transfer credit. The course repetition policy does not apply to courses taken at other colleges or universities and transferred to Anderson University.

Auditing a Course

As a means of enrichment to the student, opportunities for auditing courses related to their vocational pursuits or special interests are provided. No credit is earned when a student audits a course. Students may change their registration to or from audit through the end of the fifth week of the semester. Anderson University recognizes the following ways of auditing a course:

- 1) Occasional class visitation: A student may wish to visit a class to hear a lecture and/or a discussion on a given topic. The instructor's consent is the only necessary requirement.
- 2) Auditing one course without fee: Any student registered for 12-18 hours who is making satisfactory academic progress may enroll in an additional class on an informal audit or recorded audit basis.
 - a) Informal Audit: Infrequent attendance of a class with no course obligation. Although formal registration is not required, the student must have the written consent of the instructor. Permission forms are available in the Office of the University Registrar. No record is made of the audit on the student's permanent record.
 - b) Recorded Audit: Regular attendance with normal course obligations for the purpose of having the audit recorded on the student's permanent record. In this situation, the student should follow these procedures:
 - i) Register as an audit using the schedule of classes form or change of schedule form, signed by the advisor.
 - ii) Adhere to attendance regulations.
 - iii) Complete sufficient work of C- quality or better in order to have the audit recorded.
 - iv) Changes of schedules to or from an audit must be done no later than the end of the 5th week of the semester.

The course will be recorded on the student's permanent record as an audit if the above conditions are met and the student does satisfactory work in the course. If the above conditions are not met, the instructor will notify the Office of the University Registrar and no record of the audit will be made.

- 3) Auditing with payment of fee: A student who does not meet the specific requirements as outlined above may, upon payment of the per semester hour audit fee, audit a course as outlined under A or B of item II above.

Reading Courses

Reading courses allow students to do coursework without having to attend scheduled class sessions. A student wishing to complete a reading course should meet with the professor to discuss course expectations as articulated in a course syllabus. Work is then done independently, preferably with scheduled assignments due throughout the specified time frame. Reading courses are available only for classes that are appropriate for this type of study.

Normally, reading courses should be taken only in the summer. Reading courses will follow the institution's withdrawal and refund policies. Refunds will be based on the official beginning and withdrawal dates, and then only when contact is made with the director of summer school.

To be eligible for reading courses, a student must have a cumulative GPA of 2.50 or higher. For courses not listed in the schedule of classes, the instructor, the chair of the department in which the course is lodged, and the director of summer school must sign reading-course petitions.

For any further questions regarding summer reading courses, contact the director of summer school.

Transfer of Credit from Other Institutions

The Office of the University Registrar will evaluate and determine the applicability of all college credits being transferred from other institutions. Students who transfer a substantial number of hours from other institutions are required to complete at least 50 percent of their majors, minors, or professional fields at Anderson University. This will afford the university the necessary student contact for graduation approval.

Generally, credit is accepted without condition for courses with a grade of C- or above from traditional institutions holding regional accreditation. Students should consult with the Office of the University Registrar concerning policy on acceptance of credit from non-traditional institutions and institutions not holding regional accreditation.

GPA is figured only on work completed at Anderson University. Grades for courses from other institutions do not transfer in.

All students with citizenship in a country other than the United States who wish to transfer credit to Anderson University may be required to pay a transcript evaluation fee.

Transfer courses may be considered applicable to the liberal arts requirement for advanced writing competency (writing intensive) if either the transcript indicates that the course was counted toward the other institution's advanced writing requirements which meet or exceed Anderson University requirements (see advanced writing

competency/writing intensive requirements in the Liberal Arts Program section in this catalog), or the student can produce a syllabus that clearly shows how the course satisfies Anderson University requirements. Sixty-four maximum transfer credits are granted for all coursework with a grade of C- or better completed at a regionally accredited college or university. For more information, contact the Office of the University Registrar.

Associate of Arts and Associate of Science Degree Transfer Policy

Students who have earned an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from a regionally accredited college or university will be deemed to have automatically fulfilled the core curriculum (except in the area of biblical literacy, Christian Ways of Knowing, speaking and writing intensives, and experiential) requirements for a baccalaureate degree. This policy only applies to students who enter AU in the fall of 2015 or later. For more information, contact the Office of the University Registrar.

Transferring in an AA/AS does not absolve a student from meeting the stated prerequisite requirements of AU majors or minors.

Transfer of Credit — Current Students

Students currently enrolled at Anderson University must obtain permission from the university registrar to take courses elsewhere if they intend to transfer that coursework to Anderson University. Courses need to be taken at a regionally accredited college or university on the semester system.

Before completing the request form, a schedule of classes from the other institution should be consulted to verify the availability of desired courses. A catalog description from the other institution is required to determine the applicability of the intended coursework toward the liberal arts or specialization requirements. Students who have a declared major need departmental approval as well as approval from the university registrar.

A final grade of C- or above must be earned. No credit points will be recorded for transfer credit since semester and cumulative GPAs are figured on Anderson University work only. Grades for courses from other institutions do not transfer in. The Anderson University Course Repetition Policy requires that the same institutional course be repeated to adjust the GPA; therefore, the repetition policy does not apply to transfer credit.

Independent Study

Independent study allows students to do individual work on projects or topics of special interest to them under the supervision of faculty members if the topic or special interest is not included in the regular catalog offerings. Topics are chosen in consultation with faculty members and are usually topics in students' major fields of study. To be eligible, students must qualify under one of the following:

- Upper-division: Juniors or seniors with cumulative GPAs of 3.00 or higher who have completed 12 hours in the subject area (if the independent study is in the major). Department chair's and instructor's permission required.
- Lower-division: Students with cumulative GPAs of 3.00 or higher or whose background is determined to be adequate by the department chair and instructor in the field of study. Department chair's and instructor's permission required.

Transfer students may pursue independent study if they qualify under either of the above.

Students may schedule a maximum of 8 hours of independent study applicable to a major, 4 hours to a minor, and no more than 4 hours in a given semester.

Institutional Exam

Anderson University recognizes the need for student advancement according to ability and achievement. Therefore, students who are competent in a given subject by reason of their particular background or experience outside the university classroom may choose to receive credit by institutional examination. Examinations are to be taken prior to enrollment in the next level course. Not all courses, however, are appropriate for credit by institutional examination.

Results from Anderson University institutional examinations, the Advanced Placement Program of the College Board, and a limited number of hours or courses from the College-Level Examination Program of the College Entrance Examination Board are considered for purposes of advanced standing or advanced placement.

Students must earn a grade of C- or above in the Anderson University institutional examinations to receive credit for the courses. Satisfactory-unsatisfactory (S-U) grading option is available as well as regular letter grades. Graduating seniors must have examination results on file in the Office of the University Registrar by April 1 of their graduation year.

Advanced Placement

Advanced placement and/or credit may be earned through placement examination for a maximum of 30 credits. The four examinations Anderson University recognizes are the Advanced Placement Program (AP) of the College Board, the College Level Examination Program (CLEP), the Cambridge International Examinations (GCE A level), and the International Baccalaureate Program, subject to approval by the department.

Credit received by examination is tuition-free and applies toward the requirements for graduation.

For more information, consult the university website at anderson.edu/registrar for the most current and updated information.

Honors Study

Honors study at Anderson University varies by department. In general, such study may take the form of advanced placement, institutional credit by examination, special sections in some courses, certain reading courses, tutorials, seminars, and individual study.

In some instances, honors study begins at the freshman and sophomore levels, particularly advanced placement and special sections. Seminars and individual study are usually implemented at the junior and senior levels. Special reading courses and tutorials may be taken at either level.

At any level, the primary purpose of honors study is not acceleration but enrichment in both scope and depth. Students considering honors study should consult their advisors or the university registrar.

For more information on honors study at Anderson University, see the Honors Program section under Courses of Instruction in this catalog.

Withdrawal from Courses

Official withdrawal from all courses must be completed by an interview with the dean of students. The official date of withdrawal will be the date the contact is made. In extenuating circumstances, students may initiate complete withdrawal from all courses by phone or letter to the dean of students. The official withdrawal date should be the date such contact is received by the dean of students.

Students desiring to drop courses may do so through their assigned academic advisors. Students are required to present the Office of the University Registrar with change-of-schedule forms noting the changes and their advisors' signatures.

Questions concerning the policy for complete withdrawal should be directed to the dean of students. Questions regarding adjustment for reducing the number of hours should be directed to the Office of the University Registrar.

University-Initiated Withdrawal

The university has the authority to withdraw a student from the university and to revoke that student's registration at any time during the academic year. There are two types of university-initiated withdrawals — withdrawn failing (WF) and administrative (AW).

The faculty assigns WF at any time before the 10th week of the semester or by the dean of students whenever it is deemed appropriate. It is assigned either when a student has stopped attending classes without officially withdrawing or when a student is withdrawn for disciplinary reasons. For purposes of grade point average calculation, WF is equivalent to F.

A grade of AW is recorded for administrative withdrawals. It is assigned by the administration or the dean of students when circumstances do not warrant a failing grade or whenever it is deemed appropriate. The grade of AW is not computed in the student's grade point average and therefore involves no academic penalty. The registrar must authorize the recording of this grade.

Transcripts

Students wanting transcripts of their university work must present a written request to the university registrar, giving at least one week's notice. A fee of \$3 is to be included with the request. All financial obligations to the university must be arranged to the satisfaction of the business office before transcripts will be released. Transcripts may be ordered online at anderson.edu/registrar.

Academic Policies

Academic Standing

To be in good academic standing, students must maintain the following standards:

Hours Earned	GPA
1-29	1.6
30-59	1.8
60 or more	2.0

Academic Probation

Students may be dropped from the university at any time when excessive class absences or academic performance indicates an inability or unwillingness to achieve normal progress toward a degree. Typically, however, students not in good academic standing are placed on academic probation for a maximum of two consecutive semesters.

In general students on academic probation may not participate in any extracurricular activities. The provost or the dean of students has the final authority over the conditions placed upon students on academic probation.

All students on academic probation are expected to develop and sign an academic support contract with the director of educational support services before attending classes. The academic support contract may include, but is not limited to, such items as study assistance, limits on work commitments, housing, course load, and class attendance.

Students not achieving acceptable standards are barred from returning to Anderson University for a period of at least one semester. Students who are readmitted after having been barred once are expected to attain a 2.00 current GPA in their next 12 hours and must continue to achieve or make substantial progress toward the stated minimum standards in order to continue. If they are barred again, it will be for at least two years. Any subsequent readmission will be regarded as a final opportunity to continue studies at Anderson University.

The provost may request the barring appeals committee to review and make recommendations regarding cases when necessary. Extenuating circumstances may justify the continuation of students whose cumulative grade point average falls below the stated standards.

Academic Forgiveness Policy

The Academic Forgiveness Policy extends to a student who has been away from Anderson University for a period of at least five years and was not making satisfactory academic progress, meaning an overall G.P.A. of less than 2.0. This is a one-time opportunity to establish a new GPA.

The policy will not apply if a student has earned a degree, diploma, or certificate from another college or university. A student receiving academic forgiveness is not eligible for graduation honors. The student must not have been enrolled in any course work for credit at Anderson for a minimum of five consecutive years prior to the point of requesting academic forgiveness. Students who earn grades of C-, D, F, or WF may request up to 15-semester credits.

Upon readmission to AU, the student must demonstrate academic ability by successfully completing 12-semester credits at the university, with no grades below a C. Students who meet these two conditions may petition in writing to the university registrar by completing an academic forgiveness application to have their grades forgiven and not computed in the grade point average and have the words “academic forgiveness” annotated on their record.

Once the application for academic forgiveness has been approved and after consultation with the student, the Office of the University Registrar will make the following adjustments to the student’s transcript: Up to 15-semester credits of coursework, to be selected by the student, will be rescinded prior to the point of academic forgiveness; however, course titles and grades from these courses will remain on the transcript. Calculation of the student’s GPA will not include grades for classes approved for forgiveness. For more information, contact the Office of the University Registrar.

Classification of Students

Class identification at Anderson University is determined as follows:

- Freshmen: Students who have completed fewer than 24 hours of college credit.
- Sophomores: Students who have completed 24-51 hours of college credit.
- Juniors: Students who have completed 52-87 hours of college credit.
- Seniors: Students who have completed 88 or more hours of college credit.
- Lower-Division Students: Freshmen and sophomores.
- Upper-Division Students: Juniors and seniors.
- Part-time: Students carrying 1-11 hours.
- Special: Audit, guest students, and high school students.
- Children or adults who are taking music lessons but are not doing academic work at the university level.

Dean's List

Full-time students (enrolled in 12 or more hours) who earn semester GPAs of 3.50 to 3.99 qualify for the Dean’s List. Full-time students who earn a perfect 4.00 semester GPAs qualify for the Dean’s List with the additional honor of “Special Distinction.”

Grades, Hours, and Credit Points

An “hour” is coursework equivalent to one class hour per week for a semester. A “credit point” is a measure of the quality of work performed. Credit points are figured only on work completed at Anderson University.

Grade reports are issued by the Office of the University Registrar in the following terms:

A, A-	Achievement of superior quality in course objectives.
B+, B, B-	Achievement of excellent quality in course objectives.
C+, C, C-	Achievement of average or somewhat above average quality in course objectives.
D+, D	Basically unsatisfactory achievement but of sufficient quality to meet minimal requirements.
F	Clearly unsatisfactory or below minimal achievement of course objectives.

I	Incomplete. Allows completion of delayed work by written agreement between instructor and student. Must be filed with the university registrar before grades are processed; becomes an F at the end of the fifth week of the following semester if not completed.
IP	In progress.
NR	Faculty did not record a grade.
W	Withdrew.
WF	Withdrawn failing.
AW	Administrative withdrawal.
S	Work completed at C- level or above.
U	Work completed at D+ level or below.
CR	Work completed at a satisfactory level.
NC	Work completed at an unsatisfactory level.

Students may withdraw from courses during the first five weeks without having a notation on their transcripts; they may withdraw with a recorded W after the fifth week but no later than the end of the 10th week. Students may change their registration to or from S/U during the first five weeks of the semester. No withdrawals or changes in registration are permitted after the 10th week.

Credit points per hour:

A = 4.00
A- = 3.67
B+ = 3.33
B = 3.00
B- = 2.67
C+ = 2.33
C = 2.00
C- = 1.67
D+ = 1.33
D = 1.00

No credit points are given for courses bearing grades of CR, NC, S, U, F, I, W, WF, or AW. The credit point index is the ratio of the number of credit points earned to the number of hours attempted (excluding CR, NC, S, U, and W). No credit points are issued for transfer courses.

Mid-semester grades are available to all students online. Final semester grades are based on the work of the entire semester, which includes examinations and evaluations throughout the course.

Grade Appeal

Students believing there is adequate reason for grade reconsideration should consult the instructor who taught the course. If the question about the grade is not satisfactorily resolved, students should consult the appropriate school dean regarding procedures for further consideration. This procedure must be initiated by students no later than 30 days after grades have been issued.

Credit/Non-Credit Grading

Some courses are offered only as credit or non-credit. As such, they appear in the master schedule of classes with a CR/NC registration. The hours taken are credited toward graduation but will not be considered in determining 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) basis.

The S/U option seeks to facilitate intellectual exploration in search of a major, in support of a major, or in pursuit of a personal interest; to offer the flexibility of a grading process which most appropriately relates to the objectives of a particular course; and to provide an opportunity, without grade-point consideration, for students to assess their own interests and abilities. This encourages greater communication between students and faculty concerning the meaning of evaluation. Conditions for taking classes satisfactory/unsatisfactory are as follows:

- Choosing the S/U option is always at the student's discretion.
- S/U options are limited to 12 hours for the student's entire college career and a maximum of 4 hours taken S/U in any one semester.
- No liberal arts courses taken to meet liberal arts requirements may be taken S/U.
- No courses in the academic major or minor or teacher certification programs may be taken S/U once the major or minor or program has been declared.
- If a student subsequently elects to major in a discipline in which a course had been graded satisfactory, that course, but no other such courses, may be counted toward the major or minor.
- An S signifies a grade of C- or better and U a grade lower than C-.
- Courses taken on the S/U basis will not be considered in determining GPA.

Students should consult their advisors or the chair of the department in which they major regarding the desirability of taking courses S/U. The end of the fifth week is the last day for making a change in registration to or from S/U.

NOTE: For the most up-to-date information, please contact the Office of University Registrar. Further academic policy information is also available on the [university website](#).

Grade Point Average

Grade point average (GPA) is computed by dividing the total number of credit points accumulated in courses for which a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, F, or WF has been assigned by the total number of hours attempted in those courses. Courses for which a grade of IP, S, U, CR, NC, W, AW, or NR has been assigned are not included in computing the GPA.

When the course is repeated, only the hours and credit points for the latest grade assigned for that course are counted in the total hours attempted and total credit points.

The following example shows how semester GPA and cumulative GPA are calculated:

Course	Hours Attempted	Grade	Credit Points
ENGL 1110	3	C	6.00
SOCI 2010	3	B	9.00
			14.6
BIOL 2210	4	A-	8
PSYC 2000	3	D	3.00
HIST 2030	3	F	0.00
			32.6
Semester Total	16		8
Previous Semesters	27		74.0
			0
Cumulative Total	43		106.
Semester Credit Points	32.68	Cumulative Credit Points	106.
Hours Attempted	÷ 16	Hours Attempted	÷ 43
Semester GPA	= 2.04	Cumulative GPA	= 2.48

Truncate (Don't Round) the GPA: a 2.999 GPA is still a 2.99, NOT a 3.00.

Graduation Policies

Graduation Procedures

Application for graduation should be made in the spring preceding the senior year. Applications must be on file in the Office of the University Registrar by the following designated deadlines to allow sufficient time for processing:

- Last Friday in April for December and May graduates
- First Monday in October for August graduates

A student's catalog expires 10 years after matriculation. If a catalog has expired, the requirements of the graduation catalog must be met. In matters of course standards, prerequisites, eligibility to continue, and other academic policies, students are subject to the regulations and procedures of the current academic year.

To graduate, students must be in good standing with the university and must have financial arrangements satisfactorily made with the business office. All incomplete grades must be removed, all institutional examination results recorded, and transfer credits from other institutions must be in the Office of the University Registrar by May 1 of the graduation year. The university reserves the right to remove students from participation in commencement based on academic deficiencies and/or disciplinary actions as defined by the dean of students at any time. Petitions to graduate in absentia must be filed with the university registrar at least three weeks prior to commencement.

Graduation Honors

Students earning cumulative GPAs of 3.70 or above will graduate cum laude; 3.80 and above, magna cum laude; and 3.90 and above, summa cum laude. Such honors are open only to students who have earned the qualifying GPA with a minimum of 60 hours at Anderson University.

Students also may earn honors in the departments in which they do their major work. A student must attain a 3.00 GPA in all courses, a 3.50 GPA in all courses taken in a department, and must fulfill the specific departmental requirements. Annually, each department may have at least one student receiving departmental honors; the maximum number receiving honors is approximately 10 percent of the graduates in the department. Departmental and institutional honors are open only to students pursuing bachelor's degrees and are awarded after all work for the degree is completed.

Student Life Policies

The Department of Student Life at Anderson University annually publishes a student handbook. The handbook is designed as a student's guide to campus policies and procedures. It also serves as a resource to connect students to faculty and staff working to help them succeed. A few of the policies included in the student handbook are as follows:

- Chapel Attendance
- Residence Life
- Title IX
- Housing
- Judicial Code

There is also information available in the handbook related to the following:

- Financial Aid
- Student Services
- Police and Security Services

For a full list of Student Life policies, procedures, and resources, please review the student handbook, published online at anderson.edu/students/policies.

Academic Organization

The academic programs of Anderson University are grouped into seven schools:

- Falls School of Business
- School of Education
- School of Humanities and Behavioral Science — Communication and Design Arts; English; History and Political Science; Modern Foreign Language and Cultures; Liberal Arts; Psychology; Sociology, Social Work, Criminal Justice, and Family Science
- School of Music, Theatre, and Dance
- School of Nursing and Kinesiology — Kinesiology, Nursing
- School of Science and Engineering — Biology, Computer Science, Mathematics, and Physical Sciences and Engineering
- School of Theology and Christian Ministry

Each school has its own dean, who is its chief operational officer in regard to all programs and personnel of that school.

Majors and Minors

Majors provide the opportunity to take a grouping of courses, usually concentrated in one department, for purposes of specialization or professional certification. In addition to the major, a minor or cognate of 15-18 hours may be selected but is not required.

Students are responsible for planning and completing the requirements of their majors, minors, and cognates. A GPA of at least 2.00 is required for all courses applied to the major or area of concentration.

Students completing two or more majors may present no more than 15 hours common to those majors. To be awarded a major, students must complete at least 50 percent of all coursework in residence at Anderson University.

Declaration of Major and Minor

Students need to file a declaration of major and minor or cognate with the Office of the University Registrar. For planning the proper sequence of courses, students should declare the major as soon as possible.

This application and the procedures involved in its approval afford students an opportunity for evaluation of their objectives in college and life. Students formally state their proposed majors, minors, and/or professional or pre-professional programs and confer with the major advisor of the department or program concerning requirements. This procedure constitutes students' official declarations of majors or minors.

To change majors or minors, students must file the appropriate form in the Office of the University Registrar at the earliest possible date.

Admission to Particular Majors

Admission to Anderson University does not automatically include admission to specialized programs within the university, such as athletic training, business, education, music, nursing, and social work. The criteria for admission and acceptance to specialized programs are determined by the faculty of those programs. Information regarding application deadlines and admissions criteria may be obtained from the departments offering the programs to which students wish to apply.

Majors

A major is a concentration of related courses designed to provide individual depth within a discipline or a recognized field of study. It is a grouping of 26-54 hours with a minimum of 26 hours from the host department and a maximum of 36 hours from a single discipline or recognized field of study.

Unless otherwise noted, all majors lead to the Bachelor of Arts (BA) degree. Majors include the following:

- Accounting
- Athletic Training
- Bible and Religion
- Biochemistry
- Biology
- Chemistry
- Christian Ministries
- Cinema and Media Arts
- Computer Science
- Computer Science (BS)
- Computer Engineering (BS)
- Criminal Justice
- Dance
- Electrical Engineering (BS)
- Engineering Physics (BS)
- English
- Exercise Science
- Family Science
- Finance
- General Studies
- Global Business
- History
- Information Security
- International Relations
- Management
- Marketing
- Mathematics
- Mathematics-Decision Making
- Mathematics-Economics
- Mathematics-Finance
- Mechanical Engineering (BS)
- Music
- Music Business
- Musical Theatre (BMus)
- National Security
- Nursing (BSN)
- Physical Science
- Physics (BA)
- Political Science
- Political Science/
Philosophy/Economics
- Psychology
- Public Relations
- Social Work
- Songwriting
- Spanish
- Sport and Recreational
Leadership
- Sport Marketing
- Visual Communication Design
- Worship Arts
- Youth Ministries

Complementary Majors

A complementary major is a group of related courses (26-54 hours) that must be taken with one of the majors listed in the preceding section. A complementary major is intended to enhance a primary major and may not stand alone to fulfill graduation requirements. Complementary majors may not be coupled with other complementary majors to fulfill graduation requirements.

Complementary majors:

- Business Administration
- Business-Information Systems
- Christian Ministries
- Christian Spiritual Formation
- Computer Science
- Dance
- Journalism
- Music
- Musical Theatre
- Psychology
- Spanish
- Writing
- Youth Leadership-Development

Teaching Majors

A teaching major is a grouping of 36-62 hours, sometimes in more than one department, for purposes of specialization and teacher certification.

Unless otherwise noted, all teaching majors lead to the Bachelor of Arts (BA) degree:

- Elementary Education
- Language Arts
- Mathematics
- Music: Education (BMus)
- Physical Education: K-12
- Social Studies
- Spanish

Complementary Teaching Major

The departments of Biology and Physical Sciences and Engineering, in conjunction with the School of Education, have shared in the creation of a new complementary major titled TeachScience. This major may only be combined with a biology, chemistry, or physics catalog major and may not stand alone to meet graduation requirements. It offers science students all of the learning and practical experiences needed to meet state requirements for teacher certification.

Non-Catalog Majors

A student may construct and pursue a major course of study not listed in the catalog to achieve a goal of personal significance. Such a major must be strong enough to justify inclusion in the catalog if the student demand is sufficient and the institutional resources

adequate. This may only be taken as a complement to a primary major. If such a major is interdepartmental or interdisciplinary, it must have the approval of all departments involved and the dean of the school.

Minors

A minor is defined as a clustering of related courses intended to provide individual depth in an area other than a student's major. A minor is a grouping of 15-18 hours in a single discipline or recognized field of study and must include 12 hours which do not overlap with any other requirement (i.e. another major, minor, or liberal arts requirement). A GPA of at least 2.00 is required for all courses applied to the minor. To be awarded a minor, students must complete at least 50 percent of all coursework in residence at Anderson University.

In some cases, a student may wish to complete a second major in lieu of a minor. A student may present a major and a minor in a department offering more than one major. This minor must be in a different field and must include a minimum of 12 hours not applicable to one or more majors.

Minors:

- Accounting
- Athletic Coaching
- Biblical Studies
- Biology
- Chemistry
- Christian Ministries
- Cinema and Media Arts
- Computer Science
- Criminal Justice
- Dance Performance
- Economics
- Education
- English
- Entrepreneurship
- Ethics
- Event Planning and Management
- Family Science
- Finance
- French
- Global Business
- Health Education
- History
- Information Systems
- International Relations
- Journalism
- Legal Studies
- Management
- Marketing
- Mathematics
- Music
- Music Performance
- Nonprofit Leadership
- Nutrition
- Peace and Conflict Transformation
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Public History
- Public Relations
- Religion
- Social Media
- Sociology
- Social Work
- Spanish
- Special Education
- Sport and Recreational Leadership
- Statistics
- Theatre
- Visual Studies in Art and Design
- Women's Studies
- Writing

Teaching Minor

- Reading

Associate's Degree

- Concentration: Criminal Justice (for more information, see Department of Sociology, Social Work, Criminal Justice, and Family Science in this catalog)
- Concentration: General Studies (for more information, see the dean of the School of Humanities)

Cognates

A cognate is defined as a cluster of courses designed to enrich or provide breadth to an academic major. A cognate consists of 15-18 hours in two or more disciplines and may include no more than 4 hours in courses applied to other requirements. A GPA of at least 2.00 is required for all courses applied to the cognate.

Cognates are generally individually designed and are developed with the approval of the chair of the department offering the related major and the dean of the school.

Pre-Professional Programs

Pre-Seminary Studies

The university seeks to serve students preparing for seminary admission through a range of courses considered basic to such graduate professional study. There is no single normative pattern for pre-seminary education because of widely varying emphases and settings for ministry. The Anderson University School of Theology and Christian Ministry follows current admission recommendations of the Association of Theological Schools when it suggests the following categories of learning as foundational for graduate seminary study:

- The ability to read, write, and speak clear and correct English is vital for interpreting and communicating the faith of the church. It is highly desirable that a reading knowledge of Hebrew and/or Greek be developed as a basic tool. Additional language skills might be essential, depending on vocational intent.
- General understanding of human selfhood, modern social institutions, culture and religion, science and technology. Students are expected to have some academic understanding of the fields of philosophy, sociology, psychology, and history, and in some instances, may major in one of these areas.
- Theological understanding of major religious traditions and the contemporary understanding of values and faith. A knowledge of the nature and content of biblical materials is of particular significance.

Details of admission requirements for the seminary should be considered in the planning of undergraduate junior and senior years.

Pre-Health Professional Programs

Anderson University offers pre-health professional programs for students desiring careers in medicine, physical and occupational therapy, dentistry, physician assistant, pharmacy, chiropractic, optometry, podiatry, and veterinary medicine. Individualized programs are developed for students wishing to enter other health professions not listed above.

Although most pre-health profession students major in biology, biochemistry, or chemistry, in most cases any major may be chosen as long as particular health profession program and course requirements are met. The length and specific coursework for each program is variable depending on the field and the individual professional school selected. Each pre-health professional program is designed to give the student a broad, Christian, liberal arts preparation for service in the health field of choice. The program usually consists of the following components:

- A standard pre-health profession core of courses (one year each of laboratory-based, college-level general biology, general chemistry, and physics).
- Additional courses in the sciences to increase study skills and knowledge base in the medically related subjects.
- A requirement to include courses in psychology, sociology, biblical studies, and communication as part of the liberal arts component.
- A recommendation to include a business course in the academic program.
- Preparation for the particular health profession standardized exam.
- Being an active member in the Pre-Professional Health Society.
- A committee evaluation and recommendation process for the professional school application procedure.

Students interested in a particular pre-health professional program should contact the director of pre-health professional programs for more information and/or referral to the appropriate advisor in that profession.

The success of Anderson University's pre-health profession programs can be measured in a variety of ways. The university has an excellent placement record during the past 15 years, with approximately 85 to 90 percent of the students who applied to professional programs having been accepted. Of those students who have received strong committee recommendations, essentially 100 percent have been accepted. Many of our students during the past 15 years have been in the upper 10 percent of their professional school classes upon graduation from their respective schools.

Pre-Law

A liberal arts education provides a solid foundation for the study and practice of law. Taking classes across the curriculum helps students develop the analytical, writing, research, and oral communication skills necessary to succeed in law school and beyond. These classes also help students acquire the knowledge of history, politics, societies, cultures, economies, and philosophies that make success in law school more likely.

Students planning to attend law school are not restricted to any one major. The top majors for students who apply to law school are political science, English, history, psychology, economics, and business. Students are encouraged to work with their major advisor and AU's pre-law advisor to select courses from across the curriculum that prepare them for admission to law school and the practice of law.

Interested students should also consider the minor in legal studies.

Medical Technology

The student interested in becoming a medical technologist completes three years at Anderson University and the final (clinical) year of training at one of two hospitals in Indiana: Parkview Hospital in Fort Wayne or Clarian Health (Methodist Hospital) in Indianapolis. Tuition for the clinical year is paid to Anderson University. After successful completion of this program, students earn a Bachelor of Arts in biology and are eligible to pursue clinical laboratory scientist certification through the Board of Registry or the National Certification Agency for Medical Laboratory Personnel.

Admission to a school of medical technology requires the satisfactory completion of three years (92 hours) of academic study that includes completion of all liberal arts requirements; 22 hours of biology, including microbiology and immunology; at least 12 hours of chemistry (8 hours general and 4 hours organic); one course (4 hours) in mathematics; and one course (4 hours) in physics. Students must meet the graduation requirements and biology major requirements stated elsewhere in this catalog. Upon successful completion of these requirements, students are eligible to apply to one of the clinical programs. Interested students should contact the Department of Biology for more details and advising.

Physical Therapy

Anderson University offers a program that prepares students for entry into physical therapy programs. Most students seeking to enter the profession obtain a bachelor's degree, usually with a biology major. Because of the small number of schools offering graduate degrees in physical therapy and the large number of students who apply, admission to those programs is very competitive. Anderson University has developed an articulation agreement with Southwest Baptist University in Bolivar, Mo., to facilitate admission for AU graduates to a doctorate degree program in physical therapy. Interested students should contact the Department of Biology for more details and advising.

Courses of Instruction

Courses of Instruction

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

XXXX Courses*

Course Title** # hrs. (#, #)***

The course description, listed directly beneath the course title, provides details about themes, topics, and issues covered by the course.

expectation: Indicates skills or experiences which students are expected to have achieved or demonstrated before taking this course. Also indicates restrictions regarding who may take this course (i.e. departmental exams, minimum grade in a prerequisite course, etc.).

consent: Indicates whether students must obtain consent to take this course. If no designation is listed, no special consent is required.

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

corequisite: Indicates required class standing, required major, or course(s) which must be taken before or in the same semester as this course.

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

grade: Indicates when CR/NC grading is in effect. No listing indicates standard A-F grading.

offered: Indicates the semester and/or year in which this course will be offered, or other terms by which the course will be offered (i.e. with sufficient demand). If no designation is listed, the course is usually offered every year.

same as: Indicates when this course shares the same description and requirements as another course in the catalog.

*XXXX Courses: Designates the four-character caption (e.g., ENGL, MUSC, RLGN) applicable to the courses that follow.

**#### Course Title: Designates the course number and title for this course (e.g., 3070 Genetics, listed under the BIOL caption heading).

Courses numbered 1000-2999 are lower division. Courses numbered 3000-4999 are upper division. Upper-division courses are designed primarily for upper-division students and may assume some prior introductory understandings.

***# hrs. (#, #): Indicates the number of credit hours that may be earned by taking this course. Within parentheses, the number to the left indicates the number of classroom hours associated with this course, and the number to the right indicates the number of laboratory or studio hours. These numbers may include a range of hours (i.e. 1-4) or the word “arranged” where the number of hours may vary.

Caption	Description
ACCT	Accounting
ARTH	Art History
ARTS	Art
ATRG	Athletic Training
BIBL	Bible
BIOL	Biology
BSNS	Business Administration
CHEM	Chemistry
CMIN	Christian Ministries
COMM	Communication
CPSC	Computer Science
CRIM	Criminal Justice
DANC	Dance
ECON	Economics
EDUC	Education
ENGL	English
ENGR	Engineering
EXSC	Exercise Science
FLAN	Foreign Language
FREN	French
GERM	German
GLBL	Global Studies
HIST	History
HNRS	Honors
INCS	Intercultural Studies
LART	Liberal Arts
MUBS	Music Business
MUED	Music Education
MUPF	Music Performance
MUSC	Music
MUTR	Musical Theatre
NURS	Nursing
PACT	Peace/Conflict Transformation
PEHS	Physical Education
PETE	Physical Education Teacher Education
PHIL	Philosophy
PHYS	Physics
POSC	Political Science
PSYC	Psychology
RLGN	Bible and Religion
SOCI	Sociology
SOWK	Social Work
SPAN	Spanish
SPCH	Speech
SPED	Special Education
SPRL	Sport/Recreation Leadership
TESL	Teaching English to Speakers of Other Languages
THEA	Theatre

Biology

Dr. Lyle-Ippolito, chair and allied health advisor; Prof. Bailey, Dr. Ippolito, Dr. Janutolo; Dr. An and Prof. Clem (Clarian Health); Prof. Goff and Dr. Smith (Parkview Hospital)

The Department of Biology provides a quality educational program combining a broad foundational core curriculum with four areas of specialization:

- Pre-Professional: a curriculum designed to enhance the student's appreciation of and success in a professional education program in various medical arts.
- Science Education: a curriculum chosen to prepare students to be at the forefront of science education for the 21st century.
- Molecular/Biochemistry/Microbiology: a curriculum designed to provide the skills, knowledge, and analytic ability to succeed in modern biology research and/or industrial arenas.
- Ecology/Environmental: a curriculum designed to prepare for bachelor entry programs in field biology and environmental science and graduate studies in the fields of ecology, the environment, and zoology.

For more information regarding these programs, contact the chair of the department or visit the departmental office located in Hartung Hall 206.

The ecology/environmental concentration is greatly enhanced through Anderson University's participation in programs offered by the Au Sable Institute of Environmental Studies. The institute has four field stations worldwide: northern Michigan, Puget Sound (Washington), Vara Blanca (Costa Rica), and Tamil Nadu (South India). Each station offers field courses (mostly during the summer) in ecology and environmental science appropriate to its location. Students taking courses from Au Sable remain Anderson University students. Since the university has been identified as an institution eligible for financial grants, qualified students may be awarded Au Sable fellowships and scholarships. Interested students should contact Dr. Kimberly Lyle-Ippolito for further application information.

The Department of Biology supervises and advises students in medical technology programs. Biology majors pursuing the medical technology program must complete the 20-hour core — BIOL 2210, 2220, 3030, 2240, and 4050 — but are exempt from taking BIOL 4070, 4910, and 4920. The final (clinical) year is taken off campus; these courses will be counted as upper-division biology courses. Students entering this program should contact the allied health advisor as early as possible to facilitate completion of the program.

The department undertakes advising and supervision of undergraduate programs in a variety of health and science vocations other than those specifically mentioned above (e.g. pharmacy, physical and occupational therapy, physician's assistant, etc.). These pre-professional programs require completion of two to four years at Anderson University followed by graduate or clinical training at another institution in order to enter the profession or stand for licensure examinations. Biology faculty share the advising for these programs and should be contacted for further information if interested in these professions.

Biology

Biology Major (48 hours)

- 24 hours from BIOL 2210, 2220, 2240, 3030, 4050, 4070, 4910, 4920
- 12 hours from additional upper-division BIOL courses (completion of both BIOL 2410 and 2420 will substitute for 4 hours of upper-division biology)
- CHEM 2110, 2120, 2210

BIOL 2230, 3800, and 4700 do not apply toward the major.

Additional CHEM courses, especially CHEM 2220 and 3100, are strongly recommended.

Biology Minor (16 hours)

- BIOL 2210, 2220
- 8 hours from BIOL courses numbered 2230 and above
- BIOL 3800 and 4700 do not apply toward the minor.

Biochemistry

The biochemistry major is an interdisciplinary major that applies the principles and methods of both biology and chemistry to understanding the molecular basis of life. The major requires a number of basic classes from each discipline with advanced courses in chemical instrumentation, cell and molecular biology, genetics, and biochemistry, and allows the student to select additional courses necessary to pursue certain career objectives. Students considering a biochemistry major should begin their study with CHEM 2110 and BIOL 2210.

Biochemistry Major (52 hours)

- CHEM 2110, 2120, 2210, 2220, 3100, 4510, 4520
- BIOL/CHEM 4210
- BIOL/CHEM/PHYS 4910, 4920
- BIOL 2210, 2220, 2240, 4050, 4310
- Elective hours from CHEM 3140, 4090, 4110; BIOL 3030, 4120

Students pursuing pre-medicine should elect BIOL 3030, 4120. They should also take PHYS 2140, 2150 or MATH 2010, 2020, PHYS 2240, 2250.

It is suggested that students pursuing graduate school should elect CHEM 3140, 4090, 4110; BIOL 3030. They should also take MATH 2010, 2020; and PHYS 2240, 2250.

It is suggested students pursuing an industry career should elect CHEM 3140.

TeachScience

This complementary major offers science students all of the learning and practical experiences needed to meet the state requirements for teacher certification. This major may only be combined with a catalog major in biology, chemistry, or physics, and cannot stand alone to meet graduation requirements. Program objectives include the following:

- emphasis on Christ-like servant ways in the development of a professional educator, strengthened by a liberal arts program;
- teaching as a mission to serve adolescents and young adults;
- the student's completion of a traditional major in an area of science while pursuing advanced study in science and/or education;
- unique combination of secondary school experience and content area instruction;
- early opportunities for students to explore science teaching as a potential career;
- entrance into the program at any stage in the student's educational journey, based on individual needs and circumstances; and
- program completion within four years for most students.

TeachScience Complementary Major (30 hours)

- EDUC 2000, 3000, 3120, 4010, 4710, 4930
- SPED 2400
- BIOL/CHEM/PHYS 2700

Students pursuing pre-medicine should elect BIOL 3030, 4120. They should also take PHYS 2140, 2150 or MATH 2010, 2020, PHYS 2240, 2250.

BIOL Courses

1000 Principles of Modern Biology, 4 hrs. (3, 2)

Fundamental ideas in the science of biology, including molecules, cells, genetics, ecology, the diversity of life, and the human body. *offered:* Every semester.

2010 Medical Terminology, 2 hrs.

The objective of this course is to make students familiar with the common root words, prefixes, and suffixes of terms used in the medical fields. The material to be covered includes anatomical, procedural, diagnostic, disease, and pharmacology terms. *offered:* Online.

2040 Personal and Community Health, 3 hrs. (3, 0)

Health problems of individual, home, school, and community. Covers nutrition, child growth, personality development, home living, and the human body. Includes application of exercise to the maintenance of individual and community health. *offered:* Semester I.

2070 Humans and the Environment, 4 hrs. (3, 2)

Students are exposed to basic concepts of ecology and to select environmental issues. They are encouraged to engage in vigorous discussion and to think critically about our impact on the environment. The perspective of Christian environmental stewardship is emphasized throughout the course. *offered:* Semester II.

2080 Flora of Indiana, 4 hrs. (3, 2)

Taxonomic study (identification, classification, and nomenclature) of flowering plants of Indiana. *offered:* Summer.

2210 Foundations of Modern Biology I 4 hrs. (3, 4)

Basic principles of cell structure and function, genetics, evolution, biodiversity, and ecology using animal and human models. Through these themes, the student becomes familiar with major animal groups, their salient characteristics, environmental interactions, and postulated evolutionary relationships. *offered*: Semester I.

2220 Foundations of Modern Biology II, 4 hrs. (3, 4)

Concepts of cell structure and function, cell metabolism, genetics, organismal structure and function, and principles of ecology using plant models. Through these themes, the student becomes familiar with major plant groups, their salient characteristics, environmental interactions, and postulated evolutionary relationships. *prerequisite*: BIOL 2210. *offered*: Semester II.

2230 Microbes and Disease, 4 hrs. (3, 2)

Introduction to the science of microbiology using clinical microbiology as a model. Some emphasis is given to general areas such as microbial classification, genetics, physiology, and ecology, with concentration on subjects related to disease-microorganism relationships: classification, culture and identification of pathogenic organisms, control processes (antisepsis, disinfection, antibiotics), infection patterns, control of disease, and elementary immunology. *prerequisite*: BIOL 2220 or 2420. *offered*: Semester I.

2240 Cell Biology, 4 hrs. (3, 3)

This course is an introduction to fundamental concepts of cellular and molecular biology. Integrated lab and classroom curriculum introduces the student to the subject in four parts: 1) fundamentals of biochemistry, 2) the flow of genetic information in the cell, 3) cellular anatomy and physiology, and 4) cell regulation. *prerequisite*: BIOL 2220. *offered*: Semester II.

2310 Field Biology in Spring, 4 hrs.

Springtime plants and animals, their field identification, field biology, behavior and landscape context, with a focus on spring flora, amphibia, and birds. Focuses on observation and sounds of life in the field occurring between the end of the spring college semester and the end of spring high school semester to provide prospective teachers and naturalists with an opportunity to investigate the natural history of this time of year. *offered*: At Au Sable Institute.

2410 Human Anatomy and Physiology I, 4 hrs. (3, 2)

Topics will include cell form and function and organization of human cells into tissues, organs, and organ systems. This course will emphasize skeletal tissues, muscles, and the nervous and endocrine systems. Emphasis will be given to pathological conditions that alter the normal functions of these organ systems and how these alterations affect the organism as a whole. The lecture and laboratory experiences will emphasize how the structure and function of each topic is interrelated (that function follows form). *offered*: Semester I.

2420 Human Anatomy and Physiology II, 4 hrs. (3, 2)

Topics will include cell form and function as well as the human digestive, cardiovascular, respiratory, urinary, and reproductive systems. Emphasis will be given to pathological conditions that alter the normal functions of these organ systems and how these alterations affect the organism as a whole. The lecture and laboratory experiences will emphasize how the structure and function of each topic is interrelated (that function follows form). *prerequisite:* BIOL 2410 or CHEM 1000. *offered:* Semester II.

2700 Science Teaching Methods I, 3 hrs. (2, 1)

This course involves the learning and application of the methods of teaching science. In addition to some lecture and classroom discussion, students complete a practicum experience with a master teacher in a public or private school setting. Topics covered and jointly pursued by AU faculty and the master teacher include learning theories, classroom management, inquiry-based teaching, history of science, special/gifted education, and an introduction to rubrics/grading/assessment. Emphasizes the key roles that a teacher's caring attitude and ability to engage students have in a successful learning environment. *same as:* CHEM/PHYS 2700. *offered:* Semester II.

3030 Microbiology, 4 hrs. (3, 4)

Introduction to microbiology using a study of various microbes. Biochemical, genetic, and ecological aspects of archae, prokaryotes, viruses, fungi, and protozoans will be covered. One unit will cover human pathology and immunology. *prerequisite:* BIOL 2220. *offered:* Semester I.

3050 Advanced Topics in Microbiology, 2 hrs. (2, 0-3)

Topics important to the understanding and practice of microbiology will be covered in a seminar/laboratory format customized to the topic being discussed. Includes latest developments in the topic areas of immunology, virology, and mycology. May be repeated under a different topic. *prerequisite:* BIOL 3030. *offered:* With sufficient demand.

3080 Animal Ecology, 4 hrs.

Interrelationships between animals and their biotic and physical environments, emphasizing animal population dynamics in old growth pine forests and bogs. This field-intensive course centers on the ecology of northern Michigan fauna from a stewardship perspective. Included are individual student projects. *prerequisite:* BIOL 2220. *offered:* At Au Sable Institute.

3170 Comparative Vertebrate Anatomy, 5 hrs. (3, 4)

Lecture emphasizes major themes of vertebrate structure, function, and development, such as vertebrate transition to land, adaptations for terrestrial life, the evolutionary relationship between birds and theropod dinosaurs, and the evolution of flight. Laboratory emphasizes comparative morphology of representative chordate types. *prerequisite:* BIOL 2220. *offered:* With sufficient demand.

3270 Human Gross Anatomy and Histology, 5 hrs. (3, 4)

Detailed study of gross anatomy, microscopic and ultramicroscopic structures of tissues and organs of the human body. Laboratory emphasizes examination of the gross to microscopic structure through various techniques. Relationship of structure and function emphasized. *prerequisite:* BIOL 3030. *offered:* Semester I 2017-18.

3310 Entomology, 4 hrs. (3, 2)

Study of insects, with an emphasis upon their identification and role in the environment. *prerequisite:* BIOL 2220. *offered:* With sufficient demand.

3420 Fish Biology and Ecology, 4 hrs. (3, 2)

Covers in detail the systematics, evolution, and anatomy of fishes. Students will be exposed to selected topics in fish physiology, ecology, and behavior. Fishery issues will be touched upon as time allows. The lab component includes identification and classification of fishes using specimens from the university's collections, as well as comparative dissections of sharks and representative teleosts. *prerequisite:* BIOL 2220. *offered:* With sufficient demand.

3510 Bioethics, 2 hrs. (2, 0)

Seminar course examines ethical questions that arise in the relationships among life sciences, biotechnology, medicine, politics, law, philosophy, and theology. Topics and case studies are selected and discussed in terms of the ethical issues they present. These issues include beginning of life, death and dying, human and animal testing, and environmental stewardship. *prerequisite:* Junior standing. *offered:* Semester I.

3800 Internship in Science Education, 1-4 hrs. (0, 1-4)

This internship is an opportunity to broaden the diversity of a student's experience in educational settings. Internships are arranged in environments not typically experienced by the student. Tri-S and other international experiences may be appropriate, as well as experiences in large inner-city schools or small rural schools. *expectation:* BIOL/CHEM/PHYS 2700 should be completed or taken concurrently. *same as:* CHEM/PHYS 3800.

3920 Integration of Faith and Science, 2 hrs. (2, 0)

Seminar course featuring reading and discussion on topics common to science and Christianity. Topics include origin issues, natural law, environmental stewardship, and the nature of the soul. *offered:* Semester II.

4050 Genetics, 4 hrs. (4, 2)

Study of the principles of genetics, including Mendelian, molecular, microbial, developmental, and behavioral genetics, as well as cytogenetics and genomics. Laboratory experiences range from classical to molecular procedures and concepts. *prerequisite:* BIOL 2240. *offered:* Semester I.

4070 Ecology and Evolutionary Biology, 2 hrs. (2, 0)

This course will cover essential concepts and principles in ecology and evolutionary biology, including natural selection, genetic drift, speciation, energy flow, nutrient cycling, and physiological and community ecology. *prerequisite:* BIOL 4050. *offered:* Semester I.

4120 Mammalian Physiology, 4 hrs. (3, 3)

Study of function and interrelationships of various tissues, organs, and organ systems, with emphasis on homeostatic mechanisms. *prerequisite:* BIOL 2240. *offered:* Semester I 2018-19.

4210 Biochemistry, 4 hrs. (3, 4)

Introduction to fundamental principles of biochemistry. Lectures and project-oriented laboratories emphasize concepts of macromolecular structure, aspects of enzymology, and intermediary metabolism. *prerequisite:* BIOL 2240, CHEM 2210. *same as:* CHEM 4210. *offered:* Semester II 2017-18.

4310 Molecular Biochemistry and Genetics, 4 hrs. (3, 4)

Emphasizes molecular and biotechnology aspects of the fields of biochemistry and genetics. This is a laboratory-intensive course on techniques involved in biotechnology for the cloning and investigation of gene function. It is designed to train students in the types of techniques used in the current biotechnology industry. *expectation:*

BIOL/CHEM 4210 strongly recommended. *prerequisite:* BIOL 4050. *prerequisite or corequisite:* CHEM 2220. *offered:* Semester II 2018-19.

4650 Independent Study, 1-4 hrs. (arranged)

Independently executed investigations, normally by students with upper-division standing. *repeat:* May be repeated. Credit not to exceed 12 hours.

4910 Science Seminar I, 1 hr. (1, 0)

Techniques and practice of written and oral technical communication with respect to experimental or library research projects. Required of all science majors. Both BIOL 4910 and 4920 must be completed to receive advanced writing competency (writing intensive) and speaking intensive credit. *prerequisite:* Science major. *same as:* CHEM/PHYS 4910. *offered:* Semester I.

4920 Science Seminar II, 1 hr. (1, 0)

Techniques and practice of written and oral technical communication with respect to experimental or library research projects. Required of all science majors. Both BIOL 4910 and 4920 must be completed to receive advanced writing competency (writing intensive) and speaking intensive credit. *prerequisite:* Science major. *same as:* CHEM/PHYS 4920. *offered:* Semester II.

Falls School of Business

Dr. Truitt, dean; Dr. Bruce, Dr. Buck, Dr. Chappell, Dr. Collette, Dr. Dulaney, Dr. Fox, Dr. Haskett, Dr. Hochstetler, Dr. Kaufinger, Dr. Lucas, Prof. Peddicord, Dr. Pianki, Dr. Shin, Prof. Stumpf, Prof. Sylvester, Prof. Vaughters

The mission of the Falls School of Business is to create an environment that will enable and encourage graduates with the following attributes:

- professionally competent individuals who understand the knowledge base of their discipline and possess the ability to apply analytical and problem-solving skills to organizational problems,
- who are ethically sensitive, and
- who are informed by the Christian ideal of servanthood.

This mission is realized through a commitment to teaching excellence and genuine concern for each individual student and is supported by a faculty commitment to continuous professional development and service to the community.

The Falls School of Business is fully accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The Falls School of Business offers undergraduate, Master of Business Administration, and Doctor of Business Administration programs.

Guidelines for Admission to the Falls School of Business

Students intending to become business majors should consult the Falls School of Business Handbook for admission and retention policies. All prospective business majors must complete the admission guidelines prior to admission into the program. Students may apply for admission to the Falls School of Business once the following entrance requirements have been successfully met:

- Sophomore standing
- Overall GPA of 2.0 or higher
- Successful completion of the application process
- Grade of C- or higher in each of the following courses: BSNS 1050 (or BSNS 2030 if a music business major), BSNS 2710, or 2810; ACCT 2010; ECON 2010

The Falls School of Business offers stand-alone majors and concentrations in the following areas:

- Accounting with a concentration in Certified Managerial Accountant (CMA) preparation
- Finance
- Global Business with concentrations in:
 - Accounting
 - Economics
 - Finance
 - Management
 - Marketing

- Management with concentrations in:
 - Entrepreneurship
 - Event Planning and Management
 - Nonprofit Leadership
 - Organizational Management
 - Project Management
- Marketing with concentrations in:
 - Event Planning
 - Social Media
 - Marketing Strategy and Tactics
 - Integrated Branding and Promotion
 - Global Marketing
 - Music Business
 - Event Planning
- Music Business with a concentration in Entertainment Business
- Sport Marketing

A complementary major in business administration is offered to students with a primary major outside the Falls School of Business.

A wide selection of minors is available to all students, whether their major is inside or outside of the Falls School of Business:

- Accounting
- Economics
- Entertainment and Music Business
- Entrepreneurship
- Finance
- Global Business
- Management
- Marketing
- Nonprofit Leadership
- Social Media

Business core (37 hours)

The following core classes are required of all accounting, entrepreneurship, finance, global business, management, marketing, music business (entertainment business), and sport marketing majors:

- ACCT 2010, 2020
- BSNS 1050, 2710, 2810
- BSNS 2510, 3420, 4500, 4910
- CPSC 1100
- ECON 2010, 2020
- BSNS 2450, PSYC/POSC 2440, or MATH 2120

In addition to the core, BSNS 2550 is strongly recommended where it is not required.

Accounting

The accounting major is designed to provide a knowledge base in both financial and managerial accounting. Accounting courses expose the student to a broad perspective of accounting needed for management responsibility within a company, in the field of public accounting, and for studies in a graduate program.

The major provides coursework that helps prepare students for the Certified Management Accountant (CMA) exam and the Certified Public Accountant (CPA) exam. Indiana and most states require individuals to have completed a minimum of 150 hours of college credit to be eligible to take the CPA exam. Accounting majors who plan to enter the public accounting field are strongly encouraged to complete at least 150 hours before they complete their college education.

Accounting Major (62 hours)

- Prerequisite of one course from MATH 1300, 1400, 2010
- 37-hour business core
- 25-hour accounting core: ACCT 3010, 3020, 3110, 3500, 4020, 4050, 4310, 4900
- ACCT 4850 is strongly recommended for students preparing for the CPA exam.

Optional Concentration in Accounting:

CMA (Certified Managerial Accountant)-Preparation

- BSNS 3240, 3350, 4150
- Recommended: ACCT 4860

Accounting Minor (15 hours)

15 hours from ACCT courses

Business Administration

Courses in business administration are designed to provide general understanding of the operation of organizations, preparation for careers in administration in business and various other kinds of societal organizations, and preparation for graduate study.

Finance Major (55 hours)

- Prerequisite of one course from MATH 1300, 1400, 2010
- 37-hour business core
- BSNS 3150, 3350, 4150, 4160; ECON 3410
- 3 hours from BSNS 3850, BSNS 4800, ACCT 4020

Global Business Major (59 hours)

- Prerequisite of one course from MATH 1300, 1400, 2010
- 37-hour business core
- BSNS 3120, 4120

Choose one of the following concentrations (9 hours):

- Accounting:
 - 1 course from SPAN 2010, FREN 2010, GERM 2010
 - 3 courses from ACCT 3010, 3020, 3110, 4310
- Economics:
 - 1 course from SPAN 2010, FREN 2010, GERM 2010
 - ECON 3020, 3110, 3410
- Finance:
 - 1 course from SPAN 2010, FREN 2010, GERM 2010
 - BSNS 3350, 4150; ECON 3410
- Management:
 - 1 course from SPAN 2010, FREN 2010, GERM 2010
 - BSNS 3230, 3240, 4480
- Marketing:
 - 1 course from SPAN 2010, FREN 2010, GERM 2010
 - BSNS 4250
 - 2 courses from 3220, 3510, 4110, 4330
- International Business Institute (IBI) Program:
 - ECON 3250
 - BSNS 4170, 4250 and 4450

Management Major (55-58 hours)

- Prerequisite of one course from MATH 1300, 1400, 2010
- 37-hour business core
- BSNS 3270, 4480, 4920, 4010

Completion of one of the following concentrations (9 hours):

- Organizational Management:
 - BSNS 3230, 3240
 - 3 hours from the following BSNS 3120, 4120, 4240, 4800
- Nonprofit Leadership:
 - BSNS 3300, 4300
 - 3 hours from BSNS 4800, ACCT 3300
- Project Management:
 - BSNS 3240, 3510, 4050
- Entrepreneurship:
 - BSNS 3100, 4310
 - 3 hours from BSNS 3120, 3240, 3400, 3440, 3450, 4240*, 4320, 4800
- Event Planning:
 - COMM 3250
 - BSNS 3340, BSNS 4340, BSNS 3860

Marketing Major (56-59 hours)

- Prerequisite of one course from MATH 1300, 1400, 2010
- 37-hour business core
- BSNS 3220, 4110, 4330, 4440

Completion of one of the following concentrations (9 hours):

- Marketing Strategy and Tactics:
 - BSNS 3210, 3510, 3550
- Social Media:
 - BSNS 3400, 4400
 - 3 hours from BSNS 3510, 3550, 4240**, 4310, 4800
- Integrated Branding and Promotion:
 - BSNS 3550, 4550
 - 3 hours from BSNS 3210, 3400, 4240**, 4400, 4800; COMM 3140, 3240
- Global Marketing:
 - BSNS 3120, 4250
 - 3 hours from BSNS 4120 or INCS 3850*
 - or
 - IBI Program
- Music Business:
 - BSNS 2030, 2040
 - 6 hours from MUBS 2020, 3210, 3350
- Event Planning:
 - COMM 3250
 - BSNS 3340, 3860, 4340

Music Business Major (53 hours)

- Core Courses (22 hours)
- MUBS 2010, 2020, 3100, 4800, 4900
- BSNS 2710, 3320, 3330, 3360

Choose one of the following tracks:

- Commercial Music Track (31 hours)
 - MUSC 1010, 1020, 1030, 1040, 3170
 - MUSC 2110 or 2220
 - MUPF 1050
 - 4 hours of applied music study
 - 4 hours of music ensemble
 - 8 hours of music electives
- Entertainment Business Track (31 hours)
 - BSNS 2450, 2510, 3270, 3550, 4400, 4500, 4550
 - ACCT 2010
 - ECON 2010
 - CPSC 1100

Sport Marketing (59 hours)

- Prerequisite of one course from MATH 1300, 1400, 2010
- 37-hour business core
- BSNS 3130, 3220, 4110, 4330, 4360, 4440, 4560, 4800 (3 credit hours)

Business Administration Complementary Major (37 hours)

- 37-hour business core
Available as a complementary major only. The student's primary major must be outside the Falls School of Business.

Business Administration Minors

Entrepreneurship Minor

For majors in the Falls School of Business, 15 hours from:

- BSNS 3100, 3220, 4310, 4320
- 3 hours from BSNS 3130, 3210, 3230, 3340, 3400, 3510, 4110, 4240

For majors outside the Falls School of Business, 18 hours from:

- ACCT 2010
- BSNS 2710, 2810, 3100, 3220, 4310

Finance Minor

For majors in or outside the Falls School of Business, 18 hours from:

- ACCT 2010; BSNS 3200, 3350, 4150; ECON 3410
- 3 hours from ACCT 3210; BSNS 3150, 3850, 4160, 4240**, 4800

Global Business Minor

For majors in or outside the Falls School of Business, 18 hours from:

- BSNS 2720, 2810, 3120, 4120, 4250
- 6 hours from ECON 2010 or INCS 3850

For majors in the Falls School of Business, 15 hours from one of the following options:

- Option 1:
 - IBI program of 12 hours
 - 3 from either BSNS 3120 or 4120
- Option 2:
 - BSNS 3120, 4120, 4250
 - 6 hours from ECON 3210; HIST 3210, 3350, 3370, POSC 3300, 3400; INSC 3850

Management Minor

For majors in the Falls School of Business, 15 hours from:

- BSNS and ECON courses listed for the management major (excluding core courses)

For majors outside the Falls School of Business, 17-18 hours from:

- BSNS 2710
- 5-6 hours from additional courses in the business core
- 9 hours from BSNS and ECON courses listed for the management major (excluding core courses)

Marketing Minor

For majors in the Falls School of Business, 15 hours from:

- BSNS 3210, 4110, 4330
- 6 hours from courses listed for the marketing major (at least 3 hours must be from BSNS 3220, 3510, 3550, 4550, 4240**, 4250, 4440, 4800)

For majors outside the Falls School of Business, 17-18 hours from:

- BSNS 2810
- 5-6 hours from additional courses in the business core
- 9 hours from BSNS courses in the marketing major

Entertainment Business minor

For majors in the Falls School of Business, 15 hours from:

- BSNS 2030, 2040, 3360, 4110, 4330

For marketing majors, 15 hours from:

- BSNS 2030, 2040, 3360
- Two additional BSNS marketing courses

For majors outside the Falls School of Business, 18 hours from:

- BSNS 2030, 2040, 2810, 3360
- Two additional courses from the business core, 6 hours from ACCT 2010, 2020; BSNS 1050, 2710, 3420; ECON 2010, 2020

Nonprofit Leadership Minor

For majors in the Falls School of Business, 15 hours from:

- BSNS 3300, 4300
- 9 hours from BSNS 4800, ACCT 3300, SOWK 2000, SOCI 2020, RLGN 2220

For majors outside the Falls School of Business, 18 hours from:

- BSNS 2710, 2810, 3300, 4300, 4800; ACCT 2010

Social Media Minor

For majors in the Falls School of Business, 15 hours from:

- BSNS 3400, 4310, 4400
- 6 hours from BSNS 3240, 3510, 3850***, 4800***

For majors outside the Falls School of Business, 18 hours from:

- ACCT 2010; BSNS 2710, 2810, 3400, 4310, 4400

The event planning minor is offered out of the Department of Communication and Design Arts and includes courses out of the Falls School of Business.

Economics Minor (18 hours)

- ECON 2010, 2020, 3020, 3410
- 6 hours from ECON 3110, 3210, 3850***, 4020; BSNS 4240**; POSC 3200

International Business Institute Program

The International Business Institute (IBI) Program is a 10-week, 12-credit-hour academic summer program that allows business students to incorporate a distinctive international experience into their field of study. The IBI program facilitates personal interaction with business leaders from top multinational corporations. Visits with industry leaders and top policymakers have included Daimler Benz, Nestlé, the Bank of England, and the British Parliament. Travel has included visits to England, Russia, Western and Eastern Europe, and Scandinavia. Acceptance into the program is on a competitive basis. Students should apply early in the fall semester of their junior year. The program is normally completed the summer between the student's junior and senior years. For additional information, visit the website, *ibi-program.org*, or contact the Falls School of Business.

The IBI Program may be taken to satisfy some requirements for the global business major, the global business minor, the global business concentration in the management major, or the global marketing concentration in the marketing major.

The IBI Program courses are ECON 3250; BSNS 4170, 4250, 4450.

****** When taken to fulfill a requirement for a major, BSNS 4240 must have the prior approval of the student's advisor. When taken to fulfill a minor requirement, the course must have the approval of the dean of the Falls School of Business.

******* Practicum or internship must focus on experience related to the student's major or minor and must be approved by the dean of the Falls School of Business.

ACCT Courses

2010 Principles of Accounting I, 3 hrs. (3, 0)

Introduces accounting principles and practice. Covers the accounting cycle, internal control and system design principles, and financial statement preparation and interpretation. *prerequisite*: MATH 1300 or 1400 or 2010. *offered*: Semester I and II.

2020 Principles of Accounting II, 3 hrs. (3, 0)

Continues accounting principles and practice with emphasis on the use of accounting information by management and external users. *prerequisite*: ACCT 2010. *offered*: Semester II.

3010 Intermediate Accounting I, 3 hrs. (3, 0)

Focuses on financial statements presented to external users and the complexities of financial reporting in today's business environment. *prerequisite*: ACCT 2020; CPSC 1100. *offered*: Semester I.

3020 Intermediate Accounting II, 3 hrs. (3, 0)

Continues principles, practices, and theories used to provide financial information to external users. Includes research and communication regarding issues in financial reporting, along with emphasis on the use of spreadsheets. *prerequisite*: ACCT 3010. *offered*: Semester II.

3110 Managerial Accounting, 3 hrs. (3, 0)

Focuses on accounting methods that assist an organization with planning and control. Emphasis is placed on decision making. Topics include cost systems, cost allocation, budgeting, and variance analysis. *prerequisite*: ACCT 2020. *offered*: Semester I.

3500 Accounting Information Systems, 3 hrs. (3, 0)

Accounting information systems from a business perspective, including the organization and management of electronic information, the design of effective internal controls, system lifecycle issues, and financial reporting considerations. The study and use of low-to mid-market accounting systems and their methods for processing information is an integral part of this course. *prerequisite*: Only open to accounting major and minors who have completed ACCT 2020. *corequisite*: ACCT 3010. *offered*: Semester I.

3850 Practicum in Accounting, 1-3 hrs. (arranged)

Students work with faculty consultants to plan and execute programs designed to integrate content in accounting in a practical, service-oriented project. Students are responsible for successful implementation of defined projects and reporting results. *repeat*: May be repeated. Total credit not to exceed 4 hours. *grade*: CR/NC registration. *offered*: Semester I and II.

3860 Volunteer Income Tax Assistance Practicum, 1 hr. (arranged)

This course provides professional preparation and a service-learning opportunity in the preparation of federal and state income tax returns. *repeat*: May be repeated. *grade*: CR/NC registration. *offered*: Semester II.

4020 Federal Income Tax, 3 hrs. (3, 0)

Examines Internal Revenue Code and Treasury regulations with respect to taxation of individuals. Includes emphasis on tax research, planning, and compliance. *prerequisite*: ACCT 2020. *offered*: Semester II.

4050 Advanced Federal Income Taxation, 3 hrs. (3, 0)

Federal income taxation of corporations, partnerships, and estates and trusts. Students will develop and enhance tax research skills. *prerequisite*: ACCT 2020. *offered*: Semester I.

4100 Advanced Financial Accounting, 3 hrs. (3, 0)

Advanced accounting issues related to business combinations, consolidated financial statements, intercompany transactions, multinational accounting, segment and interim reporting, partnership accounting, and government/not-for-profit accounting. *prerequisite*: ACCT 2020. *offered*: Semester II.

4310 Auditing, 3 hrs. (3, 0)

Examines standards and procedures of auditing accounting information and statements, internal control, verification of balance sheets and operating accounts, and responsibilities of the auditor. Includes research and communication on issues related to auditing, professional ethics, and the CPA profession. *prerequisite*: ACCT 3020. *offered*: Semester I.

4800 Accounting Internship, 1-6 hrs. (arranged)

With the approval of the Falls School of Business faculty and a cooperating business enterprise, students study under supervision of experienced, practicing professionals.

prerequisite: Junior standing and ACCT 3010. Up to 3 hours may be counted toward the accounting major. *grade:* CR/NC registration. *offered:* Semester I, II, and summer.

4850 Practicum in CPA Exam Preparation, 1-4 hrs. (arranged)

Preparation in study for the CPA exam. One credit per section of the Uniform CPA

Examination. *prerequisite:* Senior standing. *grade:* CR/NC registration. *offered:* Semester I and II.

4860 Practicum in CMA Exam Preparation, 1-2 hr. (arranged)

Preparation in study for the CMA exam. One credit per section of the CMA Examination.

prerequisite: Senior standing. *grade:* CR/NC registration. *offered:* Semester I, II, and summer.

4900 Professional Ethics for Accountants, 1 hr. (1, 0)

A study of ethics for the accounting profession, with attention both to law and personal choice. *prerequisite:* Senior standing. *offered:* Semester I.

BSNS Courses**1050 Business as a Profession, 2 hrs. (2, 0)**

This course is the entry course for Falls School of Business majors. The course examines the multiple roles and responsibilities of business organizations in a capitalistic democracy, introduces the various functions of business, and explores the implications of viewing business as a calling and/or vocation. *offered:* Semester I and II.

2030 Introduction to the Music Business, 3 hrs. (3, 0)

Overview of major players in the recording industry: record labels, Billboard charts, music distribution, and professional trade organizations. Also explores types of producers, artist management, booking, and concert promotion. *same as:* MUBS 2010. *offered:* Semester II.

2040 Introduction to Music Publishing, 3 hrs. (3, 0)

Overview of major players in the publishing industry. Copyright basics and revenue streams, including licensing music for recordings, performances, ringtones, television, film, video games, etc. *same as:* MUBS 2020. *offered:* Semester I.

2070 Songwriting, 2 hrs. (2, 0)

Techniques, philosophy, and principles of composing songs for various markets with emphasis on communication through effective lyrics. Related aspects of publishing, marketing, promotion, and copyright law. *prerequisite:* MUSC 1010, 1030. *same as:* MUBS 2070. *offered:* Semester I.

2450 Business Statistical Analysis, 4 hrs. (4, 0)

This course familiarizes the student with basic statistical principles in a business context. At the conclusion of this course, students should have a comprehensive understanding of descriptive statistics, measures of central tendency, probability, hypothesis testing, and regression. Further, students should be able to give a critical appraisal of statistical principles and theory as it is presented in the contemporary world (news, articles, journals, books, greater business world, etc.). *offered:* Semester I and II.

2510 Principles of Finance, 3 hrs. (3, 0)

Provides overview of the financial management of the business enterprise, with emphasis on ways financial managers create value. Decision-making skills relying on discounted cash-cow techniques, capital budgeting, and the fundamentals of security pricing are presented. *prerequisite:* ACCT 2010. *offered:* Semester I and II.

2710 Principles of Management, 3 hrs. (3, 0)

Managerial principles and problems of conducting a business enterprise. Topics include management philosophy, objectives, functions performed by management, and the significance of management in relation to other activities. *offered:* Semester I and II.

2810 Principles of Marketing, 3 hrs. (3, 0)

Studies ways organizations of all sizes and types (including nonprofit) go about finding, getting, and keeping customers. Deals with understanding customers' needs, hopes, wants, dreams, habits, and motivations. Examines ways organizations try to meet those needs and wants through their marketing mix strategies while operating within a dynamic, competitive, and increasingly global environment. *offered:* Semester I and II.

3100 Opportunity Recognition and New Venture Feasibility, 3 hrs. (3, 0)

Focuses on developing ideas for new businesses. Utilizes group exercises and case studies to help students determine which ideas might result in feasible businesses. Students select a business idea then write a feasibility plan, a first step in developing a detailed business plan. This plan will determine if the idea has profit potential. *offered:* Semester II.

3120 Global Business, 3 hrs. (3, 0)

The importance of thinking globally and understanding the legal, technological, and economic differences that affect business practice are explored through readings and projects. The focus is on the global changes impacting national sovereignty, regionalization, and the balance of economic and political power. *offered:* Semester I and II.

3130 Sport Marketing, 3 hrs. (3, 0)

The sport industry has become one of the most important and influential institutions in our society. This course provides students the opportunity to study and experience the application of marketing principles and processes in the sport industry. The course emphasizes experiential learning with a focus on selling the sports/entertainment experience. *prerequisite:* BSNS 2810. *offered:* Semester I.

3140 Artist Development, 2 hrs. (2, 0)

Explores the development of the musical artist within the context of the music industry. The many forces of the music business that influence and shape the artist and the artistic product are investigated. *prerequisite*: BSNS 2030, 2040. *same as*: MUBS 3100. *offered*: Semester II.

3150 Financial Planning, 3 hrs. (3, 0)

Study of money management and comprehensive financial-planning skills for immediate and long-range goals of individuals and families. Areas of study include values identification, career planning, consumerism, tax strategies, investments, retirement, and estate planning. Open to all students. *offered*: Semester I and II

3210 Buyer/Seller Relations, 3 hrs. (3, 0)

Emphasis on essential qualities, right mental attitudes, and emotional control, as well as good selling skills necessary to sell self, services, and products. *prerequisite*: BSNS 2810. *offered*: Semester I.

3220 Consumer Behavior, 3 hrs. (3, 0)

Develops awareness of various aspects of consumer motivation and behavior. Provides understanding of influences of business and environment and ways each affects consumer purchase decisions. *prerequisite*: BSNS 2810. *offered*: Semester I.

3230 Human Resource Management, 3 hrs. (3, 0)

Emphasizes human resource policies and practices. Topics include legal aspects of human resources, recruitment and selection, training and development, career planning and management, compensation and benefits, employee relations, discipline, and counseling. *prerequisite*: BSNS 2710. *offered*: Semester II.

3240 Operations Management, 3 hrs. (3, 0)

Evaluates management problems of operations in both industrial and service organizations. Topics include scheduling, material requirements, planning, statistical process control, and inventory management. Utilizing a problem-solving focus as a basis for decision-making is a prime objective. *prerequisite*: BSNS 2710; BSNS 2450 or MATH 2120 or PSYC 2440. *offered*: Semester II.

3250 Recording Techniques I, 2 hrs. (2, 0)

Guided experiences in audio recording techniques. Emphasis on recording projects using digital multi-track recording; MIDI sequencing; digital signal processing; and computer-based editing, mixing, and mastering. *same as*: MUBS 3210. *offered*: Semester I and II.

3260 Recording Techniques II, 2 hrs. (2, 0)

Guided experiences in audio recording techniques. Emphasis on recording projects using digital multi-track recording; MIDI sequencing; digital signal processing; and computer-based editing, mixing, and mastering. *prerequisite*: BSNS 3250. *same as*: MUBS 3220. *offered*: Semester II.

3270 Project Management, 3 hrs. (3, 0)

The purpose of the course is to introduce students to the principles and techniques of project management. Topics will include leadership and management skills such as motivation, communication, team building, project selection and initiation, resource planning, implementation, and project control. Critical issues such as time, cost, and performance parameters will be analyzed from organizational, people, and resource perspectives. Tools such as statement of work, CPM/PERT, work breakdown structure, and linear responsibility chart will be covered. There will be an opportunity to define and plan simulated projects, create work breakdown structures, assign resources, develop schedules, and practice the essential elements of project control through assignments and an experiential project. *prerequisite:* BSNS 2710; BSNS 2450 or MATH 2120 or PSYC 2440. *offered:* 2018-19.

3300 Introduction to Nonprofit Leadership, 3 hrs. (3, 0)

Provides an overview of human-resource management and leadership issues in nonprofit organizations. Nonprofit organizations must be concerned with unique issues of balancing organizational, board, staff, and volunteer concerns. The focus is on the topics of motivation, recruitment, and selection of staff, board, and volunteer personnel. *prerequisite:* BSNS 2710. *offered:* Semester I.

3320 Legal Aspects of the Music Business, 2 hrs. (2, 0)

Selected topics in copyright management, music licensing, and publishing contracts. *prerequisite:* BSNS 2030, 2040. *same as:* MUBS 3310. *offered:* With sufficient demand.

3330 Music Marketing, 3 hrs. (3, 0)

Recent trends in music marketing. Teams conduct a focus group, SWOT analysis, and write a marketing plan for an independent artist. *prerequisite:* BSNS 2030, 2040. *same as:* MUBS 3350. *offered:* Semester I.

3340 Managing Effective Events, 3 hrs. (3, 0)

This course looks at the operational aspects of planning an event. Focuses will include return on investment, business modeling, goal setting, event proposals, RFP development, room set-up, negotiations, insurance requirements, quality, site selection, and customer service. The course will offer students an opportunity to design and manage their own event. *prerequisite:* COMM 3250. *offered:* Semester I.

3350 Corporate Finance, 3 hrs. (3, 0)

This course studies specific financial cases and the need for ethics in finance within a system of well-established laws and industry regulation. Sample topics could include the cost of capital, capital structure, capital budgeting, dividend policy, financial analysis and forecasting, sales and lending practices, socially responsible investing, insider trading, the ethics of bankruptcy, and hostile takeovers. *prerequisite:* BSNS 2510. *offered:* Semester II.

3360 Beyond Talent and Entrepreneurship, 2 hrs. (2, 0)

Practical application of skills necessary to create a successful career as a musician. Explores networking, marketing, publicity, and promotion for careers in performance,

songwriting, and producing. Senior students only. *prerequisite*: senior standing, BSNS 2030, 2040. *same as*: MUBS 3360. *offered*: Semester II.

3370 Record Production, 2 hrs. (2, 0)

This course examines the role of the producer and music production techniques required to create a successful recording. *prerequisite*: BSNS 3250. *prerequisite/corequisite*: BSNS 3260. *same as*: MUBS 3370. *offered*: Semester II.

3380 Concert Booking and Promotion, 2 hrs. (2, 0)

Examines the role of the concert promoter, booking agents, and support organizations. *prerequisite*: BSNS 2030, 2040. *same as*: MUBS 3380. *offered*: Semester II.

3400 eBusiness/eCommerce, 3 hrs. (3, 0)

Examines use and integration of digital technologies in the business setting. Focus will be on how technology can enhance the business value chain through knowledge management, customer relationship management, and supply chain management. Also examines eCommerce fundamentals, including the online order process and fulfillment, online service, and related issues. *offered*: Semester I.

3420 Business Law, 3 hrs. (3, 0)

The nature and historical development of the U.S. legal system, court structure, and legal procedure. Law of contracts, sales, agency, and corporations. Valuable for non-business majors as well as business majors. *offered*: Semester I and II.

3450 Social Entrepreneurship: Building an Organization to Create Social Change, 3 hrs. (3, 0)

This course challenges students to see the world as it can be, not as it is, and actively participate in the creation of solutions to address a social problem. The intention of the course is to combine the Anderson University goal of serving others while deepening students' understanding of the world around them and use their skills and knowledge to make a positive impact. Topics include social innovation, building a sustainable business model, and scaling social impact. *offered*: with sufficient demand.

3510 Supply Chain Management, 3 hrs. (3, 0)

The study of the issues associated with making goods and services available for use or consumption. Examines activities, organizations, and tools — such as logistics and retailing — involved in delivering the right product to the right place at the right time, quantity, quality, and price. *prerequisite*: BSNS 2810. *offered*: Semester I.

3550 Integrated Branding and Promotion I, 3 hrs. (3, 0)

Course gives students the opportunity to explore and experience the various forms of promotion that are part of integrated marketing communications. Examination of communications theory related to marketing, along with practical applications, is pursued. The use of advertising, direct marketing, and other promotional tools are considered in a holistic communication approach. *prerequisite*: BSNS 2810. *offered*: Semester I.

3850 Practicum in Business, 1-3 hrs. (arranged)

Students work with faculty consultants in planning and executing programs to integrate content in business in a practical, service-oriented project. Students are responsible for

reporting results. *repeat*: May be repeated. Total credit not to exceed 4 hours. *grade*: CR/NC registration. *offered*: Semester I, II, and summer.

3860 Event Management Practicum, 1-2 hrs. (arranged)

Application of principles of successful event planning and management. Students will work with a local organization to implement and evaluate an event. *prerequisite*: COMM 3250. *same as*: COMM 3860. *repeat*: May be repeated. Total credit not to exceed 4 hours. *offered*: Semester I, II, and summer.

4010 Organizational Behavior and Theory, 3 hrs. (3, 0)

Stresses behavior in relation to organizational theories, knowledge, and the application of theories related to individual, group, and organizational performance. Emphasis on understanding the managerial process from a behavioral perspective. *prerequisite*: BSNS 2710. *same as*: PSYC 3220. *offered*: Semester II.

4050 Quality Systems and Control, 3 hrs. (3, 0)

The purpose of the course is to develop a foundational level of awareness, the fundamental body of knowledge, and a set of critical skills in order to optimize and/or improve any given processes. Topics include statistical process control (SPC), statistical quality control (SQC), pareto analysis, root cause analysis, flowcharting, affinity sorting, and formalized quality applications such as 6-sigma and lean thinking. Utilizing a problem-solving focus as a basis for decision-making is a prime objective. The course will be taught in a lecture and seminar format. Using text, journal readings, and case studies, the course will offer theoretical foundations, practical application, and an opportunity for self-assessment through experiential project application. *prerequisite*: BSNS 2710; BSNS 2450 or MATH 2120 or PSYC 2440. *offered*: First offered in 2018-19.

4110 Marketing Research, 3 hrs. (3, 0)

Research methodology and application of research to solve marketing problems. *Prerequisite*: BSNS 2810; BSNS 2450 or MATH 2120 or PSYC 2440. *offered*: Semester I.

4120 International Management, 3 hrs. (3, 0)

Examines challenges facing managers competing in a global economy. Uses case studies to address ways firms of all sizes become and remain competitive in an international environment, how businesses establish and conduct international transactions, and what managers must know to be effective in the international marketplace. *prerequisite*: BSNS 2710. *offered*: Semester II.

4150 Investments, 3 hrs. (3, 0)

Examines the organization and function of securities markets, valuation of securities, relationship of risk to required rates of return, and portfolio construction. This is achieved by focusing on concepts and strategies applicable to individual investors and by using the tools employed by professional portfolio managers. *prerequisite*: BSNS 2510. *offered*: Semester II.

4160 Portfolio Management, 3 hrs. (3, 0)

This course will examine diversification, asset allocation, risk management, performance evaluation, and socially responsible investing. Additionally, the course content will be applied with students making specific investment recommendations for the student-managed Raven Investment Fund. *repeat*: May be repeated once. *prerequisite*: BSNS 4150. *offered*: Semester II.

4170 International Trade and Finance, 3 hrs.

A survey of the analytical and institutional aspects of international trade and finance. The historical and contextual elements are the foundation for the examination of current theoretical and empirical approaches to international economic and financial relations. Major areas of emphasis include international finance, international trade, and regional economic integration. Special attention is also given to the issues of globalization and the problems of economic development. *offered*: At International Business Institute.

4240 Topics in Business and Economics, 3 hrs. (3, 0)

This course allows for coverage of subjects pertinent and/or current in nature to be explored. *prerequisite*: Varies depending on topic. *repeat*: May be repeated as long as topic is different. *offered*: with sufficient demand

4250 Global Marketing, 3 hrs. (3, 0)

Elements of an international marketing plan are discussed and developed. These elements include the cultural environment of global markets, assessing global market opportunities through consumer behavior research, global marketing strategies for the international marketing mix, and implementation of a global marketing strategy. Case studies will be used to illustrate theoretical concepts, and students will develop their own international marketing plan for a product or service. *prerequisite*: BSNS 2810. *offered*: At Anderson University and at the International Business Institute.

4300 Planning and Fund Development in Nonprofit Organizations, 3 hrs. (3, 0)

Effective administrators in a nonprofit setting must interact with multiple constituencies, provide mission and vision to the organization, make strategic decisions, access resources and support, and provide tools for daily action. This course prepares students who can lead the process of strategic planning in the nonprofit setting and who can conduct marketing functions required by the organizations. Topics include marketing, strategic planning, grant writing, special-event management, fundraising, and community relations efforts. *prerequisite*: BSNS 2810. *offered*: Semester II.

4310 Business Plan Development, 3 hrs. (3, 0)

This course is designed to immerse the student in the dynamics of planning, establishing, and growing a new business. Focuses on the development of a business plan that identifies a market need, evaluates the financial viability of the venture, and organizes the resources to launch the business. This course is taught in a seminar format using both the analysis of cases and the evaluation of business plans. *prerequisite*: BSNS 2710, 2810; ACCT 2010. *offered*: Semester I.

4320 Funding and Pricing New Ventures, 3 hrs. (3, 0)

This course focuses on the potential funding sources for the business plans. Attention is given to both equity and debt financing. Sources studied include venture capital funds, bank financing, SBA loans/grants/guarantees, angel investors, community development funds, and others. The course explores appropriate legal forms of business to accompany chosen financing strategies, including limited liability companies, limited liability partnerships, corporations (C and Subchapter S), limited and general partnerships, sole proprietorships, holding companies, and others. Attention is given to developing the deal structure and investor exit strategy as well as limitations imposed on raising capital by the Securities and Exchange Commission. *prerequisite:* BSNS 4310. *offered:* Semester II.

4330 Marketing Management, 3 hrs. (3, 0)

Students learn to identify and explain important concepts of marketing management and apply them to practical situations. Students become acquainted with the roles, responsibilities, and tools of the marketing manager. Students also become familiar with developing marketing plans, feasibility studies, and planning and executing marketing strategies. *prerequisite:* BSNS 2810; senior standing. *offered:* Semester II.

4340 Event Strategies and Tactics, 3 hrs. (3, 0)

Topics included in this course are event promotion, contracts, sponsorships and social events, staffing and training, finances, strategic performance, project management, standard policies, event technology, and evaluation. A more comprehensive event will be developed and executed by the students. *prerequisite:* BSNS 3340. *offered:* Semester II.

4360 Sport Sponsorship and Sales, 3 hrs. (3, 0)

This course will analyze and develop skills essential to effectively build sales and revenue within a sports business. Specifically designed with a focus on professional selling and communication processes successful in the realm of sports products and services. Topics include presentation methods, persuasion, handling objections, finding solutions, developing relationships, and serving clients and customers. Also included is an examination of corporate sponsorship and its growing presence in non-sports organizations. Emphasis will be placed on effective methods used to plan, price, organize, acquire, implement, measure, and evaluate sponsorships including the development of a corporate sponsorship plan. *prerequisite:* BSNS 2810, 3130. *offered:* 2018-2019

4400 Social Media, 3 hrs. (3, 0)

Explains the development and evolution of social media marketing. There is a focus on companies that are successfully marketing themselves across social networking platforms and the tools they are using for communication, customer retention, branding, marketing, market research, and interacting with customers and clients. Topics also include privacy and best practices. Students examine the process of buying and selling products, services, and information via digital technologies (typically the Internet). Students gain familiarity with retail/business website design issues, e-consumer behavior, the online order process and fulfillment, online service, and related issues. *offered:* Semester II.

4440 Senior Marketing Seminar, 1 hr. (1, 0)

Students investigate and prepare for areas of interest within the marketing field. Students deal directly with marketing practitioners to gain greater understanding of the current marketing issues and topics. Through discussion with practitioners and students, and related readings, insight is gained into opportunities, responsibilities, and areas of expertise. Students also develop and present their personal portfolios of marketing-related projects and experiences. *prerequisite:* BSNS 2810; senior standing; marketing major. *offered:* Semester II.

4450 Global Business Strategy, 3 hrs.

This course is intended to integrate field experiences and presentations by guest faculty and practitioners in the area of international business management with reading and academic work that includes recent developments and literature in this field. Students will be expected to prepare analytical reports on the various firms and institutions visited on the field seminar. Major topics covered in this course include the role of the multinational firm in the global economy, international and global business strategy, and cultural adaptation and organizational behavior in the global firm. Ethical values and issues in global management will also be discussed. *offered:* At International Business Institute.

4480 Leadership, 3 hrs. (3, 0)

To develop knowledge and critical understanding of the main theoretical concepts, current research and approaches to leadership in organizations and at different organizational levels, and to identify those most valuable to management in a modern global and ethical context. This course will lead to an understanding of the social influence processes and dynamics of power and politics in organizations. *prerequisite:* BSNS 2710, junior class standing. *offered:* Semester I.

4500 Strategic Management, 3 hrs. (3, 0)

The study of administrative policy and strategy in organizations. Emphasis is placed on the integration and interrelationships of functional business areas for the purpose of a broad perspective (accounting, economics, finance, marketing, and management). Students evaluate strategy formulation and decision-making situations from top management perspectives. Through the use of case studies, this course addresses a variety of both organizational structures and sizes. *prerequisite:* BSNS 2710, 2810, 2510; ACCT 2020; senior standing. *offered:* Semester I and II.

4550 Integrated Branding and Promotion II, 3 hrs. (3, 0)

Students take a foundational understanding of marketing communications and develop an advanced ability to develop an actual communication strategy. Higher level material in marketing communication is explored, along with an expectation. Students are expected to create a complete communication plan, with creative strategy and execution, media plan, and budget. The experience may include work for a real client or an entry into a national advertising/marketing competition. *prerequisite:* BSNS 3550. *offered:* Semester II.

4560 Business of Game-Day Experience, 3 hrs. (3, 0)

This course will cover the various aspects in administrative procedures, operational techniques, hospitality, public relations, marketing, and technical services of the fan experience on game days and nights through sponsorship of events. Issues related to both

safety, security, and public policy in planning, financing, and operating a sports event will also be addressed. *prerequisite*: BSNS 2810, 3130, 4360. *offered*: 2018-2019.

4800 Business Internship, 1-4 hrs. (arranged)

With approval of the Falls School of Business faculty and a cooperating business enterprise, students study under the supervision of experienced executives. *expectation*: 30 hours completed toward a business major or instructor's written consent. *repeat*: May be repeated. *grade*: CR/NC registration. *offered*: Semester I, II, and summer.

4810 Internship in Music Business, 1-3 hrs. (arranged)

In-depth experience in selected areas of the music industry tailored to the ability and needs of individual students. *repeat*: May be repeated up to 4 hours. *prerequisite*: BSNS 2030, 2040. *same as*: MUBS 4800. *offered*: Each semester.

4900 Recording Label Seminar, 1-2 hrs. (1-2, 0)

Senior capstone course for music business majors. Focuses on selection, recording, management, and promotion of record-label artists and projects. *expectation*: Registration for entire academic year. *repeat*: May be repeated up to 4 credit hours toward the music business major. *prerequisite*: BSNS 2030, 2040. *same as*: MUBS 4900. *offered*: Each semester.

4910 Seminar in Ethics and Leadership 1 hr. (1, 0)

This senior capstone course is designed to encourage students to seriously consider their individual responsibilities to the organization and to society. The Christian call to be "salt and light" is explored in an organizational context. *prerequisite*: Senior standing. *offered*: Semester I and II.

4920 Senior Seminar in Management 1 hr. (1, 0)

This course is designed for management majors graduating within two semesters and seeking their first jobs of their professional careers. It is designed to teach students career planning and job-search skills based on a marketing platform. Students will use concepts learned in management courses to develop a plan to present themselves to employers as a desirable prospective employee. Students will polish their writing, research, and presentation skills to be able to project a professional business image that will help them obtain a job upon graduation. They will practice their skills through writing cover letters and résumés, engaging in mock interviews, class instruction, and interacting with professionals in the field. *prerequisite*: BSNS 2710, senior class standing, management major. *offered*: Semester II.

ECON Courses

2010 Principles of Macroeconomics, 3 hrs. (3, 0)

Analysis of modern economic society, including examination of determinants of economic growth, changing price levels, monetary and fiscal policy, distribution of income, public economy, and current problems. *prerequisite*: Sophomore standing. *offered*: Semester I.

2020 Principles of Microeconomics, 3 hrs. (3, 0)

Emphasis on markets, price system, allocation of resources, industry structure, and international economy. *prerequisite:* Sophomore standing. *offered:* Semester II.

3020 Intermediate Microeconomics, 3 hrs. (3, 0)

Economic theory examined with emphasis on price and output determination, national income, and analysis of current problems. *prerequisite:* ECON 2010, 2020; MATH 1400. *offered:* Not offered 2017-18

3110 Public Finance, 3 hrs. (3, 0)

Economic theory as it applies to governmental revenue and expenditures. *prerequisite:* ECON 2010, 2020. *offered:* Not offered 2017-18

3210 International Economics, 3 hrs. (3, 0)

Topics drawn from issues pertinent to economic trade relations among nations. The course will cover the implications of globalization from a purely economic perspective. *prerequisite:* ECON 2020. *offered:* Semester II.

3250 Comparative Economic Systems, 3 hrs.

A survey of the major economic systems, including the underlying ideological foundations and institutional arrangements. The major theoretical aspects of various types of systems are covered in terms of political economy and their central organizational features. Special attention is given to changes and developments in the former Soviet Union and Eastern Europe. The European Union is covered in depth, along with the major Asian economies of China and Japan. *offered:* At International Business Institute.

3410 Money and Banking, 3 hrs. (3, 0)

Monetary and banking systems of the United States with emphasis on the Federal Reserve System and monetary policy. *prerequisite:* ECON 2010, 2020. *offered:* Semester II.

3850 Practicum in Economics, 1-3 hrs. (arranged)

Students work with faculty consultants in planning and executing programs to integrate content in economics in a practical, service-oriented project. Students are responsible for successful implementation of defined projects and reporting results. *repeat:* May be repeated. Total credit not to exceed 4 hours. *grade:* CR/NC registration. *offered:* With sufficient demand.

4020 Topics in Contemporary Economics and Finance, 3 hrs. (3, 0)

This course allows for the coverage of subjects pertinent and/or current in nature to be explored. *prerequisite:* Varies depending on topic. *repeat:* May be repeated as long as topic is different. *offered:* With sufficient demand.

4700 Methods of Teaching Social Studies, 2 hrs. (2, 0)

Offers guidance in the development of teaching methodology appropriate to the social sciences. Does not apply toward major or minor. *same as:* SOCI/HIST/POSC 4700.

Christian Ministry

Dr. Burnett, chair; Dr. Faulkner, Dr. Kirkpatrick, Dr. Lozano, Dr. Majeski, Dr. Miller, Dr. Overstreet, Dr. Varner, Dr. Willowby

Questions of truth and destiny confront each generation and are at the root of all human enterprises, necessitating that the very nature of the educational task focus on these basic issues. With a firm commitment to the centrality of the Christian tradition for all such considerations, the Department of Christian Ministry offers coursework and field experiences designed to accomplish the following:

- develop in all students familiarity with and appreciation for the biblical foundations of the Christian faith;
- make available from a Christian perspective a wide range of knowledge concerning the religious experience of humankind;
- provide the biblical, theological, and pastoral Christian education, field courses, and experiences central to preparing enlightened and committed Christian leaders; and
- develop students' appreciation for and critical reflection of their own and others' beliefs, practices, and experiences.

Students seeking more than one major in the department may present no more than 15 hours common to those majors. Students seeking minors as well as majors in this department must choose a different area of study for the minor and present a minimum of 12 hours not applied to the major.

Bible and Religion

Courses in this major are drawn from the related areas of theology, Bible, and religion as students explore the biblical sources of Christian religion and its theology, practice, and relation to life and culture. This major is valuable for pre-seminary students and for students who want to pursue graduate studies in Bible or religion, such as a Ph.D. degree.

Bible and Religion Major (36 Hours)

- BIBL 2000, 2050, 3300
- RLGN 2000, 2060, 2130, 2150, 3040, 3320
- 3 upper-division hours from either a BIBL or RLGN course
- 6 hours consisting of one Hebrew Bible exegetical course (3) and one New Testament exegetical course (3)

Religion Minor (15 hours)

- RLGN 2000, 2060, 3320
- Remaining hours from RLGN-captioned courses not applied to liberal arts requirements.

Christian Ministries

The Christian ministries major is designed to prepare students to serve as Christian leaders and servants in the world. It offers undergraduate study of ministry which may lead to (1) lay ministry while pursuing another profession; (2) a position of leadership in ministry in a local congregation, a church-related organization, or a related field; or (3) graduate study in ministry. This major is intended to be a first step in a plan of lifelong learning for ministry. Courses in the Christian ministries major include biblical and religious studies as well as ministry courses involving skill development in core ministry tasks, the exploration of various ministry options, and supervised practical experience.

Christian Ministries Major (43 hours)

This major is designed for students desiring to enter ministry upon graduation, but who might choose to continue their studies later, and for students entering seminary immediately upon graduation. Courses in this major encourage ministry practice and informed reflection on that practice, giving students both depth and breadth of preparation.

- 21 hours from departmental core courses: BIBL 2000, 2050; RLGN 2000, 2060, 2130, 2150, 3040
- 19 hours from ministry core courses: CMIN 2000, 3050, 3080, 3910, 4250, 4850
- 3 hours from additional courses offered by the department

Christian Ministries Complementary Major (28 hours)

The Christian ministries complementary major may be taken only in conjunction with another major. This approach strengthens students' preparation for servanthood in today's world by connecting theological, biblical, and ministerial knowledge with students' base of knowledge. It offers the opportunity to prepare for ministry while also preparing for another profession and gives students a broad base in preparation for graduate study in ministry.

- BIBL 2000; RLGN 2130, 2150, 3040, 3420
- CMIN 2000
- 3 hours from CMIN 3050, 3080, or 3910
- At least 1 hour from CMIN 4850 or 3340
- 3 additional hours from CMIN-captioned courses
- 3 additional hours from upper-division courses offered by the department

Christian Ministries Minor (16 hours)

- CMIN 2000
- 9 additional hours chosen from CMIN courses
- at least 1 hour of CMIN 4850: Ministry Practicum
- 3 upper-division hours from additional courses offered by the department

Youth Ministries Major (46 hours)

- 21 hours from departmental core courses: BIBL 2000, 2050; RLGN 2000, 2060, 2130, 2150, 3040
- 10 hours from ministry core courses: CMIN 2000, 4250, 4850
- 3 additional hours from ministry core courses: CMIN 3050, 3080, or 3910
- 9 hours from youth and family ministry courses: CMIN 2260, 3230, 3260
- 3 additional hours from courses offered by the department

The student may wish to join with this major the youth leadership development complementary major from the Psychology Department.

Christian Ministries Experiential Education

The Christian ministries and youth ministries majors also offer experiential education in ministry, including internships (CMIN 4850) and experiential courses (CMIN 3340, 4650, 4910) offered in conjunction with agencies such as Urban Studies in cities like Chicago or Indianapolis and the Heart Institute in Florida. CMIN 3340 or CMIN 4850 will meet the experiential component of the liberal arts requirements for the Christian ministries major, the Christian ministries complementary major, and the youth ministries major.

Christian Spiritual Formation Complementary Major (28-30 hours)

The Christian spiritual formation complementary major may be taken only in conjunction with another major. It is designed to aid students in becoming complete and mature disciples of Jesus Christ by integrating their Christian faith with academic knowledge from their particular major and from the field of Christian spirituality. The major will include questions of worldview, interdisciplinary approaches to Christian spirituality, and departmental offerings aimed towards developing a holistic understanding of God, the world, and self. Students will study the history, theology, and practices of major figures in Christian spirituality and how to apply that knowledge to serve as Christian leaders in their professional lives and in society-at-large.

- 9 hours from RLGN 1100; either RLGN 2410 or RLGN 2430; and RLGN 4960
- 7-9 hours from any three interdisciplinary courses: ENGL 2580; MUSC 3150; PACT 2400; PSYC/SOCI 3500; PSYC 3200
- 12 hours, one course from each of the following categories:
 - Scripture: BIBL/RLGN 3000 or BIBL 2150
 - Tradition: HIST/RLGN 2060, HIST 3540; RLGN 2250
 - Reason: RLGN/PHIL 3250 or RLGN 3120
 - Experience: RLGN 2310; RLGN 3100; RLGN 3520; RLGN 3530

Ethics Minor (15 hours)

The ethics minor is designed to provide additional depth and strength in the critical study of moral and ethical deliberations and is particularly focused on continuing moral concerns facing humans, their institutions, and the wider creation. The ethics minor is designed to strengthen the knowledge base of departmental majors but may also complement the interests of students in other majors.

- PHIL 2120
- 4 courses from BIBL 3420, PHIL 3210, RLGN 2130, RLGN 3120, RLGN/PHIL 3250
- COMM 3200 may be applied

Philosophy Minor (15 hours)

Courses in philosophy involve students in relative consideration of the nature of humanity, society, morality, religion, the arts, and the natural world. These courses contribute to the liberal arts education in two basic ways: they help students understand

and assess beliefs that are integral to their views of human existence, and they are meant to enable students to acquire philosophical skills and materials that enrich and integrate the study of other disciplines. Essential to the success of each course is an atmosphere of openness to diverse viewpoints and a respect for the high standards of critical thinking.

- 15 hours from PHIL courses

BIBL Courses

2000 Introduction to the Bible, 3 hrs. (3, 0)

Historical and literary study of the Hebrew Bible and the New Testament as Scripture. Introductory course surveying historical contexts, varieties of literature, and development and expression of theology of these writings. *offered*: Every semester.

2050 Methods in Biblical Exegesis, 3 hrs. (3, 0)

Introduction to methods, resources, and practice of exegesis of both the Hebrew Bible and the New Testament. Practical application of current exegetical methodologies to biblical texts. Biblical languages not required. *expectation*: ENGL 1120. *prerequisite*: BIBL 2000. *offered*: Semester II.

2110 Beginning Hebrew I, 4 hrs. (4, 0)

Study of the basic principles of biblical Hebrew grammar and syntax, with reading and writing exercises with an emphasis on understanding the culture of the text's production and reception. Acquisition of a basic vocabulary of 150-200 words is expected. BIBL 2110 and BIBL 2120 together fulfill the liberal arts area Global and Intercultural Ways of Knowing: Ancient Foreign Languages. *offered*: Semester I.

2120 Beginning Hebrew II, 4 hrs. (4, 0)

Continuation of Beginning Hebrew I. Study of biblical Hebrew grammar and syntax, with reading and translation of selected narrative passages and an emphasis on understanding the culture of the text's production and reception. Second-year Hebrew is strongly recommended after this course for facility in the Hebrew text of the Hebrew Bible. BIBL 2210 and BIBL 2220 together fulfill the liberal arts area Global and Intercultural Ways of Knowing: Ancient Foreign Languages. *prerequisite*: BIBL 2110 or equivalent. *offered*: Semester II.

2150 Theological Interpretation of the Bible, 3 hrs. (3,0)

Study of the approach to biblical interpretation known as "theological interpretation," including its history and the context for its resurgence, major voices in its discourse, and reflection on its contemporary practice. *offered*: Semester II

2210 Beginning Greek I, 4 hrs. (4, 0)

Basic principles of grammar, with reading and writing exercises. Acquisition of basic vocabulary. Reading in selected passages with an emphasis on understanding the culture of the text's production and reception. This course is foundational for any further work in Greek (biblical or classical). BIBL 2210 and BIBL 2220 together fulfill the liberal arts area Global and Intercultural Ways of Knowing: Ancient Foreign Languages. *offered*: Semester I.

2220 Beginning Greek II, 4 hrs. (4, 0)

Continuation of Beginning Greek I. Basic principles of grammar, with reading and writing exercises. Acquisition of basic vocabulary. Reading in selected passages. This course is foundational for any further work in Greek (biblical or classical). BIBL 2210 and BIBL 2220 together fulfill the liberal arts area Global and Intercultural Ways of Knowing: Ancient Foreign Languages. *prerequisite*: BIBL 2210 or equivalent. *offered*: Semester II.

2900 Honors Seminar, 2-4 hrs. (arranged)

consent: Department chair. *offered*: With sufficient demand.

3000 The Bible, Christians, and Biblical Interpretation, 3 hrs. (3, 0)

This course is a historically based study of the ways in which Christians have interpreted the Bible. The course considers the diversity of Christian interpretation as well as the development of Christianity as the biblical text was interpreted over time. This course applies to the liberal arts writing-intensive (upper-division) requirement. *prerequisite*: BIBL 2000; upper-division standing. *same as*: RLGN 3000. *offered*: Semester II.

3110 Intermediate Hebrew, 3 hrs. (3, 0)

Consists of reading selected passages of the Hebrew Bible for the purpose of acquiring a large vocabulary and general facility in interpretation of Hebrew texts. *prerequisite*: BIBL 2120. *offered*: Semester I (with sufficient demand).

3120 Hebrew Exegesis, 3 hrs. (3, 0)

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 a Hebrew Bible passage, based on the Hebrew text. *prerequisite*: BIBL 3110. *offered*: Semester II (with sufficient demand).

3210 Advanced Greek I, 3 hrs. (3, 0)

Translation of New Testament and other selected Hellenistic texts. Emphasis on grammar review and study of syntax to introduce students to basic principles of exegesis. *prerequisite*: BIBL 2220. *offered*: Semester I (with sufficient demand).

3220 Advanced Greek II, 3 hrs. (3, 0)

Continuation of BIBL 3210. Translation of New Testament and Hellenistic texts. May also include Greek texts from the classical period. Emphasis on more extensive application of principles of exegesis. *prerequisite*: BIBL 3210. *offered*: Semester II (with sufficient demand).

3300 Beginnings of Christianity, 3 hrs. (3, 0)

Study of the origin and development of Christianity within its Jewish and Graeco-Roman environments through the fourth-century Trinitarian debates. Special attention to the ways Christians answered the questions "Who is God?" "Who is Jesus?" "Who are we?" and "How should we live?" *prerequisite*: BIBL 2000. *offered*: Semester I.

3310 Archaeological History of the Ancient Near East, 3 hrs. (3, 0)

Principles, problems, and contributions of archaeology as related to ancient civilizations from Sumer to fall of Rome. *offered*: Semester I.

334X THE GOSPELS

Study of the background of the Gospels and current exegesis of specific Gospels. The study will rotate among the individual synoptic Gospels and the Gospel of John. Open to non-majors with instructor's permission. *prerequisite*: BIBL 2000, 2050; RLGN 2150. *repeat*: May be repeated under a different number.

3341 Matthew, 3 hrs. (3, 0)

3342 Mark, 3 hrs. (3, 0)

3344 John, 3 hrs. (3, 0)

3345 Luke, 3 hrs. (3, 0)

335X PAULINE LETTERS

Study of the background, purpose, content, teachings, and exegesis of individual letters or meaningful clusters of letters. Open to non-majors with instructor's permission.

prerequisite: BIBL 2000, 2050; RLGN 2150. *repeat*: May be repeated under a different number.

3351 Romans, 3 hrs. (3, 0)

3352 I/II Corinthians, 3 hrs. (3, 0)

3353 I/II Thessalonians, 3 hrs. (3, 0)

3354 Galatians, 3 hrs. (3, 0)

3355 Prison Letters, 3 hrs. (3, 0)

3356 Pastorals, 3 hrs. (3, 0)

336X GENERAL WRITINGS

Study of the New Testament writings including the general letters and Acts, exploring the background, purpose, and current exegesis of single books or meaningful clusters. Open to non-majors with instructor's permission. *prerequisite*: BIBL 2000, 2050; RLGN 2150. *repeat*: May be repeated under a different number.

3361 James/Peter/Jude, 3 hrs. (3, 0)

3362 Acts of the Apostles, 3 hrs. (3, 0)

3363 Hebrews, 3 hrs. (3, 0)

3364 Johannine Literature, 3 hrs. (3, 0)

337x THE PENTATEUCH

Study of the books of the Pentateuch in terms of the background, setting, formation, and current exegesis of the individual books or as a meaningful cluster. Open to non-majors with instructor's permission. *prerequisite*: BIBL 2000, 2050; RLGN 2150. *repeat*: May be repeated under a different number.

3371 Genesis, 3 hrs. (3, 0)

3372 Exodus, 3 hrs. (3, 0)

3373 Deuteronomy, 3 hrs. (3, 0)

338x FORMER AND LATTER PROPHETS

Rise, development, and significance of prophecy in the Hebrew Bible with study of individual prophetic books or meaningful clusters of books regarding background, purpose, and current exegesis. Open to non-majors with instructor's permission.

prerequisite: BIBL 2000, 2050; RLGN 2150. *repeat*: May be repeated under a different number.

- 3381 Isaiah/Jeremiah/Ezekiel, 3 hrs. (3, 0)**
3382 Hosea/Amos, 3 hrs. (3, 0)
3383 Former Prophets: 1-2 Kings, 3 hrs. (3, 0)
3384 Isaiah, 3 hrs. (3, 0)
3385 Former Prophets: 1-2 Samuel, 3 hrs. (3, 0)
3386 Former Prophets: Joshua/Judges, 3 hrs. (3, 0)

339X HEBREW BIBLE WRITINGS

Study of the writings section of the Hebrew Bible examining individual books or meaningful clusters regarding background, purpose, content, and interpretation. Open to non-majors with instructor's permission. *prerequisite:* BIBL 2000, 2050; RLG 2150. *repeat:* May be repeated under a different number.

- 3391 Psalms, 3 hrs. (3, 0)**
3392 Wisdom Literature, 3 hrs. (3, 0)
3393 Ecclesiastes, 3 hrs. (3, 0)
3394 Esther/Daniel, 3 hrs. (3, 0)
3395 Ezra/Nehemiah, 3 hrs. (3, 0)

3410 Images of Jesus Then and Now, 3 hrs. (3, 0)

Examination of the New Testament's images of Jesus and their transformations in different cultures. Emphasis is upon how different images of Jesus entail corresponding lifestyles and worldviews. Comparisons of images of Jesus with selected focal images from other religions (such as Allah or the Tao) show the images' structural importance for religious systems and cultures. *prerequisite:* BIBL 2000; upper-division standing. *offered:* Semester II.

3420 New Testament Ethics, 3 hrs. (3, 0)

Exegetical study of the ethical teachings of Jesus and Paul. Secondary emphasis on the Johannine writings. An overview of the major ethical systems (such as Deontology and Consequentialism), discussions of moral issues (such as abortion), and an examination of how the teachings of the New Testament, and of the Bible in general, have been used in making moral decisions. *prerequisite:* BIBL 2000. *offered:* With sufficient demand.

3520 Apocalyptic Literature, 3 hrs. (3, 0)

Examination of the nature and purpose of Judeo-Christian writings of apocalyptic genre. Study from the perspectives of scholarly exegesis of selected apocalyptic passages from the Hebrew Bible (Daniel), the Apocrypha, the Pseudepigrapha, and the New Testament, with particular emphasis on the Apocalypse of John. *prerequisite:* BIBL 2050; RLG 2150. *offered:* With sufficient demand.

3900 Honors Seminar, 2-4 hrs. (arranged)

consent: Department chair. *offered:* With sufficient demand.

4650 Independent Study, 2-4 hrs. (arranged)

Individual study, investigation, research, or project. *consent:* Department chair. *repeat:* May be repeated.

4900 Honors Seminar, 2-4 hrs. (arranged)

consent: Department chair. *offered:* With sufficient demand.

4910 Seminar, 1-4 hrs. (arranged)

Special areas of study and research in Old and New Testaments. *prerequisite:* BIBL 2000. *repeat:* May be repeated twice with different topics. *offered:* With sufficient demand.

CMIN Courses**2000 Introduction to Christian Ministry, 3 hrs. (3, 0)**

Entry-level course for students interested in ministry. Provides “whole” picture of ministry of the Christian church, its theology, and practice. Equips students to evaluate their call and pursue preparation for effective ministry. *offered:* Every semester.

2200 Teaching Ministry of the Church, 3 hrs. (3, 0)

Survey of Christian education ministry, including purpose, scope, program, curriculum, and procedures. Emphasis on skill development in teaching the faith. *prerequisite:* BIBL 2000; CMIN 2000. *offered:* With sufficient demand.

2230 Educational Ministry with Children, 3 hrs. (3, 0)

Planning and conducting an educational ministry with children in the local church. Approaches to teaching/learning that encourage achievement of objectives of Christian education with children through elementary years. *prerequisite:* CMIN 2000. *offered:* With sufficient demand.

2260 Educational Ministry with Youth, 3 hrs. (3, 0)

Approaches to planning and conducting youth ministry in the local church. Focus on teaching/learning procedures that encourage achievement of objectives of Christian education with adolescents. *prerequisite:* CMIN 2000. *offered:* Semester I.

2270 Faith and Worship, 3 hrs. (3, 0)

Understanding Christian worship through consideration of its biblical and historical backgrounds and through observation of its current practice. Experience in planning and conducting worship in a variety of settings. *prerequisite:* BIBL 2000. *offered:* With sufficient demand.

2520 Introduction to Mission, 3 hrs. (3, 0)

Mission of the church will be considered generally and in particular enterprises. Biblical and historical backgrounds for mission. Cultural and world conditions related to mission will be explored. Range of careers involved will be part of the study. *offered:* With sufficient demand.

2900 Honors Seminar, 2-4 hrs. (arranged)

consent: Department chair. *offered:* With sufficient demand.

3050 Homiletics, 3 hrs. (3, 0)

This course is a study of the preparation and delivery of sermons, contemporary methods of sermon building, and the spiritual formation of the preacher. *prerequisite:* BIBL 2000, CMIN 2000. *Same as:* PAST 7300. *offered:* Semester I.

3080 Pastoral Care and Counseling, 3 hrs. (3, 0)

This is a foundational pastoral care 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. *prerequisite*: CMIN 2000. *Same as*: PAST 6370. *offered*: Semester II.

3230 Educational Ministry with Families, 3 hrs. (3, 0)

Resources and models related to Christian family life education are explored. Focus on designing and implementing family-life educational models that may be used in local, state, regional, or national church settings. *prerequisite*: CMIN 2000. *offered*: Semester II.

3240 Educating Toward Peace, Justice, and Sustainability, 3 hrs. (3, 0)

This seminar course studies how educational ministry might be shaped when mindful of key aspects of the reign of God: peace, justice, and care for creation. For each of these areas, students explore a specific issue, investigate responses to that issue having educational implications, and identify ways congregational responses might be facilitated. Study includes recent educational approaches for dealing with peace, justice, and care for creation, and understandings of foundational concepts. Students are asked to become involved in service in the community to form an action base on which to reflect. Action-reflection (praxis) is a significant mode of learning as a class-community. *prerequisite*: BIBL 2000. *offered*: Semester II.

3260 Leading, Teaching, and Discipling Youth, 3 hrs. (3, 0)

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. *prerequisite*: CMIN 2260. *same as*: PAST 6160. *offered*: Semester II.

3340 The Community of Faith in an Urban Culture, 3 hrs. (3, 0)

Two weeks of field experiences in two major American cities or in Berlin, Germany, are preceded by a week of assigned reading and class discussion. The class experiences firsthand the church's response to runaway and throwaway children, homelessness, hunger, drug addiction, racism, unemployment, and other expressions of urban alienation. Written reaction on the experience. *consent*: Instructor. *grade*: CR/NC registration. *offered*: Every May term.

3900 Honors Seminar, 2-4 hrs. (arranged)

consent: Department chair. *offered*: With sufficient demand.

3910 Ministry Seminar, 3 hrs. (3, 0)

This course addresses issues important to ministry in multiple settings. A variety of ministry practices become the means by which to explore the many dimensions of the focal issue(s). Topics include hunger and poverty, justice and reconciliation, life commitments and transitions, leadership and organizational life, and loss, illness, and end of life. Required for the Christian ministries major (both tracks) and the youth ministries major.

prerequisite: CMIN 2000; BIBL 2000. *repeat:* May be repeated as long as topic is different. Total credit not to exceed 6 hours. *offered:* Every semester. This course will meet the speaking intensive component of the liberal arts requirements for the Christian ministries major, the Christian ministries complementary major, and the Youth ministries major.

4250 Theology in a Ministry Context, 3 hrs. (3, 0)

In this capstone course for the Christian ministries and youth ministries majors, students draw upon methods of congregational study, practical theology, and ministry experience to identify and address selected issues within a particular congregation. The course includes written and oral presentations of ministry-related research. Required for Christian ministries and youth ministries majors. All internship hours should be completed before taking CMIN 4250. This course applies to the liberal arts writing-intensive (upper-division) requirement. *prerequisite:* CMIN 3910, 4850. *offered:* Semester II.

4650 Independent Study, 1-4 hrs. (arranged)

Individualized study, investigation, research, or project. *consent:* Department chair.

4850 Internship in Ministry, 1-4 hrs. (arranged)

Students will observe and participate in the practice of ministry with a designated supervisor in an approved ministry setting. The practicum may be summer placement or concurrent part-time placement during the school year. *consent:* Consent of the designated academic supervisor is required prior to contact with the internship site. *prerequisite:* CMIN 2000. *repeat:* May be repeated. *grade:* CR/NC registration. *same as:* THFE 7810. *offered:* Every semester.

4900 Honors Seminar, 2-4 hrs. (arranged)

consent: Department chair. *offered:* With sufficient demand.

4910 Seminar in Church Work, 1-4 hrs. (arranged)

Special areas of study, research, or field work under departmental direction. *consent:* Department chair. *prerequisite:* Christian ministries major. *repeat:* May be repeated. Total credit not to exceed 8 hours. *offered:* With sufficient demand.

PHIL Courses

2000 Introduction to Philosophy, 3 hrs. (3, 0)

An introduction to the important questions, ideas, and figures in the Western philosophical tradition from both topical and historical perspectives. *offered:* Semester I.

2120 Ethics, 3 hrs. (3, 0)

Classical and contemporary considerations of moral issues and nature and status of ethical theory. *offered:* With sufficient demand.

2240 Contemporary Philosophy, 4 hrs. (4, 0)

Twentieth-century philosophical movements and philosophers from Sartre to Wittgenstein. *offered:* With sufficient demand.

3010 History of Political Thought, 3 hrs. (3, 0)

Examination of major works in the development of political thought from ancient Greece through the 20th century. Theorists studied include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, and Mill. Particular emphasis is placed on the practical consequences of ideas for leaders in politics and society. *prerequisite*: Sophomore standing. *same as*: HIST/POSC 3010. *offered*: Every other semester II; next offered semester II 2017-18.

3200 Nineteenth-Century Philosophy, 3 hrs. (3, 0)

Particular emphasis on Kant, rise of German Idealism, and dominant figures through Nietzsche. *offered*: With sufficient demand.

3210 Moral Conflicts and Controversy, 3 hrs. (3, 0)

Examines the question of moral conflict through the works of the Greek tragic poets Aeschylus and Sophocles and selected works of Plato and Aristotle. Students consider solutions to the moral problems arising from irreconcilable life situations. *prerequisite*: PHIL 2000. *offered*: With sufficient demand.

3250 Ethics and Morality for Professionals, 3 hrs. (3, 0)

An introduction to Western ethical traditions and particularly to critical thinking about moral experience within Christianity. From classical perspectives in Christian ethics, students will practice using resources (such as the Bible) to develop their own ethical code, system of values, and constructive approaches by which they would resolve ethical dilemmas and conflicts. Special focus on teaching moral reasoning as a skill for professionals, particularly for Christian leaders, to resolve moral dilemmas in society and in organizations (both the profit and not-for-profit sectors). *prerequisite*: Upper-division standing. *same as*: RLGN 3250. *offered*: Semester I.

4910 Seminar, 3 hrs. (3, 0)

Selected philosophers and philosophical problems. *repeat*: May be taken twice with different topics. *offered*: With sufficient demand.

RLGN Courses**1100 Introduction to Spiritual Formation, 3 hrs. (3, 0)**

Study of the history, theology, and practice of spiritual formation. Combines traditional academic study with practical experiences of spiritual formation. Introductory course for the Spiritual Formation complementary major. *offered*: Every semester.

2000 Introduction to Religion, 3 hrs. (3, 0)

Introduction to the nature of religion as it is understood critically in contemporary thought. Viewpoints, including historical, anthropological, sociological, psychological, philosophical, and phenomenological studies of religion, will be surveyed. Brief introduction to the history of the study of religion is included. *offered*: Semester I.

2060 History of Christianity, 3 hrs. (3, 0)

Comprehensive survey of the history of Christianity. An effort is made to trace main lines of development and to understand them in light of their inner dynamics and general environment. *same as*: HIST 2060. *offered*: Semester I.

2130 Introduction to Christian Ethics, 3 hrs. (3, 0)

Introduction to the nature, sources, and diversity of Christian ethics understood as the deliberate reflection on the Christian moral life. Particular attention given to how Jesus and the church as a moral community of faith provide basic guidance in forming individuals capable of determining questions of right and wrong, good and evil. *prerequisite*: BIBL 2000. *offered*: Every semester.

2150 Hermeneutics: The Practice of Interpreting, 3 hrs. (3, 0)

Sustained reflection on the practice of interpreting, understood to be a necessary activity in all of human life. Primary attention is given to the art of interpreting texts — including biblical texts as well as those of theology, philosophy, ethics, history, and others, both ancient and contemporary. *prerequisite*: BIBL 2000. *offered*: Semester I.

2250 Early Christian Accounts of Virtue and the Good Life, 3 hrs. (3, 0)

An exploration of the struggle against the powers and principalities (Eph. 6:12) as understood by the first five centuries of Christianity. Examines the way ancient Christians understood “the good life” and what disciplines helped them pursue it. Through this historical study, students will be challenged to think about their own baptismal vows and how they live a life pursuing the good life in their own time and place, that is, how to practice Christian “Defense Against the Dark Arts.” *offered*: Semester II.

2270 Church of God Heritage, 4 hrs. (4, 0)

Sociohistorical treatment of the Church of God (Anderson, Ind.). Emphasis on dynamic factors influencing direction of change. *prerequisite*: BIBL 2000. *offered*: Semester II.

2310: Faith, Fantasy, and Christian Formation, 3 hrs. (3, 0)

Explores how literature, such as *The Chronicles of Narnia* and *The Lord of the Rings*, helps to stir our imagination, shape our faith, and form our lives to make a lasting difference in this world. The class will examine both the fiction and friendship of C.S. Lewis and J.R.R. Tolkien and discover how faith is formed in the matrix of the stories that shape our lives. *offered*: Every semester.

2410: Where am I? Faith and Cosmology, 3 hrs. (3, 0)

An exploration of the development of cosmologies in the Western world from early Egyptian and Greek cosmologies to the modern scientific ones of Newton and Einstein. A comparison of these cosmologies with foundational themes in Jewish and Christian cosmology. Students will assess their own worldview, noting how their views lay the groundwork for their Christian spiritual formation. *offered*: Semester II.

2430: Who am I? Theological Anthropology, 3 hrs. (3, 0)

Study of theological anthropology from a biblical and historical perspective. Students will analyze their own understanding of what it means to be human and the theological vision that underlies their functional anthropology. The course will focus on the influence of theological understanding of the self as it relates to the worldview question: Who are we? *offered*: Semester I.

2900 Honors Seminar, 2-4 hrs. (arranged)

consent: Department chair. *offered:* With sufficient demand.

3000 The Bible, Christians, and Biblical Interpretation, 3 hrs. (3, 0)

This course is a historically based study of the ways in which Christians have interpreted the Bible. The course considers the diversity of Christian interpretation as well as the development of Christianity as the biblical text was interpreted over time. This course applies to the liberal arts writing intensive (upper-division) requirement. *prerequisite:* BIBL 2000; upper-division standing. *same as:* BIBL 3000. *offered:* Semester II.

3010 Faith in Context, 3 hrs. (3, 0)

Faith always emerges in multiple contexts, including cultural, developmental, and religious. Students in this course examine personal experiences with faith, the faith experiences of their families of origin, and contemporary North American expressions of popular religion and spirituality. *offered:* Semester II.

3020 Christianity and Social Justice, 3 hrs. (3, 0)

The call to “do justice, love mercy, and walk humbly with your God” is deeply rooted in Christian faith. Just what this element of Christian commitment means in lived experience, however, is neither consistently interpreted nor universally applied. This course affords students the opportunity to explore in some depth the relationship between Christian faith, in its various articulations, and social justice. The class addresses a selection of contemporary social justice issues (for example, racial justice, gender justice, environmental justice), exploring ways in which representative groups and individuals from the Christian tradition have understood the relationship between faith and social justice. The goal of the course is to introduce students to the complexities of each social justice issue, to encourage them to consider ways in which Christian faith commitments intersect with concerns about the issue, and to prompt them to develop a lifelong engagement with these concerns. *offered:* Every semester.

3040 Introduction to Christian Theology, 3 hrs. (3, 0)

Beginnings in theology: province and methods of theology, doctrines of God, human nature, Christ, the church, and eschatology. *prerequisite:* BIBL 2000. *offered:* Every semester.

3100 Christian Understandings of Human Experience, 3 hrs. (3, 0)

Investigation of perennial human experiences of intimacy, spirit, community, hope, revelation, and search for truth and reconciliation. Acquaints students with biblical-Christian interpretation of these experiences. *prerequisite:* Upper-division standing. *offered:* Every semester.

3120 Current Issues in Christian Ethics, 3 hrs. (3, 0)

A critical examination of Christian reflections and decision-making on moral and ethical issues in contemporary life. “Christian,” as used in this course, seeks particularly to take Jesus and the church seriously in defining, describing, and illuminating the nature and content of moral issues. The course examines varying approaches to Christian moral

decision-making, with a view to shaping sound responses to several current moral issues confronting human beings and creation. *offered:* With sufficient demand.

3130 Renaissance and Reformation, 3 hrs. (3, 0)

Political, social, economic, religious, and intellectual life of early modern Europe from 14th century to 1648. *same as:* HIST 3130. *offered:* With sufficient demand.

3250 Ethics and Morality for Professionals, 3 hrs. (3, 0)

An introduction to Western ethical traditions and particularly to critical thinking about moral experience within Christianity. From classical perspectives in Christian ethics, students will practice using resources (such as the Bible) to develop their own ethical code, system of values, and constructive approaches by which they would resolve ethical dilemmas and conflicts. Special focus on teaching moral reasoning as a skill for professionals, particularly for Christian leaders, to resolve moral dilemmas in society and in organizations (both the profit and not-for-profit sectors). *prerequisite:* Upper-division standing. *same as:* PHIL 3250. *offered:* Semester I.

3320 World Religions, 3 hrs. (3, 0)

Introduction to the major tenets and cultural expressions of selected religions, such as Islam, Taoism, Buddhism, Jainism, Hinduism, Judaism, and Christianity. Religions are compared and contrasted thematically, structurally, and culturally. Emphasis is placed on the interdependence of religions and cultures, and on what it means to be a responsible citizen in a globalized world. *prerequisite:* Upper-division standing. *same as:* HIST 3320. *offered:* Semester II.

3420 American Religious History, 3 hrs. (3, 0)

Comprehensive survey of diverse American religious experiences in the past and present. A study of various historic forms of Christianity, Judaism, Eastern faiths, and indigenous American religions, as well as unifying religious forces, such as “civil religion.” *same as:* HIST 3420. *offered:* Semester II.

3520 Backpacking with the Saints, 3 hrs. (3, 0)

Study of the spirituality of desert ascetics and the role wilderness has played in traditions of Christian spirituality. In particular, students will focus on silence, simplicity, solitude, Scripture, prayer, and the relation of landscape to spiritual formation. The course combines traditional academic study with an eight-day canoeing and backpacking trip in the Adirondack Mountains. Students will practice the disciplines we study and will explore the role wilderness has in their own spiritual formation. *offered:* Every summer beginning in 2018 as a Tri-S course.

3530 Exploring Celtic Christianity, 3 hrs. (3, 0)

Introduction to the development of Christianity in Scotland, from early Celtic monasticism to key moments in the Protestant Reformation. Students will be exposed to key figures and movements in the history of Christianity in Scotland, but the course emphasis will be on experience. Through the practice of retreat and pilgrimage, along with immersion in historically significant Christian sites, students will come to

understand the nature and value of Christianity in the Celtic north. *offered*: Summer 2018 as a Tri-S course; after 2018 it alternates every odd year with RLGN 3520.

3900 Honors Seminar, 2-4 hrs. (arranged)

consent: Department chair. *offered*: With sufficient demand.

4650 Independent Study 2-4 hrs. (arranged)

Individualized study, investigation, research, or project. *consent*: Department chair.

repeat: May be repeated.

4900 Honors Seminar, 2-4 hrs. (arranged)

consent: Department chair. *offered*: With sufficient demand.

4910 Seminar, 1-4 hrs. (arranged)

Special areas of study, research, or field work under departmental direction. *consent*:

Department chair. *repeat*: May be repeated. Total credit not to exceed 8 hours. *offered*:

With sufficient demand.

4960: Capstone Course: Spiritual Formation Through Work, Calling, and Holiness, 3 hrs. (3, 0)

Study of the spiritual approach of Christian praxis through the lens of vocational holiness. Students will consider various understandings of holiness across a variety of Christian traditions. Priority is given to understanding, analyzing, and applying the principle of vocational holiness that seeks to conceive of all of life as falling within the domain of holiness. *prerequisite*: RLGN 1100 and 20 or more hours of coursework in the Christian spiritual formation major or instructor approval. *offered*: Semester II. RLGN 4960 will fulfill the experiential liberal arts requirement for the CSF complementary major.

Communication and Design Arts

Dr. Baird, chair; Prof. Higgs, Prof. Lipan, Prof. Lugar, Prof. Yoo, Prof. Armstrong, Dr. Chapman, Prof. Gibson, Dr. Wood

The Department of Communication and Design Arts is committed to preparing students for an active and faithful life of stewardship within their chosen disciplines. Recognizing the close connection between creativity and the Creator, we seek to do this work with integrity, free and open inquiry, discipline, collaboration, and excellence.

Programs in the Department of Communication and Design Arts enable students to bring to the communication and design professions both breadth and depth, and they provide students with the opportunity to gain knowledge and learn skills and techniques.

For students interested in careers in cinema and media arts, public relations, or visual communication design, stand-alone majors encompass a full range of courses from theory to practice. A complementary major is offered in journalism.

Specifically, the fields of study in the Communication and Design Arts are as follows:

Cinema and Media Arts

Students study audio, video, and cinema production in preparation for careers in scriptwriting, production, and management. Instructors in this area are typically members of the National Academy of Television Arts and Sciences (Lower Great Lakes Chapter). Practical experience includes work in the university's commercial FM radio station, 98.7 The Song, and the student-supported television and film production facility, Covenant Productions®, as well as internships with audio, film, and video production companies and radio and television stations. 98.7 The Song is a member of the Radio Advertising Bureau (RAB) and the Indiana Broadcasters Association (IBA). For students interested in a career in film, the university also offers a semester-long program in Hollywood with the Los Angeles Film Studies Center.

Journalism

Emphasis on newswriting skills aids students in preparing for careers in writing, reporting, announcing, and editing for print and electronic media. Practical experiences include generating news stories in classes, writing for the professional press, interning at a variety of news organizations, and publishing the student newspaper, the *Andersonian*.

Public Relations

Courses in the public relations function, public relations campaigns, and the publicity process prepare students for careers as communicators in business and nonprofit organizations. Practical experience includes working for the university's student-staffed public relations agency, Fifth Street Communications®, and internships with public relations agencies. The university has a chapter of the PRSSA (Public Relations Student Society of America).

Visual Communication Design

This major prepares students for professional practice through intensive studio, theory, and history studies. A primary focus is the development of a visual portfolio — both print and digital. Courses engage students in the creation of visual products for print, web, and time-based media. Emphasis is placed on learning how to communicate ideas through appropriately and creatively designed visual products. Professional preparation opportunities include working with clients in studio-based projects and internships at the junior and/or senior levels. Students completing the major are prepared to work in design studios; advertising, marketing, and public relations agencies; corporate and church in-house communications departments; and other professional environments where visual communication is a primary component.

Majors

Cinema and Media Arts (52 hours)

- COMM 2000, 2010, 2020, 2060, 2160, 2200, 2320, 2420, 2860 (4 hours), 3120, 3160, 3200, 3220, 3420, 4000, 4800 (1-4 hours)
- Remaining hours from COMM 3000, 4120, 4900; THEA 2210

Journalism (30-hour complementary major)

- COMM 2000, 2010, 2130, 2200, 2850 (3 hours), 3130, 3200, 3230, 4000, 4800 (2 hours)
- Remaining hours from COMM 2140, 3330, 3370

Public Relations (52 hours)

- COMM 2000, 2010, 2130, 2200, 2240, 2840 (4 hours), 3000, 3200, 3240, 3250, 3330, 3340, 3440, 4000, 4800 (1-4 hours)
- Remaining hours from COMM 2140, 3110, 3130, 3230, 3370, 4440, 4900; BSNS 2810, 3550; ENGL 3160

Visual Communication Design (54 hours)

- ARTH 2100, 3010, 3020, 3030, 4800
- ARTS 2010, 2011, 2060, 2100, 3110, 3114, 3310, 3420, 4114, 4310, 4420, 4930, 4950

Minors

Cinema and Media Arts (18 hours)

- COMM 2000, 2010, 2020, 2060, 2200; 2320 or 2420; 2860 (2 hours),

Event Planning and Management (16-17 hours)

- COMM 2000, 2010, 2240, 3250
- COMM/BSNS 3860 (1-2 hours)
- BSNS 3340, 4340

Journalism (18 hours)

- COMM 2000, 2010, 2130, 2850 (2 hours), 3130, 3200 or 4000, 3230

Public Relations (18 hours)

- COMM 2000, 2010, 2130, 2240, 3240; 3250 or 3440; 3340

Continuation in the Majors/Minors

Students in Cinema and Media Arts, Journalism, and Public Relations:

All students must achieve a grade of C- or better in COMM 2000 (Media and Society) and COMM 2010 (The Communication Professional) before registering for further courses in the major that require these as prerequisites. Students pursuing cinema and media arts must achieve a grade of C- or better in COMM 2020 (Audio Concepts), COMM 2060 (Video/Cinema Concepts), and COMM 2160 (The Art of Storytelling) to continue progressing in the major. Students pursuing journalism and public relations must achieve a C- or better in COMM 2130 (Writing for the Media) to continue in the major. Students will have two opportunities to earn the required grade.

ARTH Courses (History)

2000 Great Themes in Art History, 3 hrs. (3, 0)

An integrative course focusing on important themes found in art and design history through lecture and studio experiences. The course examines these themes from medieval through modern times. *offered*: Semester I and II.

2100 History of Art, Design, and Visual Culture in the Modern World, 3 hrs. (3, 0)

Historical survey of the visual arts and architecture, influential design movements, and the changing concepts of visual culture in the modern world. Along with the study of traditional studio arts, the course examines the place of the technical aesthetic/visual innovations peculiar to the modern period, such as photography, mass print media, and digital imaging. *offered*: Semester II.

2150 Survey of Women in the Arts — Renaissance to Modern, 3 hrs. (3, 0)

A survey of significant woman artists within the Western arts tradition, including the visual arts, literature, and music within the historical framework of the Renaissance to Modern periods. Special emphasis is placed on the visual arts. Comparisons are made to their male counterparts to better understand the particular historical and political concepts within the time period. *offered*: Semester II 2018-2019.

3010 Ancient to Medieval Art, 3 hrs. (3, 0)

Study of art and architecture from ancient cultures through the Middle Ages.
prerequisite: ARTH 2100. *offered*: Semester I 2017-2018.

3020 Renaissance to Modern Art, 3 hrs. (3, 0)

A study of art and architecture from Italian Renaissance through the Modern period.
prerequisite: ARTH 2100. *offered*: Semester I 2018-2019.

3030 Contemporary Art and Design, 3 hrs. (3, 0)

A survey of the prevailing theories, art and design products, and practitioners that emerge from mid-twentieth century to the present. Students are expected to develop verbal and written skills in discussing contemporary visual products and to learn to identify

significant characteristics of these products. This course is intended to promote the student's understanding of important ideas that shaped art and design practices and to expand knowledge of the debates regarding contemporary critical theory and criticism. *prerequisite*: ARTH 2100. *offered*: Semester II 2017-2018.

4800 Internship: Design, 4 hrs. (4, 0)

Practical experiences in the professional field, approximately 20 hours per week. Students learn employers' job methods relating to creative design applications, production responsibilities, and client contact. *consent*: Instructor. *repeat*: May be repeated. Total credit not to exceed 4 hours. *prerequisite*: ARTS 4114, 4310. *offered*: Semester I, II, and summer.

ARTS Courses (Studio)

1210 Drawing for Liberal Arts, 3 hrs. (3, 0)

Covers the basic aspects of drawing; investigating art elements of space, value, line, and form. *offered*: Semester II.

1230 Painting for Liberal Arts, 3 hrs. (3, 0)

Introduction to concepts and processes of painting. Basic problems of space, image, and color explored. *offered*: Semester I.

2010 Introduction to Drawing, 3 hrs. (6, 3)

Covers a variety of skills and subject matter attempting to develop visual understanding and sensitivity. Formal art elements relevant to drawing; exploration of various graphic media. Main concerns are concepts of processes and seeing as related to drawing. *offered*: Semester I.

2011 Two-Dimensional Design, 3 hrs. (6, 3)

A series of directed studio problems, using a variety of media, concerned with the elements of form and the principles of organization in two-dimensional visual forms. Emphasis on composition, such as Gestalt principles, structural arrangements, and visual communications theories. Students are introduced to a design/research process that is applied to course assignments and to the departmental sketchbook/journal requirement. *repeat*: May be repeated one time for credit. *offered*: Semester I.

2060 Intermediate Drawing, 3 hrs. (6, 3)

Explorations of drawing concepts relevant to various media and fields of art. Emphasizes investigative aspects of drawing, using the human figure, its critical analysis, and relationship to space and environment. *prerequisite*: ARTS 2010. *repeat*: May be repeated one time for credit. *offered*: Semester II.

2092 Introduction to Photography, 3 hrs. (6, 3)

An introduction to the use of the camera as a creative tool to extend the possibilities of black and white visual imagery by incorporating time, light, movement, value, and forms. Traditional darkroom techniques along with digital approaches to image production are explored. *prerequisite*: ARTS 2010, 2011, 2060; ARTH 2100. *repeat*: May be repeated one time for credit. *offered*: With sufficient demand.

2100 Introduction to Graphic Design, 3 hrs. (3, 2)

Introduction to problem-solving in visual communication. Students engage in hands-on design and computer activities, develop creative thinking strategies, and devise solutions to visual communication design challenges. Intended for Visual Communication Design majors. *offered*: Semester II.

3110 Visual Design Studio, 3 hrs. (6, 3)

An introduction to the practice of graphic design. Students engage in studio problems that explore the communicative potential of visual symbol making. The meaningful interrelation of text and image is investigated through the integration of drawing, photography, illustration, and typography. Students also begin to develop an individual design methodology that includes textual and visual research, explorative design thinking, appropriate visual/verbal presentation approaches, and critique skills.

prerequisite: ARTS 2010, 2011, 2060; ARTH 2100. *offered*: Semester I.

3114 Human Experience in Design, 3 hrs. (6, 3)

Introductory study of the interrelation among form, concept, and context as they participate in the relationship between artists/designers/makers and audience/viewers/users. Through the execution of projects employing layout, illustration, and photo-imaging software, students examine aspects of the complexities of visual communication. *prerequisite*: ARTS 2010, 2011, 2060; ARTH 2100. *offered*: Semester I.

3310 Typography Studio, 3 hrs. (6, 3)

Introduction to history, aesthetics, and process of typography. Examines layout formats and the interrelationships of text, display types, composition, and content. Study of letter forms and designing with type. *prerequisite*: ARTS 3110, 3114. *offered*: Semester II.

3420 Design through Print Production, 3 hrs. (6, 3)

A comprehensive exploration of the importance and impact of printing on design thinking and practice. Students learn digital and photomechanical approaches to preparing design applications for commonly used printing methods in the profession. Students will conceptualize, design, and prepare artwork for printing, and will receive hands-on experience with operating a printing press. Printing experiences include letterpress, lithography, and serigraphy. *prerequisite*: ARTS 3110, 3114. *offered*: Semester II.

4114 Design for Digital Media, 3 hrs. (6, 3)

Advanced study and application of systems, principles, and procedures underlying the practice of graphic design as related to digitally based projects. Introduction to interactive digital media technology and the impact upon design professions. Students encounter the complexities of working with clients and vendors in the realization of designed electronic materials and virtual environments. Interdisciplinary design teams work to structure design problems to develop well-organized solutions. *prerequisite*: ARTS 3110, 3114, 3310, 3420. *repeat*: May be repeated one time for credit. *offered*: Semester I.

4310 Design for Print Media, 3 hrs. (6, 3)

Advanced study and application of systems, principles, and procedures underlying the practice of graphic design as related to print-based projects. Students encounter the

complexities of working with clients and vendors in the realization of designed materials and environments. Interdisciplinary design teams work to structure design problems to develop well-organized solutions. *prerequisite*: ARTS 3110, 3114, 3310, 3420. *repeat*: May be repeated one time for credit. *offered*: Semester I.

4420 Design Methodology 2 hrs. (4, 2)

Research and communication theory and practice related to practicum experiences. Series of meetings and discussions with visiting experts. *prerequisite*: ARTS 4114, 4310. *offered*: Semester II.

4650 Special Projects in Art (Two-Dimensional), 1-4 hrs. (arranged)

Exploration of specific problems in students' areas of concentration, carried out independently with instructor. *expectation*: Appropriate introductory and intermediate-level experience. *consent*: Instructor. *repeat*: May be repeated. Total credit not to exceed 4 hours. *offered*: Each semester. Does not count toward the visual communication design major.

4930 Comprehensive Projects I, 2 hrs. (2, 0)

Development of inquiry paper utilizing inquiry-based research approach. Exhibition planning. *consent*: Instructor. *repeat*: May be repeated. *offered*: Each semester.

4950 Comprehensive Projects II, 4 hrs. (4, 2)

Students prepare portfolios, written inquiry papers, and concluding exhibitions. It is recommended that visual arts education majors complete student teaching in the semester preceding this course. *consent*: Instructor. *offered*: Each semester.

COMM Courses

1000 Introduction to Speech Communication, 3 hrs. (3, 0)

Fundamentals of communication with emphasis on interpersonal, small group, and public communication experiences. *offered*: Semester I, II, and summer.

2000 Media and Society, 3 hrs. (3, 0)

Examination of major print and electronic media in terms of historical development, functions, structures, and issues. Entry course to majors in public relations, journalism, and cinema and media arts. *corequisite*: COMM 2010. *offered*: Each semester.

2010 The Communication Professional, 1 hr. (1, 0)

Orientation to working in the media, professional attitudes and expectations, planning a career, and developing a professional portfolio. *corequisite*: COMM 2000. *offered*: Each semester.

2020 Audio Concepts and Production, 3 hrs. (3, 1)

Introduction to the basic tools, disciplines, and concepts of audio production. Students will hone skills in announcing, recording, mixing, and digital editing utilizing current audio hardware and software. *offered*: Semester II.

2060 Video/Cinema Concepts, 2 hrs. (2, 2)

Introduction to the tools, disciplines, and concepts of video/cinema production. Topics and practices include theory of video/cinema, visual space, camera operation, graphics, digital editing, directing, and producing utilizing current video/cinema hardware and software. Both multi-camera and single-camera production opportunities. *prerequisite*: COMM 2000, 2010, 2020, 2200. *offered*: Semester I.

2130 Writing for the Media, 3 hrs. (3, 0)

Research and writing in a variety of media, with an emphasis on news, features, public relations, and commercial copy. *prerequisite*: COMM 2000, 2010. *offered*: Semester II.

2140 Audio/Video/Cinema Production for Journalists and PR Practitioners, 3 hrs. (3, 2)

Introduction to the basic knowledge, disciplines, and skills required of journalists and public relations practitioners in the areas of audio, video, and cinema production. Includes digital single-camera production, audio and video editing of news stories, prompter use, etc. *prerequisite*: COMM 2000, 2010, 2200. *offered*: 2018-2019.

2160 The Art of Storytelling, 3 hrs. (3, 0)

Introduction to theme, plot, story arc, character, and narrative view as told through cinema and media arts. Particular emphasis on screenwriting. Additional topics include finding stories, adapting to the audience, and proper written form for different media. Includes daily writing assignments. *prerequisite*: COMM 2000, 2010. *offered*: Semester II.

2200 Visual Communication, 3 hrs. (3, 0)

Introduction to typography, color theory, photography, and design principles for print, Internet, and video/cinema communication. Instruction in the appropriate production technologies. *offered*: Each semester.

2240 Public Relations Foundations, 3 hrs. (3, 0)

Introduction to public relations: history, environment, processes, tools, and practices. Concepts are reinforced through current event discussions and the development of a basic public relations plan. *prerequisite*: COMM 2000, 2010. *offered*: Semester I.

2320 Television Studio Production, 4 hrs. (3, 2)

Intermediate course on the studio production process with an emphasis on producing, directing, and viewing the production process as a collaborative effort. Programs include news, drama, and other basic television genres. Students rotate through all crew positions. *prerequisite*: COMM 2000, 2010, 2060. *offered*: 2017-2018.

2410 Communication for Language Arts, 3 hrs. (3, 0)

Advanced communication for the language arts teaching major. Course content includes intrapersonal and interpersonal communication, listening, verbal and nonverbal communication, small group dynamics, and oral interpretation. *offered*: Semester II 2017-2018.

2420 Field, Soundstage, and Postproduction, 4 hrs. (3, 2)

Intermediate practice of the single camera video/cinema production process in the field. Involves preproduction planning, producing, directing, cinematography, and digital editing. *prerequisite*: COMM 2060. *offered*: Semester II 2018-2019.

2550 Appreciation of Great Speeches, 3 hrs. (3, 0)

Examination of historic and contemporary speeches to develop understanding and appreciation of the elements by which great speeches are valued. *prerequisite*: COMM 1000. *offered*: Semester II.

2840 Fifth Street Communication Staff, 1 hr. (arranged)

Practical experience in a student-staffed public relations agency primarily serving not-for-profit organizations. Emphasis is on researching client needs, developing appropriate and high-quality communication deliverables, and providing outstanding customer service to clients. *prerequisite*: COMM 2130, 2240. *repeat*: May be repeated. Total credit not to exceed 4 hours. *offered*: Each semester.

2850 Andersonian Staff, 1 hr. (arranged)

Involves working in staff positions on the student newspaper, the Andersonian. Responsibilities include planning, writing, editing, and designing content for both the print and electronic platforms. *prerequisite*: COMM 2130. *repeat*: May be repeated. Total credit not to exceed 4 hours. *offered*: Each semester.

2860 WQME/Covenant Productions® Staff, 1hr. (arranged)

Professional experience in daily operation of WQME FM or Covenant Productions®. *prerequisite*: COMM 2000, 2010. *expectation*: Students who work with Covenant Productions® will have production experience or have taken COMM 2060 as a prerequisite. *repeat*: May be repeated. Total credit not to exceed 4 hours. *grade*: CR/NC registration. *offered*: Each semester.

2880 Debate Practicum, 1 hr. (1, 1)

Practical experience in debate; involves participation on debate team. *repeat*: May be repeated. Total credit not to exceed 4 hours. *offered*: Each semester.

3000 Communication Theories, 3 hrs. (3, 0)

Historical background, research methods, and a range of theoretical approaches to communication and the mass media, including persuasion, propaganda, and social/political effects. *prerequisite*: COMM 2000, 2010; upper-division standing. *offered*: Semester I 2017-18.

3110 Intercultural Communication, 3 hrs. (3, 0)

Survey of the field of intercultural communication. Topics include verbal and nonverbal cues, thinking styles, conflict, and political and sociological factors affecting communication. Christian missionary activities are used as a context for study during part of the course. *prerequisite*: COMM 1000. *offered*: Semester II 2018-2019.

3120 The Business of Cinema and Media Arts, 3 hrs. (3, 0)

A survey of the distribution of radio and television programs and film through traditional and new media. Topics include structures, sales, programming, audience measurement, promotions, and distribution. *prerequisite:* Upper-division standing. *offered:* Semester I 2017-18.

3130 Advanced Newswriting and Reporting, 3 hrs. (3, 0)

Study of advanced research, interviewing, and newswriting techniques, with emphasis on print, video, and new-media formats. *prerequisite:* COMM 2130. *offered:* Semester II 2018-2019.

3160 Motion Graphics, 3 hrs. (3, 0)

Design, creation, and technique related to motion graphics for television and cinema. Primary tools are Photoshop and After Effects. Includes 2D and 3D animation, compositing and visual effects. *prerequisite:* COMM 2200. *offered:* Semester II 2018-19.

3200 Communication Ethics, 3 hrs. (3, 0)

The examination of ethical standards and decision-making processes in journalism, public relations, advertising, and entertainment media. *prerequisite:* COMM 2000, 2010; upper-division standing. *offered:* Semester II 2017-18.

3220 Screenwriting, 2 hrs. (2, 0)

Conception and scripting, of comedy, drama, and other genres. *prerequisite:* COMM 2130 or 2160. *offered:* Semester I 2018-19.

3230 Advanced Feature and Magazine Writing, 3 hrs. (3, 0)

Emphasis on conception and production of feature articles, including trend stories and personality profiles, for publication in newspapers and magazines as well as broadcast media. *prerequisite:* COMM 2130. *offered:* Semester I 2017-2018.

3240 Public Relations Campaigns, 3 hrs. (3, 0)

Nature, development, and application of principles of public relations planning and implementation. Identification of stakeholders and their interests, and public relations for specialized fields. Emphasis is on learning about and from public relations campaigns through the last century. Application of public relations concepts to a variety of situations. *prerequisite:* COMM 2240. *offered:* Semester II 2017-2018.

3250 Event Planning and Management, 2 hrs. (2, 0)

Introduction to event planning, execution, and evaluation. Coursework includes concepts and principles of event management and project management, as well as practical application of learned concepts. Emphasis is on understanding and using planning tools to meet organizational goals. *prerequisite:* COMM 2130, 2240. *offered:* 2018-2019.

3310 Interpersonal Communication, 3 hrs. (3, 0)

Analyzes how individuals relate to one another in various interpersonal situations (dyadic, family, small groups, etc.) and the communication skills needed for those

situations. Includes topics such as self-disclosure, group dynamics, gender differences, and critical listening. *prerequisite*: Upper-division standing. *offered*: Semester I 2017-2018.

3330 Communication Design, 3 hrs. (3, 0)

Study of communication graphics with desktop publishing technology. Application of design principles to newspapers, magazines, newsletters, miscellaneous publications, and websites. *prerequisite*: COMM 2200. Open to departmental majors and minors only. *offered*: Semester I 2018-19.

3340 Public Relations Writing, 3 hrs. (3, 0)

Writing of effective public relations materials, use of persuasion techniques, and study of procedures for dissemination of public information. *prerequisite*: COMM 2130, 2240. *offered*: Semester II 2018-19.

3370 Communicating through Social Media, 3 hrs. (3, 0)

Study of social media communication strategy and execution; specific topics include modifying messages for various media, managing online reputation, and understanding and developing social media policies. Course projects include development of social media messages and strategy. *prerequisite*: COMM 2130. *offered*: Semester I 2017-18.

3420 Cinema Studies, 3 hrs. (3, 0)

An overview of motion pictures, including history, mise en scène, elements of production, and the critique. Involves the review of several major motion pictures and the context of their creation. *offered*: Semester I 2018-19.

3440 Public Relations Research, 2 hrs. (2, 0)

Introduction to media and communication research methods, including reviewing secondary research, developing surveys, performing communication audits, and conducting interviews and focus groups. Emphasis is on understanding the types of research, identifying benefits and risks of each type, and choosing the correct type of research given time and cost restraints. *prerequisite*: COMM 2130, 2240. *offered*: Semester II 2017-18.

3860 Practicum in Event Management, 1-2 hrs.

Application of principles of successful event planning and management. Students will work with a local organization to implement and evaluate an event. *prerequisite*: COMM 3250. *repeat*: May be repeated. Total credit not to exceed 4 hours. *offered*: Semester I, II, and summer.

4000 Communication Law, 3 hrs. (3, 0)

Provides an understanding and appreciation of American legal traditions surrounding freedom of speech and of the press as well as an examination of libel, slander, privacy, copyright, trademark, entertainment law, and free press/fair trial issues. *prerequisite*: COMM 2000, 2010; upper-division standing. *offered*: Semester II 2018-2019.

4120 Advanced Video Production, 3 hrs. (3, 1)

The capstone teleproduction course. Advanced theory and practice. Students will produce content for air on local or national television and for submission at film festivals.

prerequisite: COMM 2060, 2420; upper-division standing. *offered:* Semester I 2017-18.

4440 Advanced Public Relations Research, 1-2 hrs.

Practice of good research principles and public relations research methods. Students will design and implement a research project and produce a research report. *prerequisite:*

COMM 3440. *offered:* Each semester.

4750 Strategies for Teaching Speech, 1 hr. (1, 0) (arranged)

Surveys the content of a secondary-level speech class, evaluation methods, and extra-curricular activities related to the speech classroom. Does not apply toward major or minor. *offered:* Semester I.

4800 Internship, 1-4 hrs. (arranged)

Opportunity for advanced work off campus in the area of specialization at a radio or TV station, production or film-related company, newspaper, magazine, public relations agency, or other relevant environment. *consent:* Instructor. *prerequisite:* Majors and minors only, upper-division standing. *offered:* Semester I, II, and summer.

4900 Seminar in Communication, 3 hrs. (3, 0)

Intensive study of selected topics in historical or contemporary communication. Topics vary. *consent:* Instructor. *repeat:* May be repeated.

Computer Science

Dr. Coy, chair; Prof. Koontz, Dr. Tarplee

The mission of the Department of Computer Science is to provide students with a strong foundation in the field, build a love for lifelong learning, and ignite a desire to use their skills in service to the church and to society. The skills of a computer science student are uniquely suited to allow our students to be servant leaders in their communities. Anderson University computer science students are immersed in project-based experiential learning through service both within the classroom and in the community.

In addition to in-class experiential learning, computer science students have additional opportunities: on-campus internships with area companies, working with Anderson University Information Technology Services, and working within the Department of Computer Science to install and maintain servers, network, and lab computers. Additional off-campus opportunities include internships with companies in the surrounding counties. Anderson University computer science students are recognized by employers as having the key abilities necessary in quality employees: integrity, Christ-centered servant leadership, strong written and oral communication skills, problem-solving abilities, excellent computer science skills, and an eagerness to learn what is needed to solve the problem on which they are working.

The curriculum for a bachelor's degree in computer science at Anderson University follows the current Association of Computing Machinery (ACM) curriculum guidelines, incorporates software engineering throughout the curriculum, and provides students with the opportunity to use a wide array of software development technologies. During the freshman and sophomore years, students build the foundation of computer science knowledge while also developing the soft skills that employers value from a liberal arts education. Juniors and seniors focus on applying principles of this foundational knowledge and software engineering to advanced topics, including cybersecurity, computer networks, and operating systems. Teamwork, problem solving, and communication skills (written and oral) are emphasized throughout the program. Projects are oriented toward service to the surrounding community and the university when possible.

The Department of Computer Science offers three standard majors — computer science (Bachelors of Science), computer science (Bachelors of Arts), and information security (Bachelors of Arts), in conjunction with the national security studies program. Also, for students wishing to add a concentration of computer science coursework to an existing major, two complementary majors are offered — business-information systems and computer science.

Computer Science

A major in computer science allows graduates to pursue jobs in the technology sector, including software development, testing, information technology support, and web development, among many other opportunities. Students who intend to continue their education in graduate school or focus on computationally complex problems in the

computer science industry should complete the requirements for the Bachelors of Science in computer science, which adds foundational courses in math and science as well as requiring an additional computer security course.

A complementary major allows graduates to apply computer science in the specific area of their primary major; nearly any area of study can benefit from the use of computer science principles. The minor in computer science is designed for students who intend to use computer skills within a major to assist in the study of that major. Students are encouraged to speak with computer science faculty when selecting elective credit in order to choose courses that are most applicable to their concentration.

Students majoring in computer science are urged to complete additional coursework in mathematics, accounting, business administration, physics, or related areas.

Computer Science Major, Bachelor of Arts (54-55 hours)

- CPSC 1400, 1500, 2100, 2330, 2420, 2430, 2500
- MATH 2200/CPSC 2250
- CPSC 3310, 3320, 3410, 4420, 4430, 4950, 4960
- 6 hours from CPSC courses numbered 2000 or above
- 3-4 hours from MATH courses numbered 1300 or above

Computer Science Major, Bachelor of Science (80 hours)

- CPSC 1400, 1500, 2100, 2330, 2420, 2430, 2500
- MATH 2200/CPSC 2250
- CPSC 3310, 3320, 3410, 4310, 4420, 4430, 4950, 4960
- MATH 2010, 2020, 3010, 4010
- PHYS 2240
- any 6 credit hours from CPSC 2000 and above
- an additional 6 credit hours from:
 - MATH 3020 and above
 - CHEM 2110 and above
 - PHYS 2250 and above

Computer Science Complementary Major (32 hours)

- CPSC 1400, 1500, 2100, 2500
- 4 hours from one of the following courses: MATH 2010, 2020, 2120, 2200
- 12 hours from any course CPSC 1200 or above, as approved in a plan of study by the computer science advisor.

Computer Science Minor (16 hours)

- CPSC 1400, 1500
- 8 hours of additional credit from CPSC 1200 and above

Business-Information Systems

The business-information systems complementary major combines coursework in subjects relevant to both computer science and business. This complementary major is a

valuable supplement to other majors with key knowledge in the use of computer science and business principles especially applicable in the major's studies. The minor in information systems is designed for individuals who intend to apply computer skills to business-related problems or for those who wish to complement any degree with marketable computer skills.

Business-Information Systems Complementary Major (31 hours)

- ACCT 2010
- BSNS 2710, 2810, 3400, 4400
- CPSC 1400, 1500, 2100
- any 4 hours from CPSC 1100 or above

Information Systems Minor (15 hours)

- CPSC 1100 or BSNS 3400
- CPSC 1400
- Either CPSC 1200 and 2300 *or* CPSC 1500 and 2100

CPSC Courses

Note: For all courses numbered CPSC 2000 and above, laptops are required.

1100 Introduction to Business Informatics, 3 hrs. (3, 0)

An introduction to computer-based business-problem-solving applications and methods. Core topics include spreadsheets with emphasis on formulas and functions, relational database with emphasis on relational database design and use of SQL, and web software development with emphasis on HTML 5 and CSS. *prerequisite*: Mathematics proficiency (see Liberal Arts Program in this catalog). *offered*: Semester I and Semester II.

1200 Introduction to Web Programming, 4 hrs. (4, 0)

An introduction to program design and development using HTML, CSS, and JavaScript. Emphasis is on problem solving, algorithm development, and issues related to web publishing. *prerequisite*: Mathematics proficiency (see Liberal Arts Program in this catalog). *offered*: With sufficient demand.

1400 Computer Science I, 4 hrs. (4, 0)

An introduction to disciplined, object-oriented program development. Topics include a survey of computer architecture and systems, problem-solving and algorithm development, data types and variables, control-of-flow structures, event-driven programming, private methods, and parameter passing. *prerequisite*: Mathematics proficiency (see Liberal Arts Program in this catalog). *offered*: Semester I and Semester II.

1500 Computer Science II, 4 hrs. (4, 0)

This course builds upon the topics covered in Computer Science I and provides experience developing complex applications. Topics include net-centric computing, arrays, file processing, object modeling using UML, and object-oriented programming with emphasis on writing classes. *prerequisite*: CPSC 1400. *offered*: Semester II.

2100 Database Programming, 4 hrs. (4, 0)

Study of relational database management systems and information storage and retrieval techniques. Topics include ERD and UML modeling, normalization, SQL and Transact-SQL programming, stored procedures, triggers, views, transaction processing, concurrency control, and database server security. *prerequisite*: CPSC 1500. *offered*: Semester I.

2250 Discrete Mathematics, 4 hrs. (4, 0)

Topics include Boolean algebra, computer logic, relations and functions, logic and proof techniques, combinatorics, algebraic structures, and graph theory. *prerequisite*: Mathematics proficiency. *same as*: MATH 2200. *offered*: Semester II.

2300 Systems Administration, 4 hrs. (4, 0)

This course provides hands-on experience in systems administration. The course focuses on services provided by inter-networked computer operating systems, with an emphasis on applying concepts to the support and administration of commercial software products. *prerequisite*: CPSC 1400. *offered*: With sufficient demand.

2320 C++ Programming, 1 hr. (0, 2)

Introductory course in C++ programming for students who know a different high-level language. The course introduces the C++ syntax and semantics of functions, classes, template functions and classes, inheritance, and polymorphism. Students will learn how to use parts of the standard template library (STL). *prerequisite*: CPSC/ENGR 2310 or CPSC 1500. *offered*: Semester I.

2330 Web Application Development, 4 hrs. (4, 0)

This course introduces students to full stack software development with emphasis on Model View Controller (MVC) software design. Topics include dynamic client and server side web page development, database access, and use of web services. *prerequisite*: CPSC 2100. *offered*: Semester II.

2420 Computer Architecture, 2 hrs. (1, 2)

Principles of computer architecture are introduced, including instruction and data representation, fundamentals of assembly language, and low-level operating systems concepts, including registers, memory addressing, caching, the operating system stack, and bus architecture. *prerequisite*: CPSC 1500 or CPSC/ENGR 2310. *offered*: Semester II.

2430 Programming Languages and Compilers, 2 hrs. (1, 2)

A survey of programming languages and methods of translation. Topics include programming paradigms, language syntax and lexical analysis, language design choices, and design of compilers. *prerequisite*: CPSC 2500. *offered*: Semester II.

2500 Data Structures and Algorithms, 4 hrs. (4, 0)

In-depth study of data structures and algorithms, including stacks, queues, and trees through the use of abstract data types to facilitate problem solving. Searching and sorting

techniques will be applied to appropriate data structures. *prerequisite*: CPSC 1500 or CPSC/ENGR 2310. *offered*: Semester I.

2800 Computer Science Internship, 2-4 hrs. (arranged)

Participation under professional supervision in business and industry, and experience in a production environment. *consent*: Instructor. *repeat*: May be repeated. *grade*: CR/NC registration.

3300 Numerical Analysis, 3 hrs. (3, 0)

Introduction to numerical algorithms fundamental to scientific and mathematical computer use. Solutions of transcendental, polynomial, and differential equations; matrix algebra; linear programming; numerical integration and differentiation; Monte Carlo methods; and curve fitting. *prerequisite*: CPSC 1400, MATH 2020. *same as*: MATH 3300. *offered*: Semester I, 2017-18

3310 Cybersecurity, 3 hrs. (3, 0)

Covers topics in applied cryptography (symmetric and asymmetric), public key infrastructure, trust, password security, advanced authentication mechanisms, authorization techniques, physical security, and cloud computing. This course covers the technical skills necessary to understand security vulnerabilities in software and hardware as well as established strategies for mitigation. The current state of network, web, and computer security is also discussed. *prerequisite*: MATH 2200 or MATH 2010. *offered*: Semester I. *same as*: ENGR 3310.

3320 Cybersecurity Laboratory, 1 hr. (0, 2)

The topics discussed in ENGR 3310 will be implemented in this course. Topics include public key infrastructure, man-in-the-middle attacks, and denial of service. This laboratory requires moderate programming skills. A laptop is required for the course. *corequisite*: ENGR 3310. *prerequisite*: CPSC 1500 or ENGR 2310. *offered*: Semester I. *same as*: ENGR 3320.

3410 Computer Networks, 3 hrs. (2, 2)

Students will gain in-depth knowledge of networking protocols and technologies, including their relationship to network-centric computing with packet networks. The course topics including ethernet MAC layer, internet protocol, transport layer (TCP, UDP), switching, routing, and network interfaces. Practical network software programming is covered with hands-on experience in the lab. *prerequisite*: CPSC 2500. *offered*: Semester II, 2018-19.

3500 Design and Analysis of Computer Algorithms, 4 hrs. (4, 0)

A study of techniques used in advanced algorithms, including algorithmic approaches such as brute-force, greedy, and divide-and-conquer algorithms, as well as recursive backtracking and dynamic programming. Supporting data structures like trees and graphs are studied, as well as search methods and related algorithms. In addition, the differences between P, NP, and NP-complete problems are discussed. *prerequisite*: CPSC 2500. *offered*: Semester I, 2018-19.

3520 Introduction to Artificial Intelligence, 4 hrs. (4, 0)

An introduction to artificial intelligence and machine learning, including implementations of algorithms with commonly used programming languages. *prerequisite*: CPSC 2500. *offered*: With sufficient demand.

3650 Independent Study, 2-4 hrs. (arranged)

Independent study under faculty direction. *consent*: Instructor. *repeat*: May be repeated.

3800 Computer Science Internship, 2-4 hrs. (arranged)

Participation under professional supervision in business and industry, and experience in a production environment. *consent*: Instructor. *repeat*: May be repeated. *grade*: CR/NC registration.

3900 Special Topics, 2-4 hrs. (arranged)

Topics offered as demand and opportunity warrant, including, but not restricted to, mobile device programming, advanced computer networking, advanced database systems, computer graphics, and artificial intelligence. *consent*: Instructor. *repeat*: May be repeated. *offered*: With sufficient demand.

4100 Advanced Database Systems, 4 hrs. (4, 0)

Lecture and discussion of advanced topics in data management is combined with a student-managed big data concept project. The course emphasizes applying research and planning to provide robust and efficient solutions to common complex big data issues. *prerequisite*: CPSC 2100. *offered*: With sufficient demand.

4310 Software Security, 3 hrs. (3, 0)

This course builds on ENGR 3310 to further explore how to prevent exploits in security critical software and hardware. In-depth analysis of known software exploits will be used as case studies to understand how software errors affect security. Throughout the case studies, multiple programming languages will be used. Hardware security modules and security-critical software systems will be studied. Students should have a solid understanding of C/C++ for this course. A laptop is required for the course. *prerequisite*: CPSC/ENGR 3320, CPSC 2500. *offered*: Semester II. *same as*: ENGR 4310.

4420 Operating Systems, 3 hrs. (2, 2)

This course focuses on the fundamentals of operating systems (OS), including how the OS manages processes, memory, I/O, and file management. Process and thread management are emphasized, including synchronization, communication, races, and deadlocks. Virtual memory and disk management are also discussed. *prerequisite*: CPSC 2500. *recommended*: CPSC 2420 or ENGR 3260/3270. *offered*: Semester II, 2017-18

4430 Software Engineering, 3 hrs. (2, 2)

A study of the principles of software design and development through the development of a large group project. Topics include requirements specification, project design and scheduling, security issues, verification, and validation. *prerequisite*: CPSC 2100 and CPSC 2500. *recommended*: CPSC 2330 (Introduction to Web Applications). *offered*: Semester I, 2017-18.

4800 Computer Science Internship, 2-4 hrs. (arranged)

Participation under professional supervision in business and industry, and experience in a production environment. *consent*: Instructor. *repeat*: May be repeated. *grade*: CR/NC registration.

4950 Senior Design Capstone 1, 2 hrs. (1, 2)

Students will apply software engineering principles through the development of significant projects. Course topics include discussion of ethical issues, career-readiness topics, and networking with guest speakers. *prerequisite*: CPSC 2100 and senior standing. *offered*: Semester I.

4960 Senior Design Capstone 2, 2 hrs. (1, 2)

Students continue to apply software engineering principles, focusing on overall project design, facilitating teamwork, and further building their critical-thinking, written, and oral communication abilities. *prerequisite*: CPSC 4950. *offered*: Semester II.

School of Education

Dr. M. Bruning, dean; Dr. R. Baker, Dr. K. Sample, Dr. J. Trotter, Prof. A. Epperly, Prof. J. Wehneman. Prof. D. Kinner, director of clinical experiences.

Secondary School Methods and Teacher Education Council

Dr. S. Borders and Prof. Elliott (English/language arts); Dr. T. Fox and Prof. C. Clay (foreign language); Dr. C. Taylor (mathematics); Dr. J. Wright and Dr. J. Brandon (Music); Dr. Diana Jones (physical education); Prof. M. Bailey (science); Dr. Jaye Rogers (social studies); A. Clark (administrative assistant)

Mission Statement:

The mission of the School of Education is to prepare professional educators of excellence in a Christ-centered environment.

Core Values:

Our mission is accomplished through our commitment to cultivating excellence in the following areas:

- Content competence
- Cultural connections
- Christian character

In line with the university's mission, the School of Education (SOE) seeks to prepare professional educators as teachers of excellence who integrate Christian faith and learning for service in a global society. The teacher education program is anchored in Anderson University's commitment to the liberal arts curriculum, which includes the arts, humanities, mathematics, and social and natural sciences. The liberal arts are essential for developing competent educators.

Education programs at the undergraduate level are based on both established and current research and sound professional practice. The School of Education's philosophy, objectives, and outcomes include contributions from the following:

- InTASC Standards
- Developmental standards of the Indiana Office of Educator Licensing and Development
- Philosophies and practices of the School of Education and faculty in other content areas for licensure
- Collaborative P-12 educators

The School of Education offers undergraduate professional education in courses leading to licensure for the elementary, middle, and high school levels. Efforts to renew and improve teacher education by the Indiana Office of Educator Licensing and Development and the national accreditation body, the Council for the Accreditation of Educator Preparation (CAEP), also govern the teacher education program. The School of Education received ongoing accreditation by CAEP in 2016, with no areas of improvement cited.

Due to these outside influences, regulations and standards governing teacher preparation programs change periodically. The programs of candidates admitted into the teacher education program are subject to those changes. Teacher education candidates are advised to meet regularly with their advisors to assure compliance with new requirements.

General Information for Admission and Retention in the School of Education

All who wish to major in education and seek licensure must be formally admitted to the teacher education preparation program after completing the prerequisite requirements. These requirements must be met prior to enrolling in upper-division education or subject specific methods courses and in the professional semester which includes student teaching. Transfer students considering a major in education should meet with the dean of the School of Education to assess eligibility. Admission to the university neither implies nor guarantees acceptance into the teacher education preparation program.

Teacher Licensure

Anderson University is regionally accredited by the Higher Learning Commission (HLC). Further, the School of Education teacher education preparation program meets the national requirements of educator preparation programs through the Council for the Accreditation of Educator Preparation (CAEP) and the required licensing standards of the Indiana Office of Educator Licensing and Development, as noted above. Upon graduation, candidates will be recommended through the School of Education for Indiana teacher licensure.

Alternative Licensure Program: Transition to Teaching

This program is designed for candidates who hold a bachelor's or master's degree in a non-education major. The degree must be from an accredited institution of higher education. The candidate must desire to become a teacher at the elementary, middle, or high school level. Candidates must pass a rigorous screening process including Indiana Core Assessment tests, interviews, and demonstrated mastery of content in the area they wish to be licensed.

Performance Assessment

For purposes of gauging the entrance level and continued growth of students toward proficiency in the knowledge, skills, and dispositions of the teacher education preparation program, a system of periodic performance assessments is used. Candidates transition through three performance assessment levels, which are described in detail in the Teacher Preparation Handbook available on the School of Education website: anderson.edu/soe. Students admitted to the teacher education preparation program are expected to demonstrate growth in content and in the professional dispositions, attitudes, habits, skills, and personal qualities.

Students may be discouraged from attempting to complete preparation for a career in teaching if continuing assessments (academic and/or dispositional) by the School of Education faculty determine that the student is failing to meet acceptable professional and personal standards specified in the teacher education preparation program.

Note: All fees for tests, background checks, and courses are the responsibility of the student.

Level I Pre-Admission

- Overall GPA of 2.75 is required for admission to EDUC 2030, 2170, 2460.
- Completion of EDUC 2000, 2100, 2110, SPED 2400 with grades of C or better.
- Declaration of education teaching major.
- Submission and verification of a cleared criminal history check.

Level II Admission

Elementary education majors must apply and be admitted to the teacher education preparation program before enrolling in any 3000-level education course. Senior high/middle school education majors must apply and be admitted to the teacher education preparation program before enrolling in EDUC 3000.

- 3.0 GPA overall (2.75 in the major content area)
- The following courses completed with a grade less than C must be repeated: any EDUC course; any SPED course; ENGL 1100, 1110, 1120; MATH 1100, 1110.
- Favorable recommendations from the education faculty and other AU faculty members.
- Satisfactory completion of an interview and assessment of written and oral communication skills.
- Acceptable state passing scores on the Core Academic Skills Test (pre-professional skills test) or satisfactory scores on the SAT or ACT.
- Submission and verification of a cleared criminal history check. All fees for tests, background checks, and courses are the responsibility of the student.

Level III: Professional Semester with Student Teaching

Candidates must do the following:

- Earn a GPA of 3.0 overall and C or better in professional courses; 3.0 GPA in content area for licensure.
- Demonstrate satisfactory completion of all knowledge, performance, and disposition assessment criteria and any other assessment required by the State of Indiana for licensure.
- Demonstrate successful completion of the Indiana CORE Content Area Assessment Tests, including the pedagogy test.
- Complete a cleared criminal history check.
- Submit proof of completion of suicide prevention training provided by AU.
- Submit current CPR certificate.

Education Field Experiences

Teacher education candidates spend extended time working with students, a classroom teacher, and university faculty in field experiences early in their major course work and throughout their program. These experiences provide practical application to the theories presented in concurrent education classes. Pre-student teaching experience, including the use of video, distance learning, computer discussion groups, school observation, and participation, are required of all teacher education candidates. Field experiences are supervised by university personnel. Teacher education candidates are required by local school districts and thus AU to obtain a full cleared criminal history check each year before entering the classroom for field experience. This document and accompanying fees are the responsibility of the student.

Student Teaching (Clinical Practice)

Teacher education candidates have two options for their professional year: yearlong student teaching experience (30 weeks) or traditional one semester of 16 weeks. The student teaching experience provides students with opportunities to plan and implement instruction, manage the classroom, evaluate student progress, communicate with other professionals and parents, and develop as professional educators under the supervision and mentoring of university and P-12 school personnel. Candidates are strongly discouraged from employment on or off campus during their student teaching semester. Candidates must pass CASA, CORE content area tests, and developmental (pedagogy) area assessments, attend suicide prevention training, and be CPR certified prior to student teaching. Students are responsible for all fees associated with the Indiana CORE assessment tests and coursework.

International Student Teaching Placements

International teaching placements are designed to provide students with experiences in a comprehensive setting for study of the educational, cultural expressions, and social issues related to teaching in another culture. These unique opportunities provide students with an expanded cultural perspective and cross-cultural skills.

Each semester the School of Education Office of Clinical Experiences, the Office of International and Intercultural Studies, and the Christian College Teacher Education Coordinating Council (CCTECC) coordinate the placement of student teachers/education candidates around the world to complete their student teaching requirement. Since 1990, CCTECC has placed more than 1,700 teachers in schools around the world. All candidates are required to complete 16 weeks of student teaching in their area of specialization (elementary education, secondary history, etc.). Student teachers may choose an international placement for eight of those 16 weeks. In the past, students have been placed in South America, Asia, Africa, Europe, the Middle East, Australia, and New Zealand. The International and Intercultural Studies faculty and staff will work with each candidate to design the best experience for your needs.

Candidates must apply to the School of Education for international student teaching placements. All fees and costs associated with international placement are the responsibility of the candidate.

Education Teaching Majors

Elementary Education: Grades K-6

An elementary education major prepares candidates to teach kindergarten through grade 6. All elementary majors must have a minor along with their elementary major. The minor does not have to lead to licensing, but the department strongly suggests choosing a minor or concentration that will enhance their major, such as the reading minor or the special education minor (mild intervention).

Elementary Education Major (46-56 hours)

- EDUC 2000, 2030, 2100, 2110, 2170, 2200, 2460, 2520, 2730, 3120, 3300, 4120, 4310, 4320, 4930
- SPED 2400
- EDUC 4010 Student Teaching (10 credit hours; may be repeated up to a maximum of 22 hours)
- EDUC 4930 Leadership Seminar in Character Education

Elementary Cognate (18 hours)

- PHYS 1030
- HIST 2000
- MATH 1110
- PETE 3710
- EDUC 2520
- Approved guided elective (3 credits)

Secondary Teaching Program Requirements

In addition to the School of Education requirements listed below, students must complete requirements for their specific secondary teaching programs.

School of Education Requirements (33-37 hours)

- EDUC 2000, 2100, 2110, 2460, 2520, 2720, 3000, 3100, 3120, 4710, 4930
 - SPED 2400
 - Approved guided elective
 - EDUC 4010 Student Teaching (12-22 credit hours)
 - Special Methods 4700 required for professional semester
- These courses are listed in the catalog under various captions.

Requirements for the secondary teaching programs listed above may be found in the catalog sections of the departments listed in parentheses.

- Language arts teaching major (English)
- Mathematics teaching major (mathematics)
- Social studies teaching major (history and political science)
- Spanish teaching major (modern foreign languages and cultures)
- TeachScience complementary teaching major (biology; chemistry and physics)

All Grades: P-12

Music education major: Grades P-12 (music). See Music Education.

Physical education major: Grades P-12 (kinesiology). See Physical Education.

Education Minor

- 16 hours from approved School of Education courses that include the following courses:
 - EDUC 2000, 2100, 2110, 2460, 4810
 - SPED 2400

Reading Minor (Grades K-12)

The reading education minor is designed to strengthen the preparation of elementary teachers and their teaching skills in the areas of reading, writing, and language arts. The program provides advanced study in research-based, differentiated literacy programs instruction. The reading education minor prepares students for the Indiana Content Area Assessment in Reading.

Candidates who complete the Reading Minor and pass the licensure exam are eligible to apply for an Indiana license in reading.

Reading Minor (18 hrs.)

- EDUC 2200, 3300, 2730, 4850, 4900, 4910, 4920
- 3-hour course approved by the Reading Program Director

Special Education Minor (Grades K-12)

The goal for graduates of the Anderson University teacher education special education minor is to develop a high level of competence for working with students of mild disabilities in inclusive/integrated school settings.

Teacher education in elementary or a secondary education content area may complete the special education minor and may complete required state licensure tests to add mild disabilities to their license. AU does not prepare teachers to work with students with severe disabilities.

Graduates who complete the special education minor and required tests may receive a special education exceptional needs mild intervention (MI) license. This covers learning disabilities, mild mental disabilities, emotional disabilities, orthopedic disabilities, and mild interventions. This combination of special education and elementary/secondary content major prepares students well for the competitive job market. All accompanying Indiana CORE assessment tests for Indiana license and costs are the responsibility of the student.

Special Education Minor (15 hrs.)

SPED 2400, 2500, 3000, 3120, 3500

Additional testing for licensure

EDUC Courses

2000 Teaching as a Profession, 2 hrs. (2, 1)

Designed for the prospective teacher education candidate to examine and understand one's values, beliefs, motivations, and goals; to be aware of and able to evaluate one's personal learning characteristics; to be knowledgeable about the developmental stages in becoming a teacher; the history of education in the USA; and to develop a view of education as related to self, students, teachers, schools, community, the teaching profession, foundations, reform, and the future. The course draws heavily upon class participation, classroom observations, research, and oral and written communication skills. Required of all education majors. Grade of C or better required. Prerequisite for all education courses in professional sequence. *offered*: Semester I and II.

2030 Learning and Teaching Mathematics in the Elementary Classroom, 3 hrs. (3, 1)

Develops content and pedagogical knowledge through state and national standards for the development and delivery of a well-designed, standards-based mathematics curriculum. Presentation of instructional materials, methods, and assessment related to elementary school mathematics are part of the course activities. Field experiences required. Portfolio artifacts required. Grade of C or better required. *prerequisite*: MATH 1100, 1110; EDUC 2000, 2100, 2110; 2.75 GPA overall. *offered*: Semester I and II.

2100 Child and Adolescent Development, 3 hrs. (2, 0)

The primary focus of this course is on characteristics of growth and development of young children through adolescence, including physical, psychological, social, cognitive, and emotional aspects. Required of all education majors. Grade of C or better required. *offered*: Semester II.

2110 Educational Psychology: Learning in the Schools, 3 hrs. (2, 0)

An introduction to the application of psychological principles to the challenges of education. This course examines the theoretical and applied aspects of learning, motivation, human development, personality, and measurement and evaluation. This course is required of all education majors. A grade of C or better is required. *offered*: Semester I and II.

2170 Teaching I: Curriculum and Instruction for Early Childhood, 4 hrs. (4, 2)

Emphasizes curriculum and planning in the kindergarten and primary grades. Standards-based teaching and planning using developmentally appropriate strategies are stressed. Prominence is on the uniqueness of teaching young children with an introduction to classroom organization and management. Grade of C or better required. Field experiences required. *prerequisite*: EDUC 2000, 2100, 2110; 2.75 GPA overall. *offered*: Semester I and II.

2200 Foundations of Reading Instruction, 3 hrs. (3, 0)

Organization, implementation, and evaluation of reading programs. Focuses on the stages of literacy development, the reading process, planning strategies, and classroom management. Field experiences required, including classroom observation and/or teaching assignments. Grade of C or better required. *prerequisites*: EDUC 2000, 2100, 2110, 2170; SPED 2400; 2.75 GPA overall. *offered*: Semester I and II.

2460 Exploring the Multicultural Classroom: Understanding the Needs of Culturally and Linguistically Diverse (CLD) Learners, 3 hrs. (3, 0)

Emphasis on factors which influence behavior of ethnic and cultural group members in schools and educational settings. The course explores the changing demographics of schools, intercultural competence, and defining one's cultural self. Attention will be given to how teacher candidates can support multilingualism and multiculturalism in the classroom by understanding and implementing culturally relevant pedagogical practices. Strategies for accommodation of instruction and engaging in culturally responsive teaching to meet the needs of all students will be introduced. Grade of C or better required. Required course for all education majors. *prerequisite*: EDUC 2000, 2100, 2110; 2.67 GPA overall. *offered*: Semester I and II.

2520 Technology in the Classroom, 3 hrs. (3, 0)

This course increases the teacher candidate's awareness of technology concepts and tools as a means of providing differential instruction in a student-centered classroom. The use of current technologies is framed within sound learning theory, proven pedagogical principles, and current professional standards. Students are provided opportunities to develop skills and perceptivity in selecting, applying, integrating, and managing instructional technology in the K-12 classroom. *offered*: Semester II.

2730 Field Experiences in Reading Processes, 1 hr. (0, 2)

Required of all elementary education majors. Grade of C or better required. Admission to the teacher education program required. *prerequisite*: EDUC 2200; 2.75 GPA overall.

Co-requisite: EDUC 3300. *offered*: Semester I and II.

2850 Practicum in Leadership Skills, 2 hrs. (1, 2)

An introduction to training assertiveness, communication, helping, and negotiation skills. Students receive direct feedback on their performance and gain experience in co-leadership and team building. Required for youth leadership-development majors.

consent: Instructor. *prerequisite*: PSYC 2100. *grade*: CR/NC registration. *same as*: PSYC/SOCI 2850. *offered*: Semesters I and II.

2860 Practicum in Secondary Education, 1 hrs.

This course emphasizes curriculum and lesson planning for middle and high school classrooms. Completion of a C or better required to progress. Field experiences are required. *prerequisite*: Admission to the Teacher Education Program and 2.75 GPA.

3000 Teaching Literacy Skills in Middle and High School Content Areas, 3 hrs. (3, 0)

In this course, students will examine research and instructional approaches to help improve the literacy of adolescents and adults. The course is focused on current research that looks at the complexities of the reading process and how the process can be improved upon in content area classrooms. Students will design a lesson plan based upon the School of Education's lesson plan format, including related activities to be implemented in the plan, research-based reading strategies, and focused purposes for reading. The lesson plan will be submitted electronically via TK20. Through reflective writing, students will be able to assess their understanding of literacy in the classroom and their growth in the appropriate use of a variety of reading strategies. Grade of C or better required. Admission to the teacher education program required. *prerequisite*: 2.75 GPA overall. *offered*: Semester II.

3100 The Middle School in the United States, 3 hrs. (2, 2)

This course is an introduction to teaching strategies for meeting the special needs of the young adolescent student. Physical, emotional, social, and intellectual changes prompt the teacher to use developmentally appropriate instruction in order to engage the young adolescent student and to motivate these students to achieve. Teaching methods, such as real-life situations, cooperative learning, hands-on experiences, and lesson planning are emphasized. Historical patterns and philosophy of the middle-school movement, with a focus on how to teach this age group, are included. A required practicum is embedded in this course as a field experience in a middle school and is linked to the coursework.

Required of all secondary education majors. Grade of C or better required. *prerequisite*: EDUC 2100, 2110 and EDUC 2460; 2.75 GPA overall. *expectation*: Admission to the teacher education program. *offered*: Semester I and II.

3120 Educational Assessment for the Classroom Teacher, 3 hrs. (3, 0)

This course is designed to prepare elementary and secondary teacher candidates with a strong knowledge base about assessments and their use in the classroom today. Teacher candidates will learn what assessment is, when and how to use a variety of assessment

strategies, how to create them, ways to interpret and analyze the data and results, and how to use these interpretations to inform their teaching practice. Candidates will design a comprehensive work unit based upon researched assessment practices, including gathering data and analyzing and interpreting their results. The comprehensive work unit will be submitted electronically via the TK20 website. Through reflective writing, candidates will be able to evaluate their understanding of assessment in the classroom and their growth in the appropriate use of a variety of assessment strategies. Grade of C or better required. *expectation*: Admission to the teacher education program required. *prerequisite*: 2.75 GPA overall. *offered*: Semester I and II.

3300 Reading Processes with Assessment and Intervention, 2 hrs. (2, 1)

Process assessment and corrective reading instruction at the elementary level. Emphasis on understanding reading difficulties across the stages of literacy development and addressing instructional needs in strategy and skill development. Contact with children in tutorial and small group teaching situations is included. Grade of C or better required. *expectation*: Admission to the teacher education program required. *prerequisite*: EDUC 2200, 2.75 GPA. *corequisite*: EDUC 2730. *offered*: Semester I and II.

3550 Intercultural Education, 3 hrs. (3, 1)

Introduction to theory and practice of intercultural communication, cross-cultural and international experiences, and teaching with a global perspective. Emphasizes an understanding and respect for cultural, racial, geographical, and religious differences and the impact these differences have on educational/teaching theories and practices. This course is concurrent with EDUC Tri-S participation where work with children and educators will be the primary focus. Grade of C or better required for education majors. *offered*: Summer Session I 2018-19.

3590 Teaching Diversity Through Young Adult Literature, 3 hrs. (3, 0)

Provides secondary, middle, and upper elementary pre-service teachers with a wide variety of experiences in reading, analyzing, and discussing texts written specifically for young adults. Grade of C or better required. *prerequisite*: ENGL 1120. *same as*: ENGL 3590. *offered*: Semester II.

4010 Student Teaching, 10 hrs. (1, 35)

Observation, participation, and teaching in the school setting for 10-16 weeks on full-day basis. Student teachers are expected to participate in all aspects of public school responsibilities as part of the professional semester. A student-teaching fee is required. Grade of C or better required. *required*: Admission to professional semester. Passing all Indiana CORE assessments, suicide prevention training, CPR certification. *prerequisite*: 3.0 overall GPA; completion of 104 hours; senior standing. *repeat*: May be repeated up to a maximum of 22 hours. *consent*: Department. *offered*: Semester I and II.

4120 Organization and Management for the Elementary Classroom, 4 hrs. (2, 10)

Culminating experience designed to allow teacher candidates to integrate the skills of teaching with effective classroom management techniques. Focus is on using data to develop effective management procedures and skills in order to allow students to make progress in the curriculum. Candidates will use action research to explore student and/or

classroom behavior issues. This is a writing intensive course. Required of all elementary education majors. Grade of C or better is required. Admission to professional semester is required. *prerequisite*: 3.0 GPA in major/2.75 GPA overall and senior standing. *offered*: Semester I and II.

4310 Integrated Teaching II: Language Arts and Social Studies, 4 hrs. (4, 2)

Integrative approach to the teaching of language arts and social studies in the classroom. Using children's literature as a framework, students develop curriculum, instructional, and assessment strategies that are research-based and framed within national and state standards. Emphasis is placed on differentiation of learning to meet individual student needs. Portfolio artifacts required. Grade of C or better is required. *required*: Admission to the teacher preparation program. *prerequisite*: EDUC 2200, EDUC 3300; 3.0 GPA in major/2.75 overall. *corequisite*: EDUC 4320. *offered*: Semester I and II.

4320 Integrated Teaching III: Exploring STEM in the Elementary Classroom, 4 hrs. (4, 2)

This course prepares elementary teacher candidates for successful teaching of STEM in the classroom, using an integrative, hands-on approach. It is designed to provide teacher candidates with the pedagogical knowledge, skills, and opportunities for application in clinical settings. Emphasis is on promoting inquiry-based learning using national (NGSS, Common Core, and ISTE) and state standards. Project-based learning is presented as a framework for the integration of STEM content areas. Candidates focus on planning, teaching, and assessing STEM lessons in elementary classrooms. *expectation*: 3.0 GPA in major/2.75 overall. *prerequisite*: EDUC 2030; MATH 1100, 1110. *corequisite*: EDUC 4310. *offered*: Semester I and II.

4710 Management, Organization, and Methods in the Secondary Classroom, 4 hrs. (2, 10)

This course focuses on strategies to meet the special needs of young adolescent and young adult students. Physical, emotional, social, and intellectual issues are a foundation for developmentally appropriate instruction. Designed as a sequel to the middle school course, this course emphasizes classroom management, action research, lesson design, and classroom culture. A practicum experience is embedded in the course and merged with the coursework to focus on managing the learning environment in order to enhance student success. Work in the university classroom and in a secondary school placement (practicum) are expected. This is a writing-intensive course and is required of all senior high/middle school education majors. Grade of C or better is also required. *prerequisite*: Admission to professional semester is required; 3.0 GPA in major/a 2.75 GPA overall; senior standing. *offered*: Semester I and II.

4800 Internship in Youth Leadership, 2 hrs. (1, 2)

An opportunity for youth leadership-development majors to practice the training and presentation skills and content learned in prior courses in an applied setting relevant to the student's career or personal goals. Required for youth leadership-development majors. *prerequisite*: PSYC 4210. *grade*: CR/NC registration. *same as*: PSYC/SOCI 4800. *offered*: Semester II.

4810 Educational Internship, 1-6 hrs. (arranged)

Meets special needs for independent study and internship in professional education. Field experience (4-6 hours) requires a collaborating-teacher fee. Grade of C or better required. *consent*: Department. *repeat*: May be repeated. Total credit not to exceed 6 hours. *offered*: As needed.

4850 Reading Clinic, 4 hrs. (arranged)

This course is an intensive, clinical practicum designed to strengthen the candidate's skills in providing appropriate, targeted, and responsive intervention services to students with significant reading difficulties/disabilities. Candidates will work with one to three students who are reading significantly below grade level. Instructional time is followed by reflection and discussion in small groups focusing on student profiles of reading development/disability, instructional strategies, as well as responsiveness to intervention and necessary modifications. Candidates will also write educational reports and/or hold conferences with parents addressing the participant's current level of performance and recommended instructional supports. Grade of C or better required. *prerequisite*: EDUC 2200, 2730, 3300; GPA 2.75. *offered*: Semester II.

4900 Advanced Reading Seminar, 2 hrs. (2, 4)

An upper-level seminar with a corresponding field experience, this course is designed to reinforce and extend the knowledge, skills, and concepts learned in the undergraduate elementary reading block. Specifically, students learn how to plan for and manage small group reading in order to maximize participation, motivation, and progress for all types and levels of learners. The field experience requires students to work twice a week after school with a small group of students who experience difficulty learning to read. During the weekly seminar, candidates will discuss student progress, problem solve, and plan future lessons under the guidance of the professor. Grade of C or better required. *expectation*: 2.75 GPA in professional education courses. *prerequisite*: EDUC 2200, 2730, 3300; 2.75 overall GPA. *offered*: Semester I.

4910 Reading Research Seminar, 1 hr. (1, 0)

This course focuses on professional development strategies for keeping informed of new developments in the field of literacy. Candidates will use professional resources and digital tools to learn about current research, translate research into practice, and share this knowledge with colleagues. Grade of C or better required. *prerequisite or corequisite*: EDUC 4900; GPA 2.75. *offered*: Semester I.

4920 Student Teaching Seminar in Reading, 1-2 hrs. (1, 0)

During student teaching, candidates will participate in a seminar focusing specifically on reading assessment, methods, and intervention. Emphasis will be placed on how to transfer what they have learned about reading education in their coursework and practicum to a whole class setting. Through lesson planning, reflection, and discussion, candidates will strengthen their skills as reading professionals. Grade of C or better required. *prerequisite*: EDUC 4900, 4910; GPA 3.0 overall; completion of 104 hours; senior standing. *corequisite*: EDUC 4010. *offered*: Semester II.

4930 Leadership Seminar in Character Education, 2 hrs.

This course is required of all teacher candidates during their clinical practice experience. The seminar is designed as a study in leadership and the dynamics of character for teachers as classroom and school leaders. Critical issues for educators will be examined, such as the learning environment, professionalism, school relations, and the dispositions of classroom leadership. The practical application of 10 key leadership concepts, with implications for character, will be incorporated into the course and used as a foundation for examination of these concepts. The course will be presented in a seminar format with the students engaging in assigned readings, reflection, discussion, student-led presentations, research, and specific facets of performance. The class will meet once each week during the late afternoon as a corequisite with the student teaching experience. Grade of C or better is required. *consent*: Department. *corequisite*: EDUC 4010. *offered*: Semester I and II.

Special Education Courses (SPED)

2400 Introduction to Mild Disabilities, 3 hrs. (3, 1)

Provides an overview of definitions, characteristics, and educational needs of students with mild disabilities. Course includes cultural, language, behavioral, social, and academic factors that interfere with the academic achievement for students. Course also examines current models of educating students with mild disabilities, including response to intervention and learning in a standards-based environment. Grade of C or better required. *prerequisite*: EDUC 2000; 2.75 GPA overall. *offered*: Semester I and II.

2500 Technology for the Diverse Learner, 3 hrs. (3, 0)

This course assists pre-service educators to develop the skills they need to successfully integrate technology throughout their professional practice. The ability to customize learning activities for all students, including those with exceptionalities, is the hallmark of differentiated instruction. Effective assistive technology use allows the special education teacher not only to better discern what a student needs to learn but also provides a means by which to deliver individually designed instruction. Grade of C or better required. *offered*: Semester II.

3000 Classroom Instruction for Mild Disabilities, 3 hrs. (3, 1)

Examines techniques for making and implementing data-driven decisions for educating students with mild disabilities. Development of instructionally sound individualized education programs (IEPs) and implementation in the least restrictive environment for students will be emphasized. Students will learn to develop appropriate instruction and accommodations to provide access to students with disabilities to the general curriculum. Grade of C or better required. *expectation*: Admission to the teacher preparation program required. *prerequisite*: SPED 2400, 3120; 2.75 GPA overall. *offered*: Semester II.

3120 Special Education Assessment for the Classroom Teacher, 3 hrs. (3, 1)

Explores educational assessment practices for students with mild disabilities. Course will familiarize students in the administration and interpretation of formal and informal educational assessment instruments used for instructional decision-making and placement of students with special educational needs. Grade of C or better required. *expectation*: Admission to the teacher preparation program required. *prerequisite*: SPED 2400; 2.75 GPA overall. *offered*: Semester I.

3500 Characteristics of Emotional and Behavioral Disorders of Children and Youth, 3 hrs.

This course explores the characteristics of children and youth with emotional and behavioral disorders. In addition, the criteria and process of identifying students who may warrant special education services for emotional and behavioral disorders (EBD) are rigorously considered. This course will familiarize candidates with current theories for understanding EBD as well as perspectives on best practices for providing an optimal learning context for students identified with EBD. Teacher candidates engage in a 60--hour field experience in the secondary setting. Candidates will develop and instruct lesson plans based on the principles of Universal Design for Learning (UDL) but with an added focus on social skills instruction and how to implement whole group and individualized behavior management plans within the context of an academic lesson. Qualitative and quantitative behavioral observations will be performed for use in developing and implementing behavior intervention plans based on functional behavioral analysis. Collaboration with school personnel and community agencies will be emphasized. Candidates receive supervision by collaborating with appropriately licensed school personnel and university supervisors. This course is required of all preservice educators seeking the Special Education minor. *prerequisites:* SPED 2400, 2.75 GPA, admission into the EPP. This course is required of all preservice educators licensing in special education as well as those who are earning a special education minor. *Note:* A grade of C or better is necessary for preservice teachers to advance in the Teacher Preparation Program. *offered:* Semester I

Early Childhood Courses (EDUC Caption)

2430 Foundations of Early Childhood, 3 hrs. (3, 0)

This course provides an overview of early childhood, including the history of, philosophical stances, major theories and theorists, legal aspects, ethics, and guidelines of childcare. The course will explore private, public, and home childcare options through local and global lenses. Grade of C or better required. *expectation:* 2.75 GPA in professional education courses. *prerequisite for education majors:* 2.67 GPA overall. *offered:* Last offered 2017-18.

2440 Issues in Early Childhood, 3 hrs. (3, 0)

This course explores current local, state, national, and global sociopolitical issues surrounding early childhood education. The roles of research, informed decision making, and activism are emphasized. Grade of C or better required. *expectation:* 2.75 GPA in professional education courses. *prerequisite for education majors:* EDUC 2430; 2.75 GPA overall. *offered:* Last offered 2017-18.

3410 Early Childhood Teaching/Learning/Assessment I: Infant/Toddler, 3 hrs. (3, 2.5)

This course focuses on the learning cycle of curriculum development, instruction, and assessment in birth through age 3 childcare settings. An emphasis is placed on transferring theory into practice and acquisition of a variety of developmentally appropriate practices alongside knowledge. A field experience of 25-30 hours in an

infant/toddler setting is required for the course. Grade of C or better required. *expectation*: 2.75 GPA in professional education courses; admission into Teacher Preparation Program. *prerequisite for education majors*: EDUC 2430, 2440; 2.75 GPA overall. *offered*: Last offered 2017-18.

3420 Early Childhood Teaching/Learning/Assessment II: Pre-School, 3 hrs. (3, 3)

This course focuses on the learning cycle of curriculum development, instruction, and assessment in preschool settings. An emphasis is placed on moving theory into practice and acquisition of a variety of developmentally appropriate practices alongside knowledge. A field experience of 25-30 hours in a preschool setting is required for the course. Grade of C or better required. *expectation*: 2.75 GPA in professional education courses; admission into Teacher Preparation Program. *prerequisite for education majors*: EDUC 2430, 2440, 3410; 2.75 GPA overall. *offered*: Last offered 2017-18.

3800 Internship in Early Childhood, 3 hrs. (arr)

Students will complete a four-week internship. Grade of C or better required. *expectation*: 2.75 GPA in professional education courses; admission into Teacher Preparation Program. *consent*: Department. *prerequisite for education majors*: EDUC 2430, 2440, 3410, 3420; 3.0 GPA overall. *offered*: Last offered 2017-18.

TESL Courses

2400 Principles of Language Acquisition, 3 hrs. (3, 1)

In this course, students will explore the principles of language learning. Comparisons will be made between first- and second-language acquisition, child and adult language learning, and various theories and research pertaining to language acquisition. Students will learn about different types of proficiency (BICS — Basic Interpersonal Communication Skills — and CALP — Cognitive Academic Language Proficiency). Students in this course will also investigate the role of psycholinguistic and sociolinguistic principles, motivation, affective influences, individual characteristics and other factors that can influence language learning. *expectation for education*: Grade of C or better is required. *offered*: Last offered 2017-18.

2420 Exploring the Multicultural Classroom: Understanding the Needs of Culturally and Linguistically Diverse (CLD) Learners, 3 hrs. (3, 0)

Emphasis on factors which influence behavior of ethnic and cultural group members in schools and educational settings. The course explores the changing demographics of schools, intercultural competence, and defining one's cultural self. Attention will be given to how teacher candidates can support multilingualism and multiculturalism in the classroom by understanding and implementing culturally relevant pedagogical practices. Strategies for accommodation of instruction and engaging in culturally responsive teaching to meet the needs of all students will be introduced. Grade of C or better required. Required course for all education majors. *prerequisite*: EDUC 2000, 2100, 2110; 2.67 GPA overall. *offered*: Last offered 2017-18.

2500 Exploring TESOL in Service, 3 hrs. (arr)

In this course, students will be introduced to TESOL (Teaching English to Speakers of Other Languages) as service and ministry. Students will understand global realities and

issues concerning the spread of English, such as linguistic imperialism, world English, and native/non-native speaker inequalities. Criticisms leveled at “missionary English teaching” will be discussed at length in an effort to understand the potential problems, and solutions, in coupling English teaching with religious service and ministry. The course will utilize real case studies from contexts around the world, involving various age groups and many different types of ministry or service organizations. Students will develop the ability to assess TESOL initiatives for professional integrity and effectiveness. *consent*: Departmental consent required. *offered*: Last offered 2017-18.

3500 Teaching Culturally and Linguistically Diverse (CLD) Students, 3 hrs. (3, 10)

This course will focus on strategies for working with culturally and linguistically diverse students in the general education classroom. Students develop a strong sense of cultural competency as they are empowered to build on CLD students’ wealth of knowledge in their heritage languages and cultures, creating diverse learning experiences for all learners. Utilizing information on the backgrounds and cultures of CLD students in lesson planning to build a more globally aware classroom is a focus of the class. Students will learn how to adapt their own instruction and assessment to work effectively with CLD students who require content instruction and support in the classroom while gaining proficiency in English. Furthermore, focus will be placed on strategies for sheltered instruction and how the SIOP Model — Sheltered Instruction Observation Protocol (*siopinstitute.net*) — can be used to prepare and evaluate lessons in the content area classroom. Students will have field experience in an appropriate setting. *expectation for education majors*: admittance to Teacher Preparation Program, 2.75 overall GPA. Grade of C or better required for education majors. *offered*: Last offered 2017-18.

4550 Methodology for Teaching English Learners, 3 hrs. (3, 10)

In this course, students will become familiar with the methodology of teaching a second/foreign language, beginning with a brief exploration of early methods and then focusing on theories that have current-day best practice applications, both in the U.S. PK-12 setting and adult ESL, domestically and abroad. Strategies such as building background knowledge (schema), employing pre-reading techniques, providing comprehensible input, and scaffolding lessons will be explored and practiced. Students will have field experience in an appropriate setting. *expectation for education majors*: Grade of C or better required, admittance to Teacher Preparation Program (education majors), 2.75 overall GPA, TESL 2400. *offered*: Last offered 2017-18.

4590 Applied Linguistics for Teaching English Learners, 3 hrs. (3, 5)

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

required, admittance to Teacher Preparation Program, 2.75 overall GPA, TESL 2400.
offered: Last offered 2017-18.

4850 Practicum in the English Language/TESOL Classroom, 3 hrs. (arr., 40)

This practicum provides supervised field experience for students who are working toward an EL PK-12 license or TESOL setting. Emphasis will be placed on the specific role of the ENL teacher in the PK-12 or TESOL — how the ENL teacher administers and interprets the scores from an English Language proficiency placement test, how the ENL teacher writes and implements individual learning plans (ILP) for general education classroom teachers, and the role of the ENL teacher in the education team. Reflective thought, observation, discussion, and teaching will be used to expand participants' teaching skills. The first 2-4 hours are spent in careful observation of the workings and interactions of the teaching and learning setting. The remaining hours will be spent working with the clinical educator/supervisor and learners, including writing and teaching lesson plans. Classroom participation includes observation, interaction, use of data, and analysis of specific strengths and needs of English learners. Practicum students will design and teach lessons including strategies and activities to meet the instructional needs of individual learners. Participants will also focus on interpreting and recommending curriculum materials and methods to encourage and help English learners become proficient in their new language. *expectation for education majors:* Grade of C or better required, admittance to Teacher Preparation Program, 2.75 overall GPA; TESL 2400 and 3500. *pre/corequisites:* TESL 4550. *offered:* last offered 2017-18.

Transition to Teaching Program (Post-Baccalaureate Licensure Program)

The Transition to Teaching Program (T2T), approved by the state of Indiana (IC 20-28-4: 511 IAC 13-1-1), is designed for those individuals with a baccalaureate degree and a desire to become a teacher. This program has been specifically designed to recruit, prepare, and license talented individuals for teaching at the elementary (K-6) or secondary (5-12) levels. Candidates must have a four-year degree from an accredited institution of higher education with a GPA of 3.0 overall and in their major area of study or a GPA of 2.5 overall and in their major with five years of professional experience related to the intended licensing area or an education-associated field. Candidates may select either an elementary or secondary tract. Passing all Indiana CORE assessments, suicide prevention training, and CPR certification is required before student teaching.

Program Design

The Transition to Teaching Program is a 10-month intensive program of educational coursework, field experiences, and a semester of clinical practice (student teaching), which, when successfully completed, leads to a recommendation for an Indiana teaching license. Coursework is a hybrid model that includes online courses and face-to-face classes. Candidates must be available during the school day from January through May for full-time study and student teaching. Coursework begins in July and is compressed into modules throughout the program.

All courses are in alignment with Indiana Educator Standards (REPA developmental and content standards), Council for the Accreditation of Educator Preparation (CAEP) Standards, The Interstate New Teacher Assessment and Support Consortium (InTASC)

Principles, and the Indiana Office of Educator Licensing and Development.

Elementary Teaching Licensure Requirements (24 hours)

EDUC 4200, 4210, 4220, 4221, 4222, 4231, 4232, 4240, 4260, 4280

Secondary Teaching Licensure Requirements (18 hours)

EDUC 4200, 4210, 4250, 4251, 4240, 4260, 4280

Transition to Teaching Courses (EDUC)

[See Separate Calendar in the School of Education for this program from July - the following May]

Prerequisite for all T2T courses: Baccalaureate Degree and GPA as described above.

4200 Teaching as a Profession, 3 hrs. (1, 10 Hybrid Course)

Through coursework, field assignments, and early arrival experiences in the schools, candidates will develop insights to the culture and nature of instruction in K-12 classrooms. Candidates will develop an understanding of how to establish a community of learners through group norms, self-identification and discussion of the five areas of holistic behaviors for optimal productivity. Candidates will also develop an understanding of the principles of learning and student development as related to planning curriculum, learning activities, modes of delivery, and instructional pacing to meet the needs of each learner.

4210 Psychology of Teaching, 3 hrs. (Online/Hybrid Course)

This course addresses the most significant concepts, principles, theories, methodologies, and issues in the field of educational psychology and child development. Coursework requires students to develop and apply an understanding of pedagogy by analyzing and integrating the science of learning with the art of teaching. The usage of technological formats to enhance learning will be addressed.

4220 Differentiated Curriculum and Instruction: Mathematics, 1 hr. (1, 0)

Elementary education candidates in this course will articulate clear learning objectives and instructional strategies using a repertoire of flexible teaching and learning approaches: addressing current curriculum and student standards, using aspects of students' background knowledge, diverse representations, and social/legal issues relating to special populations, and monitoring students' understanding of content through a variety of means. Candidates will study curriculum topics by examining the organization, materials, and resources of mathematics content and the implications for using them.

4221 Differentiated Curriculum and Instruction: STEM, 1 hr. (1, 0)

Elementary education candidates will study curriculum topics of science, technology, engineering, and mathematics (STEM) by examining the organization, materials, and resources of each content area and the implications for using them in a classroom setting. Focus will be on the integration of concepts and the pedagogical implications of interdisciplinary instruction. Selection of teaching and learning strategies, such as modeling, cooperative learning, guided activities, use of journals, graphic organizers, and the inquiry method.

4222 Differentiated Curriculum and Instruction: Social Studies, 1 hr. (1, 0)

Elementary education candidates will study the scope and sequence and the pedagogical implications of interdisciplinary instruction using social studies concepts. Organization, resources, and materials for the teaching of social studies will be addressed. Integration with children's literature will be a focus, as well as instructional differentiation for individual learning needs in the classroom.

4231 Developmental Reading, 3 hrs. (1, 0)

Elementary education candidates will study linguistic and cognitive bases in the reading process: comprehension, word identification, vocabulary development, and methodologies will focus on various approaches for teaching reading, research and theoretical bases for various instructional approaches, instructing students with special reading needs, and fostering enjoyment and appreciation of reading.

4232 Diagnostic and Corrective Reading, 3 hrs. (1, 0)

Elementary education candidates will demonstrate knowledge and understanding of reading difficulties, use a variety of instructional strategies, assess and document student progress, and plan/implement instruction based on knowledge of students, learning theory, subject matter, and curriculum needs. Varied forms of assessments include standardized tests, basal reading assessments, readability indexes, informal reading inventories, miscue analysis, doze procedures, individual conferences, portfolios, and journals.

4240 Multidimensional Assessment for Student Learning, 3 hrs. (1, 0)

This course is designed to prepare elementary and secondary teacher candidates with a strong knowledge base of assessments and their use in the classroom. Candidates will learn what assessment is, when and how to use a variety of assessment strategies, understand how to create them, ways to interpret and analyze the data and results, and know how to use these interpretations to inform their teaching practice. Students will design a comprehensive work unit based upon researched assessment practices, including gathering, analyzing, and interpreting data results. The CWU will be electronically submitted to Tk20 data system.

4250 Reading in the Content Areas (Secondary Level), 2 hrs. (Online Course)

Candidates examine research and instructional approaches to help improve the literacy of adolescents and adults. This course is focused on current research that looks at the complexities of the reading process and how the process can be improved upon in the content areas at the secondary level. Students will design a lesson plan based upon the School of Education's lesson plan format, including related activities to be implemented in the plan, research-based reading strategies, and focused purposes for reading. The lesson plan will be electronically submitted to Tk20 data system.

4251 Development of Middle/High School Instruction, 1 hr. (1, 0)

This course focuses on meeting the specific needs of the early adolescent student. Physical, emotional, and intellectual changes prompt the teacher to use developmentally appropriate instruction in order to motivate the learner to achieve. Teaching methods such as real-life situations, cooperative learning, and hands-on experiences are emphasized.

4260 Creating an Environment for Student Learning, 2 hrs. (1, 5)

Candidates will analyze and reflect on the essential elements and plans to create an environment that promotes student learning. Candidates will learn how to create a classroom climate that attends to interpersonal relations, motivational strategies, questioning techniques, school expectations, rules, routines, and procedures. A focus will be on developing responses to individual and cultural diversity, nonverbal communication skills, establishing and maintaining consistent standards of classroom behavior, and making the classroom environment as safe and conducive to learning as possible. Course includes a 5-week practicum in a school setting.

4280 Student Teaching (Clinical Practice), 4 hr. (1, 35)

Observation, participation, and teaching in the school setting for 10 -16 weeks on a full-day basis is required. Candidates are expected to participate in all aspects of the school day and responsibilities of the classroom teacher demonstrating professional dispositions. Candidates will complete a teacher work sample (TWS) during the student teaching assignment. *requirements:* All Indiana CORE assessments must be passed, suicide prevention training completed, and have current CPR certificates. All course work assignments must be successfully completed and a GPA of 3.0 must be earned.

English

Dr. Borders, chair; Prof. Elliott, Dr. Imafuji, Prof. Miller, Prof. Miller Fox, Dr. Parks, Dr. Radaker, Prof. Ranfeld; Prof. Kurin

The English program addresses two objectives: the general humanities and pre-professional preparation. Literature courses — with their balance of American, British, and world offerings — develop a dialogue between the past and present across political, cultural, and ideological barriers. Literature, as it reflects human activity, helps us understand human values, motives, ourselves, and society. Introductory courses develop necessary skills for critical reading, analytical thinking, and literary interpretation. As an outgrowth of its offerings in upper-division writing courses, the Department of English offers a major and a minor in writing, both of which are designed to complement any major on campus by offering the opportunity to pursue advanced training in expository, argumentative, nonfiction, and creative writing endeavors. The department's lower-division writing courses present basic skills necessary for successful college-level work.

English Major and Minor

Major (35 hours)

- ENGL 2220, ENGL 24000, ENGL 4000 (may take for up to 6 hours), ENGL 4910
- At least one course from each group:
 - British Literature to 1660: ENGL 3300, 3320, 3340
 - British Literature after 1660: ENGL 3360, 3390, 3450
 - Genre Studies: ENGL 4450, 4550
 - American Literature I: ENGL 3500, 3551
 - American Literature II: ENGL 3530, 3580
- Students may also take the following 3000-level courses toward the major: ENGL 3000, 3050, 3110, 3120, 3140, 3160, 3180, 3190.

Minor (15 hours)

- ENGL 2400
- One course from each group:
 - British Literature: ENGL 3300, 3320, 3340, 3360, 3390, 3450, 4450
 - American Literature: ENGL 3500, 3551, 4550
 - 3000-level writing courses: ENGL 3110, 3120, 3140, 3160, 3180, 3190

ENGL 1100, 1110, 1120, 1400, 2500, 2510, 3260, and 4700 do not apply toward the English major or minor.

Language Arts Teaching Major (51-52 hours)

To fulfill requirements for teaching language arts at the secondary level, students must complete the core requirements as well as the literature courses listed below. In addition to these requirements, students pursuing a teaching major must also meet additional requirements listed in the School of Education section of this catalog.

- Core Requirements (35 hours)
 - ENGL 2220, 2400, 3000, 3050, 3580, 3590, 4700; 3110 or 3120; 3180 or 3190
 - COMM 2200, 2410, 4750
- Literature Courses (15-16 hours)
 - Two courses from British literature: ENGL 3300, 3320, 3340, 3360, 3390, 3450, 4450
 - Two courses from American literature: ENGL 3500, 3530, 3551, 4550

Writing Majors and Minor

The writing majors provide the student with opportunities to develop advanced writing competencies in a range of creative and professional writing arenas.

Writing Complementary Major (27 hours)

- ENGL 4910
- 18-20 hours from ENGL 2500, 2510, 2580, 3000, 3110, 3120, 3140, 3160, 3180, 3190, 3870, 3880
- 3-8 hours from ENGL 3220, 3450, 3551, 3580, 4000, 4550
- 1 to 3 hours of writing internship experience (required of all writing majors and must be approved in advance by the department chair).

Please note: the writing major is available as a complementary major only. The student's other major(s) must be pursued outside of the English department.

Writing Minor (15 hours)

- Courses can be selected from the following:
 - ENGL 2500, 2510, 2580, 3000, 3110, 3120, 3140, 3160, 3180, 3190, 3870
- COMM 2130 or FREN 3240 or SPAN 3010 or MUBS 2070 may also be applied

Songwriting Major (44 hours)

In cooperation with the School of Music, Theatre, and Dance, the following major is offered for those interested in songwriting. English department offerings comprise 14 hours of the major.

- MUSC 1010, 1030, 2110
- MUPF 1050
- 2 hours of MUPF 2900
- 2 hours of applied music study
- MUBS 2010, 2020, 2070, 3350, 4500
- 6 hours from MUBS 3100, 3210, 3220, 3310, 3360, 4800, 4900
- ENGL 2400, 2500, 2510, 3120
- 4 hours from ENGL 3320, 3340, 3390, 4550

ENGL Courses

1100 Rhetoric and Composition — Basic, 4 hrs. (4, 0)

Designed for students who need supplemental help with writing skills. Focuses on theory and practice of expository writing based on experience and observation. Emphasizes development of functional and flexible writing processes for a range of purposes and audiences. Includes assigned readings. Requires attention to sentence style, diction, and usage through tutorial instruction in the Kissinger Learning Center. Grade of C- or better is required. *offered*: Each year.

1110 Rhetoric and Composition, 3 hrs. (3, 0)

Focuses on theory and practice of expository writing based on experience and observation. Emphasizes development of functional and flexible writing processes for a range of purposes and audiences. Includes assigned readings. Grade of C- or better is required. *offered*: Each year.

1120 Rhetoric and Research, 3 hrs. (3, 0)

Focuses on theory and practice of writing based on external sources. Emphasizes library, electronic, and field research sources and methods. Satisfies writing skill requirement for graduation. Does not satisfy Advanced Writing Competency requirement. *expectation*: Grade of C- or better in ENGL 1100 or ENGL 1110. *offered*: Each year.

1400 Valuing Through Literature, 3 hrs. (3, 0)

Examines literature from a variety of cultures and time periods. Works are selected and discussed in terms of value systems and ethical issues presented in them. *offered*: Each year.

2220 Global Literature, 3 hrs. (3, 0)

Surveys representative 20th-century and contemporary literature from the several inhabited continents. Seeks to explore both the diversity and commonality of the global community in the social, political, ethical, and cultural dimensions. *prerequisite*: ENGL 1120. *offered*: Each year.

2400 Introduction to Literature, 4 hrs. (4, 0)

Study of works in English, American, and world literature to help students learn to read poetry, fiction, and drama for maximum enjoyment, appreciation, and understanding. Emphasis on critical analysis of literature and applying these skills in written work as well as discussion. Major scholarly approaches to literature introduced. Required of all English majors. Strongly recommended as first literature course in the major. *prerequisite*: ENGL 1120. *offered*: Each year.

2500 Appreciation of the Writing Craft, 2 hrs. (2, 0)

Defines and analyzes the fundamental elements and writing techniques of various creative genres, such as short fiction, poetry, literary nonfiction, and/or drama. Strongly recommended as a prerequisite to ENGL 3110, 3120, or 3180. *expectation*: Grade of C or above in ENGL 1120. *prerequisite*: ENGL 1120. *offered*: Each year.

2510 Creative Writing Workshop, 1 hr. (1, 0)

Offers students a workshop setting in which to experiment with writing techniques to produce original poetry, short fiction, drama, or literary nonfiction. *expectation*: Grade of C or above in ENGL 1120. *prerequisite*: ENGL 1120. *corequisite*: ENGL 2500. *offered*: Each year.

ENGL 2580 The Spiritual Practice of Writing, 3 hrs. (3, 0)

Examines the techniques writers use in the practice of writing as a spiritual discipline. Advances students' understanding of this discipline as it is exercised in a variety of literary forms, including poetry, personal essay, spiritual meditation, prayer, and devotions, and provides opportunities for students to practice these literary techniques in their own spiritual writing. *expectation*: Grade of C or above in ENGL 1120. *prerequisite*: ENGL 1120. *offered*: 2017-18.

3000 Grammar and Style, 3 hrs. (3, 0)

Studies the English language by focusing on contemporary descriptive grammar and morphology. Students will apply course concepts to improve their own writing style. Course designed for writing majors and teaching majors. Required for language arts teaching majors. *prerequisite*: ENGL 1120. *offered*: Each year.

3050 History of the English Language, 3 hrs. (3, 0)

Investigates the origins and development of the English language. Particular emphasis on social and political forces that have influenced the development of the language. *prerequisite*: ENGL 1120. *offered*: 2018-19.

3110 Creative Writing: Fiction, 3 hrs. (3, 0)

Emphasizes techniques writers use in various modes of short fiction. Attention to the vocabulary and techniques of the fiction writer's craft applied theoretically in analysis of published literary short stories and applied practically in students' own creative endeavors in short fiction. ENGL 2500 strongly recommended as a prerequisite. *expectation*: Grade of C or above in ENGL 1120. *prerequisite*: ENGL 1120. *offered*: 2018-19.

3120 Creative Writing: Poetry, 3 hrs. (3, 0)

Emphasizes techniques writers use in various modes of poetry. Attention to the vocabulary and techniques of poet's craft applied theoretically in analysis of published literary poetry and applied practically in students' own creative endeavors in poetry. ENGL 2500 strongly recommended as a prerequisite. *expectation*: Grade of C or above in ENGL 1120. *prerequisite*: ENGL 1120. *offered*: 2017-18.

3140 Writing and Digital Media, 3 hrs. (3, 0)

Advances students' professional writing skills by developing four key digital literacies: interacting with, analyzing, researching, and producing digital media. Includes a focus on rhetorical and professional writing theory. Students will examine the role language plays in digital spaces and will gain skills to produce quality writing in digital spaces. *expectation*: Grade of C or above in ENGL 1120. *offered*: 2018-19.

3160 Professional Writing and Editing, 3 hrs. (3, 0)

Focuses on reader-centered approaches to develop skills necessary in professions that require strong writing and editing ability. Designed for students of varied academic majors and occupational interests. *expectation*: Grade of C or above in ENGL 1120. *prerequisite*: ENGL 1120.

3180 Composing Nonfiction, 3 hrs. (3, 0)

Advanced composition course that examines and practices the processes of nonfiction writing and the variety of “forms” that are available to nonfiction writers. Matters of style and voice will be examined closely. ENGL 2500 strongly recommended as a prerequisite. *expectation*: Grade of C or above in ENGL 1120. *prerequisite*: ENGL 1120. *offered*: 2018-19.

3190 Composing Arguments, 3 hrs. (3, 0)

Advanced composition course that explores various models of argument, including persuasion, advocacy, consensus building, and classical rhetoric. Focuses on analyzing and composing multiple genres of written, visual, and digital argument. Audience accommodation, research, tone, and revision will be examined. *expectation*: Grade of C or above in ENGL 1120. *prerequisite*: ENGL 1120. *offered*: 2017-18.

3260 Christianity and Literature, 3 hrs. (3, 0)

Analyzes various literary works through the framework of core Christian beliefs and practices, thus allowing students the opportunity to examine their own and others’ spiritual values and convictions through the dramatic tensions and compelling eloquence of literature. *prerequisite*: BIBL 2000. *offered*: Each year.

3300 The Age of Chaucer, 4 hrs. (4, 0)

Surveys Western European literature from 1100 to 1500, including allegory, drama, poetry, and romance. Emphasizes the writings of Geoffrey Chaucer. *prerequisite*: ENGL 1120. *offered*: 2020-21.

3320 Shakespeare, 4 hrs. (4, 0)

Analyzes the poetry and several representative dramas within their historical context. Areas of emphasis will include Ovidian influences, early modern culture, and pedagogy. *prerequisite*: ENGL 1120. *offered*: 2017-18.

3340 The Renaissance in England, 4 hrs. (4, 0)

Surveys the literature of the English Renaissance. Representative writers include Marlowe, Sidney, Spencer, Donne, Jonson, Marvell, Bacon, and Hobbes, with special emphasis on John Milton. *prerequisite*: ENGL 1120. *offered*: 2018-2019.

3360 The Restoration and Eighteenth Century, 4 hrs. (4, 0)

Surveys major literary figures and forms from Restoration and Augustan Age through the age of Johnson against broad social and cultural milieu of English and Continental enlightenment. Topics include neoclassical aesthetics, nature, reason, wit, and satire. Writers include Dryden, Pope, Swift, Behn, Finch, Addison, Steele, and Johnson. *prerequisite*: ENGL 1120. *offered*: 2020-21.

3390 British Literature of the Nineteenth Century, 4 hrs. (4, 0)

Explores seminal Romantic and Victorian works of poetry, fiction, and the essay. Authors include Wordsworth, Coleridge, Byron, Keats, Tennyson, Browning, Arnold, Dickens, Eliot, and Hardy. *prerequisite:* ENGL 1120. *offered:* 2018-19.

3450 British Literature of the Twentieth Century, 4 hrs. (4, 0)

Surveys British literature from World War I to the 1990s. Includes works from novelists such as Woolf, Joyce, Green, Murdoch, and Fowles; dramatists such as Shaw, Pinter, Beckett, Osborne, and Shaffer; and poets such as Yeats, Auden, Hughes, and Larkin. *prerequisite:* ENGL 1120. *offered:* 2017-18.

3500 American Literature of the Nineteenth Century, 4 hrs. (4, 0)

Examines the positive Romanticism of Emerson, Thoreau, and Fuller; the dark Romanticism of Poe, Hawthorne, and Melville; and the social or psychological realism of James, Wharton, Crane, Gilman, and Chopin. *prerequisite:* ENGL 1120. *offered:* 2017-18.

3530 The American Dream in Twentieth Century American Literature, 3 hrs. (3, 0)

Examines the concept of the American Dream in selected plays and novels. Writers include Cather, Fitzgerald, Yeziarska, Miller, Hansberry, Percy, and Cisneros. *prerequisite:* ENGL 1120. *offered:* 2018-19.

3551 American Literature of the Twentieth Century, 4 hrs. (4, 0)

Examines the major literary developments and the philosophical or social perspectives within American literature of the 20th century. Writers include Cather, Hemingway, Steinbeck, Bellow, Baldwin, Vonnegut, and Robinson. *prerequisite:* ENGL 1120. *offered:* 2018-19.

3580 Cross-Cultural American Literature, 3 hrs. (3, 0)

Examines contemporary American poetry, fiction, and nonfiction, focusing on themes prominent in the literature of cross-cultural authors, such as assimilation, cultural adaptation, discrimination, identity formation, intergenerational family conflicts, oppression in the homeland, and linguistic challenges. *prerequisite:* ENGL 1120 *offered:* 2017-18.

3590 Teaching Diversity through Young Adult Literature, 3 hrs. (3, 0)

Provides secondary, middle, and upper elementary preservice teachers with a wide variety of experiences in reading, analyzing, and discussing texts written specifically for young adults. Grade of C or better required. *prerequisite:* ENGL 1120. *same as:* EDUC 3590. *offered:* 2018-19.

3870 Literary Arts Practicum, 1 hr. (arranged)

Students work with faculty consultant in producing an annual campus literary arts magazine. Activities include selection of materials, editing, promotion, and selling the magazine. *expectation:* Grade of C or above in ENGL 1120. *prerequisite:* ENGL 1120. *repeat:* May be repeated. Total credit not to exceed four hours. *grade:* CR/NC registration. *offered:* Each year.

3880 Writing Tutor Practicum, 1 hr. (arranged)

Prepares students to be exceptional writing tutors, including in the Kissinger Learning Center. Students will examine the various strategies of writing tutoring and how a writing center can best serve the needs of diverse student populations. *prerequisite*: ENGL 1120. *repeat*: May be repeated. Total credit not to exceed four hours. *offered*: Each year.

4000 Special Topics in Literature, 3 hrs. (3, 0)

Examines discrete literary areas and topics not included in the current offerings, such as literature of the American South, American nature writing, the fiction of Thomas Hardy, and Christian writers. *prerequisite*: ENGL 1120. *repeat*: May be repeated. Total credit not to exceed six hours. *offered*: 2018-2019.

4450 The British Novel, 4 hrs. (4, 0)

Surveys growth of British novel through 18th, 19th, and 20th centuries. Examines thematic trends, historical development, technical, and aesthetic achievements, and contributions of individual authors. *prerequisite*: ENGL 1120. *offered*: 2018-19.

4550 American Poetry, 4 hrs. (4, 0)

Examines the major voices and visions of American poetry by analyzing the work of 10 major American poets: Whitman, Dickinson, Frost, Stevens, Williams, Eliot, Moore, Bishop, Hughes, and Lowell. The work of more contemporary poets will be examined as well. *prerequisite*: ENGL 1120. *offered*: 2017-18.

4650 Independent Study, 1-4 hrs. (arranged)

Individualized projects for upper-division students. *prerequisite*: Upper-division standing. *offered*: Each year.

4700 Methods of Teaching English, 3 hrs. (3, 0)

Surveys methods, materials, and resources used in teaching composition, language, and literature in middle schools and high schools. *expectation*: Should be taken in conjunction with COMM 4750. *offered*: Semester I.

4910 Senior Capstone Seminar, 3 hrs. (3, 0)

Required for all English majors and writing majors. Open only to seniors. Students will complete a comprehensive project that will draw on the knowledge, skills, concepts, and methods they have accumulated through study in the other courses required for the major. This project will also prepare them for the work they will do in graduate school, in professional organizations, in the literary marketplace, or in corporate settings. *prerequisite*: Senior standing and English major or writing complementary major. *offered*: Each year.

General Studies

Anderson University offers a general studies major leading to a Bachelor of Arts degree and an Associate of Science degree in general studies. Students interested in pursuing the general studies major must have a plan of study approved by the dean of the School of Humanities and Behavioral Science before admission to the major is granted. Students majoring in general studies must complete all liberal arts core requirements. Additionally, students must complete a concentration of courses in one subject area. The subject area may be broadly defined as courses in common disciplines (i.e. science, foreign language, business, etc.). Student proposals for the concentration must be submitted to the dean of the School of Humanities and Behavioral Science for approval.

General Studies Major

- 40-43 hours of liberal arts core requirements
- 30 hours in concentration area
- LART 4500

Additional requirements for Bachelor of Arts degree:

- at least 30 hours from upper-division courses
- at least 60 hours must be completed at Anderson University
- complete 120 hours

Associate of Science: General Studies

This two-year Associate of Science degree provides foundational courses for the university's bachelor's degrees. The curriculum assumes proficiency in writing at the ENGL 1100 or 1110 level and in mathematics at the MATH 1000 level.

- 34-37 hours of the liberal arts core curriculum requirements.
- 15-18 hours in concentration area to be approved by your academic advisor.
- Additional requirements for Associate of Science degree:
 - At least 30 hours must be completed at Anderson University.
 - Complete 60 hours.

History and Political Science

Dr. Rogers, chair; Dr. Allen; Dr. Dirck, Dr. Frank (pre-law advisor), Dr. Murphy, Dr. Shrock, Prof. Stuart, Judge Pyle

History

The traditional model of education in history has been to prepare history majors for possible graduate-level work and offering history and education majors the necessary comprehensive understanding of history subjects to pursue careers in education. Such is the model for both lower- and upper-level coursework in history, not only at Anderson University but nearly all liberal arts universities.

This is as it should be, and we certainly do not neglect these goals. However, the history faculty of Anderson University believe it critical for students to think holistically and deliberately integrate into our traditional historical fare broader theoretical issues and life skills — particularly communication and critical-thinking skills — that students will find useful and marketable.

Accordingly, our course offerings pursue three primary goals:

- **Historical content and critical-thinking skills:** The traditional matter of a history course focuses on major events, themes, people, etc. Students will continue to receive a strong and comprehensive education in the bread-and-butter topics that have always defined the history discipline.
- **Theoretical content and critical-thinking skills:** Particularly in upper-division history courses, the broader themes and issues which are rooted in historical events and issues also focus to speak directly to present as well as past concerns, such as the promise and problems of democracy, the nature of community, global affairs, and the various challenges related to writing and understanding biography.
- **Writing and communication skills:** Upper-level history courses in particular place an emphasis on developing the student's communication skills but with different variations for each course, such as traditional term papers; a series of brief, shorter papers culminating in a larger project; personal interviews; ethical and professional use of electronic communications such as Twitter; archival research; and/or writing projects pursued in coordination with experiential and technology-driven components.

The history degree prepares students for graduate and law school; careers in public service, museums, archives, and nonprofit associations; education; and many other diverse fields.

History Major (34 hours)

- HIST 2030, 2040, 2300
- 1 course from HIST 3250, 3260, 3300, 3330, 3350, or 3370
- 3 courses from HIST 2110, 2120, 3420, 3425, 3430, 3440, 3451, 3452, 3470, 3510, 3520, or 4030
- 1 course from HIST 3100, 3110, 3130, 3150, 3190, 3220, 3240, 3280
- HIST 4930
- Remaining hours from additional HIST courses. HIST 2700 and 4700 do not apply toward the major.

History Minor (15 hours)

- Selected from HIST courses; at least 2 courses from 3000- and 4000-level listings.
- HIST 2700 and 4700 do not apply toward the minor.

Public History Minor (18 hours)

The public history minor prepares students who wish to work in the field of history outside the classroom, in settings where history is encountered by the public: museums, community history centers, national parks and historical sites, and many more settings. Public historians — museum staff and curators, government historians, archivists, historical site interpreters, preservationists — come from a variety of disciplines.

Preparation for work in public history is therefore, and necessarily, interdisciplinary, as it prepares individuals to preserve and transmit our past to the non-academic public.

- Required:
 - HIST 2350, 4800
- Remaining 12 hours selected from at least three of the following disciplinary captions:
 - ARTH 2000, 2100
 - BIBL 3310
 - BSNS 3300
 - COMM 2240
 - ENGL 2350, 3220
 - HIST 2110, 2120, 3020, 3440
 - MUSC 2210

Political Science

The political science program offers three majors, each of which is designed to transform students with an interest in or concern for politics into graduates who can understand, evaluate, manage, and shape political events and governmental actions in a manner consistent with a Christian faith perspective.

The majors offered by the political science program provide excellent training for a variety of careers. Recent graduates are working in government (national, state, and local), law, electoral politics, non-profits, and business.

Students in the political science program are expected to complete successfully the foundational classes before attempting upper-division coursework. They are also strongly encouraged to pursue a minor or a second major in one or more of the following: history, economics, foreign languages, journalism, legal studies, peace and conflict transformation, psychology, sociology, or women's studies. Minors or second majors should be selected only after consultation with a political science program advisor. Students are also encouraged to consider completing an internship or taking a semester to participate in an off-campus program. Appropriate opportunities can be identified by consulting a political science program advisor.

Political Science Major (36 hours)

- Foundational courses (16 hours):
 - POSC 2020, 2100, 2200, 2400
 - MATH 2120
- American Politics courses (6 hours):
 - Two from POSC 3140, 3211, 3212
- International Relations and Comparative Politics courses (6 hours):
 - Two from POSC 3300, 3310, 3330, 3400, or 3420
- Senior Capstone course (1 hour):
 - POSC 4930
- Electives (7 hours):
 - Remaining hours from additional POSC courses; at least 6 hours from upper-division courses

No more than 5 hours from POSC 2810, 2840, 4800, 4810, 4820 may be applied toward the major. POSC 4700 does not apply toward the major.

Political Science, Philosophy, and Economics Major (54 hours)

- Foundational courses (29 hours):
 - POSC 2020, 2100, 2200, 2400, 2420
 - MATH 2120
 - ECON 2010, 2020
 - PHIL 2000, 2120
- Advanced courses (15 hours):
 - POSC 3510, 3520
 - ECON 3410
 - PHIL 3010, 3250
- Senior Capstone course:
 - POSC 4930
- Electives (9 hours):
 - Remaining hours from additional upper-division POSC, PHIL, or ECON courses, or from BIBL 3420 or RLGN 3120

No more than 3 hours from POSC 4800, 4810, 4820 may be applied toward the major. POSC 4700 and ECON 4700 do not apply toward the major.

International Relations Major (42-43 hours)

- Completion of the IR Core (30-31 hours)
 - POSC 2300, 2400, 2580, 3300, 3510, 4930
 - ECON 2010
- Modern Foreign Language: Three courses taken at the collegiate level above the first year of language study (11-12 hours)
- Completion of an area of concentration, selected from global history and politics, global health, or global culture (12 hours)
 - Global History and Politics
 - 12 additional hours from the following: BIOL 2070; FLAN 2000; HIST 3240, 3250, 3300, 3360, 3370, 3520; POSC 3212, 3310, 3330, 3520, 4820; PACT 2300, 2400
 - Additional coursework recommended for students considering graduate-level study in international relations includes economics, history, statistics, and political science.
 - Global Health (12 hours)
 - SOCI 4810
 - 9 additional hours from the following: BIOL 2040, 2070, 2140, 2230; POSC 3520; SOCI 3470; SPAN 3100 (health care)
 - Students with an interest in public health careers will be advised to complete significant amounts of coursework in the sciences and mathematics, in addition to required courses.
 - Global Culture (12 hours)
 - 12 hours from ARTH 2000, 2100; ENGL 3220; ENGL/RLGN 3200; DANC 2130, 3000; FLAN 2000, 3400; FREN 3400, 3440; HIST 3360, 3370; MUSC 2210, 3220; RLGN 3320; SPAN 3400, 3440 (or HIST 3370); THEA 3010, 3020

Political Science Minor (15 hours)

- POSC 2020, 2100
- Remaining hours from additional POSC courses; at least 6 hours from upper-division courses

No more than 3 hours from POSC 2810, 2840, 4800, 4810, 4820 may be applied toward the minor. POSC 4700 does not apply toward the minor.

International Relations Minor (16 hours)

- POSC 2300, 2580, 3300, 3510, 4930
- ECON 2010

Legal Studies Minor (15 hours)

The legal studies minor is designed in accordance with the statement on prelaw preparation, developed by the Pre-Law Committee of the American Bar Association Section of Legal Education and Admissions to the Bar, to help students develop the analytical, writing, research, and oral communication skills necessary to succeed in law school and beyond.

- Core courses required of all minors (9 hours):
 - POSC 2210, 4810
 - ENGL 3190
- Legal Thinking (3 hours):
 - One from BSNS 3420, 3440; COMM 4000; CRIM 3110; POSC 3250
- Ethics (3 hours):
 - One from BIBL 3420; HIST 3010; PHIL 2120, 3010, 3250; POSC 3010; RLGN 2130, 3120, 3250

Students are expected to complete POSC 2210 before POSC 4810. In addition to these courses, students are encouraged to develop their oral presentation skills through COMM 2880 or by participating in Model UN or the debate team, and to further develop their analytical skills through MATH 2200, ACCT 2010, and additional courses in mathematics and economics.

Social Studies Teaching

To fulfill requirements for teaching social studies at the senior high/middle school level, students must complete specific courses in three teaching fields and in professional education. The required teaching fields are historical perspectives, government and citizenship, and a third area chosen from sociology, economics, psychology, or special education. All courses listed for historical perspectives, and some courses listed for government and citizenship, economics, psychology, and sociology, meet the standards for social studies teaching, as established by the National Council for the Social Studies, thus preparing candidates to teach the following criteria: culture and cultural diversity; continuity and change; people, places, and environment; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices.

In addition to these requirements, students pursuing a teaching major must also meet additional requirements listed in the School of Education section of this catalog.

Social Studies Teaching Major (50 hours)

- HIST 4700; POSC 2580
- Historical Perspectives (21 hours)
 - 12 hours of U.S. History:
 - HIST 2110, 2120
 - Remaining hours from HIST 3420, 3440, 3451, 3452, 3470
 - 6 hours of European History:
 - HIST 2030 or 2040
 - Remaining hours from HIST 3010, 3100, 3110, 3130, 3150, 3190, 3220, 3240
 - 6 hours of Global History:
 - HIST 2000
 - Remaining hours from 3260, 3280, 3300, 3320, 3330, 3350, 3370

- Government and Citizenship (12 hours)
 - 12 hours of Political Science
 - POSC 2020, 2100
 - Remaining hours from POSC 2120, 3010, 3212
- Third Field (9-15 hours) Choose one of the following:
 - Economics (9 hours):
 - ECON 2010, 2020
 - Remaining hours from ECON 3020, 3210, 3410
 - Psychology (11 hours):
 - PSYC 2000
 - Remaining hours from PSYC 2510, 3010, 3120, 4110, 4140
 - Sociology (9 hours):
 - SOCI 2010
 - Remaining hours from SOCI 2020, 2120, 2200, 3400, 4020
 - Special Education (15 hours)
 - SPED 2400, 2500, 3000, 3120, 3500

HIST COURSES

2000 History of World Civilization, 3 hrs. (3, 0)

Examination of the history of the non-Western world of Asia, the Middle East, Africa, and Latin America. Emphasizes patterns of development; religion and culture; political, economic, and social issues; and historical and current problems. Required of all social studies teaching majors. *offered*: Semester I.

2030 Western Civilization I, 3 hrs. (3, 0)

Examination of major themes in the development of Western civilization. Special attention is given to intellectual and cultural heritage of the classical world and to the transmission of the classical heritage to the modern world. *offered*: Semester I.

2040 Western Civilization II, 3 hrs. (3, 0)

Examination of major themes in the development of Western civilization. Special attention is given to the expansion of the West, the development of modern political ideologies, and the historical impact of economic modernization. Examines the period from the 16th century to the present. *offered*: Semester II.

2050 The West and Modern World, 3 hrs. (3, 0)

Open to Adult Studies students only. Contemporary global cultural and economic interaction has its roots in the relationship that has evolved over the last five centuries between the West and the non-Western world. Our complex 21st-century world, characterized by phenomena including mass popular culture, industrialized economies, democratic as well as totalitarian political movements, and the globalization of major religions, can only be properly understood within the context of its historical development. *offered*: With sufficient demand.

2060 History of Christianity, 3 hrs. (3, 0)

Comprehensive survey of the history of Christianity. An effort is made to trace main lines of development and to understand them in light of their inner dynamics and general environment. *same as*: RLGN 2060. *offered*: Semester I.

2110 American Civilization I, 3 hrs. (3, 0)

American civilization from the first English settlements through the Civil War: artistic, intellectual, literary, social, economic, political, and religious currents in American life. Required of all social studies majors. *offered:* Each semester.

2120 American Civilization II, 3 hrs. (3, 0)

American civilization from Reconstruction to present: artistic, literary, intellectual, social, economic, political, and religious currents in American life. Required of all social studies majors. *offered:* Each semester.

2210 History of Philosophy: Ancient and Medieval, 3 hrs. (3, 0)

Dominant philosophical systems from ancient Greece through the medieval period, the cultural milieu in which these systems of thought arose, their presuppositions, and their implications for human self-understanding. *same as:* PHIL 2210. *offered:* With sufficient demand.

2220 History of Philosophy: Modern, 3 hrs. (3, 0)

Continuation of HIST 2210, from Renaissance to present. prerequisite: HIST 2210. *same as:* PHIL 2220. *offered:* With sufficient demand.

2300 Historical Inquiry, 3 hrs. (3, 0)

Examines various approaches to historical research, major bibliographical tools, varieties of history, and philosophies of history. *offered:* Semester II 2017-18.

2350 Foundation of Public History, 3 hrs. (3, 0)

Required introduction for students in public history, examining the role and function of the public historian, the conditions of the primary settings in which history is presented to the broader public, and contemporary theory and practice in the discipline. *offered:* Semester II 2018-19.

2700 Teaching Social Studies in the Secondary School, 3 hrs. (3, 0)

Course provides a comprehensive introduction to basic skills and issues related to teaching social studies at the secondary school level. Topics include methods of examination, creating a favorable environment for student interaction, introducing primary source materials, utilizing new technologies, reading and writing skills, and conceptualizing historical materials in an effective manner. *offered:* Semester II.

3010 History of Political Thought, 3 hrs. (3, 0)

Examination of major works in the development of political thought from ancient Greece through the 20th century. Theorists studied include Plato, Aristotle, St. Augustine, Machiavelli, Hobbes, Locke, Rousseau, and Mill. Particular emphasis is placed on the practical consequences of ideas for contemporary leaders in politics and society. *prerequisite:* Sophomore standing. *same as:* PHIL/POSC 3010. *offered:* Semester II 2017-18.

3100 Ancient History, 3 hrs. (3, 0)

Study of ancient Greek and Roman civilizations. Particular attention is devoted to social and political history of both societies and to a consideration of their lasting cultural bequest to the West. *offered:* Semester II 2017-18.

3110 Medieval World, 3 hrs. (3, 0)

Examination of important historical forces in the evolution of medieval Europe from the fall of Rome to the 14th century. *offered:* Semester I 2017-18.

3130 Renaissance and Reformation, 3 hrs. (3, 0)

Political, social, economic, religious, and intellectual life of early modern Europe from 14th century to 1648. *same as:* RLGN 3130. *offered:* with sufficient demand.

3150 Europe since 1870, 3 hrs. (3, 0)

Political, economic, and intellectual developments in recent Europe. Also examines the unique characteristics of modern European cultural and artistic development. *offered:* Semester II 2017-18.

3190 Jewish Holocaust and its Historical Context, 3 hrs. (3, 0)

Examines the destruction of European Jewry by the government of Nazi Germany from 1933 to 1945. Topics include the history of anti-Semitism in Europe, National Socialist racial ideology, Jewish resistance, attitudes of churches toward Nazi policies, development of death camps as the “final solution,” and non-Jewish victims of Holocaust terror. *prerequisite:* Upper-division standing. *offered:* Every semester.

3220 The Age of World Wars, 1900-1950, 3 hrs. (3,0)

Examines the onset, course, and consequences of the two world wars that devastated Europe in the first half of the 20th century; the roles of the United States in the wars and America’s emergence as a global power; the transformation of the position of women in Western societies; the beginning of the era of colonial liberation; the ideological division of the West for half a century; and genocides in Armenia, the Ukraine, and Nazi-occupied Europe and the foundation of the state of Israel in the aftermath of the Holocaust.

Prerequisite: Upper-division standing. *offered:* Semester II 2017-18.

3240 History of Russia and the Soviet Union, 3 hrs. (3, 0)

Examines the development of the Muscovite state and the rise of the Russian “federation” and tsarist system, imperial ambitions and an unruly empire, the influence of the Orthodox Church and its symbiotic relationship with the government, Russian literature and music as a reflection of Russian culture, the revolutions of 1905 and 1917 and the subsequent rise of the Soviet Union, the Cold War, and the downfall of the Soviet Union and its consequent splintering into 15 separate republics. *prerequisite:* Upper-division standing. *offered:* Semester II 2017-18.

3250 History of the Cold War, 3 hrs. (3, 0)

Examines at length the roots of the Cold War; the tension between the United States and the Soviet Union, particularly after the conclusion of World War II, and the causes of the continued strained relations; the national and cultural influence of the Cold War (the Red Scare and the space race, to name just two); the impact of the Cold War on global relations and decolonization in the Third World, and the benefits and/or limitations of alignment; the historiography of Cold War schools of thought; why and how the Cold War ended; and the long-term impact of the Cold War. Particular emphasis is placed on the need to understand, in a non-biased manner, the positions and influences of the nations involved. *offered:* Semester I 2017-18.

3260 Women in the World, 1800 to Present, 3 hrs. (3, 0)

This course covers a broad history of the role of women throughout the world from approximately the end of the 18th century to modern times. A brief examination of the lives of western women will provide a basis for discussion of the political, cultural, economic, and theological influences on women in Asia, Africa, and the Middle East specifically, with additional attention being paid to women in Latin America and India. Considerable time will be spent discussing the changing roles of women over the course of two centuries. *prerequisite*: Upper-division standing. *Writing intensive*. *offered*: Every semester.

3280 The Age of Global Empires, 3 hrs. (3, 0)

Considers European expansion in the 19th century and the consequences of that interaction on three continents — Europe, Asia, and Africa. Examines French, British, American, Dutch, and Italian empires; gauges the impact of Western intrusion upon indigenous societies; and considers the ways in which the colonized peoples understood what was happening, as well as the outside world's impact upon the West. *prerequisite*: Upper-division standing. *offered*: Semester I 2018-19.

3300 Middle East, 3 hrs. (3, 0)

Survey of Middle Eastern history since the rise of Islam. Emphasis on the 18th century to the present, including the impact of the West on the Middle East. *prerequisite*: Upper-division standing. *Writing Intensive*. *offered*: Semester II 2017-18.

3320 World Religions, 3 hrs. (3, 0)

Introduction to the major tenets and cultural expressions of selected religions, such as Islam, Taoism, Buddhism, Jainism, Hinduism, Judaism, and Christianity. Religions are compared and contrasted thematically, structurally, and culturally. Emphasis is placed on the interdependence of religions and cultures, and on what it means to be a responsible citizen in a globalized world. *prerequisite*: Upper-division standing. *same as*: RLGN 3320. *offered*: Semester II 2017-18.

3360 History of Modern Asia, 3 hrs. (3, 0)

This course focuses on the histories of China, Japan, Korea, India, and Vietnam, including the foundational values (religions, philosophies, and customs) of each culture; their political and economic structures; their struggles to retain autonomy against Western encroachment as well as their inter-Asian rivalries and cooperation; the challenges of preserving historical traditions and values in a modern world, particularly when tempted by the rapid technological advancement of the 19th century; 20th century conflicts (including two world wars, the Korean War, the Vietnam War, and the Cold War); and current issues faced by these countries in the 21st century. *offered*: Semester I 2018-19.

3370 General History of Latin America, 3 hrs. (3, 0)

Pre-Colombian civilizations and the results of their clash with European cultures, formation of Latin American culture and character, past and present movements for political and economic independence, and the role of the United States in shaping the current socioeconomic situation. *prerequisite*: Upper-division standing. *offered*: Semester II 2016-17.

3420 American Religious History, 3 hrs. (3, 0)

Comprehensive survey of diverse American religious experiences in the past and present. A study of various historic forms of Christianity, Judaism, Eastern faiths, and indigenous American religions, as well as unifying religious forces, such as “civil religion.” *same as:* RLGN 3420. *offered:* Semester II 2017-18.

3425 The History of Slavery in America, 1619-1865, 3 hrs. (3, 0)

Examines the growth and development of the American slave system, from its introduction in colonial Virginia through its eventual demise during the Civil War. Topics will include the economic, social, and cultural rationales for slavery, its impact on American politics, and the everyday lives of the men and women who were part of the slave system. Writing intensive. *offered:* Semester I 2018-19.

3430 Antebellum America, 1828-1860, 3 hrs. (3, 0)

Examines the period of American history between the election of Andrew Jackson and the coming of the Civil War. Topics will include the Market revolution, the growth of American reform movements, Jacksonian political parties, and the antebellum sectional crisis. Writing intensive. *offered:* Semester I 2017-18.

3440 Civil War and Reconstruction, 3 hrs. (3, 0)

An examination of the coming of the Civil War, the major figures in the North and the South, issues related to the conduct of the war, and the reconstruction of the nation following its conclusion. *prerequisite:* Upper-division standing. Writing Intensive. *offered:* Semester II 2017-18.

3451 United States from the Gilded Age to 1945, 3 hrs. (3, 0)

Focuses on the political, economic, social, psychological, and diplomatic influences that contributed to the United States emerging as the dominant world power in the 20th century. Particular emphasis is placed on the triple motivations — national security, economic health, and moral duty — that traditionally have driven American foreign policy. Writing intensive. *prerequisite:* Upper-division standing. *offered:* Semester I 2018-19.

3452 United States from 1945 to the Present, 3 hrs. (3, 0)

Focuses on U.S. history as the country emerged as the dominant power following World War II and faced a new struggle with the Soviet Union that became known as the Cold War. Particular attention will be given to the economic, geographic, and ideological threats — real and perceived — that influenced the decision-making process regarding foreign policy. Emphasis will also be placed on topics such as the Baby Boom, Johnson’s Great Society, Civil Rights, the Women’s Movement, and efforts of other groups to gain recognition, economic cycles, and political events. *prerequisite:* Upper-division standing. Writing intensive. *offered:* Semester II 2017-18.

3470 The American West, 3 hrs. (3, 0)

A comprehensive examination of the history of the American West from the Louisiana Purchase to present day. Introduces issues of American expansion and settlement, relations with Native Americans and other peoples of color, and patterns of economic and cultural interaction and conquest in the Trans-Mississippi region. *prerequisite:* Upper-division standing. Writing intensive. *offered:* Semester II 2018-19.

3510 Law, the Constitution, and War in American History, 1787 to present, 3 hrs. (3, 0)

Examines the historical development of legal and constitutional issues surrounding American warfare, paying close attention to the history of wartime civil liberties, questions regarding the legal definitions of war, treason, citizenship and enemy combatants, and the many challenges posed by the nation's economic, cultural, and political mobilization for large-scale conventional wars (the Civil War and the two world wars) and asymmetrical conflicts such as the U.S. interventions in Southeast Asia and the Middle East. Writing intensive. *offered*: Semester I 2018-19.

3520 History of the Vietnam War, 3 hrs. (3, 0)

Explores U.S. foreign policy toward Vietnam, the diplomatic history of the conflict, the deepening commitment of U.S. forces, the experiences of U.S. Armed Forces personnel, and the full-scale war waged in the country. This will include domestic responses to the war, particularly the massive protest movement that the war generated and its effect on politics in this country. *offered*: Semester II 2018-19.

3540 Civil Rights Movement in the United States 3 hrs. (3, 0)

Examines the growth and dynamics of the African-American Civil Rights Movement, one of the most influential mass movements in American history. Emphasis will be given to the economic, social, and cultural changes that have influenced the civil rights struggles as well as historical conceptions of race that have plagued this country. *offered*: Semester I 2018-19.

4030 History of the American Family, 3 hrs. (3, 0)

Explores the historical development of American families with changes in gender roles, sexuality, race, and life stages. This will include looking at the concepts of manhood, womanhood, and childhood over time and the changed meaning of the family, roles, and obligations of each member. Contemporary issues will include the definition of the family as well as the notions underpinning current conceptions of what a traditional family is. *offered*: Semester I 2017-18.

4650 Advanced Readings and Research, 2-3 hrs. (2-3, 0)

Includes general reading and discussion covering the major or related field and intensive study of a specific subject in the major field. Area of study is determined by the student and instructor with departmental approval. *expectation*: 3.00 or higher cumulative GPA. Special consideration and consent may be given to students in other majors with 3.00 or higher GPAs in their major fields. *prerequisite*: Upper-division standing. *offered*: Every semester.

4700 Methods of Teaching Social Studies, 2 hrs. (2, 0)

Offers guidance in the development of teaching methodology appropriate to the social sciences. Does not apply toward major or minor. *same as*: SOCI/POSC/ECON 4700. *offered*: Semester I 2017-18.

4800 Internship in Public History, 3 hrs. (3, 0)

Offers practical experience in an active public history setting, integrating classroom study, research, and discussion with mentor-guided hands-on work in the field. *offered*: Every semester.

4900 Historical Problems and Interpretations (American, European, Asian), 4 hrs. (4, 0)

In-depth examination of specific problem areas and interpretations of history. In seminar context, issues dealt with in terms of specific areas of interpretation and illustration.

repeat: May be repeated. Total credit not to exceed 12 hours. *offered:* Every semester.

4915 Honors Research, 1-3 hrs. (arranged)

Required for students who intend to graduate with departmental honors. Research project is designed and executed by the student in consultation with and under the direction of the instructor. *expectation:* Cumulative GPA of 3.00 or higher and a GPA of 3.50 or higher in courses counting toward the major. *permission:* Department chair. *prerequisite:* Senior standing. *same as:* POSC 4915. *offered:* Every semester.

4930 Senior Seminar, 1 hr. (1, 0)

Capstone course for the major. Students will integrate concepts, knowledge, skills, methods, approaches, and practical experience from their major studies. *prerequisite:* senior standing. *offered:* Semester II.

POSC Courses**2020 Introduction to Politics, 3 hrs. (3, 0)**

Introduces students to the study of government and provides a broad overview of the discipline of political science. Examines the scope and methods of the study of politics and political systems, as well as a number of concepts of interest to political scientists, including power, democracy, ideology, and state institutions. *offered:* Semester I.

2100 American National Government, 3 hrs. (3, 0)

An introductory study of national government in the United States. Examines the major institutions and processes of the American political system, including constitutional design, federalism, public opinion, voting and elections, political parties, interest groups, congress, the presidency, and the courts. *offered:* Each semester.

2120 State and Local Government, 3 hrs. (3, 0)

A comparative examination of the institutional structure, political processes, and public policies of state and local government systems. The functions of state and local government are examined in relation to the federal government. *offered:* Semester II 2018-19.

2200 Public Policy, 3 hrs. (3, 0)

An introduction to the theory and practice of policymaking and public administration as it relates to selected policy problems facing national, state, and local governments. Examples of policy areas covered in this course may include health care, education, fiscal, and national defense. *offered:* Semester II.

2210 Introduction to Legal Studies, 3 hrs. (3, 0)

This course provides an introduction to the structure and basic decision processes of the American legal system, as well as a study of the historical and social development of the legal profession in America from the colonial period to the present. Particular focus is on examination of the central issues and processes of the legal system from the perspective of their everyday working relationships and how the court works. *offered:* Semester II 2017-18.

2300 Introduction to International Relations, 3 hrs. (3, 0)

This course will introduce students to the interdisciplinary study of global issues, from historical, political, economic, environmental, and cultural perspectives. Issues of cross-national and intercultural importance, such as sustainability, technology and trade, and the causes and consequences of human conflict are analyzed using a variety of case studies, viewed through several disciplinary lenses. *offered*: Semester I.

2400 Political Science Research Methods, 3 hrs. (3, 0)

Provides a foundation for reading and interpreting research done by political scientists, as well as doing research and writing in political science courses. Focuses on principles for research design and the collection, analysis, and presentation of data. *offered*: Semester I.

2420 Applied Statistics Lab, 1 hr. (1, 0)

Introduction to the statistical analysis of political, economic, and policy data using the R programming language. *Recommended*: Concurrent enrollment in MATH 2120. *prerequisite*: Mathematics proficiency. *offered*: Semester II.

2580 Principles of Geography, 3 hrs. (3, 0)

Introduction to geography, emphasizing five major themes: the physical environment, natural resources, and agricultural pursuits; demographics, immigration, sequent occupance, and settlement patterns; the impact of natural and human-made disasters; cultural, economic, and political development; and the interaction between people of different cultures and environments. This course is required of all social studies secondary education majors. *same as*: GLBL 2580. *offered*: Semester II.

2810 Campaign Internship, 1-4 hrs. (arranged)

Placement on a local political campaign under professional supervision. Forty-five hours of field experience is required for each hour of credit. Open to non-majors. *permission*: Instructor. *repeat*: May be repeated. Total credit not to exceed 4 hours. *grade*: CR/NC registration. *offered*: Semester I 2018-19.

2840 Model United Nations, 1 hr. (1, 0)

Maximizes the learning opportunities inherent in participation in Model United Nations. Students develop skills in diplomatic behavior and writing, conduct individualized research, and gain expertise related to their assigned countries. Requires participation in functions outside of the traditional classroom environment. Open to non-majors. *permission*: Instructor. *repeat*: May be repeated. Total credit not to exceed 3 hours. *offered*: Semester I.

3010 History of Political Thought, 3 hrs. (3, 0)

Examination of major works in the development of political thought from ancient Greece through the 20th century. Theorists studied include Plato, Aristotle, St. Augustine, Machiavelli, Hobbes, Locke, Rousseau, and Mill. Particular emphasis is placed on the practical consequences of ideas for contemporary leaders in politics and society. *prerequisite*: Sophomore standing. *same as*: HIST/PHIL 3010. *offered*: Semester II 2017-18.

3140 Elections, Public Opinion, and Democracy, 3 hrs. (3, 0)

Studies American political values, attitudes, and beliefs, and the factors that influence their development; the role of public opinion in American democracy; and the structural, psychological, and sociological factors associated with participation in the political process. Topics include party identification, turnout, models of vote choice, and survey research methods. *prerequisite*: Upper-division standing. *recommended*: Completion of MATH 2120 and POSC 2420. *offered*: Semester I 2018-19.

3211 The Congress, 3 hrs. (3, 0)

Study of the Congress, focusing upon its organizational structure, processes, and political behavior of its members. Particular emphasis on representation, congressional elections, congressional committees, party leadership, House-Senate differences, and legislative processes. *prerequisite*: Upper-division standing. *offered*: Semester II 2017-18.

3212 The Presidency, 3 hrs. (3, 0)

An examination of the selection, tenure, succession and leadership of the American chief executive. Topics include presidential elections, presidential power, and presidential relations with Congress, the bureaucracy, and the courts. *prerequisite*: Upper-division standing. *offered*: Semester II 2018-19.

3250 Constitutional Law, 3 hrs. (3, 0)

Survey of development of constitutional law through Supreme Court decisions. Topics include judicial review, federalism, the powers of congress and the president, equal protection, and due process. *prerequisite*: Upper-division standing. *offered*: Semester II 2018-19.

3300 International Politics, 3 hrs. (3, 0)

Studies the major theories, concepts, and principles of international politics. Also examines current global problems and international institutions dealing with global stability, conflict resolution, economic relationships, and war. *prerequisite*: Upper-division standing. *offered*: Semester I.

3310 Political Violence and Terrorism, 3 hrs. (3, 0)

Examines the causes and consequences of political violence and terrorism from an interdisciplinary perspective, with an emphasis on case studies of war and terrorism since the end of the Cold War. Also studies the relationship between faith, morality, and the ethical conduct of foreign policy. *prerequisite*: Upper-division standing. *offered*: Semester II 2017-18.

3330 American Foreign Policy, 3 hrs. (3, 0)

Study of the formulation and execution of foreign policy in the United States, together with an examination of the substantive issues and perspectives of American foreign policy since World War II. *prerequisite*: Upper-division standing. *offered*: Semester I 2017-18.

3350 Homeland Security, 3 hrs. (3,0)

An overview of the changes in American foreign and domestic policy in the aftermath of the terrorist attacks of Sept. 11, 2001. Topics covered include the reorganization of

government bureaucracies, ongoing debates over balancing security with civil liberties, interagency cooperation to prevent terrorism, risk-based assessment, border security, and disaster management. *prerequisite*: Upper-division standing. *same as*: CRIM 3350. *offered*: Semester II 2018-19.

3370 Intelligence and Security Studies, 3 hrs. (3,0)

Introduces students to the intelligence cycle (planning, collection, processing, analysis, and dissemination), the role of the intelligence community in the making and implementation of foreign policy, and a broad overview of the field of security studies. Intelligence needs are discussed with respect to both public and private sector actors. Also examines the moral and legal constraints on national security professionals. *prerequisite*: Upper-division standing. *offered*: Semester II 2017-18.

3400 Comparative Politics, 3 hrs. (3, 0)

Comparative analysis of political institutions and dynamics of selected democratic and nondemocratic systems. *prerequisite*: Upper-division standing. *offered*: With sufficient demand.

3420 The Democratic World, 3 hrs. (3, 0)

Seminar course examines current issues and theoretical concepts from the fields of comparative politics and public policy of particular relevance to established democratic societies. Topics have included health-care provision, education, the impact of technology on political culture, religion and political behavior, poverty, the social role of the media and entertainment industries, debt, corruption, and other issues in common among democracies. *prerequisite*: Upper-division standing. *offered*: Semester II 2018-19.

3510 Global Political Economy, 3 hrs. (3, 0)

Introduces students to the systematic analysis of interactions between the economy and political systems. Covers the major theories related to political economy; key institutions of the global economic system; global monetary and trade relations; multinational corporations; issues of development; and the globalization of labor, technology, and energy. Particular emphasis is placed on understanding contemporary issues facing the global economy. *prerequisite*: Upper-division standing, POSC 3300 or both ECON 2010 and POSC 2020. *offered*: Semester II 2018-19.

3520 Globalization and the Developing World, 3 hrs. (3, 0)

Investigates the theories and policies related to foreign aid, economic growth, globalization, and the work of international organizations and NGOs. Also examines concepts such as colonialism, human rights, state- and nation-building, infrastructure, and global capital flows. *prerequisite*: Upper-division standing, POSC 3300 or both ECON 2010 and POSC 2020. *offered*: Semester II 2017-18.

4650 Advanced Readings and Research, 1-4 hrs. (arranged)

Intensive study of a subject in the field of political science not specifically covered by other courses. Area of study is defined by the student and instructor with departmental approval. *expectation*: cumulative GPA of 3.00 or higher. *consent*: Department chair and instructor. *prerequisite*: Upper-division standing; at least 18 hours of political science coursework. *repeat*: May be repeated. Total credit not to exceed 4 hours. *offered*: Each semester.

4700 Methods of Teaching Social Studies, 2 hrs. (2, 0)

Offers guidance in the development of teaching methodology appropriate to the social sciences. Does not apply to the political science or political science-economics majors or the political science minor. *same as*: HIST/SOCI/ECON 4700. *offered*: Semester I 2017-18.

4800 Government Internship, 1-4 hrs. (arranged)

Placement in a government agency or party organization under professional supervision. Forty-five hours of field experience is required for each hour of credit. *consent*: Instructor. *prerequisite*: Upper-division standing; at least 18 hours of political science coursework. *repeat*: May be repeated. Total credit not to exceed 4 hours. *grade*: CR/NC registration. *offered*: Each semester and summers.

4810 Legal Internship, 1-4 hrs. (arranged)

Placement in a legal setting under professional supervision. Forty-five hours of field experience is required for each hour of credit. Open to non-majors. *consent*: Instructor. *prerequisite*: upper-division standing. *repeat*: May be repeated. Total credit not to exceed 4 hours. *grade*: CR/NC registration. *offered*: Each semester and summers.

4820 Global Internship, 1-4 hr. (arranged)

Placement under professional supervision in either a government agency or a non-governmental organization, in a position focused on global issues. Forty-five hours of field experience is required for each hour of credit. Open to non-majors. *consent*: Instructor. *repeat*: May be repeated. Total credit not to exceed 4 hours. *grade*: CR/NC registration. *same as*: GBL 4820. *offered*: Each semester and summers.

4860 Public Policy Practicum, 3 hr. (3, 0)

Students work as a team to conduct policy research for an external client under faculty supervision. An experiential learning opportunity for students developing their knowledge and skills in a real-world setting. *consent*: Instructor. *prerequisite*: Upper-division standing. *offered*: Semester I 2017-18.

4915 Honors Research, 3 hrs. (arranged)

Required for students who intend to graduate with departmental honors. Research project is designed and executed by the student in consultation with and under the direction of the instructor. *expectation*: Cumulative GPA of 3.00 or higher and a GPA of 3.50 or higher in courses counting toward the major. *permission*: Department chair. *prerequisite*: Senior standing. *same as*: HIST 4915. *offered*: Semester I.

4930 Senior Seminar, 1 hr. (1, 0)

Capstone course for the major. Students will integrate concepts, knowledge, skills, methods, approaches, and practical experience from their major studies. *prerequisite*: Senior standing. *offered*: Semester II.

GLBL Courses**2550 Intercultural Competence, 3 hrs. (3, 0)**

This course introduces students to the theories and concepts of intercultural competence and the literature related to this field of study. Coursework will focus on an interdisciplinary approach to the study of culture, developmental and experiential learning theory,

and methods for culture learning. Students will also become familiar with intercultural competence assessment theory and practice as it relates to guided development in intercultural competence. *same as*: INCS 2550. *offered*: With sufficient demand.

2580 Principles of Geography, 3 hrs. (3, 0)

Introduction to geography, emphasizing five major themes: the physical environment, natural resources, and agricultural pursuits; demographics, immigration, sequent occupance, and settlement patterns; the impact of natural and human-made disasters; cultural, economic, and political development; and the interaction between people of different cultures and environments. *same as*: POSC 2580. *offered*: Semester II.

4820 Global Internship, 1-4 hrs. (arranged)

Placement under professional supervision in either a government agency or a non-governmental organization, in a position focused on global issues. Forty-five hours of field experience is required for each hour of credit. Open to non-majors. *permission*: Instructor. *repeat*: May be repeated. Total credit not to exceed 4 hours. *grade*: CR/NC registration. *same as*: POSC 4820. *offered*: Each semester and summers.

Honors Program

Dr. Imafuji, co-director; Dr. Murphy, co-director; Dr. T. Fox, Dr. Ippolito, Dr. Lyle-Ippolito, Dr. Reedy-Strother, Dr. Strege, Dr. Stull

The Honors Program at Anderson University is devoted to fostering within its honors scholars a passionate dedication to intellectual inquiry and spiritual development so they may serve as leaders in their professions and in their communities. Within this context, our scholars will be challenged to cultivate the life of the spirit, maturing in the Christian virtues of integrity, justice, and generosity.

The program provides a series of small, discussion-based, interdisciplinary courses that satisfy liberal arts program requirements. These courses, as well as close interaction with faculty and peers, offer intellectually challenging experiences that will stimulate and refine the skills of clear expression, acute analysis, critical thinking, and imaginative problem-solving. In the first three years of the Honors Program, scholars will participate in courses designed to enrich understanding of the humanities while creating a small community of learners dedicated to Christian scholarship. In the fourth year, they will pursue independent study in partnership with faculty mentors. Throughout the program, honors scholars are encouraged to pursue opportunities for international study and travel and service to the church and community. Upon completion of this four-year program, honors scholars will receive special recognition at commencement and on their transcript.

Enrollment in the Honors Program curriculum is by invitation to students who have successfully completed the Honors Program application and selection process. Each course in the first three years of the Honors Program fulfills at least one of the component requirements of the liberal arts program, as listed below:

- HNRS 2110 fulfills Written Communication and Civic Ways of Knowing
- HNRS 2125 fulfills the Speaking Intensive Requirement
- HNRS 2210 fulfills Scientific Ways of Knowing
- HNRS 3311 fulfills Social and Behavioral Ways of Knowing
- HNRS 3221 fulfills Global/Intercultural Ways of Knowing and is Writing Intensive
- HNRS 3325 fulfills Christian Ways of Knowing

Students enrolled in the Honors Program are exempt from taking LART 1050.

HNRS Courses

2110 The Scholar in the Academy: Journeys and Migrations in the Western Tradition, 5 hrs. (5, 0)

Focuses on historical investigation and writing on a common theme.

2125 The Scholar as Servant Leader, 2 hrs. (2, 0)

Focuses on the biographies of great men and women who were cast into positions of leadership and analyzes what is to be understood of their personal formation and qualities as leaders.

2210 Scientific Discoveries and Paradigm Shifts, 4 hrs. (3, 2)

Examines the nature of science, the history and philosophy of science, and the experiential, hands-on practice of science.

3221 The Scholar as Citizen of the World: Traditionalism and Globalization, 3 hrs. (3, 0)

Examines the bridges and barriers among various cultures of the world through a historical analysis.

3311 Justice and the Good Society, 3 hrs. (3, 0)

Investigates societal structures and concepts of justice arising from such structures.

3325 Christ and Culture, 3 hrs. (2, 0)

This course is organized as a seminar in historical theology that considers the various relationships between Christians and their culture. Readings in primary and secondary sources, as well as journal articles, will inform seminar discussions.

4910 Honors Senior Seminar, 1 hr. (1, 0)

Honors scholars will develop and complete an original research project under the direction of an academic mentor.

Kinesiology

Dr. D. Jones chair; Prof. A. Crosby, Prof. Hamlyn, Prof. Jackson, Dr. Lester, Dr. J. Scott, Dr. Seelbach, Prof. Whiteman; Instructors: Boyd, S. Crosby, Handy, Dr. J. Jones, Miller, Myhre, Sala, Stephens.

The Department of Kinesiology offers four majors designed to prepare students to enter careers, vocations, or service in athletic training, exercise science, physical education teaching, and sport and recreational leadership. Five minors are available: athletic coaching, nutrition, physical education, and sport and recreational leadership along with one teaching minor in health education. Additionally, the department offers activity courses designed to provide instruction in fundamental skills in selected sports and activities.

Athletic Training

Athletic training is offered to students interested in working with prevention, recognition immediate care, rehabilitation, health-care management, and professional development in a sports medicine environment. Students have the opportunity to gain clinical experience in a wide variety of athletic training settings. The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), which allows students to work directly toward obtaining certification through the Board of Certification (BOC) and state licensure.

Enrollment in the athletic training program is limited and has a competitive application process. To apply for admission, students must pass ATRG 1460, 1490, 1500, and 1590 with a grade of B- or better and have at least 100 clinical observation hours. Students must also complete BIOL 2410 and 2420 and achieve a C or better. Students must be able to meet the technical standards set forth by the athletic training program. At the time of acceptance into the program, students must sign a declaration of knowledge of these technical standards. Technical standards requirements are published in the Athletic Training Student Handbook. To qualify to take the BOC certification examination, students must have successfully completed the requirements of the athletic training program.

Once admitted, the student will be permitted to begin coursework in the athletic training curriculum. As long as satisfactory progress is being made, the student will be permitted to move to the following semester. If progress is unsatisfactory, the student will be placed on probation. Students on probation may be prohibited from participating in clinical experiences as determined by the Athletic Training Education Committee. Satisfactory progress includes the following:

- Maintaining a 2.50 GPA in the major.
- Maintaining a 2.0 cumulative GPA.
- Achieving a grade of C or better in each major course, except ATRG 1460, 1490, 1500, and 1590, which require a grade of B- or better.
- Performing satisfactory work in the clinical setting as noted on clinical course syllabi.

- Adhering to all policies and procedures contained in the Athletic Training Student Handbook.
- Maintaining up-to-date health status requirements.

Students falling short in areas five and six above will be required to address those deficiencies immediately. Students falling short in one or more of the areas one through four as outlined above will have a minimum of one semester and a maximum of two semesters to correct their deficiencies. Students must then appeal to the Athletic Training Education Committee for reinstatement. Individuals who fail to correct deficiencies within two semesters or are otherwise denied appeal will not be permitted to continue in major coursework and clinical experiences. Furthermore, if a student is admitted into the athletic training program on probationary status, the student must meet the requirements for retention in the program as indicated in the acceptance letter by the conclusion of the following semester (conclusion of the first semester in the program, usually the fall semester). If the student fails to meet the probationary admission requirements, the student will be withdrawn from the athletic training program and must follow the above procedures to seek reinstatement.

The athletic training program at Anderson University will accept transfer students as long as they meet the program admission requirements listed above. The level the student is placed in the athletic training program depends on competencies and proficiencies completed at the previous institution and the student's ability to demonstrate mastery of specific competencies and proficiencies. Please contact the program director for Athletic Training Education about your particular situation. Transfer students must also meet Anderson University's requirements for admission (see the Admissions section in this catalog).

All athletic training students admitted into the athletic training program will incur travel costs required for off-campus clinical rotations and other related expenses (i.e., uniform requirements). Athletic training students who are also athletes will be allowed to participate in one sport each academic year and may be required to complete an additional semester to fulfill the requirements for all clinical rotations. Furthermore, students who are also athletes will not be allowed to participate in their sport and engage in clinical experiences simultaneously.

For up-to-date information regarding the athletic training program, please refer to the athletic training website at anderson.edu/athletic-training and consult the Athletic Training Student Handbook under the Resources tab or contact the program director of Athletic Training Education.

Athletic Training Major (62 hours)

- ATRG 1460, 1490, 1500, 1530, 1590, 2200, 2220, 2400, 2420, 2440, 2500, 2540, 3400, 3440, 3450, 3500, 3550, 4400, 4460, 4500, 4550, 4910
- BIOL 2410, 2420
- EXSC 2580, 3470, 3520
- PSYC 2000

Exercise Science

The exercise science major provides classroom, laboratory, and practical experiences for students interested in the application of scientific principles to various aspects of human performance and health. Exercise science majors are prepared for employment in a wide variety of settings, including corporate fitness, cardiac rehabilitation, personal training, YMCA/YWCAs, health/wellness coordinators, community health centers, senior adult fitness programs, as well as an assortment of positions involving aerobics, aquatics, strength and conditioning, sales, marketing, and occupational safety. Exercise science also provides excellent pre-professional preparation for students wishing to pursue graduate degrees in exercise physiology, kinesiology, biomechanics, nutrition, public health, physical therapy, occupational therapy, and physician assistant.

Exercise Science Major (49 hours)

- BIOL 2410, 2420
- CHEM 1000
- PSYC 2000
- PEHS 1450, 2100
- EXSC 1360, 2440, 2455, 2580, 3470, 3520, 4010, 4150, 4160, 4800, 4920

Pre-professional exercise science majors are advised to complete the following additional courses:

- BIOL 2010, 2210, 2220
- CHEM 2110, 2210 in lieu of CHEM 1000
- MATH 2120 or PSYC 2440
- PHYS 2140, 2150
- PSYC 2510, 3120

Nutrition Minor (16 hours)

The nutrition minor is an ideal minor to accompany majors within the Department of Kinesiology and other science majors at Anderson University. The minor is designed to provide a sound background in nutrition but without courses that stress clinical chemistry and dietetics. A minor in nutrition is an excellent choice for students who wish to enter the fitness, medical, health, and human services-related professions. It will strengthen the academic component of coursework in these fields and contribute to students becoming more effective practitioners.

Required Courses:

- EXSC 2140, 2580, 3100, 3200, 3300

Physical Education (K-12) Teaching (PETE)

The physical education (K-12) teaching major prepares students to teach physical education at any grade level from kindergarten through grade 12, as well as adapted physical education. Students experience a wide range of classroom, activity, and laboratory courses aimed at helping them acquire knowledge, skills, and attitudes that

will enable them to be successful in a public or private school setting. Through methods classes, students will learn pedagogical skills that they will apply in a series of practicum opportunities in the schools.

To meet teacher licensing standards, students must complete both the physical education requirements listed below and requirements in the School of Education (see School of Education section in this catalog). GPA requirements include earning an overall 2.65 GPA or higher by the end of the second year in the program and an overall 3.00 GPA or higher prior to student teaching. PETE majors who do not meet the GPA requirements or who do not pass CASA will not be allowed to register for EDUC 3000 and above classes and PETE 4000 and above classes. Students must also pass the physical education core exam and pedagogy exam in order to student teach. Further, students are encouraged to take a health education minor to add a health certification to their teaching license. Students are required to model a physically active lifestyle and complete fitness tests twice in the program. Following successful completion of this program, students may apply for teaching licenses from the state of their choice.

Physical Education Teaching (K-12) Major (48 hours)

- PETE 1300, 2250, 3710, 3720, 3750, 4260, 4300, 4900
- SPRL 1350, 2350, 2450, 3300
- PEHS 1450
- BIOL 2410
- EXSC 3470, 3520
- EDUC 2100, 2110, 2450, 3000, 4010, 4930

Health Education Minor (15-18 hours)

Students who are earning a primary teaching certification in physical education can add a second teaching certification in health. To do so, a student can earn a health education minor by taking the courses listed below, which meet the national standards for health education. Students must also pass the CORE examination in health and do a portion of their student teaching experience in a health classroom.

- PEHS 1450 or ATRG 1460
- PEHS 2100, 3100, 3490
- One class from the following electives: ATRG 2220, BIOL 2040, EXSC 2440, EXSC 2580, EXSC 3100, PETE 2250, SOCI 2020

Physical Education (Non-Teaching) Minor (16 hours)

The physical education minor is a non-teaching program designed for students who wish to supplement another major with a background in physical education. May be of interest to students planning to work in recreation or youth ministry positions.

- All courses must have a PEHS, PETE, or SPRL caption
- Students can count 4 hours of activity courses for the minor.

Sport and Recreational Leadership

The sport and recreational leadership major prepares students to work in recreation and sports centers, with athletic programs, at camps, and/or in YMCAs, churches, businesses, etc. The goal of this major is to help young people find their niche in the sport and

recreation industry. Students will take a common core of classes and then gain knowledge and experiences in specific areas of sport and recreation programming, management, business, and leadership.

Sport and Recreational Leadership Major (51 hours)

- SPRL 1350, 2450, 2550, 3150, 3250, 3300, 4850
- PETE 1300, 2250, 3720, 4900
- PEHS 1450, 3340, 3410
- ATRG 1530
- EXSC 2580
- ACCT 2010
- BSNS 2710, 2810

Sport and Recreational Leadership Minor (16-17 hours)

The sport and recreational leadership minor provides students in other majors with a relevant option regarding sports, physical activity, and recreation, which may enhance their career pathway. Through the intentional selection of courses within the sport and recreational leadership major, students may be prepared to work in recreation centers, sport facilities, churches, and camps.

- PETE 1300
- PEHS 1450
- SPRL 1350, 2450, 2550, 3150
- Elect one course from the following options:
 - PETE 3720, 4900
 - SPRL 3300, 4850

Athletic Coaching Minor (15 hours)

The athletic coaching minor is a non-teaching program that offers students the opportunity to learn requisite skills to become coaches in a youth-sport setting.

- Coaching core (10-11 hours):
 - PEHS 1450 or ATRG 1460
 - ATRG 1490 or PEHS 1550
 - ATRG 1530
 - PEHS 2340 or 3340
 - 1 hour from PEHS 1200 and/or 1 hour from any coaching theory class (PEHS 3030, 3050, 3060, 3070, 3080) OR 2 hours from any two coaching theory classes
- Elective classes (4-5 hours):
 - PEHS 1060, 2020, 2040, 2260, 2340, 3030, 3050, 3060, 3070, 3080, 3340, 3410, 4850
 - EXSC 2580, 4010
 - SPRL 1350, 2550, 3300

Students may earn only 1 hour of PEHS 2260 credit for the minor. Students may elect 2 hours of Techniques of Coaching courses OR 1 hour of PEHS 1200 credit. Students may earn only 1 hour of PEHS 2260 credit for the minor.

Activity Program

The activity program provides instruction in fundamental skills in each sport or activity offered. The aim is to encourage individuals to develop the skills, strategies, and knowledge to participate at a recreational level. This program fosters personal enrichment of body, mind, and spirit through participation in physical activity.

Activity classes are offered in different formats. Some are taught daily in a six-week block. Others are taught two or three days a week for a semester. Some classes require a fee, which is charged to the student's account at the beginning of the semester. Students are encouraged to bring and use their own sports equipment.

An intramural/recreational program provides additional opportunities for regular physical activities. Swimming activities are offered in the natatorium. The weight room is open for recreational use during scheduled hours.

PEHS Courses

Liberal Arts Requirement (PEHS)

1000 Fitness and Wellness for Life, 2 hrs. (1, 2)

Provides a base upon which students may build healthy bodies through understanding of and participation in fitness/leisure activities. Surveys key fitness/wellness concepts in lecture portion of class.

Activity Program (PEHS)

1050 Bowling, 1 hr. (0, 2)

Fee required.

1060 Weight Training, 1 hr. (0, 2)

1100 Beginning Swimming, 1 hr. (0, 2)

1120 Golf, 1 hr. (0, 2)

note: Six-week class only; meets daily.

1130 Scuba, 1 hr. (0, 2)

Fee required. *grade:* CR/NC registration.

1150 Badminton, 1 hr. (0, 2)

note: Six-week class only; meets daily.

1190 Mind-Body Fitness, 1 hr. (0, 2)

Provides opportunity to experience yoga-like stretches and poses while learning deep-breathing relaxation techniques and centering activities.

1200 Co-Curricular Activity, 1 hr. (0, 2)

Provides academic credit for participation in intercollegiate sports activities, including cheerleading. Credit must be taken in primary semester of competition. Does not count toward PEHS major or minor. *repeat:* May be repeated in a different activity only. Total credit not to exceed 2 hours. *grade:* CR/NC registration.

1220 Tennis, 1 hr. (0, 2)

note: Six-week class only; meets daily.

2000 Intermediate Swimming, 1 hr. (0, 2)**2020 American Red Cross Lifeguarding, 1 hr. (0, 2)**

Provides instruction in American Red Cross lifeguarding program, which can lead to ARC certification. *expectation:* Swimming proficiency at ARC Level VII.

2040 Water Safety Instructor, 1 hr. (0, 2)

Provides instruction in American Red Cross water safety program, which can lead to ARC certification. *expectation:* Swimming proficiency at ARC Level VII.

General Education Electives (PEHS)**1450 First Aid, 2 hrs. (2, 1)**

Students earn American Red Cross Responding to Emergencies certification upon successful completion (includes first aid, community CPR, and AED). Credit may not be earned in both PEHS 1450 and ATRG 1460. *offered:* Every semester.

1550 Prevention and Care of Athletic Injuries, 2 hrs. (2, 1)

Overviews the common injuries that occur as a result of participation in athletics and physical activities. Introduces procedures and techniques in the prevention and care of athletic injuries. Reviews the role of the coach and teacher in the care of injuries. *note:* Intended for non-athletic training majors. *offered:* Semester I 2018-19.

2100 Health Concepts I 2 hrs. (2, 0)

Examines nutrition, nutritional choices, myths, and misconceptions about diet. Examines appropriate and inappropriate use of drugs and other chemical substances, including alcohol, tobacco, and over-the-counter and prescription drugs. *offered:* Semester II.

2260 Advanced Conditioning for Sports Performance 1 hr. (0, 3)

Provides instruction in and supervision of planned, ongoing exercises and training regimens (strength, anaerobic, and aerobic) for the purpose of sports performance enhancement. Open to all students. *repeat:* May be repeated. Total credit not to exceed 4 hours. *grade:* CR/NC registration. *note:* Weeks and days the class meets varies by section and semester. *offered:* Every semester according to sport.

2340 Psychology of Coaching 2 hrs. (2, 0)

Applies scientific principles to coaching at different levels of competition. Discusses motivation, personality differences, communication, and effect of winning and losing. *offered:* 2018-19.

3030 Techniques of Coaching Volleyball, 1 hr. (1, 1)

offered: 2017-18.

3050 Techniques of Coaching Football 1 hr. (1, 1)

offered: 2017-18.

3060 Techniques of Coaching Track, 1 hr. (1, 1)

offered: 2018-19.

3070 Techniques of Coaching Basketball, 1 hr. (1, 1)

offered: 2017-18.

3080 Techniques of Coaching Baseball, 1 hr. (1, 1)

offered: 2018-19.

3100 Health Concepts II, 3 hrs. (3, 0)

Examines the prevalence and types of diseases. Discusses prevention and treatment of common diseases. Examines stress, good and harmful. Discusses coping behaviors. Examines human sexuality, including gender identity and roles, and behavioral choices and their consequences. Examines the healthy and natural process of death/dying. Discusses sociological, emotional, and spiritual aspects of end-of-life issues. *offered:* 2018-19.

3340 Sociology of Sport, 3 hrs. (3, 0)

Examines sports and their part in the lives of people, communities, and our society. Encourages students to ask critical questions regarding how sports impact the world in which we live. Investigates the influence of sports on children, gender, race, social class, media, the economy, and religion. *offered:* Semester II.

3410 Sports Administration, 3 hrs. (3, 0)

Develops skills in the organization and administration of interscholastic athletics, including philosophy, scheduling, budget, equipment care, awards, legal aspects, and facilities. *offered:* Semester II.

3490 School Health Organization, 3 hrs. (3, 0)

Develops skills in the organization and management of health programs in the school, including classroom, school health services, and related community-based health services. *offered:* Semester II 2017-18.

4850 Practicum in Physical Education or Sport, 1-4 hrs. (arranged)

Provides opportunity for independent work or field experience in settings like camps, agencies, city parks and recreation centers, or other physical activity locations. *consent:* Instructor. *expectation:* Played on a high school or college athletic team at the varsity level. *repeat:* May be repeated for a total of 8 hours. *grade:* C/NC. *offered:* Every semester as needed.

4860 Practicum in Health, 1-4 hrs. (arranged)

Provides opportunity for independent work or field experience in teaching health in area schools. *consent:* Instructor. *expectation:* Must be accepted into teacher-education program. *repeat:* May be repeated for a total of 8 hours. *pre-/corequisite:* PEHS 3100 or PEHS 3490. *grade:* C/NC. *offered:* Every semester as needed.

ATRG Courses (Athletic Training Professional Program)

1460 Emergency Response, 2 hrs. (2, 1)

Prepares students to earn American Heart Association certification in CPR for the professional rescuer and AED upon successful completion of the course. Splinting, spine boarding, and wound care are covered in the lab portion of the course. Credit may not be earned in both PEHS 1450 and ATRG 1460. *note:* Intended for prospective athletic training majors only. Fee required. *offered:* Semester I.

1490 Beginning Athletic Training, 2 hrs. (2, 1)

Introduces the athletic training profession. Examines relationship of athletic trainers in the management and care of injuries and their role as professional allied health-care practitioners. Includes an overview of the following topics: injury evaluation process, athletic equipment, therapeutic modalities, and therapeutic exercise. *note:* Intended for prospective athletic training majors only. *offered:* Semester I.

1500 Clinical Experience in Athletic Training I, 1 hr. (0, 1)

Provides students with the practical application of taping and bracing techniques within athletic training. prerequisite: ATRG 1460, 1490. *note:* Intended for prospective athletic training majors only. *offered:* Semester II.

1530 Theory of Conditioning of Athletes, 2 hrs. (2, 0)

Investigates the physiological background, techniques/methods, and precautions of conditioning athletes. Analyzes nutrition, ergogenic aids, gender, age, and climatic issues. *offered:* Semester II.

1590 Advanced Athletic Training, 2 hrs. (2, 1)

Builds on information gained in ATRG 1490. Includes prevention, evaluation, and treatment of athletic-related injuries. Emphasis given to basic anatomy and injury assessment of the extremities, head, and spine. *prerequisite:* ATRG 1460, 1490. *note:* Intended for prospective athletic training majors only. *offered:* Semester II.

2200 Psycho-Social Aspects of Sport, 2 hrs. (2, 1)

Athletic trainers must be able to recognize and appropriately refer athletes and physically active people based on psychological and sociological well-being. Emphasis will be placed on the psychological/sociological principles as they apply to athletic participation, burnout, injury treatment and rehabilitation compliance, the use of performance enhancing drugs, body image dysmorphia, and eating disorders. *offered:* Semester I.

2220 Pharmacological and Ergogenic Aids in Sport, 3 hrs. (3, 1)

Performance enhancing drugs (PEDs) are becoming an increasingly significant discussion in sports at all levels of participation. Likewise, the use and abuse of prescription medication and illegal drugs is on the rise among all groups, including athletes and physically active individuals. Students will be prepared for understanding the basic concepts of pharmacology and ergogenic aids/PEDs, as well as be able to identify the signs of their use/misuse. *offered:* Semester II.

2400 Clinical Experience in Athletic Training II, 1 hr. (0, 1)

Guided experiences in emergency response and basic prevention, evaluation, and treatment of athletic-related injuries. Students will be tested throughout this course in both real-time and practice settings. *prerequisite:* Athletic training major in good standing. *offered:* Every semester.

2420 Therapeutic Modalities, 3 hrs. (2, 1)

Introduces students to common therapeutic modalities and their use in sports medicine. Includes the application of physics and biophysics to each modality considering effects, application techniques, indications, and contraindications. Emphasizes safety during instruction and laboratory experiences. *prerequisite:* ATRG 1500, 1590; Athletic training major in good standing. Fee required. *offered:* Semester I.

2440 Lower Body Joint and Extremity Assessment, 2 hrs. (0, 2)

Examines techniques and procedures for clinical evaluation of common athletic injuries, emphasizing major joint structures. Incorporates appropriate examination techniques and procedures into an effective, systematic clinical evaluation of the lower body.

prerequisite: ATRG 1500, 1590; athletic training major in good standing. *offered:* Semester I.

2500 Clinical Experiences in Athletic Training III, 1 hr. (0, 1)

Guided experiences in the evaluation and treatment of lower extremity injuries, therapeutic modalities, and the psycho-social aspect of sport. Students will be tested throughout this course in both real-time and practice settings. *prerequisite:* Athletic training major in good standing. *offered:* Every semester.

2540 Upper Body Joint and Extremity Assessment, 2 hrs. (0, 2)

Examines techniques and procedures for clinical evaluation of common athletic injuries, emphasizing major joint structures. Incorporates appropriate examination techniques and procedures into an effective, systematic clinical evaluation of the upper body.

prerequisite: ATRG 2440; athletic training major in good standing. Fee required. *offered:* Semester II.

3400 Clinical Experience in Athletic Training IV, 1 hr. (0, 1)

Guided experiences in the evaluation and treatment of upper extremity injuries, sports nutrition, and pharmacology in sport. Students will be tested throughout this course in both real-time and practice settings. *prerequisite:* Athletic training major in good standing. *offered:* Every semester.

3440 Therapeutic Rehabilitation, 3 hrs. (2, 2)

Introduces students to common therapeutic rehabilitation techniques and their use in sports medicine. Includes the application of each technique in consideration of the healing process. Emphasizes proper rehabilitation program design and laboratory experiences. *prerequisite:* ATRG 2420, 2540; athletic training major in good standing. Fee required. *offered:* Semester I.

3450 Medical Issues in Athletic Training I, 2 hrs. (2, 0)

Examines advanced topics in sports medicine, including anatomy, pathology, recognition, evaluation, management, and emergent treatment of general medical illnesses and conditions involved in an athletic health-care environment. Special topics include environmental-related illness, administration of pre-participation physical examinations, and athletic health care for special populations (aging athletes, female athletes, etc.).

prerequisite: ATRG 2420, 2540; BIOL 2410, 2420; athletic training major in good standing. Fee required. *offered:* Semester I.

3500 Clinical Experience in Athletic Training V, 1 hr. (0, 1)

Guided experiences in the therapeutic rehabilitation of athletic injuries. Students will be tested throughout this course in both real-time and practice settings. *prerequisite:* Athletic training major in good standing. *offered:* Every semester.

3550 Medical Issues in Athletic Training II, 2 hrs. (2, 0)

Examines advanced medical issues concerning anatomy, kinesiology, pathology, recognition, evaluation, management, and emergent treatment of specific injuries and conditions involved in an athletic health-care environment. Includes an introduction to pharmacology. *prerequisite:* ATRG 3450; athletic training major in good standing.

offered: Semester II.

4400 Clinical Experience in Athletic Training VI, 1 hr. (0, 1)

Guided experiences in the treatment of general medical conditions and sports performance of athletes. Students will be tested throughout this course in both real-time and practice settings. *prerequisite:* Athletic training major in good standing. *offered:* Every semester.

4460 Administration of Athletic Training, 3 hrs. (3, 0)

Develops skills in the organization and administration of an athletic training/sports medicine program, including philosophy, budget, facilities, equipment, insurance, legal aspects, records, employment, personnel, and structure of the National Athletic Trainers Association. *prerequisite:* Athletic training major in good standing; senior standing.

offered: Semester I.

4500 Clinical Experiences in Athletic Training VII, 1 hr. (0, 1)

Guided experiences in the organization and administration of the athletic training profession, including ethics, risk management, legal aspects, professional development, and athletic training management. Students will be tested throughout this course in both real-time and practice settings. *prerequisite:* ATRG 3440; athletic training major in good standing. *offered:* Every semester.

4550 Research in Athletic Training, 1 hr. (2, 0)

The need for quality evidence-based practice is growing in all allied health professions. Student athletic trainers must be prepared to understand and utilize the evidence related to all aspects of athletic training. Likewise, students must learn how to add to the body of knowledge within athletic training. This course will discuss a variety of research methods, including both qualitative and quantitative, as they relate to athletic training and health care. Students will begin a yearlong independent research project. Fee required. *offered:* Offered every fall.

4850 Practicum in Athletic Training, 1-4 hrs. (arranged)

Provides opportunity for independent work or field experiences in the sports medicine field. *prerequisite:* Athletic training major in good standing. *consent:* Instructor. *repeat:* May be repeated for a total of 8 hours. *grade:* C/NC. *offered:* Every semester as needed.

4910 Seminar in Athletic Training, 2 hrs. (2, 0)

Overview of research methodology in athletic training. Prepares students for the BOC examination and entry into the profession. Capstone course in athletic training. Selected topics of current interest in sports medicine. Requires the development and presentation of an independent research project. *prerequisite:* Athletic training major in good standing; senior standing. Fee required. *offered:* Semester II.

EXSC Courses (Exercise Science Professional Program)**1360 Introduction to Exercise Science, 2 hrs. (2, 0)**

Explores the discipline and sub-disciplines represented within exercise science. Examination of the historical and cultural aspects of exercise science as well as current trends and future developments, including professional development and certification. *offered:* Semester II.

2140 Nutrition in Health and Disease, 4 hrs. (3, 2)

Provides an introductory view of the relationship between nutrition and disease. The course covers the methodology used to determine nutritional and health status and how evidence is gathered to determine links between nutrition and the prevention of specific diseases and conditions, such as cardiovascular disease, cancer, diabetes, obesity, gastrointestinal disorders, and osteoporosis are covered in depth. Emphasis is placed on the scientific method and how scientific processes allow these facts to be known. *offered:* Every semester.

2440 Stress Management, 2 hrs. (2, 1)

Investigates stressors in the personal, work, and social environments and the interconnectedness of health and stress. Discusses the physiological aspects of the stress response. Explores various coping strategies for stress management. *prerequisite:* Sophomore standing. *offered:* Semester I.

2455 Foundations of Exercise Leadership, 3 hr. (3, 0)

Emphasizes fundamentals necessary to design safe and appropriate cardiovascular and strength training programs for personal-training clients based on exercise prescription principles. Develops applicable teaching methodology in various activity and lecture situations. *prerequisite:* Sophomore standing. *offered:* Semester I.

2580 Sports Nutrition, 3 hrs. (2, 1)

Explores principles of nutrition as they relate to athletes and athletic competition, including the role of athletic trainers and coaches in implementing sound sports nutrition programs to promote optimal health and performance for athletes. Includes topics such as pre-event and post-event meal planning, nutritional assessment, nutritional counseling, carbohydrate loading, electrolyte drinks, ergogenic aids, protein and vitamin supplementation, recognition of eating disorders, and physiological aspects of nutrition as they relate to athletic competition. *offered:* Semester II.

3100 Eating Disorders, 3 hrs. (3, 0)

Analysis of factors involved in etiology, assessment, medical consequences, treatment, and prevention of eating disorders. *offered:* Semester II.

3200 Nutrition in the Life Cycle, 3 hrs. (3, 0)

Addresses specific nutritional needs at various stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood, including old age. The most common nutritional concerns, their relationship to food choices and health status, and strategies to enhance well-being at each stage of the life cycle are emphasized. *prerequisite:* BIOL 2140 or EXSC 2580. *offered:* Every summer.

3300 Health Implications of Obesity, 3 hrs. (3, 0)

Study of obesity and being overweight with special emphasis on diet, nutrition, and exercise. Modes of prevention and treatment will also be discussed. *prerequisite:* BIOL 2140 or EXSC 2580. *offered:* Every summer.

3470 Physiology of Exercise, 4 hrs. (3, 2)

Studies physiological changes in the human organism as a result of physical exercise, including immediate and chronic responses of the body to exercise, physiological limitations to exercise, and limitations of present physiological knowledge for total understanding of exercise response. Practical applications of physiology to coaching and teaching. *prerequisite:* BIOL 2420. *offered:* Semester I.

3520 Kinesiology, 4 hrs. (3, 2)

Examines the scientific principles basic to human motion: both anatomical and biomechanical. Includes a laboratory experience. *prerequisite:* BIOL 2410. *offered:* Semester II.

4010 Advanced Resistance Training and Conditioning, 3 hrs. (3, 0)

Analyzes advanced principles of skeletal muscle physiology and bioenergetics in the application of strength training and conditioning programs designed for athletes and recreational exercisers. *prerequisite:* EXSC 3470. *offered:* Semester II.

4150 Exercise Testing and Prescription, 4 hrs. (3, 2)

Provides an in-depth study of the theoretical basis and applied knowledge required for graded exercise testing and individualized exercise prescription. Includes electrocardiograph techniques/interpretation, pharmacological considerations, test data interpretation, and emergency procedures. *prerequisite:* EXSC 3470. *offered:* Semester II.

4160 Clinical Experience in Exercise Testing and Prescription, 1 hr. (0, 2)

Provides laboratory experiences designed to present and refine skills in conducting various health fitness tests (e.g. resting and exercise blood pressure, body composition, submaximal aerobic capacity, maximal graded exercise tests, and blood cholesterol). Discusses the implications of test results and application to exercise prescription. *prerequisite:* EXSC 4150; exercise science major. *offered:* Every semester.

4650 Independent Research in Exercise Science, 1-3 hrs. (0, 3)

Provides opportunity for independently executed investigations, normally by students with upper-division standing. *repeat*: May be repeated. Credit not to exceed 6 hours. *offered*: Every semester as needed.

4800 Internship in Exercise Science, 2-4 hrs. (arranged)

Provides opportunity for off-campus practical experience in a health and fitness program (e.g. cardiac rehabilitation, wellness/health promotion, corporate fitness, YMCA, and others). Enhances professional preparation by offering opportunities to apply fundamental concepts and principles in an actual work setting. *prerequisite*: EXSC 4150. *grade*: CR/ NC registration. Fee required. *offered*: Every summer.

4850 Practicum in Exercise Science, 1-4 hrs. (arranged)

Provides opportunity for independent work or field experience in settings of personal training, agencies, or clinics in the exercise science field. *consent*: Instructor. *prerequisite*: Exercise science major; junior standing. *repeat*: May be repeated for a total of 8 hours. *grade*: C/NC. *offered*: Every semester as needed.

4920 Seminar in Exercise Science, 2 hrs. (2, 0)

Investigates selected topics of current interest in exercise and health science. Capstone course in exercise science. Requires a written and oral presentation of a creative project involving either applied, experimental, or library research. *prerequisite*: Exercise science major; senior standing. *offered*: Semester I.

PETE Courses (Physical Education Teacher Education Professional Program)**1300 Introduction to Sports, Physical Activity, and Recreation, 2 hr. (2, 1)**

Introduces foundational concepts in sports, physical activity, physical education, and recreation, including historical and philosophical orientations, current issues, and career opportunities. Fee required. *offered*: Semester I.

2250 Motor Behavior, 3 hrs. (3, 0)

Examines the forces that influence the acquisition of motor skill and movement patterns. Surveys growth and development patterns. Identifies characteristics of skilled movement forms. Reviews factors which impact the learning of skills like knowledge of results and performance. Discusses motivational patterns and sport interests. Surveys the subdiscipline of motor learning. *offered*: Semester II.

3710 Instructional Strategies (K-5), 3 hrs. (3, 1)

Examines and develops instructional strategies for teaching physical education in grades K-5. The development of fundamental movement patterns and foundational movement concepts will be examined as well. Includes teaching practicum with children ages 4 to 12 years. *offered*: Every semester.

3720 Sports, Physical Activity, and Recreation for Special Populations, 3 hrs. (3, 0)

Introduces students to a variety of physical, mental, and emotional disabilities, including characteristics and behavior patterns. Physical activities and recreational activities, which are developmentally appropriate for all age groups and populations will be discussed, including their physical and social benefits. *offered*: Semester II 2018-19.

3750 Instructional Strategies (6-12), 3 hrs. (3, 1)

Provides a laboratory experience in teaching methodology of physical education for grades 6-12. Requires planning and implementing lessons using a variety of teaching strategies. Considers sociological and psychological issues in student interactions.

expectation: At least six hours of activity classes. *prerequisite:* Junior standing; SPRL 1350, 2350, 2450. *offered:* Semester I.

4260 Directed Experience in Teaching Physical Education, 3 hrs. (1, 3)

Provides students with field experiences in teaching physical education within public schools prior to the student-teaching semester. Applies content knowledge, management strategies, motivational ideas, and pedagogical skills that they have learned in previous courses. Allows a real-life teaching situation so that students can test their skills with the guidance of a veteran public school teacher as a mentor. *prerequisite:* PETE 3710, 3750.

corequisite: PETE 4300. GPA of 2.6 or higher. *expectation:* Passed CASA. *offered:* Semester I.

4300 Curriculum Development and Assessment in Physical Education, 3 hrs. (3, 2)

Examines the integration of content, instruction, and assessment to the principles and practices of program development. Requires the creation of teaching documents that shape the physical education curriculum. Provides a field experience that promotes the application of curriculum development in three age-level settings. Reviews administrative issues facing physical education teachers. *expectation:* Completion of required activity classes. *prerequisite:* Teaching major. *prerequisite or corequisite:* PETE 3750, 4260, and a GPA of 2.6 or higher. *expectation:* Passed CASA. *offered:* Semester I.

4850 Practicum in Physical Education Teaching, 1-4 hrs. (arranged)

Provides opportunity for independent work or field experiences in physical education teaching in area schools. *consent:* Instructor. *prerequisite:* Physical education teaching major; junior standing. *repeat:* May be repeated for a total of 8 hours. *grade:* CR/NC registration. *offered:* Every semester as needed.

4900 Technology Applications in Sport, Physical Activity, and Recreation, 2 hrs. (2, 1)

Investigates and applies techniques and practice in the use of technology-based media, which supports and enhances sport, physical activity, and recreation programs. Emphasizes computer and smartphone applications that support teaching, coaching, and recreation (e.g., databases, PowerPoint, screencast, geocaching, etc.). *offered:* Semester I.

SPRL Courses (Sport and Recreational Leadership Program)

1350 Physical Activity Cluster I — focus on team sports, 3 hrs. (0, 4)

Develops content knowledge and instructional skills in selected team sports such as basketball, team handball, football, soccer, volleyball, softball, and tennis. Emphasizes skill development, instructional strategies, rules and strategies, management, and assessment. *offered:* Semester I.

2350 Physical Activity Cluster II — focus on fitness/wellness activities, 3 hrs. (0, 4)

Examines physical activity and fitness levels of various age groups while promoting a lifetime of physical activity. Develops content knowledge and instructional skills in fitness and wellness activities such as fitness games, dance, step aerobics, yoga, group exercise, water aerobics, and weight training as well as fitness testing. *offered:* Semester II.

2450 Physical Activity Cluster III — focus on recreational activities and outdoor pursuits, 3 hrs. (0, 4)

Develops content knowledge and instructional skills in recreational and outdoor activities such as archery, golf, bowling, badminton, pickle ball, Frisbee golf, ultimate Frisbee, adventure education, and outdoor pursuits. Emphasizes skill development, instructional strategies, rules and strategies, and management. Fee required. *offered*: Semester I.

2550 Youth and Adult Sports Programming, 2 hrs. (2, 1)

Introduces planning, programming, and implementation of sports programs for youth and adults within such organizations as recreation centers, YMCAs, churches, camps, and businesses. *offered*: Semester I.

3150 Recreational Leadership, 2 hrs. (2, 0)

Examines the essential elements and basic principles of organization and leadership of recreational and leisure programs, including planning and conducting organized programs in private and public agencies. Special emphasis will be given to the role of face-to-face leadership within recreational organizations. *offered*: Semester II.

3250 Legal Aspects of Sport and Recreation, 3 hrs. (3, 0)

An examination of the laws and policies governing the various aspects of sport and sport business and their relationship to personal and professional ethics. The role of regulatory commissions and organizations in sport will be explored. *offered*: Semester II.

3300 Management of Sport Facilities and Events, 3 hrs. (3, 0)

Designed to give students information and knowledge on the operation and management of athletic and recreational facilities. In addition, event planning, sponsorship, budgeting, management, and evaluation of athletic and recreational events will be emphasized. *offered*: Semester I.

4850 Practicum in Sport and Recreational Leadership, 3 hrs. (arranged)

Introduces planning, programming, and implementation of sports programs for youth and adults within such organizations as recreation centers, YMCAs, churches, camps, and businesses. *consent*: Instructor. *prerequisite*: Sport and recreational leadership major; junior standing. *repeat*: May be repeated up to 6 hours. *grade*: CR/NC registration. *offered*: Every semester as needed.

Liberal Arts

Dr. Grayson, Prof. Coplin, Prof. Clay, Prof. Mitchell, Prof. Stankiewicz

LART COURSES

1000 College Survival Skills 2 hrs. (2, 0)

Provides an opportunity for students to learn and adopt methods to be successful in undergraduate work. Deals with basic academic, study, and life skills, and attitudes necessary for collegiate success. *offered: Semester I, II.*

1010 Strategies for Academic Success 3 hrs. (3, 0)

Course introduces the concept of how emotional intelligence (EQ) and personal learning styles affect the student's ability to think critically and therefore improve learning. It provides an opportunity to assess and develop the basic EQ skills and study strategies necessary for academic success, including note-taking, test-taking, time management, communication skills, collegiate writing skills, presentation skills, and career planning. *offered: Semester I.*

1050 First-Year Experience Seminar 1 hr. (1, 0)

Building from AU's five core values, this course challenges new students to identify their core values and consider how these relate to their individual strengths and to their vocational goals. It also orients students to college life by building their skills in time and task management, financial planning, and course scheduling. By working with both a faculty mentor and a peer mentor, students will discover the rewards of servant leadership as well. *offered: Semester I.*

1100 Critical-Thinking Seminar 2 hrs. (2, 0)

Cultivates critical-thinking, communication, and community-building skills common to most other university-level classes and useful for pursuing truth and living lives of faith and service. First-year students take this course in the spring semester of their first year; it is the final and most academically rigorous component of the First-Year Experience Program. *offered: Semester II.*

1200 Career and Life Planning 1 hr. (2, 0)

Addresses the role of decision-making skills in choosing a college major. Students assess interests, personality, skills, and values to assist them in finding the "best fit" among the majors and career options they are researching. Students also learn effective problem-solving skills that can be used over a lifetime for career and life-planning decisions. *prerequisite:* This course is designed for the undecided freshman or sophomore student but is open to juniors and seniors with instructor's consent. *offered: Semester I.*

2900 Student-Leadership Seminar 1 hr. (1, 0)

Through this course, students will explore the discipline of leadership. With a biblical framework, applicable themes will give students practical ways to reflect on their strengths and grow in their skills as leaders. *offered: Semester I, II.*

4500 Critical Thinking and Transformative Development 3 hrs. (3, 0)

Course focuses on transforming learning from the classroom to the real world through the assessment and development of the five major areas and 15 subcomponents of emotional intelligence (EQ). Students incorporate a variety of methods to enhance the critical-thinking skills and EQ skills necessary to positively affect decision-making skills and personal, collegiate, and professional relationships that define success. *offered:* Semester I, Summer.

Mathematics

Dr. C. Taylor, chair; Dr. Lambright, Prof. Saltzmann, Dr. Van Groningen

The program in mathematics has three major objectives: to provide the non-specialist with some understanding of the contributions of mathematics to cultural development; to offer students in natural, social, and behavioral sciences the mathematics necessary for understanding their own fields of interest; and to prepare mathematics majors for graduate study, for teaching at the secondary level, or for work in business and industry. Students considering careers in mathematics should realize that the emphasis in mathematics courses changes as progress is made through the undergraduate program. The early emphasis on problem solving is later subordinated to the task of formulating and dealing effectively with mathematical structures and abstract ideas.

Students who have pursued accelerated mathematics programs in high school may request advanced placement. Such requests should be made through correspondence with the department chair before registration. Credit, if granted for high school work in calculus or statistics, is through the Advanced Placement Program of the College Entrance Board. Consult with the chair of the Department of Mathematics or the Office of the University Registrar for details.

Students who plan to major in mathematics should consult the chair of the department as soon as possible. Students interested in actuarial science should consider the mathematics-finance major.

Majors

Mathematics Major (30 hours)

- MATH 2010, 2020, 3010, 3020, 4000
- Remaining hours from additional MATH courses; at least three courses numbered 3100 or above with at least one of these courses numbered 4010 or above.

MATH 1000, 1100, 1110, 1220, 1250, 1300, 1400, 4700 do not apply toward the major.

Mathematics-Decision Science Major (53 hours)

- MATH 2010, 2020, 2120, 3010, 3020, 3200, 4000, 4010
- One of MATH 3100, 3300, 3400
- BSNS 2710, 2810, 3240, 3510, 4110, 4330
- A 3-hour independent study course combining mathematics and decision science.

Mathematics-Economics Major (38 hours)

- MATH 2010, 2020, 3010, 3020, 4000, 4010
- ECON 2010, 2020, 3020, 3410
- A 3-hour independent study course combining mathematics and economics with a required empirical research project
- Remaining hours from additional upper-division MATH and ECON courses

Mathematics–Finance Major (53 hours)

- MATH 2010, 2020, 2120, 3010, 3020, 3400, 4000, 4010
- One of MATH 3100, 3200, 3300
- ACCT 2010
- BSNS 3200, 3350, 4150
- ECON 2010, 2020, 3410

Mathematics Teaching Major (38 hours)

- MATH 2010, 2020, 2200, 2300, 3010, 3020, 4000, 4100, 4200
- MATH 2120 or 4010
- One course from MATH 3100, 3200, 3300, 3400

Mathematics Minor (16 hours)

- MATH 2010, 2020
- Additional hours from MATH courses numbered 2120 or above

MATH Courses

1000 Introductory Algebra, 2 hrs. (2, 0)

Basic algebra course designed for students who need to meet the curricular mathematical proficiency requirement. Topics include whole numbers, fractions, decimals and percentages, ratios and proportions, polynomials, algebraic solutions of linear and quadratic equations, word problems, and systems of equations. Does not apply toward mathematics major or minor. *prerequisite*: Placement by mathematics entrance examination. *grade*: CR/NC registration. *offered*: Semester I and semester II.

1100 Elementary Mathematics-Numeration Systems, 4 hrs. (4, 0)

Elementary foundations course for students preparing for elementary and middle school education. Includes deductive reasoning, the algebra of sets, numeration systems, properties of natural numbers, integers, rational numbers, real numbers, and data analysis. Does not apply toward mathematics major or minor. *prerequisite*: Mathematics proficiency. *offered*: Semester I and semester II.

1110 Elementary Mathematics-Geometry, 3 hrs. (3, 0)

Includes point-set geometry, linear and angular measurement concepts, area and volume, transformational geometry, and probability. Designed particularly for elementary and middle school education majors. Does not apply toward mathematics major or minor. *prerequisite*: Mathematics proficiency. *offered*: Semester II.

1220 Advanced Algebra and Trigonometry, 3 hrs. (3, 0)

A course designed in order to fully prepare students for MATH 2010. Topics include right triangle trigonometry, trigonometric identities and equations, complex numbers, laws of sines and cosines, trigonometric, exponential, and logarithmic functions, analytic geometry, and conic sections. Does not apply toward mathematics major or minor. *prerequisite*: Mathematics proficiency. *offered*: Semester II.

1250 Explorations in Mathematics, 3 hrs. (3, 0)

A course designed for students to explore different areas of college-level mathematics. Students will appreciate the relevance of mathematics through real-life applications. Emphasis will be placed on critical reasoning, problem solving, and the clear communication of mathematical ideas. Topics will be chosen from mathematics of finance, mathematical modeling, probability and statistics, voting theory, infinity, and logic. Does not apply toward mathematics major or minor. *prerequisite*: Mathematics proficiency. *offered*: Every year.

1300 Finite Mathematics, 3 hrs. (3, 0)

Topics include introduction to counting techniques, probability, systems of linear equations and matrices, linear programming, and the mathematics of finance. Does not apply toward mathematics major or minor. *prerequisite*: Mathematics proficiency. *offered*: Semester I and Semester II.

1400 Applied Calculus, 4 hrs. (4, 0)

Topics include functions, limits, derivatives, applications of derivatives, integration, and applications of integration. Functions considered are polynomial, rational, logarithmic, and exponential functions. Emphasis is on computational skill and problem solving. Applications are taken from management, life sciences, and social sciences. Not open to students with a grade of C or better in MATH 2010 or its equivalent. Does not apply toward major. *expectation*: Two years of high school algebra. *prerequisite*: Mathematics proficiency. *offered*: With sufficient demand.

2010 Calculus I, 4 hrs. (4, 0)

Introduction to plane analytic geometry, functions, limits, continuity, differentiation of algebraic and trigonometric functions, application of the derivative, and indefinite and definite integrals. *expectation*: Two years of high school algebra, plane geometry, and trigonometry, MATH 1220, or passing score on Calculus Readiness Exam. *prerequisite*: Mathematics proficiency. *offered*: Semester I.

2020 Calculus II, 4 hrs. (4, 0)

Continuation of MATH 2010. Attention given to methods of integration of algebraic and transcendental functions, curves given in polar coordinates, curves given by parametric equations, applications of integration, introduction to ordinary differential equations, and infinite sequences and series. *prerequisite*: Grade of at least C- in MATH 2010. An appropriate AP score may waive the prerequisite of MATH 2010. See department chair. *offered*: Semester II.

2120 Introductory Statistics with Applications, 4 hrs. (4, 0)

Descriptive statistics; binomial, normal, and chi-square distributions; sampling distributions; estimation; hypothesis testing; simple linear regression; and analysis of variance. *expectation*: Two years of high school algebra. *offered*: Semester I and semester II.

2200 Discrete Mathematical Structures, 4 hrs. (4, 0)

Topics include Boolean algebra, computer logic, relations and functions, logic and proof techniques, combinatorics, algebraic structures, and graph theory. *prerequisite*: Mathematics proficiency. *same as*: CPSC 2250. *offered*: Semester II.

2300 College Geometry, 3 hrs. (3, 0)

Presents an axiomatic basis for Euclidean geometry and provides insight into the interdependence of various theorems and axioms. Topics include incidence and order properties, congruence, absolute and non-Euclidean geometry, the parallel postulate, and the real numbers and geometry. *prerequisite:* MATH 2010. *offered:* Semester II 2017-18.

3010 Linear Algebra with Differential Equations, 4 hrs. (4, 0)

Introduction to algebra and geometry of R^3 and its extension to R^n . Topics include vector spaces and linear transformations, systems of linear equations and their solutions, matrices and determinants, eigenvalues, eigenvectors, and the solution and applications of linear ordinary differential equations. *prerequisite:* Grade of at least C- in MATH 2010. *offered:* Semester I.

3020 Calculus III, 4 hrs. (4, 0)

Continuation of MATH 2020. Attention given to multi-dimensional calculus and its applications. Topics include partial differentiation, multiple integration, three-dimensional analytic geometry, and vector calculus. *prerequisite:* MATH grade of at least C- in 2020, grade of at least C- in 3010. *offered:* Semester II.

3100 Differential Equations, 3 hrs. (3, 0)

Methods of solving ordinary differential equations and their applications to life sciences, physics, and chemistry. Topics covered will include first and second order homogenous and non-homogenous equations, first order systems, Laplace transforms, series solutions, and an introduction to partial differential equations. *prerequisite:* Grade of at least C- in MATH 2020. *offered:* Semester II.

3200 Mathematical Models, 3 hrs. (3, 0)

Formation and study of mathematical models used in business, social, and biological sciences. Mathematical topics include N-person games, networks, Markov processes, application of graphs and diagraphs, pulse processes, and group decision making. *prerequisite:* Mathematics proficiency. *offered:* Semester II 2018-19.

3300 Numerical Analysis, 3 hrs. (3, 0)

Introduction to numerical algorithms fundamental to scientific and mathematical computer use. Solutions of transcendental, polynomial, and differential equations; matrix algebra; linear programming; numerical integration and differentiation; Monte Carlo methods; and curve fitting. *prerequisite:* CPSC 1400, MATH 2020. *same as:* CPSC 3300. *offered:* Semester I 2017-18.

3400 Mathematics of Finance, 3 hrs. (3, 0)

A course designed to introduce the fundamental concepts of financial mathematics with an emphasis on interest theory. Topics include mathematical foundations of the following: present and accumulated values, annuities, loans, bonds, financial markets, arbitrage, and financial derivatives. This course serves as a foundation for the second actuarial exam (FM/2). *prerequisite:* MATH 2120 and MATH 2020. *offered:* Semester I 2018-19.

4000 Problem Seminar, 2 hrs. (2, 0)

Introduction to research techniques based on problems from parts of the regular curriculum such as calculus, linear algebra, probability, and statistics. Emphasis on problems from the required core of the curriculum — problems that are integrative in nature. *prerequisite*: Senior standing. *offered*: Semester I.

4010 Mathematical Statistics, 4 hrs. (4, 0)

Probability distributions, expectation, mean, variance, moment generating functions, special distributions, unbiasedness, maximum likelihood, confidence intervals, and hypothesis testing. *prerequisite*: MATH 3010. *offered*: Semester I.

4100 Real Analysis, 3 hrs. (3, 0)

Careful study of the real number system with attention given to the study of real-valued functions, metric spaces, sequences, continuity, differentiation, and integration. *prerequisite*: MATH 3010. *offered*: Semester I 2018-19.

4200 Abstract Algebra, 3 hrs. (3, 0)

Consideration of fundamental concepts of modern algebra. Includes groups, rings, integral domains, and fields along with isomorphisms, homomorphisms, normal subgroups, and quotient groups. *prerequisite*: MATH 3010. *offered*: Semester I 2017-18.

4650 Independent Study, 1-3 hrs. (arranged)

Selected topics in higher mathematics. Total combined credit from MATH 4650 and 4900 may not exceed 12 hours. *consent*: Department chair.

4700 Methods in Teaching Mathematics, 2 hrs. (2, 0)

prerequisite: MATH 3020. *offered*: Semester I.

4900 Seminar, 1-3 hrs. (arranged)

Seminars in algebra, analysis, topology, set theory, complex variables, non-Euclidean geometry, and applied mathematics. Total combined credit in MATH 4650 and 4900 may not exceed 12 hours. *consent*: Department chair. *offered*: With sufficient demand.

Modern Foreign Languages and Cultures

Dr. T. Fox, chair; Prof. I. Baird, Prof. Clay, Prof. Félix-Jester, Dr. Grayson, Prof. De LaVergne

In an increasingly interdependent world, the study of other languages and cultures has become a fundamental part of every student's education. Knowledge of at least one foreign language and familiarity with cultures and societies different from one's own not only equip university graduates to take responsible and active roles as world citizens but also enhance their effectiveness in a range of professions, including, but not limited to, banking, business, computer science, education, film, government, health care, journalism, law, management, missions, and social work.

A major in Spanish offers students a triple focus: language, culture, and literature. A minor in Spanish or French offers a double focus in language and culture. After successful completion of the program, majors will be equipped to do the following:

- comprehend and interpret written and spoken language;
- express themselves in the written and spoken word of that language;
- have a fundamental understanding of the literature and civilizations of the countries represented by the target language; and
- value other cultures as fellow global citizens.

A departmentally approved foreign study experience (minimum of six credit hours and FLAN 3500) where the target language is spoken is required of all majors and strongly recommended for all minors.

Majors

Spanish Major (43-45 hours)

- 33 SPAN hours including the following:
 - SPAN courses beyond SPAN 2010 or equivalent, including 2020, 3010, 3020, 3140, 3400, or 3440, one 4-hour literature class at the 4xxx level
 - At least 6 hours via study abroad
 - Elective SPAN courses necessary to reach 33 hours
- FLAN 3500
- FLAN 4900
- A two-semester sequence (6-8 hours) in one other modern foreign language

Complementary Majors

Spanish Complementary major (30 hours)

- 26 hours from the following:
 - SPAN courses beyond 2010 or equivalent, including 2020, 3010, 3020, 3140, 3400, or 3440, and one literature class at the 4xxx level
 - At least 6 hours via study abroad
 - Elective SPAN courses necessary to reach 26 hours
- FLAN 3500
- FLAN 4900

Minors

French minor (18 hours)*

- 18 hours from FREN courses beyond 1020 or equivalent.

*A minor in French will require 10 hours of off-campus coursework, possibly earned in a study-abroad program.

Spanish minor (18 hours)

- 18 hours from SPAN courses beyond 1020 or equivalent, including 3010 and 3020

Teaching Majors

Requirements for teaching Spanish at the secondary level include completion of specific courses in the subject area and in professional education. Students planning to teach a foreign language in secondary schools should also consult with the director of teacher education.

Spanish Teaching major (45-47 hours)

- 36 hours from the following:
 - SPAN courses beyond SPAN 2010, including SPAN 2020, 3010, 3020, 3140, 3200, 3400, 3440; 4350 or 4360; 4370 or 4380
 - at least 6 hours in overseas study, plus FLAN 3500
- FLAN 4900
- At least two sequential semesters (6-8 hours) in one other modern foreign language

Because of other requirements in the major, teaching majors may take the Latin American and Spanish literature classes for 3 hours rather than 4, with the approval and signature of the instructor.

FLAN Courses

2000 Language and Society, 4 hrs. (4, 0)

This course introduces the study of language in the context of historical, grammatical, biological, and social issues. Our nationalities, our family histories, our speech communities, our social standings, and our educations all influence the ways in which we use language. This course examines the many ways people use and manipulate language according to their individual background to make themselves understood and/or to achieve specific goals in different social settings. *offered: Semester II.*

3400 The French- and Spanish-Speaking Caribbean, 3 hrs. (3, 0)

Explores the dynamic convergence of cultures, races, and religions that comprise the French- and Spanish-speaking Caribbean. Primary focus is placed on the cultures of Haiti, the French Antilles, Cuba, Puerto Rico, and the Dominican Republic, through their history, literature, language, politics, art, and religious expression. Emphasis is put on the complex interrelation of these elements, which have formed the contemporary identity of the region. This course is taught in English. *offered: Semester II 2019.*

3500 Study-Abroad Experience: Cultural, Linguistic, and Personal, 1 hr.

Designed for the language majors studying abroad, this course systematically gives them orientation prior to the experience, prepares them for life abroad, and helps them process the experience while abroad and upon return to campus. *prerequisites*: FREN/GERM/SPAN 2020 or instructor permission. *grading*: CR/NC. *offered*: Every semester.

4700 Methods in Teaching Foreign Languages, 3 hrs. (3, 0)

Provides the foreign-language teaching candidate with both a theoretical and practical base from which to draw when entering the field of foreign-language teaching. Various theories, approaches, and methods for foreign-language teaching and learning will be presented, although it should be noted that contemporary communicative and standards-based teaching concepts will predominate. Students taking this course should have advanced-level strengths in the language(s) they plan to teach, defined as anything from native or near-native competency to recent successful participation in advanced level (3000 or above) foreign-language courses. Required of Spanish secondary education majors. *consent*: Instructor. *offered*: Semester I 2017.

4900 Senior Seminar in Foreign Languages, 3 hrs. (3, 0)

Addresses openness to truth and Christian commitments and practices from a global perspective of foreign languages and cultures. Includes required readings, in-depth discussions, and a major project and presentation. Taught in English. Required of all Spanish teaching and non-teaching majors. Recommended for French and Spanish minors. *consent*: Instructor. *offered*: Semester I each year.

FREN Courses**1010 Elementary French I, 4 hrs. (3, 1)**

Emphasizes development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Francophone cultures. Individual online or outside language laboratory work is required. Placement. *offered*: Every semester.

1020 Elementary French II, 4 hrs. (3, 1)

Emphasizes development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Francophone cultures. Individual online or outside language laboratory work is required. Placement or FREN 1010. *offered*: Every semester.

2010 Intermediate French I, 4 hrs. (3, 1)

Emphasis on increasing language proficiency in the areas of listening, speaking, reading, and writing through grammar review. Increased emphasis on understanding the diverse Francophone cultures through cultural readings, films, internet, and other sources. Individual online or outside language laboratory work is required. Placement or FREN 1020. *offered*: Semester II.

2020 Intermediate French II, 4 hrs. (3, 1)

Emphasis on increasing language proficiency in the areas of listening, speaking, reading, and writing through grammar review. Increased emphasis on understanding the diverse Francophone cultures through cultural readings, films, internet, excerpts from literature, and other sources. Individual online or outside language laboratory work is required. Placement or FREN 2010. *offered*: Semester II with sufficient demand.

GERM Courses

1010 Elementary German I, 4 hrs. (3, 1)

Emphasizes development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Germanic cultures. Individual online or outside language laboratory work is required. Placement. *offered:* Semester I.

1020 Elementary German II, 4 hrs. (3, 1)

Emphasizes continued development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Germanic cultures. Individual online or outside language laboratory work is required. Placement or GERM 1010. *offered:* Semester II.

2010 Intermediate German I, 4 hrs. (3, 1)

Communicative tasks and culture-oriented readings. Continued development of basic skills in reading, writing, listening, and speaking. Individual online or outside language laboratory work is required. Placement or GERM 1020. *offered:* With sufficient demand.

SPAN Courses

1010 Elementary Spanish I, 4 hrs. (3, 1)

Emphasizes development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Spanish-speaking cultures. Individual online or outside laboratory work is required. Placement. *offered:* Every semester.

1020 Elementary Spanish II, 4 hrs. (3, 1)

Emphasizes continued development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Spanish-speaking cultures. Individual online or outside laboratory work is required. Placement or SPAN 1010. *offered:* Every semester.

2010 Intermediate Spanish I, 4 hrs. (3, 1)

Emphasis on increasing language proficiency in the areas of listening, speaking, reading, and writing through grammar review. Increased emphasis on understanding the diverse Spanish-speaking cultures through cultural readings, films, internet, and other sources. Individual online or outside laboratory work is required. Placement or SPAN 1020. *offered:* Every semester.

2020 Intermediate Spanish II, 4 hrs. (3, 1)

Emphasis on increasing language proficiency in the areas of listening, speaking, reading, and writing through grammar review. Increased emphasis on understanding the diverse Spanish-speaking cultures through cultural readings, films, internet, and other sources. Introduction to literary readings. Individual online or outside laboratory work is required. Placement or SPAN 2010. *offered:* Every semester.

3010 Spanish Composition, 4 hrs. (4, 0)

Designed to help students develop writing skills in formal, informal, and idiomatic Spanish through review of Spanish grammar, vocabulary-building exercises, and of more sophisticated syntactic patterns in the use of the written word. Students will practice different styles of writing, including journaling, summaries, and essays. Required of all Spanish majors and minors. Placement or SPAN 2020. *offered:* Every semester.

3020 Spanish Conversation, 4 hrs. (3, 1)

Designed to increase students' abilities to deal orally and culturally with a variety of subjects related to everyday life, employment, current events, and travel. Includes review of Spanish grammar, development of more fluent command of oral patterns, and more active control of vocabulary. Practice with native Spanish speakers required in a practicum setting. Required of all Spanish majors and minors. *expectation*: SPAN 2020. *offered*: Semester II.

310x Spanish for the Professions, 4 hrs.

Designed for students combining a Spanish major or minor with a major in an area of business, health care, ministry, social work, or law enforcement, this course will give students the linguistic and cultural knowledge needed to function in Spanish in their designated fields. Only one section of Spanish 310X may be counted toward completion of the Spanish major or minor. *expectations for 3101 and 3102*: Span 2020. *expectations for 3103 and 3104*: Span 3010 and 3020.

3101 Spanish for Health Care, 4 hrs. (4, 0)

offered: Fall 2017.

3102 Spanish for Ministry, 4 hrs. (4, 0)

offered: With sufficient demand.

3103 Spanish for Social Work and Criminal Justice, 4 hrs. (4, 0)**3104 Spanish for Business, 4 hrs. (4, 0)****3110 Spanish for Educators, 2 hrs. (2, 0)**

Designed for students studying Spanish education or Spanish and elementary education, this course will focus on strengthening each student's proficiency level in spoken and written Spanish so as to prepare him/her to function effectively in the target language in professional educational contexts (both in and out of the classroom). Only one section of the SPAN 3100 series (3101-3110) may be counted toward completion of the Spanish major or minor. *prerequisite*: SPAN 3010 and 3020, or instructor permission. *offered*: With sufficient demand.

3140 Spanish Phonetics, 3 hrs. (2, 1)

This course provides a survey of topics in Spanish phonetics and phonology, designed to help the non-native speaker develop accurate pronunciation and intonation. Introduction to phonetic transcription, basic concepts of linguistic science, and contrasts with English pronunciation patterns. Extensive oral practice and several recordings required. Required of all Spanish majors. *prerequisite*: SPAN 2020. *offered*: Semester I.

3200 Advanced Spanish Grammar and Translation, 3 hrs. (3, 0)

In-depth review of grammar with the goal of refining students' understanding and use of written Spanish. Includes oral and written exercises, vocabulary-building exercises, and translations. Emphasis on finer points of Spanish grammar as compared to English. *prerequisite*: SPAN 3010, 3020. *offered*: Semester II 2018.

3400 Spanish Civilization and Culture, 3 hrs. (3, 1)

Geography and cultural history of Spain. Present political situation, education, art, music, and everyday life. *prerequisite*: SPAN 3010, 3020. *offered*: Semester I 2018.

3440 Spanish-American Civilization, 3 hrs. (3, 1)

Survey of Spanish-American culture, pre-Columbian to the present. Socioeconomic problems and relationships with the United States. *prerequisite*: SPAN 3010, 3020. *offered*: Semester I 2017.

4350 Survey of Latin American Literature I: Worlds and Voices, 3-4 hrs. (4, 0)

Writers and movements in Latin American literature from the Colonial period through modernism within their cultural-historical context. Special attention will be paid to literary theory and an introduction to academic writing. Standard enrollment is 4 hours; enrollment in the course for 3 hours is by instructor's permission. *prerequisite*: SPAN 3010, 3020. *offered*: Semester II 2017.

4360 Survey of Latin American Literature II: Evolution and Revolution, 3-4 hrs. (4, 0)

Writers and movements in Latin American literature from modernism to the present within their cultural-historical context. Special attention will be paid to literary theory and an introduction to academic writing. Standard enrollment is 4 hours; enrollment in the course for 3 hours is by instructor's permission. *prerequisite*: SPAN 3010, 3020. *offered*: Semester II 2019

4370 Survey of Peninsular Literature I: Saints and Sinners, 3-4 hrs. (4, 0)

An examination of narrative, poetry, and theatre written by/about several of Spain's prominent saints and sinners (both historic and active) from the Medieval period through the Early Modern period. Special attention will be paid to literary theory and an introduction to academic writing. Standard enrollment is 4 hours; enrollment in the course for 3 hours is by instructor's permission.. *prerequisite*: SPAN 3010, 3020. *offered*: Semester II 2018.

4380 Survey of Peninsular Literature II: Obedience or Revolution? 3-4 hrs. (4, 0)

An examination of narrative, poetry, theatre, and film that explores how the decline of Spanish political power affected both individuals and society from the Romantic period to the 21st century. Special attention will be paid to literary theory and an introduction to academic writing. Standard enrollment is 4 hours; enrollment in the course for 3 hours is by instructor's permission. *prerequisite*: SPAN 3010, 3020. *offered*: Semester II 2020.

4500 Special Topics, 3 hrs. (3, 0)

Group study on selected topics. *consent*: Department chair. *offered*: With sufficient demand.

4650 Directed Individual Study, 1-4 hrs. (arranged)

Readings or special interest project to help majors coordinate their work in other Spanish courses. May be completed in a Spanish-speaking country. *offered*: Consent of instructor and department chair.

4660 Directed Individual Study, 1-4 hrs. (arranged)

Readings or special interest project to help majors coordinate their work in other Spanish courses. May be completed in a Spanish-speaking country. *Offered*: Consent of instructor and department chair.

Note on placement and credit: Students who place into the Spanish 2020 or 3010 level and successfully pass these courses with a C- or above may request retro-credit for Spanish 2010 or 2020 to count toward a Spanish minor or major (respectively). The retro-credit will appear on their AU transcript as Spanish 2015 and Spanish 2025 for purposes of differentiation within the liberal arts core processing system.

School of Music, Theatre, and Dance

Dr. Wright, dean; Dr. Brandon, Dr. Brooks, Dr. Chappell, Prof. D. Coolidge, Dr. Holmes, Prof. Kumi, Dr. Robertson, Prof. Salinas, Dr. Sowers, Prof. Steele; Dr. Ahn, Dr. Anatone, Prof. Archibald, Prof. Bain, Dr. Brewer, Prof. Chan, Prof. Chappell, Prof. Contino, Prof. M. Coolidge, Prof. Dugan, Prof. Edie, Prof. Evans, Dr. Fan, Prof. Hachiya-Weiner, Prof. D. Huntoon, Prof. Johnson, Prof. King, Prof. Lallathin, Prof. Li, Prof. Mannell, Prof. Mast, Prof. Moore, Prof. Muñoz, Prof. Neil, Prof. A. Potaczek, Prof. S. Potaczek, Prof. Raes, Prof. Reiberg, Prof. Rhine, Prof. Rice, Prof. Robbins, Prof. Schmidt, Prof. Shaver, Prof. Shepard, Prof. Silveus, Prof. Sirotkin, Prof. Stockwell, Prof. Swanson, Prof. Thacker, Prof. Thiemet, Prof. York

The School of Music, Theatre, and Dance offers Bachelor of Music degrees in music education and musical theatre; Bachelor of Arts degrees in music, music business, songwriting, worship arts and dance; complementary majors in music, musical theatre and dance; two music minors; a theatre minor; and a dance minor. The School of Music, Theatre, and Dance also endeavors to give all students opportunities for creative experiences in the performing arts by encouraging the development of artistry and scholarship through classes, private music study, and performance.

Students intending to become music majors, musical theatre majors, or dance majors should consult the School of Music, Theatre, and Dance website for audition forms and requirements, and the Music Handbook or the Dance Handbook for admission and retention policies. All prospective music, musical theatre, and dance majors must complete an audition for admission to the School of Music, Theatre, and Dance. All freshmen must complete the freshman core curriculum in music or dance with grades of C- or better before registering for upper-level courses in music or dance.

Freshman Core Curriculum for Music and Dance

The freshman core curriculum in music consists of the following courses (12 hours):

- 6 hours from MUSC 1010, 1020 (theory)
- 2 hours from MUSC 1030, 1040 (aural comprehension)
- 4 hours from MUPF 1050, 1060 (keyboard class)

The freshman core curriculum in dance consists of the following courses (6 hours):

- 4 hours from DANC 1220, 2220, 3220 (modern dance); DANC 1320, 2320, 3320 (jazz dance); or DANC 1420, 2420, 3420 (ballet)
- 1 hour of DANC 1580 (Dance Improvisation I)
- 1 hour of DANC 1590 (Dance Composition I)

The freshman core of music and dance courses may be attempted only twice. Withdrawal from a freshman core course counts as one attempt to pass the course. Transfer students must take examinations to determine class placement in music or dance freshman core courses and must pass the freshman core curriculum with grades of C- or better by the end of their fourth semester of college study, or second semester at AU, in order to continue in the major. Students who wish to begin a major in music or dance after

completing their fourth semester of college study must complete the freshman core curriculum with grades of C- or better on the first attempt. Students who wish to retake a course in the music or dance freshman core after their fourth semester of college study must petition the dean of the School of Music, Theatre, and Dance in writing for permission to do so.

Upper-Division Performance Evaluation (UDPE)

Students in music, musical theatre, or dance are required to pass the Upper-Division Performance Evaluation (UDPE) to advance to 3000- and 4000-level private music study or dance study, perform a junior or senior recital, continue a performance emphasis, or register for music education methods courses or student teaching. Students usually take the UDPE at the end of the sophomore year.

Music Ensembles

All music majors must participate in approved major ensembles each semester of enrollment (see Music Handbook for a list of approved major ensembles). Music minors are required to participate in ensembles for four semesters. Students participate in an ensemble for 1 hour of credit or 0 hours of credit if taking 18 hours of other courses.

Dance Ensembles

All dance majors must audition for DANC 1150 (Dance Repertory) each semester and are required to audition for the dance guest artist(s) works. Dance minors must audition for DANC 1150 (Dance Repertory) in four semesters. Students participate in Dance Repertory for 1 hour of credit or 0 hours of credit if taking 18 hours of other courses.

Private Music Study

Music majors earn 1-3 hours of credit by taking weekly one-hour private lessons. Elective students earn 1 hour of credit by taking weekly half-hour or one-hour lessons. Participation in studio classes, studio recitals, and general student recitals is part of private study at Anderson University.

Bachelor of Music Degree

Music Education Major — Grades K-12, All-Areas (77 hours)

- MUSC 1010, 1020, 1030, 1040, 2010, 2020, 2030, 2040, 2110, 2330, 3030, 3040
- 6 hours from MUSC 3110, 3120, 3130
- MUPF 1050, 1060
- 2 hours from MUPF 1710, 2030, 2040
- MUED 1000, 1100, 1200, 1300, 1400, 2470, 3100, 3110, 3120, 3130, 3470, 3480, 4700
- 2 hours from MUED 3330, 3350, 3370
- 2 hours from MUED 2510, 2520, 3460
- 10 hours of private study (8 hours in primary performance area, including a half recital; 2 hours in other areas)

Musical Theatre Major (80 hours)

- MUSC 1010, 1020, 1030, 1040, 2010, 2030, 2110, 2330, 3180
- 3 hours from MUSC 3120, 3130
- 2 hours from MUPF 1050, 1060, 1710, 2710, 2030
- 10 hours of private study in voice, including 2 hours from MUPF 4540
- MUPF 1170 (6 semesters)
- MUBS 3360
- MUED 2510
- Major Ensemble (8 semesters)
- MUTR 2250, 2410, 2420, 3210, 3220, 4500, 4910
- THEA 2110, 2120, 2210, 2220, 3110, 3120
- 6 hours in the following dance technique areas:
 - At least 2 hours from DANC 1120, 2120, 3120 (Tap)
 - At least 2 hours from DANC 1320, 2320, 3320 (Jazz)
 - At least 2 hours from DANC 1420, 2420, 3420 (Ballet)
- DANC 2110

Majors are encouraged to take DANC 1580 and THEA 3400.

Complementary Musical Theatre Major (45 hours)

- MUSC 1010, 1020, 1030, 1040
- MUTR 2410, 2420, 3210, 3220
- MUPF 4910
- THEA 2110, 2120, 2210, 3110
- 2 hours of MUPF 1170
- 6 hours of voice study from MUPF 2700 or 4700
- 2 hours of piano study from MUPF 1050, 1060, 1710, 1720, 2030
- 2 hours of ballet study from DANC 1420-3420
- 1 hour of jazz dance study from DANC 1320-3320
- 2 hours of dance study from DANC 2110, 1120-3120

Bachelor of Arts Degree**Worship Arts Major (53 hours)**

- MUSC 1010, 1030, 3150, 3160, 3800
- MUED 2470
- MUPF 1050, 1410
- 4 hours applied music study
- 4 hours music ensemble
- MUBS 2020, 3450
- THEA 2350
- DANC 1580, 1590
- COMM 2140, 2200
- 12 hours from:
 - CMIN 2000, 2270, 3050
 - RLGN/HIST 2060, 3420
 - RLGN 3040

Music Business Major (53 hours)

- Core Courses (22 hours)
 - MUBS 2010, 2020, 3100, 4800, 4900
 - BSNS 2710, 3320, 3330, 3360
- Choose one of the following tracks:
 - Commercial Music Track (31 hours)
 - MUSC 1010, 1020, 1030, 1040, 3170
 - MUSC 2110 or 2220
 - MUPF 1050
 - 4 hours of applied music study
 - 4 hours of music ensemble
 - 8 hours of music electives
 - Entertainment Business Track (31 hours)
 - BSNS 2450, 2510, 3270, 3550, 4400, 4500, 4550
 - ACCT 2010
 - ECON 2010
 - CPSC 1100

Music Major (44-47 hours)

- MUSC 1010, 1020, 1030, 1040, 2010, 2020, 2110, 2330, 3110, 3120, 3130
- MUPF 1050, 1060
- MUED 2470
- 4 hours of private applied study
- 3-6 hours of area-specific electives
- MUSC 4950

Songwriting Major (44 hours)

- MUSC 1010, 1030, 2110
- MUPF 1050
- 2 hours of MUPF 2900
- 2 hours of applied music study
- MUBS 2010, 2020, 2070, 3350, 4500
- 6 hours from MUBS 3100, 3210, 3220, 3310, 3360, 4800, 4900
- ENGL 2400, 2500, 2510, 3120
- 4 hours from ENGL 3320, 3340, 3390, 4550

Complementary Music Major (33 hours)

- MUSC 1010, 1020, 1030, 1040, 2110, 2330
- MUBS 3360
- MUPF 1050, 1060
- 4 hours applied music study
- 4 hours music ensemble
- 6 hours of music elective courses

Dance Major (with Four Tracks)

- Required Core Courses (17 hours):
 - DANC 1580, 1590, 2000, 3000, 3010
 - 3 hours from DANC 1220-4220 (modern technique)
 - 3 hours from DANC 1420-4420 (ballet technique)
 - 2 hours from DANC 1320-4320 (jazz technique)
- Choose one the following four tracks:
 1. Dance Performance Track (37 hours)
 - Technique (17 hours)
 - 3 additional hours from DANC 2220-4220 (modern technique)
 - 3 additional hours from DANC 2420-4420 (ballet technique)
 - 6 hours of DANC 1150
 - DANC 2110, 2130, 3530, 4910
 - Theory (15 hours)
 - DANC 2580, 2590, 3050 or 3060, 3510, 3580, 3590, 4500, 4590
 - PEHS 1450
 - Related Courses, 5 hours from:
 - COMM 2200
 - BSNS 2710, 2810
 - Music applied study, class study, or ensembles
 - THEA 2110, 2120, 2210, 3550
 - DANC 1150, 1650, 2000, 2220, 2320, 2420, 2650, 3220, 3320, 3420, 3520, 3650, 4220, 4420, 4650, 4660, 4800, 4900, 4910
 2. Dance Business Track (37 hours)
 - Technique (11 hours)
 - 1 additional hour from DANC 2220-4220 (modern technique)
 - 1 additional hour from DANC 2420-4420 (ballet technique)
 - 4 hours of DANC 1150
 - DANC 2110, 2130, 3510, 3530, 4800
 - Theory (8 hours)
 - DANC 2580, 2590, 3590, 4500
 - PEHS 1450
 - Business (9 hours)
 - ACCT 2010
 - BSNS 2710, 2810
 - Related Courses, 9 hours (minimum of 6 hours from BSNS) from:

- BSNS 2510, 3300, 4300, 3100, 3130, 3150, 3230, 3450, 4400
 - ECON 2010, 2020, 3110
 - COMM 2200
 - THEA 3550
 - DANC 1150, 2060, 3050, 3060, 3480, 4590, 4910
3. Dance Pedagogy Track (37 hours)
- Technique (11 hours)
 - 1 additional hour from DANC 2220-4220 (modern technique)
 - 1 additional hour from DANC 2420-4420 (ballet technique)
 - 1 additional hour from DANC 2330, 3320 (jazz technique)
 - 4 hours of DANC 1150
 - DANC 2130, 3510
 - Theory (17 hours)
 - DANC 2580, 3050, 4500
 - 3 hours from DANC 2590-4590
 - 3 hours of 2850
 - EDUC 2110
 - PEHS 1450
 - Related Courses, 9 hours from:
 - THEA 3550
 - EDUC 2100
 - PSYC 2100, 3120, 4030
 - DANC 1150, 2130, 3060, 3530, 3580, 4800, 4910
4. Dance Science Track (37 hours)
- Technique (8 hours)
 - 2 additional hours from any techniques course
 - 3 hours of DANC 1150
 - DANC 2110, 2130, 3530
 - Theory (11 hours)
 - DANC 2060, 3060, 3510
 - 2 hours from DANC 2580, 3580
 - PEHS 1450
 - Dance Science, 8 hours from:
 - DANC 4500
 - BIOL 2410, 2420
 - PSYC 2000, 2510
 - SOCI 2020
 - Related Courses, 10 hours from:
 - Approved courses from BIOL, SOCI, PSYC, EXCS, PETE, DANC, PHYS

Complementary Dance Major (33 hours)

- 13 hours in dance technique:
 - 2 hours from DANC 1220, 2220, 3220, 4220 (modern technique)
 - 2 hours from DANC 1320, 2320, 3320, 4320 (jazz technique)
 - 2 hours from DANC 1420, 2420, 3420, 4420 (ballet technique)
 - 4 hours in DANC 1150 (dance repertory)
 - DANC 2130, 3510
- 8 hours in dance theory from:
 - DANC 3000 or 3010
 - DANC 3050 or 3060
 - DANC 1580, 1590
- 12 hours in related courses (at least 3 hours from DANC caption):
 - Any approved course from BIOL, DANC, EDUC, THEA, PEHS, PETE, CPSC, SOCI, PSYC, MUPF

Minors

Music Minor (18 hours)

- MUSC 1010, 1020, 1030, 1040, 2110
- 4 hours from MUPF 1050, 1060, and/or private piano
- 2 hours of applied study (private and/or class)
- 2 hours of music ensemble

Music Performance Minor

Select from one of the following two tracks:

For students whose major is music business (15-16 hours)

Admission by audition on the primary instrument to ensure adequate performance level.

- 6-8 hours of additional applied study, including a half recital
- MUED 2470
- Additional hours from one of the following sequences:
 - Singers: MUED 2510, 2520, 3350; 2 hours from MUPF 1150, 1160, 1170
 - Pianists: MUED 3370; MUSC 3380; 3 hours from MUPF 1190, 1210, 1520, 1530
 - Instrumentalists: 5 hours from MUPF 1190, 1230, 1250, 1360, 1370, 1380, 1390

For students whose major is not in music (18 hours)

Admission by audition on the primary instrument to ensure adequate performance level.

- MUSC 1010, 1020, 1030, 1040
- MUPF 1050 or 1060 or 2 hours of private piano
- 8 hours of private study in the primary performance area, including a half recital

MUSC 2110 is recommended.

Theatre Minor (17 hours)

- THEA 2350
- One course from THEA 3010, 3020, 4900
- One course from THEA 3500, 3550
- At least 2 hours from THEA 2890
- Remaining hours from THEA captioned courses

Dance Minor (18 hours)

- 10 hours of technique courses:
 - 2 hours from DANC 1220, 2220, 3220, 4220 (modern technique)
 - 1 hour from DANC 1320, 2320, 3320, 4320 (jazz technique)
 - 2 hours from DANC 1420, 2420, 3420, 4420 (ballet technique)
 - 4 hours of DANC 1150 (dance repertory)
 - DANC 2130
- 8 hours of theory courses:
 - DANC 3000, 3010, 3510

Theory of Music (MUSC)

1000 Music Literacy, 2 hrs. (2, 0)

Development of basic skills and concepts in reading and writing music notation with emphasis on meter, rhythm, scales, keys, chords, and intervals.

1010 Theory I, 3 hrs. (3, 0)

Introduction to the study of diatonic harmony and voice-leading and review of fundamental musical concepts. Emphasis on formal analysis of baroque music. *consent:* Department. *offered:* Semester I.

1020 Theory II, 3 hrs. (3, 0)

Continuing study of diatonic harmony and voice-leading with an introduction to chromatic harmony. Emphasis on formal analysis of classical music. *prerequisite:* MUSC 1010. *offered:* Semester II.

1030 Aural Comprehension I, 1 hr. (2, 0)

Development of skills in sight-reading and ear-training for diatonic materials of tonal music. Emphasis on melodic, harmonic, and rhythmic dimensions. *corequisite:* MUSC 1010. *offered:* Semester I.

1040 Aural Comprehension II, 1 hr. (2, 0)

Continuing development of skills in sight-reading and ear-training for diatonic tonal music with introduction of basic chromatic materials. Emphasis on melodic, harmonic, and rhythmic dimensions with consideration of textural and timbral aspects. *corequisite:* MUSC 1020. *offered:* Semester II.

2010 Theory III, 3 hrs. (3, 0)

In-depth study of chromatic harmony and voice-leading. Emphasis on formal analysis of 19th-century music. *prerequisite:* MUSC 1020. *offered:* Semester I.

2020 Theory IV, 3 hrs. (3, 0)

Survey of compositional techniques in 20th-century music. Emphasis on learning and applying new analytic strategies developed for contemporary music. *prerequisite*: MUSC 2010. *offered*: Semester II.

2030 Aural Comprehension III, 1 hr. (2, 0)

Continued development of ear-training in melodic, rhythmic, and harmonic structures. Emphasis placed on chromatic materials. *corequisite*: MUSC 2010. *offered*: Semester I.

2040 Aural Comprehension IV, 1 hr. (2, 0)

Continued development of ear-training in melodic, rhythmic, and harmonic structures. Emphasis placed on 20th-century materials. *corequisite*: MUSC 2020. *offered*: Semester II.

3030 Choral Arranging, 2 hrs. (2, 0)

Methods and techniques of arranging and scoring for choral ensembles of various sizes and voicings. Includes use of computer notation software. *prerequisite*: MUSC 1020, 1040. *offered*: Semester I.

3040 Orchestration, 2 hrs. (2, 0)

Study of characteristics of orchestral instruments. Introduction to band, symphonic, and jazz scoring. Practical experience in arranging for small combinations and full instrumental groups. Includes use of computer notation software. *prerequisite*: MUSC 1020, 1040. *offered*: Semester II.

3100 Counterpoint, 2 hrs. (2, 0)

A survey of melodic and voice-leading procedures for music of the late 16th and 18th centuries. Focuses on solving contrapuntal problems and composing pieces in historical styles. *prerequisite*: MUSC 1020, 1040.

Music History and Literature (MUSC)**2110 Introduction to Music Literature, 2 hrs. (2, 0)**

Introductory study of music literature. Required for music majors; not recommended for students who do not read standard music notation. *consent*: Department. *offered*: Semester I

2200 Art as Experience, 3 hrs. (3, 0)

An interdisciplinary introduction to performing and visual arts through first-hand experiences attending live performances and, when possible, participating in the activity and talking with the artists. Includes study of aesthetics, history, and craft. *offered*: With sufficient demand.

2210 Music, the Arts, and Culture, 3 hrs. (3, 0)

An examination of major works of Western art music that employ elements of art, literature, film, drama, and dance, with emphasis on opera, oratorio, choral symphony, program symphony, ballet, and film music genres. A study of the processes by which selected works were conceived, composed, prepared, performed, received, and understood as expressions of the human experience. Does not count toward music major. *offered*: Each semester.

2220 Music in Society, 2 hrs. (2, 0)

Studies in music to provide basis for understanding and appreciating artistic musical expression. Does not count toward music major. *offered:* Semester I and II

2330 Introduction to World Music, 3 hrs. (3, 0)

Provides a framework for experiencing and understanding music from a variety of cultures, Western and non-Western. Focus on belief systems, social organization, cultural contexts, and musical materials for the purpose of identifying similarities and differences between cultures. *offered:* Semester II. *expectation:* ability to read standard music notation.

3110 History of Music: Medieval/Renaissance, 3 hrs. (3, 0)

General historical survey of music from classical antiquity through the Renaissance. *prerequisite:* MUSC 2110. *offered:* Semester I.

3120 History of Music: Baroque/Classic, 3 hrs. (3, 0)

General historical survey of music from 1650 to 1800. *prerequisite:* MUSC 2110. *offered:* Semester II.

3130 History of Music: 19th and 20th Centuries, 3 hrs. (3, 0)

General historical survey of Western Art music from the 19th century to the present. *prerequisite:* MUSC 2110. *offered:* Semester I.

3170 History of Music: Popular Music in the 20th Century, 3 hrs. (3, 0)

General historical survey of popular music from the late 19th century to the present, with emphasis on Western popular music. *prerequisite:* MUSC 2110. *offered:* Semester II.

3180 History of Music: Lyric Theatre, 3 hrs. (3, 0)

General historical survey of lyric theatre — opera, operetta, revue, musical theatre — from the 17th century to the present. *prerequisite:* MUSC 2110. *offered:* Semester II.

3380 Piano Literature, 2 hrs. (2, 0)

Introduction to piano literature by historical style periods. *prerequisite:* MUPF 1710, 2710. *offered:* Semester II.

3390 Song Literature, 3 hrs. (3, 0)

A study of English, Italian, German, French, and American song literature since the late Renaissance. Emphasis on stylistic interpretation and vocal appropriateness. Music is performed by class participants. Recordings are also utilized. *expectation:* Four semesters of voice study. *offered:* Semester II, 2018-19.

Church Music (MUSC)**3150 Art, Faith, and Culture, 3 hrs. (3, 0)**

Philosophical, sociological, historical, and theological perspectives on music and worship in the church with emphasis on understanding the role of music in expressions of faith. *offered:* Semester I, 2018-19.

3160 Sacred Music: Past and Current Uses, 3 hrs. (3, 0)

Survey of how sacred song has been used and is currently used in worship settings in a variety of times and cultures. Emphasis given to the administration, selection, rehearsal, and use of sacred music in the 21st century church. *offered*: Semester II, 2018-19.

3800 Internship in Church Music, 3 hrs. (arranged)

In-depth experience in a local church with experienced minister involved full time in church music. *consent*: Instructor. *prerequisite*: MUSC 1010, 1030. *grade*: CR/NC registration. *repeat*: May be repeated up to 3 hours. *offered*: Each semester.

Additional Music Courses (MUSC)**1650 Independent Study, 1-4 hrs. (arranged)**

Opportunities for individualized study as agreed upon by student and faculty member. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

2650 Independent Study, 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

3650 Independent Study, 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

4650 Independent Study, 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

4660 International Experience in the Arts, 1-4 hrs. (arranged)

This course is designed to give students academic credit for coursework and assignments completed in conjunction with an international experience offered through the Tri-S program. *consent*: Instructor. *repeat*: May be repeated for credit.

4900 Seminar in Selected Topics, 1-4 hrs. (arranged)

Special music course offerings as determined by faculty.

4950 Senior Project, 3 hrs. (3, 0)

Senior capstone performance or creative project for the Bachelor of Arts in Music. A proposal for the senior project must be submitted for approval. See School of Music, Theatre, and Dance Handbook for guidelines and deadlines. *consent*: Department. *offered*: Each semester.

4955 Senior Presentation, 3 hrs. (3, 0)

Senior capstone presentation for the Bachelor of Arts in Music. A proposal for the senior presentation must be submitted for approval. See School of Music, Theatre, and Dance Handbook for guidelines and deadlines. *consent*: Department. *offered*: Each semester.

MUBS Courses (Music Business)

2010 Introduction to the Music Business, 3 hrs. (3, 0)

Overview of major players in the recording industry: record labels, Billboard charts, music distribution, and professional trade organizations. Also explores types of producers, artist management, booking, and concert promotion. *offered*: Semester I.

2020 Introduction to Music Publishing, 3 hrs. (3, 0)

Overview of major players in the publishing industry. Copyright basics and revenue streams, including licensing music for recordings, performances, ringtones, television, film, video games, etc. *offered*: Semester I.

2050 Jazz and Commercial Arranging, 2 hrs. (2, 0)

Techniques of arranging for large and small studio/jazz ensembles. *prerequisite*: MUSC 1020, 1040. *offered*: With sufficient demand.

2070 Songwriting, 2 hrs. (2, 0)

Techniques, philosophy, and principles of composing songs for various markets with emphasis on communication through effective lyrics. Related aspects of publishing, marketing, promotion, copyright law will also be discussed. *prerequisite*: MUSC 1010, 1030. *offered*: Semester I.

3100 Artist Development, 2 hrs. (2, 0)

Explores the development of the musical artist within the context of the music industry. The many forces of the music business that influence and shape the artist and the artistic product are investigated. *prerequisite*: MUBS 2010, 2020. *offered*: Semester II.

3210 Recording Techniques I, 3 hrs. (3, 1)

Introduction to audio technology, studio recording equipment, signal flow, studio session procedures, and recording production. *prerequisite*: MUSC 1020, 1040. *offered*: Each semester.

3220 Recording Techniques II, 2 hrs. (2, 1)

Guided experiences in audio recording techniques. Emphasis on recording projects using digital multi-track recording; MIDI sequencing; digital signal processing; and computer-based editing, mixing, and mastering. *prerequisite*: MUBS 3210. *offered*: Semester II.

3310 Legal Aspects of the Music Business, 2 hrs. (2, 0)

Selected topics in copyright management, music licensing, and publishing contracts. *prerequisite*: MUBS 2010, 2020. *offered*: With sufficient demand.

3350 Music Marketing, 3 hrs. (3, 0)

Recent trends in music marketing. Teams conduct a focus group, SWOT analysis, and write a marketing plan for an independent artist. *consent*: Department. *prerequisite*: MUBS 2010, 2020. *offered*: Semester I.

3360 Beyond Talent: Entrepreneurship for Musicians, 2 hrs. (2, 0)

Practical application of skills necessary to create a successful career as a musician. Explores networking, marketing, publicity, and promotion for careers in performance, songwriting, and producing. *expectation*: Successful completion of UDPE. *offered*: Semester II.

3370 Record Production, 2 hrs. (2, 0)

Examines the role of the producer and music production techniques required to create a successful recording. *prerequisite or corequisite*: MUBS 3220, may register concurrently with MUBS 3220. *offered*: Semester II.

3380 Concert Booking and Promotion, 2 hrs. (2, 0)

Examines the role of the concert promoter, booking agents, and support organizations. *prerequisite*: MUBS 2010, 2020. *offered*: Semester II.

3450 Live Sound Production, 2 hrs. (2, 0)

Students explore the acoustical, musical, and technical aspects of live performance to learn how to present the best possible sound to an audience. The course emphasizes instrumental and vocal sound production, microphones, equalization, and dynamics processing, enabling students to build their own mixes that conform to a high standard for sonic quality, blend, and authenticity. *offered*: With sufficient demand.

3500 Current Topics in Music Business, 1 hr. (1, 0)

Guided writing assignments and class presentations focusing on current topics of interest to students of the music business. The writing process will involve developing a topic proposal, an abstract, an annotated list of sources, and a project outline, as well as composing a moderate-length term paper to be presented to the class. *prerequisite*: MUBS 2010, 2020. *offered*: With sufficient demand.

4500 Songwriter Showcase, 1 hr. (arranged)

Senior songwriters present a showcase of original works. Intended for songwriting majors only. *consent*: Instructor.

4800 Internship in Music Business, 1-3 hrs. (arranged)

In-depth experience in selected music industry tailored to ability and needs of individual students. *consent*: Instructor. *prerequisite*: MUBS 2010, 2020. *repeat*: May be repeated. *offered*: Semester I, Semester II, and summers.

4900 Recording Label Seminar, 1-2 hrs. (1-2, 0)

Senior capstone course for music business majors. Focuses on selection, recording, management, and promotion of record label artists and projects. *expectation*: Typically taken for two semesters in senior year. *repeat*: May be repeated. Maximum of 4 hours of credit toward music business major. *consent*: Instructor. *prerequisite*: MUBS 2010, 2020. *offered*: Semester I and II.

Additional Music Business Courses (MUBS)

1650 Independent Study, 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

2650 Independent Study, 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

3650 Independent Study, 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

4650 Independent Study, 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

4660 International Experience in the Arts, 1-4 hrs. (arranged)

This course is designed to give students academic credit for coursework and assignments completed in conjunction with an international experience offered through the Tri-S program. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

Music Education Courses (MUED)

1000 Introduction to Music Education, 2 hrs. (2, 0)

Overview of the professional opportunities and challenges of teaching music in public and private schools. Includes field experiences. Grade of C or better required. *offered*: Semester II.

1100 String Techniques, 1 hr. (2,0)

offered: Semester I.

1200 Woodwind Techniques, 1 hr. (2, 0)

offered: Semester I.

1300 Brass Techniques, 1 hr. (2, 0)

offered: Semester II.

1400 Percussion Techniques, 1 hr. (2, 0)

offered: Semester II.

2110 Music for the Elementary Classroom, 2 hrs. (2, 0)

Basic skills, materials, and methods for using music to aid child development, enhance learning, and encourage creativity in the elementary classroom. *expectation*: Elementary education major. *offered*: Each semester.

2470 Introduction to Conducting, 2 hrs. (3, 0)

Fundamentals of conducting, including beat patterns and styles, baton technique, starts, stops, cues, symmetric and asymmetric meters, dynamic shaping, use of left hand, and score reading. *prerequisite*: MUSC 1020. *offered*: Semester I.

2510 Singer's Diction I, 2 hrs. (2, 0)

Fundamentals and usage of the International Phonetic Alphabet as applied to Italian and German. *offered*: Semester II.

2520 Singer's Diction II, 2 hrs. (2, 0)

Fundamentals and usage of the International Phonetic Alphabet as applied to French and English. *offered*: Semester I.

3100 Music in the Middle School, 3 hrs. (3, 0)

Materials and methods used for middle school general music and beginning choral and instrumental instruction. Includes study of early adolescent student development as it relates to music. Grade of C or better required. *expectation*: Successful completion of UDPE. *offered*: Semester I.

3110 Music in the Elementary School, 3 hrs. (3, 0)

Materials and methods of teaching music in the elementary school. Observation opportunities for music majors. *expectation*: Successful completion of UDPE. *offered*: Semester I.

3120 Vocal Music in the Secondary School, 3 hrs. (3, 0)

Materials and methods of teaching choral music in the secondary school. Observation opportunities for music majors. *expectation*: Successful completion of UDPE. *offered*: Semester II.

3130 Instrumental Music Education, 3 hrs. (3, 0)

Materials and methods available for instrumental groups at elementary and secondary levels. Observation opportunities for music majors. *expectation*: Successful completion of UDPE. *offered*: Semester I.

3330 Instrumental Pedagogy, 2 hrs. (2, 0)

Basic principles of instrumental playing, materials, and methods for teaching various instruments from elementary to advanced students. *expectation*: Successful completion of UDPE. *prerequisite*: MUED 1100, 1200, 1300, 1400. *offered*: Semester II.

3350 Voice Pedagogy, 2 hrs. (2, 0)

Preparation in methods used in the art of singing through the organization of vocal terminology and techniques. Includes teaching experience. *expectation*: Successful completion of UDPE. *offered*: Semester I.

3360 Issues in Voice Pedagogy, 1 hr. (1, 0)

Seminar focuses on special problems and topics in voice pedagogy from MUED 3350. Areas covered include class voice instruction, mentored voice teaching experiences, master-class techniques, and studio management. *corequisite*: MUED 3350. *offered*: Semester I.

3370 Piano Pedagogy, 2 hrs. (2, 0)

Representative methods and materials for early years of keyboard study. Includes teaching experience. *expectation*: Successful completion of UDPE. *offered*: Semester I.

3460 Advanced Instrumental Techniques, 2 hrs. (2, 0)

Focus on performance techniques and pedagogy related to technically demanding instruments. Designed to give students an in-depth understanding of highly specialized instruments. *expectation*: Successful completion of UDPE. *prerequisite*: MUED 1200, 1300. *offered*: Semester I.

3470 Advanced Choral Conducting, 2 hrs. (3, 0)

Advanced conducting technique, choral diction, choral tone, body alignment, breathing technique, interpretation, rehearsal technique, and stylistic elements. *prerequisite*: MUSC 2020, MUED 2470. *offered*: Semester II.

3480 Advanced Instrumental Conducting, 2 hrs. (3, 0)

Baton technique, score reading, performance, rehearsal techniques, psychology of conducting. *expectation*: The ability to play an orchestral instrument. *prerequisite*: MUED 2470. *offered*: Semester I.

3930 Seminar in German Diction, 1 hr. (1, 0)

Seminar focuses on special problems and topics in German lyric diction. Conducted in a master-class format, the seminar includes both oral and written participation. *prerequisite*: MUED 2510, 2520. *offered*: With sufficient demand.

3940 Seminar in French Diction, 1 hr. (1, 0)

Seminar focuses on special problems and topics in French lyric diction. Conducted in a master-class format, the seminar includes both oral and written participation. *prerequisite*: MUED 2510, 2520. *offered*: With sufficient demand.

4700 Methods of Teaching Music in the Public Schools, 2 hrs. (2, 0)

Taught in conjunction with the professional semester. Materials and methods adapted to the specific areas and levels in which students are involved in student teaching. *prerequisite*: MUED 3110, 3120, 3130. *offered*: Each semester.

Additional Music Education Courses (MUED)**1650 Independent Study, 1-4 hrs. (arranged)**

Opportunities for individualized study as agreed upon by student and faculty member. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

2650 Independent Study, 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

3650 Independent Study, 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

4650 Independent Study, 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member.
consent: Instructor. *repeat:* May be repeated up to 4 hours.

4660 International Experience in the Arts, 1-4 hrs. (arranged)

This course is designed to give students academic credit for coursework and assignments completed in conjunction with an international experience offered through the Tri-S program. *consent:* Instructor. *repeat:* May be repeated up to 4 hours.

Music Performance Courses (MUPF)**Private Study (MUPF) — Half Recitals (25-30 minutes)**

consent: Department. *repeat:* May be repeated.

3540 Voice Recital, 1 hr. (1, 1)

3550 Keyboard Recital, 1 hr. (1, 1)

3560 String/Guitar/Harp Recital, 1 hr. (1, 1)

3570 Woodwind Recital, 1 hr. (1, 1)

3580 Brass Recital, 1 hr. (1, 1)

3590 Percussion Recital, 1 hr. (1, 1)

Private Study (MUPF) — Full Recitals (50-60 minutes)

consent: Department. *repeat:* May be repeated.

4540 Voice Recital, 2 hr. (2, 1)

4550 Keyboard Recital, 2 hr. (2, 1)

4560 String/Guitar/Harp Recital, 2 hr. (2, 1)

4570 Woodwind Recital, 2 hr. (2, 1)

4580 Brass Recital, 2 hr. (2, 1)

4590 Percussion Recital, 2 hr. (2, 1)

Applied Lessons (MUPF) -- Half Hour, Lower-Division Study

consent: Department. *repeat:* May be repeated.

1700 Voice 1 hr. (1, 1)

1710 Piano 1 hr. (1, 1)

1720 Harpsichord 1 hr. (1, 1)

1730 Organ 1 hr. (1, 1)

1740 Violin 1 hr. (1, 1)

1750 Viola 1 hr. (1, 1)

1760 Cello 1 hr. (1, 1)

1770 Bass 1 hr. (1, 1)

1780 Flute/Piccolo 1 hr. (1, 1)

1790 Clarinet 1 hr. (1, 1)

1800 Oboe/English Horn 1 hr. (1, 1)

1810 Bassoon 1 hr. (1, 1)

1820 Saxophone 1 hr. (1, 1)

1830 Trumpet/Cornet 1 hr. (1, 1)

1840 French Horn 1 hr. (1, 1)

1850 Trombone 1 hr. (1, 1)

- 1860 Baritone/Euphonium 1 hr. (1, 1)
- 1870 Tuba 1 hr. (1, 1)
- 1880 Percussion 1 hr. (1, 1)
- 1885 Harp 1 hr. (1, 1)
- 1890 Guitar 1 hr. (1, 1)
- 1900 Composition 1 hr. (1, 1)

Applied Lessons (MUPF) — Half Hour, Upper-Division Study

consent: Department. *repeat:* May be repeated.

- 3700 Voice 1 hr. (1, 1)
- 3710 Piano 1 hr. (1, 1)
- 3720 Harpsichord 1 hr. (1, 1)
- 3730 Organ 1 hr. (1, 1)
- 3740 Violin 1 hr. (1, 1)
- 3750 Viola 1 hr. (1, 1)
- 3760 Cello 1 hr. (1, 1)
- 3770 Bass 1 hr. (1, 1)
- 3780 Flute/Piccolo 1 hr. (1, 1)
- 3790 Clarinet 1 hr. (1, 1)
- 3800 Oboe/English Horn 1 hr. (1, 1)
- 3810 Bassoon 1 hr. (1, 1)
- 3820 Saxophone 1 hr. (1, 1)
- 3830 Trumpet/Cornet 1 hr. (1, 1)
- 3840 French Horn 1 hr. (1, 1)
- 3850 Trombone 1 hr. (1, 1)
- 3860 Baritone/Euphonium 1 hr. (1, 1)
- 3870 Tuba 1 hr. (1, 1)
- 3880 Percussion 1 hr. (1, 1)
- 3885 Harp 1 hr. (1, 1)
- 3890 Guitar 1 hr. (1, 1)
- 3900 Composition 1 hr. (1, 1)

Applied Lessons (MUPF) — One Hour, Lower-Division Study

consent: Department. *repeat:* May be repeated.

- 2700 Voice 1-3 hrs. (1-3, 0)
- 2710 Piano 1-3 hrs. (1-3, 0)
- 2720 Harpsichord 1-3 hrs. (1-3, 0)
- 2730 Organ 1-3 hrs. (1-3, 0)
- 2740 Violin 1-3 hrs. (1-3, 0)
- 2750 Viola 1-3 hrs. (1-3, 0)
- 2760 Cello 1-3 hrs. (1-3, 0)
- 2770 Bass 1-3 hrs. (1-3, 0)
- 2780 Flute/Piccolo 1-3 hrs. (1-3, 0)
- 2790 Clarinet 1-3 hrs. (1-3, 0)
- 2800 Oboe/English Horn 1-3 hrs. (1-3, 0)
- 2810 Bassoon 1-3 hrs. (1-3, 0)

- 2820 Saxophone 1-3 hrs. (1-3, 0)
- 2830 Trumpet/Cornet 1-3 hrs. (1-3, 0)
- 2840 French Horn 1-3 hrs. (1-3, 0)
- 2850 Trombone 1-3 hrs. (1-3, 0)
- 2860 Baritone/Euphonium 1-3 hrs. (1-3, 0)
- 2870 Tuba 1-3 hrs. (1-3, 0)
- 2880 Percussion 1-3 hrs. (1-3, 0)
- 2885 Harp 1-3 hrs. (1-3, 0)
- 2890 Guitar 1-3 hrs. (1-3, 0)
- 2900 Composition 1-3 hrs. (1-3, 0)

Applied Lessons (MUPF) — One Hour, Upper-Division Study

consent: Department. *repeat:* May be repeated.

- 4700 Voice 1-3 hrs. (1-3, 0)
- 4710 Piano 1-3 hrs. (1-3, 0)
- 4720 Harpsichord 1-3 hrs. (1-3, 0)
- 4730 Organ 1-3 hrs. (1-3, 0)
- 4740 Violin 1-3 hrs. (1-3, 0)
- 4750 Viola 1-3 hrs. (1-3, 0)
- 4760 Cello 1-3 hrs. (1-3, 0)
- 4770 Bass 1-3 hrs. (1-3, 0)
- 4780 Flute/Piccolo 1-3 hrs. (1-3, 0)
- 4790 Clarinet 1-3 hrs. (1-3, 0)
- 4800 Oboe/English Horn 1-3 hrs. (1-3, 0)
- 4810 Bassoon 1-3 hrs. (1-3, 0)
- 4820 Saxophone 1-3 hrs. (1-3, 0)
- 4830 Trumpet/Cornet 1-3 hrs. (1-3, 0)
- 4840 French Horn 1-3 hrs. (1-3, 0)
- 4850 Trombone 1-3 hrs. (1-3, 0)
- 4860 Baritone/Euphonium 1-3 hrs. (1-3, 0)
- 4870 Tuba 1-3 hrs. (1-3, 0)
- 4880 Percussion 1-3 hrs. (1-3, 0)
- 4885 Harp 1-3 hrs. (1-3, 0)
- 4890 Guitar 1-3 hrs. (1-3, 0)
- 4900 Composition 1-3 hrs. (1-3, 0)

Class Study (MUPF)

1010 Class Lessons in Voice I 1 hr. (1, 0)

consent: Instructor. *offered:* Semester I.

1020 Class Lessons in Voice II 1 hr. (1, 0)

consent: Instructor. *offered:* Semester II.

1030 Class Lessons in Piano I 1 hr. (1, 0)

Beginning piano for students not majoring or minoring in music. Enrollment limited to the number of available keyboards. *offered:* Semester I and II.

1040 Class Lessons in Piano II 1 hr. (1, 0)

Beginning piano for students not majoring or minoring in music. Enrollment limited to the number of available keyboards. *consent*: Instructor. *offered*: With sufficient demand.

1050 Keyboard Class I 2 hrs. (2, 0)

For majors and minors with limited piano background. *consent*: Department. *offered*: Semester I and II.

1060 Keyboard Class II 2 hrs. (2, 0)

For majors and minors who have completed MUPF 1050 with a grade of C- or better, are enrolled in private piano, or have exempted MUPF 1050 by examination. *expectation*: Grade of C- or better in MUPF 1050 or exempted by examination. *consent*: Department. *offered*: Each semester.

1410 Class Lessons in Guitar I 1 hr. (1, 0)

repeat: May be repeated. *offered*: Each semester.

1420 Class Lessons in Guitar II 1 hr. (1, 0)

repeat: May be repeated. *offered*: Each semester.

1500 World Drumming 1 hr. (1, 0)

Experiences in learning history and performance techniques of world percussion. Areas of study will include Latin-American, Afro-Cuban, African, and Brazilian drumming, along with cultural and folkloric history. No previous percussion experience or instrument required.

1520 Accompanying I 0-1 hrs. (1, 0)

Study in the art of keyboard accompaniment for voice or instrumental solos and small ensembles. *consent*: Department. *repeat*: May be repeated. *offered*: Semester I.

1530 Accompanying II 0-1 hrs. (1, 0)

Study in art of keyboard accompaniment for voice or instrumental solos and small ensembles. *consent*: Department. *repeat*: May be repeated. *offered*: Semester II.

2030 Advanced Small-Group Piano I 1 hr. (1, 0)

consent: Instructor. *offered*: With sufficient demand.

2040 Advanced Small-Group Piano II 1 hr. (1, 0)

consent: Instructor. *offered*: With sufficient demand.

2060 Jazz Improvisation 2 hrs. (2, 0)

Study of techniques and materials for improvisation through performance. *consent*: Instructor. *expectation*: Successful completion of UDPE. *prerequisite*: MUSC 1020, 1040; MUPF 1060. *offered*: With sufficient demand.

4910 Seminar in Audition Techniques 2 hrs. (2, 0)

Seminar on the techniques of the audition process. Auditions covered include graduate school, opera, concert/oratorio, and musical theatre. Conducted in a master-class format, the seminar includes both oral and written participation. *consent*: Instructor. *offered*: Semester I. *same as*: MUTR 4910.

Ensembles (MUPF)

By audition. *repeat*: May be repeated.

1070 Women's Chorus 0-1 hrs. (arranged)

1080 Chorale 0-1 hrs. (arranged)

1090 University Choir 0-1 hrs. (arranged)

1150 Opera Production 0-1 hrs. (arranged)

1160 Music Theatre Production 0-1 hrs. (arranged)

1170 Lyric Theatre Workshop 0-1 hrs. (arranged)

same as: THEA 1170.

1180 Valley Voices 0-1 hrs. (arranged)

1190 Instrumental Ensemble 0-1 hrs. (arranged)

1210 Duo Piano 0-1 hrs. (arranged)

1230 Jazz Combo 0-1 hrs. (arranged)

1250 Chamber Winds 0-1 hrs. (arranged)

1260 Concert Band 0-1 hrs. (arranged)

1270 Symphonic Wind Ensemble 0-1 hrs. (arranged)

1280 Jazz Ensemble 0-1 hrs. (arranged)

1290 Anderson Symphony Orchestra 0-1 hrs. (arranged)

consent: Instructor.

1310 Anderson Symphonic Choir 0-1 hrs. (arranged)

1330 Symphony Orchestra 0-1 hrs. (arranged)

1350 Guitar Ensemble 0-1 hrs. (arranged)

1360 Brass Ensemble 0-1 hrs. (arranged)

1370 Woodwind Ensemble 0-1 hrs. (arranged)

1380 String Ensemble 0-1 hrs. (arranged)

1390 Percussion Ensemble 0-1 hrs. (arranged)

1430 Handbell Ensemble 0-1 hrs. (arranged)

Additional Music Performance Courses (MUPF)

1650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member.

consent: Instructor. *repeat*: May be repeated up to 4 hours.

2650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member.

consent: Instructor. *repeat*: May be repeated up to 4 hours.

3650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member.

consent: Instructor. *repeat*: May be repeated up to 4 hours.

4650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member.

consent: Instructor. *repeat*: May be repeated up to 4 hours.

4660 International Experience in the Arts 1-4 hrs. (arranged)

This course is designed to give students academic credit for coursework and assignments completed in conjunction with an international experience offered through the Tri-S program. *consent:* Instructor. *repeat:* May be repeated for credit.

Musical Theatre Courses (MUTR)

2250 Stage Diction I — Fundamentals 2 hrs. (2, 0)

Introduces and develops speech techniques for the actor, specifically in the areas of relaxation, posture and alignment, respiration, phonation, registration, resonance, and articulation. *prerequisite:* THEA 2110. *offered:* Semester II. *same as:* THEA 2250.

2410 Voice and Movement for the Actor I 2 hrs. (2, 0)

Introduction to speech techniques for the actor. Areas of focus include freeing the voice, developing connection to breath, relaxation, alignment and posture, resonance, and articulation. *prerequisite:* THEA 2120. *offered:* Semester II. *same as:* THEA 2410.

2420 Voice and Movement for the Actor II 2 hrs. (2, 0)

The study and performance of solo and small ensemble works for musical theatre combining acting, singing, and movement. Beginning exploration of movement for the actor in Laban Effort Actions. *prerequisite:* MUTR 2410. *offered:* Semester II. *same as:* THEA 2420.

3210 Musical Theatre Styles I 2 hrs. (2, 0)

A practical application course which focuses on learning the ways in which musical and textual understanding informed the interpretation and performance of acting through song from the 1920s to the early 1960s. *prerequisite:* Upper-division standing. *offered:* Semester I. *same as:* THEA 3210.

3220 Musical Theatre Styles II 2 hrs. (2, 0)

A practical application course which focuses on learning the ways in which musical and textual understanding informed the interpretation and performance of acting through song from the mid-1960s to the present. *prerequisite:* MUTR 3210. *offered:* Semester II. *same as:* THEA 3220.

4500 Musical Theatre Showcase 2 hrs. (2, 0)

Overview studio course for graduating musical theatre majors. Coursework involves repertoire from genres of musical theatre appropriate for each individual. Course will culminate in a showcase performance presented at the end of the semester. *consent:* Department. *offered:* Semester II. *same as:* THEA 4500.

4910 Seminar in Audition Techniques 2 hrs. (2, 0)

Seminar on the techniques of the audition process. Auditions covered include graduate school, theatre/musical theatre summer stock, Shakespeare, television, and film. Conducted in a master-class format, requiring both oral and written participation. *consent:* Instructor. *offered:* Semester I. *same as:* MUPF 4910.

Additional Musical Theatre Courses (MUTR)

1650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member.
consent: Instructor. *repeat:* May be repeated up to 4 hours.

2650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member.
consent: Instructor. *repeat:* May be repeated up to 4 hours.

3650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member.
consent: Instructor. *repeat:* May be repeated up to 4 hours.

4650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member.
consent: Instructor. *repeat:* May be repeated up to 4 hours.

4660 International Experience in the Arts 1-4 hrs. (arranged)

This course is designed to give students academic credit for coursework and assignments completed in conjunction with an international experience offered through the Tri-S program. *consent:* Instructor. *repeat:* May be repeated for credit.

THEA Courses

1170 Lyric Theatre Workshop 0-1 hrs. (arranged)

Admission by audition. *repeat:* May be repeated. *same as:* MUPF 1170.

2110 Acting I 3 hrs. (3, 0)

Introduction to the fundamentals of the acting process through exercises and scene study.
offered: Semester I.

2120 Acting II 3 hrs. (3, 0)

Study of acting in theatrical realism. Stanislavski and Meisner based training.
prerequisite: THEA 2410. *offered:* Semester II.

2210 Stagecraft 3 hrs. (3, 0)

An introduction to basic stagecraft practices through lectures, labs, and practical experience, including safe and proper use of power and hand tools, scenery building, scene painting, theatrical lighting, basic stage management, properties, and sound.
offered: Semester I.

2220 Theatre Genres and Analysis 2 hrs. (2, 0)

Introduction to the concepts and techniques of script analysis through the study of the historical genres of theatre. *offered:* Semester I.

2250 Stage Diction I — Fundamentals 2 hrs. (2, 0)

Introduces and develops speech techniques for the actor, especially in the areas of relaxation, posture and alignment, respiration, phonation, registration, resonance, and articulation. *prerequisite:* THEA 2110. *offered:* Semester II. *same as:* MUTR 2250.

2350 Introduction to Acting 2 hrs. (2, 0)

Designed to introduce students to the fundamental principles of performance. Emphasis will be placed on Spolin-styled theatre games and developing competent improvisational skills. Open to all students. *offered*: Semester I and II.

2410 Voice and Movement for the Actor I 2 hrs. (2, 0)

Introduction to speech techniques for the actor. Areas of focus include freeing the voice, developing connection to breath, relaxation, alignment and posture, resonance, and articulation. *prerequisite*: THEA 2120. *offered*: Semester II. *same as*: MUTR 2410.

2420 Voice and Movement for the Actor II 2 hrs. (2, 0)

The study and performance of solo and small ensemble works for musical theatre combining acting, singing, and movement. Beginning exploration of movement for the actor in Laban Effort Actions. *prerequisite*: THEA 2410. *offered*: Semester II. *same as*: MUTR 2420.

2500 Appreciation of Theatre 2 hrs. (2, 0)

Development of dramatic literacy through examination of a wide variety of dramatic themes and forms. Study and participation in dramatic criticism and theory. *offered*: With sufficient demand.

2890 Acting/Production Practicum 1 hr. (arranged)

Practical experience in theatre, particularly related to productions in the university's theatrical season. Open to all students. *repeat*: May be repeated. Total credit not to exceed 4 hours. *offered*: Semester I and II.

3010 History of Theatre I: Beginnings to Romanticism 3 hrs. (3, 0)

A chronological survey of the various arts, crafts, theory/criticism, and literature of Western theatre from its earliest origins to the mid-1500s. Open to all students. *offered*: 2018-19.

3020 History of Theatre II: Romanticism to Present 3 hrs. (3, 0)

A chronological survey of the various arts, crafts, theory/criticism, and literature of Western theatre from the mid-1500s to the present. Attention will also be given to film and performance art. Open to all students. *offered*: 2018-19.

3110 Acting III 3 hrs. (3, 0)

Advanced studies in acting focusing on modern texts by contemporary playwrights. *prerequisite*: THEA 2120. *offered*: Semester I.

3120 Acting IV 3 hrs. (3, 0)

Advanced studies in acting focusing on classical texts and heightened language, including Shakespeare, Restoration, Shaw, Ibsen, and Chekhov. *prerequisite*: THEA 3110. *offered*: Semester II.

3210 Musical Theatre Styles I 2 hrs. (2, 0)

A practical application course which focuses on learning the ways in which musical and textual understanding inform the interpretation and performance of acting through song, from the 1920s to the early 1960s. *prerequisite*: Upper-division standing. *offered*: Semester II. *same as*: MUTR 3210

3220 Musical Theatre Styles II 2 hrs. (2, 0)

A practical application course which focuses on learning the ways in which musical and textual understanding inform the interpretation and performance of acting through song, from the mid-1960s to the present. *prerequisite*: THEA 3210. *offered*: Semester I. *same as*: MUTR 3220.

3300 Acting Methods 3 hrs. (3, 3)

Designed for majors who have demonstrated superior performance skills. Focus will be on the American method school of acting, utilizing extensive scene study. *consent*: Instructor. *prerequisite*: THEA 2350; open only to majors. *offered*: With sufficient demand.

3400 Directing 3 hrs. (3, 0)

Covers directing techniques and theories for the theatre, including selecting, analyzing, casting, and rehearsing plays for production. *prerequisite*: THEA 3300. *offered*: With sufficient demand.

3500 Scene Design 3 hrs. (3, 2)

Study of theories and practices of set design for the stage, including, modern construction practices. Open to all students. *offered*: Semester II 2017-18.

3550 Lighting Design 3 hrs. (3, 2)

Study of theories and practices of theatrical lighting. Open to all students. *offered*: Semester II 2018-19.

4500 Musical Theatre Showcase 2 hrs. (2, 0)

Overview studio course for graduating musical theatre majors. Coursework involves repertoire from genres of musical theatre appropriate for each individual. Course will culminate in a showcase performance presented at the end of the semester. *consent*: Permission of department. *offered*: Semester II. *same as*: MUTR 4500.

4800 Senior Project 1-4 hrs. (arranged)

Students complete a portfolio and present a final performance/production. The latter requirement also may be filled through an approved internship with a professional theatre company. Students wishing to advance to a Master of Arts program may also complete a paper for presentation at an approved conference. *expectation*: All required coursework. *offered*: On demand.

4900 Seminar in Theatre Studies 3 hrs. (3, 0)

Specialized course focusing on various periods of theatrical history, performance genres, and/or theory. Topics vary. Open to all departmental majors (others with instructor's approval). *prerequisite*: THEA 3010, 3020. *repeat*: May be repeated. *offered*: With sufficient demand.

4910 Seminar in Performance Practices 3 hrs. (3, 1)

Specialized course focusing on both the study and practice of various performance skills/arts. Topics vary. Open to departmental majors and minors (others with instructor's approval). *prerequisite*: THEA 2350. *repeat*: May be repeated. *offered*: With sufficient demand.

Additional Theatre Courses (THEA)

1650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent:* Instructor. *repeat:* May be repeated up to 4 hours.

2650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent:* Instructor. *repeat:* May be repeated up to 4 hours.

3650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent:* Instructor. *repeat:* May be repeated up to 4 hours.

4650 Independent Study 1-4 hrs. (arranged)

Opportunities for individualized study as agreed upon by student and faculty member. *consent:* Instructor. *repeat:* May be repeated up to 4 hours.

4660 International Experience in the Arts 1-4 hrs. (arranged)

This course is designed to give students academic credit for coursework and assignments completed in conjunction with an international experience offered through the Tri-S program. *consent:* Instructor. *repeat:* May be repeated for credit.

DANC COURSES

1120 Tap I 1 hr. (2, 0)

Introduces students to a wide variety of movement and a foundation for developing basic skills and tap technique for dance majors and non-majors. Tap shoes required. *repeat:* May be repeated for credit. *offered:* Semesters I and II.

1150 Dance Repertory 0-1 hrs. (arranged)

Performance ensemble and practical technical training for participation in annual staged dance productions, department holiday concert, and touring. Enrollment is by audition. Auditions are open to all dance majors, minors, and non-majors. Concurrent enrollment in a technique course is required. *repeat:* May be repeated for credit. *offered:* Semesters I and II.

1220 Modern I 1 hr. (2, 0)

Introduces students to a wide variety of movement and creates a foundation for development of basic skills and technique for dance majors and non-majors. *repeat:* May be repeated for credit. *offered:* Semesters I and II.

1320 Jazz I 1 hr. (3, 0)

Introduces students to a wide variety of movement and creates a foundation for development of basic skills and jazz technique for dance majors and non-majors. *repeat:* May be repeated for credit. *offered:* Semesters I and II.

1420 Ballet I 1 hr. (2, 0)

Introduces students to a foundation for the development of basic skills and ballet technique for dance majors and non-majors. *repeat*: May be repeated for credit. *offered*: Semesters I and II.

1580 Dance Improvisation I 1 hr. (2, 0)

Introduces students to spontaneous creation through words, sketches, sounds, and movement. Explores the topics of “body in space” and use of “negative space.” Focuses on individual improvisation, body awareness, and the student’s ability to work within a given structure, time, and space. Group improvisation introduced at the end of the course. Open to non-majors. No dance experience necessary. *offered*: Semester II.

1590 Dance Composition I 1 hr. (2, 0)

Introduction to the basics of composition and choreography for solo work, including Laban’s space, time and effort/energy principles. Evolving use of compositional tools including symmetry, asymmetry, unison, counterpoint, canon, round, retrograde, chaos, tempo, and syncopation. Includes basics of musical phrase work, theatrical staging, and directing. *offered*: Semester I.

2000 Dance as a Profession 1 hr. (1, 0)

Focus on preparation for the professional world. Students assess their training, strengths, and goals to begin developing individual portfolios. Topics include values and ethics in the professional world, arts writing, program planning, marketing by region and genre, auditions, technology, media, résumés, cover letters, applications, and archiving creative materials. Required of all dance majors. *offered*: Semester I.

2060 Motor Control 2 hr (2, 0)

Explores the neural control mechanisms by which humans plan and execute movement through the integration of the nervous, sensory, and muscular systems. Students study how the brain organizes, stores, and accesses information to create and coordinate a range of motor skills. *prerequisites*: DANC 3060, DANC 4500. *offered*: Semester II and summer.

2110 Musical Theatre Dance Forms 1 hr. (2, 0)

Designed for the singing actor. Focuses on development of a repertoire of fundamental “singer-mover” dance steps while learning the historical range of styles from vaudeville to contemporary music theatre. *repeat*: May be repeated for credit. *offered*: Semester II.

2120 Tap II 1 hr. (2, 0)

A continuation of Tap I, designed for the intermediate to advanced student with at least one semester of tap. Introduce students to more in-depth exercises designed to promote vocabulary and skill level, as well as the development of performance technique. *repeat*: May be repeated for credit. *offered*: Semesters I and II.

2130 World Dance Forms 1 hr. (2, 0)

Survey of traditional and contemporary tribal, social, and cultural dance forms from various world cultures. Introductory course that assumes no previous dance experience. Styles covered vary with each offering and include the traditional dances of Africa, Cuba, Eastern Europe, India, and China. *repeat*: May be repeated for credit. *offered*: Semester I and summer.

2220 Modern II 1 hr. (2, 0)

A continuation of Modern I, designed for the intermediate-level dance major or minor. This course advances techniques and basic principles of modern dance. *prerequisite:* Dance majors; open to non-majors with departmental permission. *repeat:* May be repeated for credit. *offered:* Semesters I and II.

2320 Jazz II 1 hr. (3, 0)

A continuation of Jazz Dance I, designed for the intermediate dance major or minor. Introduces students to more complex styles, skills, and principles of jazz technique. *prerequisite:* Dance majors; open to non-majors with departmental permission. *repeat:* May be repeated for credit. *offered:* Semesters I and II.

2420 Ballet II 1 hr. (2, 0)

A continuation of Ballet I designed for the intermediate dance major or minor. Develops advancing technique, fine motor control, style, and skills. *prerequisite:* Dance majors; open to non-majors with departmental permission. *repeat:* May be repeated for credit. *offered:* Semesters I and II.

2580 Dance Improvisation II 1 hr. (2, 0)

Focuses on the concept of “bodies in space” and develops the ability to sense the relative position of neighboring parts and bodies. Students sharpen their ability to improvise within a group setting while remaining aware of motif, structure, and cohesiveness. Use of contact improvisation introduced. *prerequisite:* DANC 1580. *offered:* Semester II.

2590 Dance Composition II 1 hr. (2, 0)

Further exploration of choreographic concept of Laban’s time, space, shape, energy, and dynamics. Focus is on small group composition. *prerequisite:* DANC 1590. *offered:* Semester I.

2850 Practice in Teaching 1 hr. (1, 0)

Students gain experience with teaching students in a laboratory setting, developing and using rubrics and syllabi. Students are evaluated by instructors and peers, and engage in self-evaluation and reflection. Students will develop the means to guide students in experiential, analytical, and creative exercises. *repeat:* May be repeated up to 4 credits.

3000 Dance in the Global Community 3 hrs. (3, 0)

Dance, symbolism, and the mind-body-spirit triad are used to explore diverse cultures and the inseparable nature of art, life, and sacred and secular practices. No previous dance experience required. *offered:* Semester I, 2018.

3010 Dance History Survey 3 hrs. (3, 0)

A survey of Western European and American concert dance from the beginning of ballet to American contemporary and commercial dance. *offered:* Semester II and summer.

3050 Dance Pedagogy 3 hrs. (3, 0)

Explores the theories and practices of teaching modern and ballet classes and the basic structures and theories behind all dance classes. Students develop a critical eye for correcting technique in dancers and begin the process of building their own approach to teaching. *offered:* Semester I.

3060 Movement Analysis 3 hrs. (3, 0)

This course uses a system of observation and notation to aid students in understanding dance, health, and the science of movement. It emphasizes whole-person education (psychological, physical, sociological, spiritual). It introduces students to Alexander Technique, Bartenieff Fundamentals, Laban Movement Analysis, Feldenkrais Technique, Yoga, and Pilates as somatic practices. *offered*: Semester II. *prerequisites*: DANC 4500 or consent of professor.

3120 Tap III 1 hr. (2, 0)

A continuation of Tap II, this advanced course includes syncopated rhythms, progressive step combinations and “hoofers” and “tapper” stylistic expression. *consent*: Department. *repeat*: May be repeated for credit. *offered*: Semester II.

3220 Modern III 1 hr. (2, 0)

A continuation of Modern II, this intermediate course includes the application of more complex technique principles, with a focus on select techniques including Graham, Horton, and Humphrey/Limón. *consent*: Department. *repeat*: May be repeated for credit. *offered*: Semester I and II.

3320 Jazz Dance III 1 hr. (3, 0)

A continuation of Jazz II, this advanced course covers syncopated rhythms, progressive step combinations, regional stylistic differences and prepares students for jazz improvisation and commercial dance practices. *consent*: Department. *repeat*: May be repeated for credit. *offered*: Semesters I and II.

3420 Ballet III 1 hr. (2, 0)

A continuation of Ballet II, this advanced course presents a deeper kinesthetic understanding of ballet fundamentals and sharpens physical technique through extension of line, upper body coordination, complex rhythm forms of movement, and advanced petite, grand allegro and variations. *consent*: Department. *repeat*: May be repeated for credit. *offered*: Semesters I and II.

3510 Period Dance 2 hrs. (2, 0)

Introduction to European and American social dance. Research and execution of movement from representative historical periods. No dance experience necessary. *repeat*: May be repeated for credit. *offered*: Semester II and summer.

3520 Pointe 1 hr. (2, 0)

A study of basic and advanced technique of pointe work. Designed for the student with several years of ballet training. Includes pointe exercises at the barre, center work, and variations. *consent*: Department. *co-requisite*: DANC 2420, 3420, or 4420. *repeat*: May be repeated for credit. *offered*: Semester I and II.

3530 Partnering for Ballet and Modern Dance 1 hr. (2, 0)

A study of the basic technique of partnering work, including pas de deux in ballet and effort/energy lifts/weight sharing in modern dance. Designed for students at intermediate- or advanced-level in ballet and modern dance technique. *consent*: Department. *repeat*: May be repeated for credit. *offered*: Semester I.

3580 Dance Improvisation III 1 hr. (2, 0)

Explores the technique of contact improvisation. Students continue to develop their sense of space, time, and proprioception while exploring the levels of physical relationships, communication and the physical laws that govern gravity, momentum and inertia to form a continuous motion conversation. *prerequisite*: DANC 2580. *offered*: Semester II.

3590 Dance Composition III 1 hr. (2, 0)

Explores the ideas of rise and fall, arching themes, storylines, abstraction, choreography for hire, and site-specific works. Includes character development, relationships between dancers, music selection. *prerequisite*: DANC 2590. *offered*: Semester I.

4220 Modern IV 1 hr. (2, 0)

A continuation of Modern III, this advanced course emphasizes speed, retention, variation, and advanced study in the techniques of Graham, Horton, and Humphrey/Limón. *prerequisite*: DANC 3220. *consent*: Department. *repeat*: May be repeated for credit. *offered*: with sufficient demand.

4320 Jazz Dance IV 1 hr. (3, 0)

A continuation of Jazz III, this advanced-level course emphasizes technique and improvement of dance rhythms, dynamics, special awareness, and projection as a means of creating style, aesthetic, and performance quality. *repeat*: May be repeated for credit. *consent*: Department. *prerequisite*: DANC 3320. *offered*: With sufficient demand.

4420 Ballet IV 1 hr. (2, 0)

A continuation of Ballet III, this advanced course emphasizes foot and arm movement and body placement using barre, center work, and choreography. Complex retention and high performance quality required at all times. *prerequisite*: DANC 3420. *consent*: Department. *repeat*: May be repeated for credit. *offered*: with sufficient demand.

4500 Dance Anatomy and Kinesiology 3 hrs. (3, 0)

Basic principles of anatomy and kinesiology and an investigation of the human body and how it works through dance and movement. Importance placed on functionality of joints, ligaments, tendons, and of musculoskeletal, sensory, and nervous systems. *prerequisite*: Upper-division standing. *consent*: Instructor. *offered*: Semester II 2018.

4590 Dance Composition IV 1 hr. (2, 0)

Topics include non-rhythmical music, ambient music, environmental music, improvisation as a choreographic tool, and site-specific works. Students craft original works, and the course culminates in a student dance concert. *prerequisite*: DANC 3590. *offered*: With sufficient demand.

4800 Internship in Dance 1-3 hrs. (arranged)

In-depth experience in a selected dance-related business tailored to the abilities and needs of the individual student. *prerequisite*: Upper-division standing. *consent*: Departmental. *repeat*: May be repeated up to 3 hours.

4910 Seminar in Audition Techniques for Dancers 2 hrs. (2, 0)

Auditions covered include graduate school, dance company, and musical theatre. Conducted in a master-class format, the seminar includes both oral and written participation, and the completion of a professional portfolio. *consent*: Departmental. *prerequisite*: Upper-division standing. *offered*: Semester II.

Additional Dance Courses (DANC)**1650 Independent Study 1-4 hrs. (arranged)**

Expanded experience in a topic area of student choice with approval from the dance area coordinator. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

2650 Independent Study 1-4 hrs. (arranged)

Expanded experience in a topic area of student choice with approval from the dance area coordinator. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

3650 Independent Study 1-4 hrs. (arranged)

Expanded experience in a topic area of student choice with approval from the dance area coordinator. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

4650 Independent Study 1-4 hrs. (arranged)

Expanded experience in a topic area of student choice with approval from the dance area coordinator. *consent*: Instructor. *repeat*: May be repeated up to 4 hours.

4660 International Experience in the Arts 1-4 hrs. (arranged)

This course is designed to give students academic credit for coursework and assignments completed in conjunction with an international experience offered through the Tri-S program. *consent*: Instructor. *repeat*: May be repeated for credit.

4900 Seminar in Selected Topics 1-4 hrs. (arranged)

Special dance courses as determined by the faculty. *consent*: Instructor. *repeat*: May be repeated for credit.

National Security Studies

Dr. Allen, director; Dr. Coy, Dr. Frank, Dr. Tarplee

The National Security Studies Program consists of two majors: national security studies and information security. The majors are designed to prepare graduates for careers in public service or in security-related positions in the private sector, with a more precisely focused, interdisciplinary curriculum than ordinarily obtained in either a political science or computer science major.

Each program includes foundational courses, as well as coursework in policy, Christian ethics, and relevant electives. Information Security majors also complete professional coursework to gain technical competence needed in the field.

National Security Studies Major (44 hours)

- Foundational Courses (16 hours)
 - POSC 2020, 2100, 2200, 2400
 - MATH 2120 or PSYC 2440
- National Security Policy Courses (12 hours)
 - POSC 3310, 3330, 3370
 - POSC/CRIM 3350
- Ethics (3 hours)
- PHIL/RLGN 3250
 - Electives (12 hours from the following courses)
 - CPSC/ENGR 3310
 - CRIM/SOCI 2510
 - CRIM 2520, 3050
 - HIST 3220, 3240, 3250, 3300, 3360, 3370, 3510, 3520
 - POSC 3250
 - PSYC/SOCI 3010
- Senior Capstone (1 hour)
 - POSC 4930

Information Security Major (55 hours)

- Foundational Courses (29 hours)
 - CPSC 1400, 1500, 2100, 2500
 - CPSC/MATH 2200
 - POSC 2200, 2100, 2400
- National Security Policy Courses (9 hours)
 - POSC 3300 or 3310
 - POSC 3330 or 3350
 - POSC 3370
- Ethics (3 hours)
 - PHIL/RLGN 3250
- Professional Core (13 hours)
 - CPSC 3410
 - CPSC/ENGR 3310, 3320
- Professional electives selected from:
 - CPSC 3500, 3520, 4100, 4420, 4430; CPSC/ENGR 4310
- Senior Capstone (1 hour)
 - POSC 4930

School of Nursing

Dr. Schmidt, dean; Prof. Cary, Prof. Cox, Prof. Eaton, Prof. Kline, Prof. Lutterman, Prof. Miller, Prof. Neal, Prof. Thompson

Professional Nursing

Anderson University offers a four-year Bachelor of Science in Nursing (BSN) that emphasizes analytical skills, a liberal arts perspective, and expertise as a baccalaureate generalist. The BSN focuses on developing the student for beginning practice as a member of the profession who is a provider, educator, scholar, designer, manager, and coordinator of care. Students are taught to design innovative nursing care for individuals, families, communities, and populations with complex health states in a variety of health-care settings across the lifespan. The Anderson University School of Nursing (AUSON) conceptual framework borrows elements from the Ecological Model of Health as a way to comprehend the complex interplay between individuals, relationships, and environments.

Upon completion of the first year of prerequisites, students may be eligible for progression to nursing courses beginning in the sophomore year. Supporting and liberal arts courses are taken throughout the four-year curriculum and provide the basis for effective nursing practice and an understanding of the human experience. Transfer credit is evaluated by the university registrar and the dean of the School of Nursing or his/her designate.

All students must maintain a cumulative GPA of 2.00 or better for continuance in the nursing program. To advance, a minimum grade of C must be earned in each nursing class. Students must also demonstrate proficiency in designing nursing care that creates a safe patient environment resulting in high-quality patient outcomes and must receive a satisfactory clinical evaluation to successfully complete any course. Upon graduation, students are eligible to take the National Council Licensure Examination (NCLEX). A national NCLEX predictor computerized examination will be given during the second semester of the senior year.

Clinical experiences may include day, evening, and weekend hours. An accumulation of two failures in nursing courses results in dismissal from the program. Students with extended progression times in the nursing major will meet nursing requirements of the class with which they graduate.

The program has received full accreditation from the Commission on Collegiate Nursing Education (aacn.nche.edu/ccne-accreditation) and approval from the Indiana State Board of Nursing.

For students considering graduate school, the faculty recommends PSYC 2440, Applied Statistics and Introduction to Research, to meet the liberal arts math requirement.

All who wish to major in nursing must be formally admitted to the School of Nursing. Acceptance to the School of Nursing is on a competitive basis. The requirements are below.

Admission to the Bachelor of Science in Nursing

Advanced Acceptance (for those who apply as high school seniors):

- Cumulative high school GPA of 3.5 or better
- Two years of high school math, including algebra
- Three years of high school science, including biology and chemistry
- Minimum SAT total score (verbal plus math) of 1125 or a minimum ACT composite score of 21.

Requirements for progression to the sophomore year:

- Grade of C or above in PSYC 2000; BIOL 2410, 2420; NURS 2140
- Cumulative grade point average of 3.2 or higher
- Completed criminal background check and drug testing*
- Complete immunization history and physical examination*
- CPR certification from the American Heart Association (for health professionals)*
- Completion of “Intent to Enter” form

*certified background

Regular Acceptance (for current students)

Students applying for admission to the major in the sophomore year must meet the following criteria and will be considered on a competitive and space-available basis:

- Grade of C or above in PSYC 2000; BIOL 2410, 2420; NURS 2140
- Cumulative grade point average of 3.2 or higher
- Completed criminal background check and drug testing*
- Complete immunization history and physical examination*
- CPR certification from the American Heart Association (for health professionals)*
- Completion of “Intent to Enter” form

*certified background

Transfer Student Acceptance

- Completion of a grade of C or above in PSYC 2000; BIOL 2410, 2420 (BIOL 2410 and 2420 must be taken at the same institution), or the equivalent transfer courses
- NURS 2140 (may be taken concurrently with NURS 2240 and NURS 2270 with permission of the dean of the SON). NURS 2140 must be successfully completed to progress to 3000-level nursing courses.
- Cumulative GPA of 3.2 or higher
- Transfer students who have transcripts from multiple universities will utilize an “average” of the cumulative GPAs in order to meet the cumulative GPA requirement.
- A minimum of 12 semester hours must be accrued in order to include the GPA.
- Transfer students who do not meet the cumulative GPA requirement for admission to the School of Nursing must complete a minimum of 12 semester hours at Anderson University (50 percent of which must be within a traditional classroom setting) and obtain a cumulative GPA of 3.2 or higher in order to make application to the School of Nursing.

- Transfer credits in prerequisite and supporting courses (PSYC 2000, PSYC 2510, BIOL 2410, BIOL 2420, BIOL 2230, and CHEM 1000) must be taken within the previous five academic years to be considered for academic credit
- Completed criminal background check and drug testing*
- Complete immunization history and physical examination*
- CPR certification from the American Heart Association (for health professionals)*
- Completion of “Intent to Enter” form

*certified background

Bachelor of Science in Nursing (120 hours)

- 55 hours in Nursing:
 - NURS 2140, 2231, 2250, 2241, 2340, 3351, 3361, 3391, 4451, 4470, 4521, 4950, 4960, 4970
- 65 hours in supportive sciences and liberal arts:
 - BIOL 2230, 2410, 2420; PSYC 2000, 2510; CHEM 1000
 - Remaining hours from the liberal arts courses (See Liberal Arts Program in this catalog)

The School of Nursing strongly recommends NURS 2130 be taken before entering the major.

NURS COURSES

1210 Nutrition for Healthy Living 2 hr. (2, 0)

Explores principles of nutrition as they relate to physical fitness. Content includes important nutritional elements and their relationship to maintaining health. Required activities include personal health assessment skills, nutritional assessment, and aerobic activities. Not required for nursing major but highly recommended. *offered*: Semester I.

2130 “Is Nursing for me?” 1 hr. (1, 0)

Discussion of history and contemporary issues of nursing and their impact on current nursing practice is included in study. Relationship between the nursing major, the liberal arts, and support science courses will be explored. The course is designed to assist students in determining if nursing is the correct career choice. Not required for nursing major but highly recommended. This class is not open to juniors or seniors. *offered*: Semester I.

2140 Introduction to Nursing 2 hrs. (2, 0)

Introduces the practice of nursing from the perspective of the profession. Focuses on understanding nursing terminology, roles, socialization, values, rights, and responsibilities. Expanding on historical influences develops a working knowledge of current health-care delivery and legal concerns. With approval by the dean of the School of Nursing, may be taken concurrently with NURS 2240. *offered*: Semester II 2017-18.

2230 Optimal Self-Care Agency I 4 hrs. (3, 3)

Introduces student to nursing process through Orem’s Self-Care Deficit Model, focusing on individuals, families, communities, and populations with optimal ability to care for

themselves. Students learn to conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness utilizing developmentally and culturally appropriate approaches. Basic psychomotor skills for delivery of efficient, safe, and compassionate care introduced and utilized with patients as students are considered novices and exhibit concrete thinking. Admission to program is required. *prerequisite*: BIOL 2410, 2420; PSYC 2000. *corequisite*: PSYC 2510, BIOL 2230. *last offered*: Semester I 2017.

2231 Fundamentals I 5 hrs. (4, 3 — 45 clinical hrs.)

Introduces student to nursing process through the Ecological Model of Health, focusing on individuals, families, communities, and populations. Students learn to conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness utilizing developmentally and culturally appropriate approaches. Begins the study of the preparation and administration of medication in a safe care environment that results in high-quality patient outcomes. Basic psychomotor skills for delivery of efficient, safe, and compassionate care introduced and utilized with patients as students are considered novices and exhibit concrete thinking. Admission to program is required. *prerequisites*: BIOL 2410, 2420; PSYC 2000. *corequisites*: NURS 2250, PSYC 2510, BIOL 2230. *offered*: Semester I 2018-19.

2240 Optimal Self-Care Agency II 4 hrs. (2.5, 4.5)

Builds on the content of NURS 2230 in the continuing study of individuals, families, communities, and populations with optimal ability to care for themselves. Study includes teaching/learning principles which reflect developmental stage, age, culture, spirituality, patient preferences, and health literacy. The concept of health promotion across the lifespan is discussed. The clinical component continues the development of comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness utilizing developmentally and culturally appropriate approaches. Basic psychomotor skills for the delivery of efficient, safe, and compassionate care continue to be introduced and utilized with patients as students are considered novices and exhibit concrete thinking. *prerequisite*: NURS 2230, PSYC 2510, BIOL 2230. *corequisite*: NURS 2270, CHEM 1000. *last offered*: Semester II 2018.

2241 Fundamentals II 5 hrs. (3, 6 — 90 clinical hrs.)

Builds on the content of Fundamentals I in the continuing study of individuals, families, communities, and populations through use of the Ecological Model. The clinical component continues the development of comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness utilizing developmentally and culturally appropriate approaches. Basic psychomotor skills for the delivery of efficient, safe, and compassionate care continue to be introduced and utilized with patients as students are considered novices and exhibit concrete thinking. This course will summarize and discuss physiological processes, including absorption, distribution, metabolism, and excretion of drugs. Drug action and interactions will be discussed. Appropriate dosage calculation must be demonstrated by the student. *prerequisite*: NURS 2231, NURS 2250, PSYC 2510, BIOL 2230. *corequisite*: CHEM 1000, NURS 2340. *offered*: Semester II 2018-19.

2250 Foundational Strategies for NCLEX Success 1 hr. (1,0)

This course focuses on foundational nursing concepts toward developing a framework for critical thinking and National Council Licensure Exam (NCLEX) test taking strategies. This course will utilize Assessment Technologies Institute (ATI) and other test-taking resources to improve critical thinking and analyzing test questions. Students will develop strategies for studying, including applying course content into NCLEX questions, as well as strategies for managing test anxiety and for increasing test-taking skills. *offered:* Semester I.

2270 Pathophysiological Basis for Pharmacology in Nursing 4 hrs. (3.5,1.5)

Builds on the content and experiences of the introductory nursing courses. Includes consideration of individuals, families, communities, and populations at all levels of self-care. Begins the study of the preparation and administration of medication in a safe care environment that results in high-quality patient outcomes. This course will summarize and discuss physiological processes including absorption, distribution, metabolism, and excretion of drugs. Drug action and interactions will be discussed. Appropriate dosage calculation must be demonstrated by the student. *prerequisite:* NURS 2230, PSYC 2510, BIOL 2230. *corequisite:* CHEM 1000, NURS 2240. *last offered:* Semester II 2017-18.

2340 Community Health Nursing 2 hrs. (2,0)

Uses the Ecological Model to analyze risks to health for individuals and population groups in the community setting. Students will learn strategies in primary, secondary, and tertiary prevention to apply to community health needs. Topics include environmental health issues, poverty, health disparities, equity, and the social determinants of health. *prerequisites:* NURS 2231, NURS 2250, PSYC 2510, BIOL 2230. *corequisite:* CHEM 1000, NURS 2241. *offered:* Semester II 2018-19.

3350 Minimal Self-Care Agency I 6 hrs. (3, 9)

Builds on the content of 2000-level nursing courses and support courses. Focuses on the application of the self-care deficit model and nursing process for patients, families, and communities who experience minimal ability to care for themselves. Implementation of evidence-based nursing interventions for managing acute and chronic care of patients and promoting health across the lifespan is included in study. Basic psychomotor skills for the delivery of efficient, safe, and compassionate care continue to be introduced and utilized with patients as students now function as advanced beginners and are to apply critical/creative thinking strategies. *prerequisite:* NURS 2240, 2270; CHEM 1000. *last offered:* Semester I 2018-19.

3351 Adult Health I 6 hrs (3, 9 — 135 clinical hrs.)

Builds on the content of 2000-level nursing courses and support courses. Focuses on the application of the Ecological Model of Health and nursing process for patients, families, and communities. Implementation of evidence-based nursing interventions for managing acute and chronic care of patients and promoting health is included in study. Basic psychomotor skills for the delivery of efficient, safe, and compassionate care continue to be introduced and utilized with patients as students now function as advanced beginners and are to apply critical/creative-thinking strategies. *prerequisites:* CHEM 1000, NURS 2241, NURS 2340. *offered:* Semester I 2019-20.

3360 Minimal Self-Care Agency II 6 hrs. (3, 9)

Builds upon the content and experiences from NURS 3350. Emphasis on application of the self-care deficit model and nursing process with individuals, families, communities, and populations who have minimal ability to care for themselves. Implementation of evidence-based nursing interventions for managing acute and chronic care of patients and promoting health across the lifespan is included in the study. Communication with all members of the health-care team, including the patient and the patient's support network, is emphasized. Practical experiences focus on increasingly complex patient needs. The application of critical/creative thinking is used as students practice as advanced beginners. *prerequisite:* NURS 3350. *corequisite:* NURS 3390. *last offered:* Semester II 2018-19.

3361 Adult Health II 6 hrs. (3, 6 — 90 clinical hrs)

Builds upon the content and experiences from Adult Health 1. Emphasis on application of the Ecological Model and nursing process with individuals, families, communities, and populations. Implementation of evidence-based nursing interventions for managing acute and chronic care of patients and promoting health. Communication with all members of the health-care team, including the patient and the patient's support network is emphasized. Practical experiences focus on increasing clinical reasoning skills. The application of critical/creative thinking is used as students practice as advanced beginners. *prerequisite:* NURS 3351 *corequisite:* NURS 3390. *offered:* Semester II 2019-20.

3390 Research 2 hrs. (2, 0)

Introduces nursing research with an in-depth study of the steps of the research process. Analysis of nursing research studies will occur. Explores research design and application of evidence-based practice methodology. Students critique research articles and develop a proposal related to a topic of significance to the practice of nursing. It is recommended that the math requirement be met prior to enrolling in the course. *prerequisites:* NURS 3350, ENGL 1120. *corequisite:* NURS 3360. *last offered:* Semester II 2019.

3391 Evidence-Based Research 3 hrs. (3, 0)

Introduces nursing research with an in-depth study of the steps of the research process. Analysis of nursing research studies will occur. Explores research design and application of evidence-based practice methodology. Students critique research articles and develop a proposal related to a topic of significance to the practice of nursing. It is recommended that the math requirement be met prior to enrolling in the course. *prerequisite:* NURS 3351, ENGL 1120. *corequisite:* NURS 3361.

3600 Nursing Remediation 1-6 hrs. (arr.)

This course is offered to nursing students who have been absent for more than one calendar year from their last clinical experience. Remediation may include, but is not limited to: Assessment Technologies Institute (ATI), simulation, and appropriate skills level check off.

3850 Practicum in Nursing 1-3 hrs.

Individualized study, clinical experiences, research, and/or project. *consent:* School of Nursing dean or instructor. *prerequisites:* NURS 3360, 3390. *repeat:* May be repeated. *offered:* Both semesters.

4450 Partial Self-Care Agency I 7 hrs. (4, 9)

Builds on the 2000- and 3000-level nursing courses and support courses. Focused application of the self-care deficit model and nursing process with clients with partial ability to care for themselves. Patient care includes individuals, families, communities, and populations presenting with multiple, dynamic health-care needs. Integration of evidence-based nursing interventions is required in the design of nursing systems. Students come to the course as advanced beginners and through the integration of creative/critical thinking processes of analysis/synthesis, the development of competence in practice is begun. *prerequisite:* NURS 3360, 3390. *corequisite:* NURS 4470. *last offered:* Semester I 2019-20.

4451 Adult Health III 7 hrs. (4, 9 — 135 clinical hrs.)

Builds on the 2000- and 3000-level nursing courses and support courses. Focused application of the Ecological Model and nursing process with clients with complex medical issues. Patient care includes individuals, families, communities, and populations. Integration of evidence-based nursing interventions is required in the design of nursing systems. Students come to the course as advanced beginners, and through the integration of creative/critical judgment processes of analysis/synthesis, the development of competence in practice is begun. *prerequisites:* NURS 3361, NURS 3390. *corequisite:* NURS 4470. *offered:* Semester I 2020-21.

4470 Seminar in Nursing 4 hrs. (4, 0)

Professional standards of moral, ethical, and legal conduct are discussed. Students assume accountability for personal and professional behaviors by reflecting on one's own beliefs and values as they relate to professional practice. Students identify personal, professional, and environmental risks that impact personal and professional choices on vulnerable populations. *prerequisites:* NURS 3361, NURS 3390. *corequisite:* 4451. *offered:* Semester I 2020-21.

4510 Entry into Professional Nursing Practice 1 hr. (1, 0)

This course builds upon foundational strategies in preparation for the NCLEX exam and entry into professional practice. Each student will examine and review his/her computerized test-taking strategies, and a careful analysis of issues related to test-taking abilities will be completed, along with review from ATI textbooks, ATI focused reviews, and other NCLEX preparation resources. Students will also discuss the process for licensure application and job seeking. *last offered:* Semester II 2020.

4520 Partial Self-Care Agency II 8 hrs. (5, 9)

Builds on the experiences of NURS 4450 and requires synthesis and analysis of all previously learned material as the student progresses to the competent level of practice as a generalist. Content includes caring for individuals, families, communities, and populations who lack the ability to care for themselves. Using the self-care deficit model and the nursing process, the student is expected to achieve a high level of clinical competence as a generalist nurse, who is a provider, designer, manager, and coordinator of care. Concepts of clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the health-care team are discussed.

Students manage care for a group of individuals that approximates a beginning practitioner's workload. *prerequisite*: NURS 4450, 4470. *corequisite*: NURS 4540, 4560. *last offered*: Semester II 2020.

4521 Child Health 4 hrs. (3, 3 — 45 clinical hrs.)

Builds on the experiences of prior courses and required synthesis and analysis of all previously learned material as the student progresses into specialized content of caring for children and families within the Ecological Model of Health. The roles of the pediatric nurse are examined within health promotion, health maintenance, and health restoration. Developmental and family-centered nursing-care concepts are integrated with liberal arts knowledge to identify nursing-care needs of children. *prerequisites*: NURS 4451, NURS 4470. *corequisites*: NURS 4950, NURS 4960, NURS 4970. *offered*: Semester II 2020-21.

4540 Intercultural Health Care 3 hrs. (1, 6)

Emphasizes the value of human diversity in order to provide safe, high-quality care. Concepts related to global health, including disease transmission, health policy, and health-care economics, are emphasized. Discussion of the nurse generalist's practice in a multicultural environment providing culturally appropriate care across settings is included in study. Students are expected to immerse themselves in a culture other than their own through an intercultural experience. *expectation*: Students should plan for additional costs for transportation and other expenses, which may vary from \$500 to \$3,500. *consent*: Instructor. *prerequisite*: NURS 4450, 4470. *corequisite*: NURS 4520, 4560. *last offered*: Semester II 2020.

4560 Principles of Nursing Leadership 4 hrs. (2.5, 4.5)

Builds on previous nursing courses as the student moves toward becoming a competent generalist nurse who is a provider, designer, manager, and coordinator of care. Critically analyzes leadership principles and management strategies and how they affect the organization and influence patient outcomes. Examines and applies total quality improvement processes and tools which impact patient safety and meet regulatory requirements. Analyzes the utilization and control of financial and human resources to promote quality patient care and optimize professional practice. The nurse as consumer advocate is emphasized. *prerequisite*: NURS 4450, 4470. *corequisite*: NURS 4520, 4540. *last offered*: Semester II 2020.

4950 Intercultural Capstone 4 hrs. (2, 6 — 90 clinical hrs.)

Emphasizes the value of human diversity in order to provide safe, high-quality care. Discussion of the nurse generalist's practice in a multicultural environment providing culturally appropriate care across settings is included in study. Students are expected to immerse themselves in a culture other than their own through an intercultural experience. *expectation*: Students should plan for additional costs for transportation and other expenses, which may vary from \$500 to \$3,500. *consent*: Instructor. *prerequisites*: NURS 4451, NURS 4470. *corequisites*: NURS 4521, NURS 4960, NURS 4970. *offered*: Semester II 2020-21.

4960 Leadership Capstone 4 hrs. (3, 3 — 45 clinical hrs.)

Builds on previous nursing courses as the student moves toward becoming a competent generalist nurse, who is a provider, designer, manager, and coordinator of care. Includes a practicum, which allows the student to integrate new practice-related knowledge and skills. Critically analyzes leadership principles and management strategies and how they affect the organization and influence patient outcomes. Examines and applies total quality improvement processes and tools which impact patient safety and meet regulatory requirements. Analyzes the utilization and control of financial and human resources to promote quality patient care and optimize professional practice. The nurse as consumer advocate is emphasized. *prerequisites:* NURS 4451, NURS 4470. *corequisites:* NURS 4521, NURS 4950, NURS 4970. *offered:* Semester II 2020-21.

4970 Clinical Capstone 2 hrs. (0.5, 4.5 — 67.5 clinical hrs.)

Builds on all prior nursing courses as the student will have the opportunity to demonstrate competencies consistent with the program outcomes. In collaboration with the faculty and a preceptor in a chosen care setting, the student will apply critical thinking, academic knowledge, and clinical skills in a real-life working environment. The purpose of this clinical immersion is for the student to formulate an understanding of expectations in preparation for the transition from student to novice nurse. *prerequisites:* NURS 4451, NURS 4471. *corequisites:* NURS 4521, NURS 4950, NURS 4960. *offered:* Semester II 2020-21.

Approved by Anderson University School of Nursing Faculty Governance Committee
Sept. 28, 2016.

(Course description language utilizes American Association of Colleges of Nursing,
Essentials of Baccalaureate Education for Professional Practice, 08.)

Peace and Conflict Transformation

Prof. Carter, director; Dr. Shane Kirkpatrick

The Peace and Conflict Transformation (PACT) minor is available to all students as a complement to any major. The PACT minor is not limited to one department but is designed as an interdisciplinary engagement with the broad array of issues involved in peace and conflict transformation.

Peace and Conflict Transformation minor (18 hours)

- PACT 2100, 2200, 2300, 2400
- 1 hour cross-cultural, service-learning, or internship experience
- 9 hours from any of the following courses:
 - ARTH 3410; BIBL 3260; CMIN 3240; COMM 3110; CRIM 3010; ECON 2010; HIST 3190; INCS 2550; PHIL 3210; POSC 3300, 3310; PSYC 2100; RLGN 3120, 3320; SOCI 2010, 2020, 3400

PACT Courses

2100 Introduction to Peace and Conflict Transformation 2 hrs. (2, 0)

Introduction to the interdisciplinary work of peace and conflict transformation. Includes examination from several perspectives of conflict at several levels (e.g., interpersonal, racial, global, etc.) as well as inquiry into the relationships between them. Considers various models by which peace and reconciliation are pursued and encourages critical self-understanding through action and reflection. *offered:* Semester I 2018-19.

2200 Peacemakers Past and Present 2 hrs. (2, 0)

Survey of prominent figures from several fields who have contributed significantly to understanding peace and conflict transformation. Emphasizes the figures' writings (whether fiction, nonfiction, poetry, sermons, speeches, letters, etc.) and encourages critical self-expression through writing and speech. *offered:* Semester II 2018-19.

2300 Peace, Conflict, and Religion 2 hrs. (2, 0)

Study of the role played by religion in situations of conflict and the pursuit of peace. Includes consideration of specific religious traditions, texts, figures, movements, and events, and encourages critical self-reflection through observation and inquiry. *offered:* Semester I.

2400 Principles and Practices of Conflict Transformation 2 hrs. (2, 0)

Engagement with a variety of principles and practices developed and employed in selected endeavors (e.g., counseling, mediation, negotiation, racial reconciliation, diplomacy, etc.). Encourages self-appropriation through research, presentation, and critique. *prerequisite:* PACT 2100. *offered:* Semester II.

Physical Sciences and Engineering

Dr. Millis, chair; Dr. Carr, Dr. Coy, Dr. File, Dr. Kennedy (on leave), Dr. Kunz, Dr. Lyle- Ippolito, Dr. Pottorf, Dr. Tarplee, Dr. Wallace

The Department Physical Sciences and Engineering offers majors in biochemistry, chemistry, physics, physical science, electrical engineering, computer engineering, engineering physics, and mechanical engineering; as well as minors in chemistry and physics. Students gain broad scientific and engineering knowledge in the classroom while having opportunities to do significant research. With the skills gained in these programs, students go on to medical and doctoral programs in addition to scientific and engineering careers in industry. For students interested in secondary-level teaching, the department offers a complementary major called TeachScience.

Engineering Programs

The Mission of Anderson University's Engineering Program is to develop highly-qualified and innovative servant leaders.

Living the Mission

Highly Qualified Engineers — We provide a Christ-centered, hands-on education, grounded in the liberal arts that inspires students toward excellence in engineering.

Innovative Thinkers — We model resourceful, pioneering, and creative thinking to uniquely mentor students to deal with the challenges of vocation, life, and community.

Servant Leaders — We seek to live God-honoring lives of integrity and share the importance of Christ-like servanthood. "For even the Son of Man came not to be served but to serve" Mark 10:44-45.

Program Characteristics

Theoretical Knowledge — Anderson University Engineering students will have advanced mathematical, scientific, and engineering skills — including significant design, problem solving, and data processing ability — built upon a liberal arts foundation.

Practical Experience — Anderson University Engineering students will have significant hands-on experiences, driven by laboratory exercises, research assistantships, internships, project management, and interdisciplinary opportunities.

Grounded in Faith — Anderson University Engineering students will be lifelong learners who, through the lens of a Christian worldview, will recognize God's calling on their lives to serve the Church and society.

According to our engineering objectives, all engineering students from Anderson University will, three to five years post-graduation, be:

- actively serving Christ,
- using a biblical worldview for professional and ethical decision making,
- thriving professionally in their respective engineering disciplines,
- succeeding in graduate-level programs,
- effective problem solvers, and
- capable in laboratory and field/remote environments.

Computer Engineering

Computer Engineering students are exposed to the concepts of electricity, electronics, digital logic, computer architecture, computer organization, and computer science, and how they apply to the designing embedded systems and computer systems. Students will have the opportunity to see various applications of computer engineering to digital system design and computer design.

Graduates of this program will be given a solid background in the theoretical and applied study of computer engineering, having been exposed to various techniques and instrumentation. Students will also have the opportunity to expand their creative abilities through design courses that challenge them to engineer products with cost and resources in mind.

With a degree in computer engineering from Anderson University, students will be well-prepared to apply their knowledge to the fields of digital systems, computer architecture, computer science, and more.

Computer Engineering Major, B.S. (85 hours)

- CPSC 2250, 2320, 2420, 2430, 2500, 3410, 4420
- CHEM 2110
- MATH 2010, 2020, 3010, 3020, 3100, 4010
- PHYS 2240, 2250
- ENGR 2000, 2010, 2030, 2090, 2110, 2310, 3030, 3220, 3260, 3270, 4950, 4960

Electrical Engineering

Electrical engineering students are exposed to the concepts of electricity, electronics, and electromagnetism and how they apply to the generation of power, designing complex electrical systems, and the design of electromechanical machines. Students will have the opportunity to see various applications of electrical engineering from electronics, power systems, telecommunications, control systems, and signal processing.

Graduates of this program will be given a solid background in the theoretical and applied study of electrical engineering, having been exposed to various techniques and instrumentation. Students will also have the opportunity to expand their creative abilities through design courses that challenge them to engineer products with cost and resources in mind.

With a degree in electrical engineering from Anderson University, students will be well prepared to apply their knowledge to the fields of electronics, power systems, and electromagnetics.

Electrical Engineering Major, B.S. (86 hours)

- CPSC 2320, 2420
- CHEM 2110
- PHYS 2240, 2250, 3130
- MATH 2010, 2020, 3010, 3020, 3100, 4010
- ENGR 2000, 2010, 2030, 2090, 2110, 2310, 3030, 3220, 3230, 3240, 3250, 3260, 3270, 4210, 4230 4950, 4960

Mechanical Engineering

Students in mechanical engineering will learn the principles and skills necessary to understand how heat and mechanical power can be used in the design and operation of machines and other tools. Graduates of the mechanical engineering program will have a diverse background, with skills that can be ready for employment in industries such as automotive, aerospace, manufacturing, and consumer goods.

Mechanical Engineering Major, B.S. (83 hours)

- CPSC 2320 (or CPSC 2500)
- CHEM 2110
- PHYS 2240, 2250
- MATH 2010, 2020, 3010, 3020, 3100
- ENGR 2000, 2010, 2030, 2090, 2110, 2310, 3030, 3110, 3160, 3180, 3190, 3510, 4110, 4130, 4160, 4950, 4960

Biochemistry

The biochemistry major is an interdisciplinary major that applies the principles and methods of both biology and chemistry to understanding the molecular basis of life. The major requires a number of basic classes from each discipline with advanced courses in chemical instrumentation, cell and molecular biology, genetics, and biochemistry, and allows the student to select additional courses necessary to pursue certain career objectives. Students considering a biochemistry major should begin their study with CHEM 2110 and BIOL 2210.

Biochemistry Major, B.A. (52 hours)

- CHEM 2110, 2120, 2210, 2220, 3100, 4510, 4520
- BIOL/CHEM 4210
- BIOL/CHEM/PHYS 4910, 4920
- BIOL 2210, 2220, 2240, 4050, 4310
- Elective hours from:
 - CHEM 3140, 4090, 4110
 - BIOL 3030, 4120

It is suggested that students pursuing pre-medicine should elect BIOL 3030, 4120. They should also take PHYS 2140, 2150 or MATH 2010, 2020, PHYS 2240, 2250.

It is suggested that students pursuing graduate school should elect CHEM 3140, 4090, 4110; BIOL 3030. They should also take MATH 2010, 2020; PHYS 2240, 2250.

It is suggested students pursuing an industry career should elect CHEM 3140.

Chemistry

The study of chemistry introduces students to the world of atoms and molecules and their composition and interactions. This study is recommended for chemistry majors and minors as preparation for graduate school, medical school, secondary-level teaching, or careers in government or industrial laboratories. It is also recommended for physics or biology students to supplement and complement their major fields of study. Students considering a chemistry major should begin their study with CHEM 2110.

Chemistry Major, B.A. (52 hours)

- CHEM 2110, 2120, 2210, 2220, 3100; 4110 or 4120; 4510, 4520, 4910, 4920
- PHYS 2240, 2250
- MATH 2010, 2020
- Remaining hours from additional upper-division (3000-level and above) CHEM courses.

CHEM 1000 and 2700 do not apply toward the major.

Chemistry Minor (16 hours)

- Must include CHEM 3100.
- Remaining hours from additional CHEM courses.

CHEM 1000 and 2700 do not apply toward the minor.

Engineering Physics (B.S.)

Students studying physics can usually fall into two categories, those wishing to pursue a graduate degree in physics or engineering, or those with a passion for physics and research who want a strong background in hardware and design.

These students will often go on to graduate school but are also exceptionally well prepared for careers in industry and national laboratories.

Engineering Physics Major, B.S. (85 hours)

- CHEM 2110
- MATH 2010, 2020, 3010, 3020, 3100
- PHYS 2240, 2250, 3130, 4130, 4410
- ENGR 2000, 2310, 2010, 2030, 2090, 2110, 3190, 3240, 4120, 4950, 4960
- CPSC 2320 (or CPSC 2500)
- A minimum of 14 hours from the following:
 - Any ENGR Courses 3000 — Level or Above
 - Any CPSC Courses 3000 — Level or Above

Physics (B.A.)

The purpose of study in physics is to obtain an understanding of the nature and order of the physical world while being exposed to the logical application of scientific methods in discovering this order. This study is recommended for physics majors and minors as preparation for graduate school, secondary-level teaching, or other employment, and for chemistry, biology, mathematics, computer science, and pre-medical students to supplement and complement their major fields of study. Students considering a career in secondary education may wish to pursue the physical science major, which is designed more to their needs. (Note: PHYS 1000, 1020, and 1240 do not apply toward the major or minor.)

All physics majors are required to complete at least a minor in mathematics. In general, the following courses, or their equivalent, should be completed as part of this minor: MATH 2010, 2020, 3010, 3020.

Physics Major, B.A. (70 hours)

- PHYS 2240, 2250, 3100, 3130, 4130, 4210, 4220, 4340, 4350, 4510, 4520, 4910, 4920
- ENGR 2050, 2070, 2310
- CHEM 2110
- MATH 2010, 2020, 3010, 3020
- Remaining 9 Hours from the following:
 - ENGR 2020, 2210, 3120, 3130, 3210, 3220, 3230, 3260, 3270
 - CHEM 2120, 2210, 2220, 3100, 3140, 4090

Physics Minor (16 hours)

- PHYS 2240, 2250, 3110
- May include ENGR 2070
- Remaining hours from additional upper-division (3000-level and above) PHYS courses

Physical Science

The purpose of study in the physical sciences is to obtain an understanding of the nature and order of the physical world while being exposed to the logical application of scientific methods in discovering this order. Students considering a career in secondary education may wish to pursue the physical science major instead of the more specialized physics or chemistry majors.

The physical science major is not intended as a sufficient preparation for graduate studies in the fields of chemistry or physics, nor is it designed to prepare students for a scientific career in industry. It is strongly encouraged, but not required, that students also pursue the TeachScience complementary major as part of their studies.

Physical Science Major, B. A. (50 hours)

- PHYS 1000, 1020, 1240, 2240, 2250, 3130, 4510, 4520, 4910, 4920
- CHEM 2110, 2120, 2210, 3100
- MATH 2010, 2020

TeachScience

This complementary major offers science students all of the learning and practical experiences needed to meet the state requirements for teacher certification. This major may only be combined with a catalog major in biology, chemistry, or physics, and cannot stand alone to meet graduation requirements. Program objectives include the following:

- Emphasis on Christ-like servant ways in the development of a professional educator, strengthened by a liberal arts program.
- Teaching as a mission to serve adolescents and young adults.
- The student's completion of a traditional major in an area of science while pursuing advanced study in science and/or education.
- Unique combination of secondary school experience and content area instruction.

- Early opportunities for students to explore science teaching as a potential career.
- Entrance into the program at any stage in the student's educational journey, based on individual needs and circumstances.
- Program completion within four years for most students.

TeachScience Complementary Major (30 hours)

- EDUC 2000, 3000, 3120, 4010, 4710, 4930
- SPED 2400
- BIOL/CHEM/PHYS 2700

Students wanting a teaching license in the state of Indiana are strongly encouraged to take ENGL 1400, EDUC 2110, HIST 2110 or 2120, and TESL 3500.

CHEM Courses

1000 Introduction to Chemistry 4 hrs. (3, 2)

A survey approach to the study of chemistry examining the methods of science as applied to the study of inorganic, organic, and biochemistry. Emphasis on understanding chemical principles and their application to the environment, with some use of numerical computations. Not applicable toward chemistry major or minor. *offered:* Semester II.

2110 General Chemistry I 4 hrs. (3, 2.5)

Basic introduction to theory and practice of chemical principles with emphasis on atomic structure, chemical bonding, stoichiometry, thermochemistry, and physical states of matter. *expectation:* Students entering general chemistry normally have at least one year of high school chemistry and two years of high school algebra. *offered:* Semester I.

2120 General Chemistry II 4 hrs. (3, 2.5)

Further studies of chemical principles including kinetics, oxidation-reduction and acid-base reactions, inorganic complexes, and nuclear chemistry. *expectation:* Students entering this class should have completed CHEM 2110 or equivalent. *offered:* Semester II.

2210 Organic Chemistry I 4 hrs. (3, 3)

Bonding theory, composition, and constitution of carbon frameworks and functional groups, nomenclature, stereochemistry, and introduction to reactions and reaction mechanisms. *prerequisite:* CHEM 2110. *offered:* Semester I.

2220 Organic Chemistry II 4 hrs. (3, 3)

Reactions, mechanisms, and synthesis of various functional groups. Spectroscopy, including NMR, IR, and UV-VIS. *prerequisite:* CHEM 2210. *offered:* Semester II.

2700 Science Teaching Methods I 3 hrs. (2, 1)

This course involves the learning and application of the methods of teaching science. In addition to some lecture and classroom discussion, students complete a practicum experience with a master teacher in a public or private school setting. Topics covered and jointly pursued by AU faculty and the master teacher include learning theories, classroom management, inquiry-based teaching, history of science, special/gifted education, and an introduction to rubrics/grading/assessment. Emphasizes the key roles that a teacher's caring attitude and ability to engage students have in a successful learning environment. *expectation:* BIOL/CHEM/ PHYS 1120 should be completed. *same as:* BIOL/PHYS 2700. *offered:* Semester II.

3100 Analytical Chemistry 4 hrs. (3, 6)

Review of equilibrium and its relationship to gravimetric and volumetric analysis. Statistical methods and an introduction to environmental chemistry. Several instrumental techniques are introduced. *prerequisite*: CHEM 2110. *offered*: Semester I.

3140 Instrumental Analysis 4 hrs. (3, 3)

A study of modern instrumental methods, including UV-VIS, AAS, GC, GC/MS, HPLC, IR, NMR, Voltammetry, and X-ray, with special emphasis upon chromatography. *expectation*: CHEM 3100 should be completed. *offered*: Semester II 2018-19.

3800 Internship in Science Education 1-4 hrs. (0, 1-4)

This internship is an opportunity to broaden the diversity of a student's experience in educational settings. Internships are arranged in environments not typically experienced by the student. Tri-S and other international experiences may be appropriate, as well as experiences in large inner-city schools or small, rural schools. *expectation*: BIOL/CHEM/PHYS 2700 should be completed or taken concurrently. *same as*: BIOL/PHYS 3800.

4090 Inorganic Chemistry 4 hrs. (3, 3)

Molecular structure and bonding, symmetry, structures of solids, d-metal complexes, band theory, organometallics, and advanced topics. *expectation*: CHEM 2110 and 2220 should be completed. *offered*: Semester I 2018-19.

4100 Organic Spectroscopy 4 hrs. (3, 3)

A look at the instrumentation used to identify organic compounds. An emphasis is placed on identifying organic compounds from various spectra. Students will gain hands-on experience in FT-NMR (1H, 13C, 2D), FT-IR, GC-MS, UV-Vis, and the interpretation of their spectra. *prerequisite*: CHEM 2210. *offered*: Semester II 2017-18.

4110 Thermodynamics and Kinetics, 4 hrs. (4, 0)

Emphasis in this course will be on engineering concepts related to classical thermodynamics. This course provides the tools necessary in designing and analyzing thermal systems and processes. Topics covered include internal energy, enthalpy, entropy, and conservation of energy. *expectation*: PHYS 2240, CHEM 2110, MATH 3100. *offered*: Semester I.

4120 Quantum Theory 4 hrs. (4, 0)

This course provides a background and introduction to quantum theory, as well as applications to various systems such as the hydrogen atom. Additionally, students are exposed to problem solving techniques, such as perturbation theory and the variational method, as well as their applications to a range of physical systems. *prerequisite*: CHEM 2210. *offered*: Spring 2017-18.

4210 Biochemistry 4 hrs. (3, 4)

Introduction to fundamental principles of biochemistry. Lectures and project-oriented laboratories emphasize concepts of macromolecular structure, aspects of enzymology, and intermediary metabolism. *prerequisite*: BIOL 2240, CHEM 2210. *offered*: Spring 2017-18. *same as*: BIOL 4210

4510 Senior Physical Science Practicum I 1 hr. (1, 0)

Assessment of the student's development as a chemistry/biochemistry major. In addition, students will study and discuss nuances, potential careers, résumé building and job seeking, graduate schools, laboratory safety, and the relationship of science and Christianity. Required of all chemistry/biochemistry majors. *same as*: PHYS 4510. *offered*: Semester I.

4520 Senior Physical Science Practicum II 1 hr. (1, 0)

Assessment of the student's development as a chemistry/biochemistry major. Continuation of Senior Physical Science Practicum I. An introduction to the scientific literature and grant writing. Required of all chemistry/biochemistry majors. *expectation*: CHEM 4510 should be completed. *same as*: PHYS 4520. *offered*: Semester II.

4650 Independent Study 1-4 hrs. (arranged)

Individual study or research in advanced areas of interest. *expectation*: At least second year standing in the department; consent of a chemistry faculty advisor. *repeat*: May be repeated. No more than 8 hours may be counted toward the major.

4910 Science Seminar I 1 hr. (1, 0)

Techniques and practice of written and oral technical communication with respect to experimental or library research projects. Required of all science majors. Both CHEM 4910 and 4920 must be completed to receive advanced writing competency (writing intensive) credit. *prerequisite*: Science major. *same as*: BIOL/PHYS 4910. *offered*: Semester I.

4920 Science Seminar II 1 hr. (1, 0)

Techniques and practice of written and oral technical communication with respect to experimental or library research projects. Required of all science majors. Both CHEM 4910 and 4920 must be completed to receive advanced writing competency (writing intensive) credit. *prerequisite*: Science major. *same as*: BIOL/PHYS 4920. *offered*: Semester II.

ENGR Courses**2000 Introduction to Engineering: Concepts and Design 3 hrs. (0, 6)**

This course gives burgeoning engineers an understanding of what it means to be an engineer in today's society. A wide range of topics covering mechanical, electrical, and computer engineering are covered in two separate labs sections per week. Topics include engineering design, manufacturing, embedded systems, programming, and CAD. Also, students will be exposed to technical writing with LaTeX and proper use of graphics. A reasonably powerful laptop computer is required for this course and all subsequent courses in engineering. Please consult the department website for specific requirements, as these do change over time. *offered*: Semester I.

2010 Statics 2 hrs. (2, 0)

Introduction to analyzing forces in isolated and connected rigid-body systems, as well as vector analysis, forces, moments, resultants, two and three-dimensional equilibrium,

trusses, beams, and frames. Emphasis is given to non-accelerating bodies and frames.

prerequisite: PHYS 2240. *offered:* Semester I.

2030 Circuit Analysis 3 hrs. (2, 3)

Introduction to design of electric circuits and linear circuit analysis. Topics include electric circuit variables, circuit elements such as resistance, capacitors, inductors, resistive circuits, methods and analysis of resistive circuits, Thévenin and Norton equivalent circuits, energy storage elements, and first- and second-order circuits, such as RL and RC and RLC circuits. AC circuit analysis and complex power. Introduction to PSpice computer program to design and analyze circuits. *prerequisite:* PHYS 2250, MATH 3010. *offered:* Semester II.

2080 Service through Engineering and Technology 3 hrs. (3, 0)

Introduction to humanitarian engineering and social entrepreneurship. This course focuses on the challenges and opportunities present throughout society. Frugal innovation and alternative resources are applied to these challenges in under-developed and under-represented societies. Explanation is given to demonstrate the moral obligations engineers have to improve quality of living and the environment. Emphasis is given to service learning with the effects and consequences therein. *prerequisite:* None. *offered:* Semester II.

2090 Systems Engineering, 2 hrs. (2, 0)

This course focuses on various aspects of systems engineering, including risk analysis, engineering economics, project planning, and the product development lifecycle. This course is heavily project based. *prerequisites:* ENGR 2000. *offered:* Semester I.

2110 Dynamics 2 hrs. (2, 0)

Introduction to kinematic and kinetic analysis of particles, systems of particles, and rigid bodies; position, velocity, acceleration, non-rotating and rotating frames of reference, Newton's laws, work, energy, impulse, momentum, conservative and non-conservative systems, as well as inertial and non-inertial reference frames. *prerequisite:* ENGR 2010, 2310. *corequisite:* MATH 3100. *offered:* Semester II.

2310 Computational Problem Solving 3 hrs. (2, 2)

This course introduces the students to a high-level programming language and uses it to perform data analysis, data manipulation, and complex data visualization. Problem solving is taught throughout the course focusing on computational methods. *offered:* Semester II.

3030 Signals and Controls 3 hrs. (3,0)

Analysis and simulation of signals, feedback control, filters, frequency response, and two-port networks. The course will also cover bode plots, root locus diagrams, and stability analysis. *prerequisite:* ENGR 2030, MATH 3100. *offered:* Semester I.

3110 Kinematics and Robotics 4 hrs. (3, 3)

An in-depth study is made of mechanisms, such as the slider-crank and four-bar linkage. Cams and gears are studied in the context of their use in machines. Kinematics and inverse kinematics are studied with relative applications to mechanisms and machines. Path planning, dynamics, and control are studied in a two- and three-dimensional space,

with an emphasis on application in the area of robotics. *prerequisite*: ENGR 2110. *offered*: Semester II.

3160 Vibrations 2 hrs. (2, 0)

An introduction to the mechanical response of structural dynamics. Analytic and numerical techniques will be presented for solutions to single- and multiple-degree-of-freedom systems, simple harmonic motion, damped and free vibration, as well as continuous systems. Other topics to be covered will include the methods of energy and Lagrange. *prerequisite*: ENGR 2110. *offered*: Semester I.

3180 Engineering Materials and Processes 3 hrs. (3, 0)

An introduction to the science of engineering materials. Engineering properties of materials — mechanical, electrical, and chemical — are closely linked to the underlying solid state and molecular structure. Chemistry relating to various aspects of design, including phase change, solution theory, acid-base solutions, and chemical equilibrium, is presented. The processes by which these materials are produced and manufactured are also presented. *prerequisite*: CHEM 2110, PHYS 2240. *offered*: Semester I.

3190 Engineering Thermodynamics 5 hrs. (5, 0)

Emphasis in this course will be on engineering concepts related to classical thermodynamics. This course provides the tools necessary in designing and analyzing thermal systems and processes. Topics covered include internal energy, enthalpy, entropy, and conservation of energy. Thermodynamic cycles, efficiency, psychrometric analysis, conservation of mass, irreversibility and availability will also be discussed. *prerequisite*: PHYS 2240, CHEM 2110. *offered*: Semester I.

3220 Electronics 3 hrs. (2, 2)

Introduction to semiconductor electronic devices and basic theory and application. Topics include semiconductor materials and diodes, diode circuits, field-effect transistors (FETs), bipolar-junction transistors (BJTs), basic BJT amplifiers, and the power amplifiers. *prerequisite*: ENGR 2030. *offered*: Semester I.

3230 Analog Circuit Design 3 hrs. (2, 2)

Continuation of Electronics I to include differential amplifiers, frequency response of amplifier circuits, multi-stage amplifiers, power amplifiers, feedback circuits, power supplies, filters, digital logic families, and oscillators. It includes an amplifier design and analysis including discrete and integrated circuit topologies. Introduction to linear and non-linear op-amp circuits. *prerequisite*: ENGR 3220, 3030. *offered*: Semester II.

3240 Electromagnetic Fields 3 hrs. (3, 0)

Engineering applications of vector calculus and Maxwell's equations to electrostatic and magnetostatic, boundary-value problems in electrostatic, and time varying fields, transmission lines, propagation of uniform plane waves, and single-stub matching. *prerequisite*: MATH 3020, 3100, PHYS 2250. *offered*: Semester I.

3250 Electromagnetic Waves 3 hrs. (3, 0)

Engineering applications of phasors and Maxwell's equations to electrostatic and magnetostatic and time varying fields, transmission lines, Smith Chart, propagation of

uniform plane waves, and single-stub matching. Exercises introduce field-plotting, transmission line concepts using waveguides, and single stub-tuning. Introduction to the network analyzer, polarization, and radiation fields. *prerequisite:* ENGR 3240, ENGR 3030. *offered:* Semester II.

3260 Embedded Systems 3 hrs. (2, 3)

Introduction to the fundamentals of embedded systems, including microcontrollers, peripheral interfacing, basic communications, interrupts, and real-time operating systems. This course includes practical laboratory experiences using serial and parallel interfaces of microcontrollers to communicate with sensors and actuators. *prerequisite:* CPSC 2420, ENGR 3270. *offered:* Semester I.

3270 Digital Logic 3 hrs. (2, 3)

An introduction to the fundamental concepts for three design levels: device, logic, and system levels. The device level includes logic gates, such as AND, OR, and NOT, using transistors. The logic level covers a design technique in which logic gates are used to design digital components. The system level covered for typical Intel or Motorola microprocessors, which are designed by interfacing memory and I/O chips. In order to synthesize digital logic circuits, description languages such as Verilog or VHDL will be utilized. The laboratories allow students to design and implement systems with discrete logic gates and FPGAs. *prerequisite:* MATH 2010 or MATH 2200. *offered:* Semester II.

3510 Solid Mechanics 4 hrs. (3, 2)

Deformation analysis is used to determine resultant stresses and strains on a given object. Special attention is given to the mechanics of continua and their reactions to forces, temperature changes, and phase changes. Topics include elasticity, plasticity, bending, fracture, and failure. Analysis of stresses due to various loading conditions, stress and strain relationships, theories of failure, and energy methods will also be covered. *prerequisite:* ENGR 2010, 3180. *offered:* Semester II.

4110 Machine Design 3 hrs. (3, 0)

Application of the principles of statics and mechanics of materials to the design of machine elements. Topics include stress and deformation, finite element method, failure criteria in yielding, fatigue and buckling, statistical considerations, and selection of shafts, bearings, and gears. Vibration concerns are addressed, including methods of balancing rotating machinery. *prerequisite:* ENGR 3030, 3110, 3510. *offered:* Semester I.

4120 Computational Mechanics 3 hrs. (3, 0)

This course utilizes the numerical capabilities of the modern computer to simulate physical phenomenon. Topics to be covered include the finite-element method, finite-difference schemes, and optimization techniques. Students will be introduced to round-off errors and error propagation, as well as convergence determination. *prerequisite:* ENGR 2310, 3510, 4130, and CPSC 2320 or 2500. *offered:* with sufficient demand.

4130 Fluid Mechanics 4 hrs. (3, 3)

Principles of fluid flow, conservation of mass, momentum, laminar flow problems, kinetics, macroscopic balances, and design of fluid flow systems. Students will be

presented with material covering flow in pipes, channel flow, immersed bodies, and control volume analysis. Liquids will be the primary source of topic, although a brief discussion on gaseous properties, including compressible flow, will be introduced.

prerequisite: ENGR 2110, 3190. *offered:* Semester II.

4160 Heat and Mass Transfer 4 hrs. (3, 2)

Heat transfer processes will be covered, including energy conservation, conduction, convection, radiation, equations for chemical species conservation, diffusion, and macroscopic balances. Analysis of chemical engineering operations involving mass transfer will also be covered, as well as differential and stage-wise separation processes, mass transfer accompanied by chemical reaction, general design, and operation of mass-transfer equipment. *prerequisite:* ENGR 4130. *offered:* Semester I.

4210 Solid State Devices 3 hrs. (3, 0)

Introduction to semiconductor physics and its application to semiconductor devices such as junction, Schottky diodes, BJT, and MOSFET. In semiconductor physics, topics include crystal structure, energy band gap, effective mass, density of states, Fermi-Dirac statistics, carrier distribution and doping, drift and diffusion, and continuity equation. In semiconductor devices, topics include the basics of MOS capacitor, application of MOS capacitor and MOSFET, and fundamentals of device fabrication. *prerequisite:* ENGR 3220, PHYS 3130. *offered:* Semester I.

4230 Power Systems 3 hrs. (3, 0)

Introduction to the fundamentals of theory and operation of electromechanical devices, including magnetic circuits, transformers as well as DC and AC rotating machines. Characteristics and application of motor control and power processing design. Principles of electrical power generation, transmission, and distribution, three-phase power circuits, power system analysis, symmetrical components, fault currents, system protection, and stability. *prerequisite:* ENGR 3220, 3030. *offered:* Semester II.

4950 Engineering Senior Design I 2 hrs. (0, 4)

Applications of design principles to a capstone engineering project. Projects are team based and include developing design specifications, conceptual designs, and final designs. Project requirements include significant oral and written communication components. Examples of projects include inter-collegiate competition, industry-sponsored applied research, and service projects. *expectation:* Senior standing in an engineering major. *offered:* Semester I.

4960 Engineering Senior Design II 2 hrs. (0, 4)

Building on ENGR 4950. Applications of design principles to a capstone engineering project. Projects are team based and include developing design specifications, conceptual designs, and final designs. Project requirements include significant oral and written communication components. Students pursuing more than one major in engineering must complete a two-semester sequence in senior design for each major. *prerequisite:* ENGR 4950. *offered:* Semester II.

PHYS Courses

1000 Physical Science 4 hrs. (3, 2)

Introduction to selected topics in physical science, with emphasis on concepts necessary to teaching science at the elementary school level. Required of all elementary education majors but also open to other non-science majors. *offered:* Semester I and II.

1020 Earth and Space Science 4 hrs. (3, 2)

Introduction to the study of geology, weather, and space science, with an emphasis on the phenomena that pertain to the earth's crust and atmosphere and the methods used to form our understanding of these dynamic systems. May be taken alone or as a supplement to PHYS 1000. *offered:* With sufficient demand.

1030 Teaching STEM in the Elementary Classroom 3 hrs. (0, 4)

Introduction to concepts in Science, Technology, Engineering, and Mathematics (STEM). Equips students to create and execute their own hands-on experiences exploring these concepts. This course is taken almost exclusively by education majors in order to prepare them to address these important topics in their careers. *offered:* Semester II.

1140 Musical Acoustics 4 hrs. (3, 2)

Survey of topics basic to the science of music. Designed to give music students a laboratory-science experience in a field relevant to their interests. Open to all students who can read music. *offered:* With sufficient demand.

1240 Introduction to Astronomy 4 hrs. (3, 2)

Introduction to understanding planets, stars, and galaxies of our universe with emphasis on what they are, how they live and die, and how they are studied. Students will also gain an appreciation for the night sky and the type of observations that can be made. *offered:* Semester I.

2140 General Physics I (Algebra Based) 4 hrs. (3, 2)

Introduction to major concepts of physics and their mathematical foundations, with a primary emphasis on Newtonian mechanics. *expectation:* Students enrolling should demonstrate sufficient knowledge of college algebra. *offered:* Semester I.

2150 General Physics II (Algebra Based) 4 hrs. (3, 2)

Continuation of General Physics I, with a primary emphasis on electricity, magnetism, optics, and modern physics. *expectation:* PHYS 2140 or equivalent should be completed, and student should demonstrate sufficient knowledge of college algebra. *offered:* Semester II.

2240 General Physics I (Calculus Based) 4 hrs. (3, 4)

Introduction to major concepts of physics and their mathematical foundations, with a primary emphasis on momentum, energy, and rotational dynamics. *prerequisite:* MATH 2010. *offered:* Semester II.

2250 General Physics II (Calculus Based) 4 hrs. (3, 2)

Continuation of General Physics I, with a primary emphasis on electricity, magnetism,

and optics. *prerequisite*: PHYS 2240, MATH 2020. *offered*: Semester I.

2700 Science Teaching Methods 3 hrs. (2, 1)

This course involves the learning and application of the methods of teaching science. In addition to some lecture and classroom discussion, students complete a practicum experience with a master teacher in a public or private school setting. Topics covered and jointly pursued by AU faculty and the master teacher include learning theories, classroom management, inquiry-based teaching, history of science, special/gifted education, and an introduction to rubrics/grading/assessment. Emphasizes the key roles that a teacher's caring attitude and ability to engage students have in a successful learning environment. *expectation*: BIOL/CHEM/ PHYS 1120 should be completed. *same as*: BIOL/CHEM 2700. *offered*: Semester II.

3100 Modern Physics Laboratory 2 hrs. (0, 6)

Advanced experiments in modern physics, mechanics, electricity, magnetism, heat, and optics with emphasis on scientific methods and laboratory technique. *prerequisite*: PHYS 2250. *offered*: Semester II.

3130 Modern Physics 2 hrs. (2, 0)

This course will provide a review of special relativity, as well as various properties of electromagnetic radiation, including concepts of superconductivity. Additionally, the quantum view of matter will be developed, focusing on atomic spectra, nuclear structure, elementary particles, and statistical distributions. Finally, an introduction to general relativity, cosmology, and string theory will be developed. *prerequisite*: PHYS 2250. *offered*: Semester II.

3800 Internship in Science Education 1-4 hrs. (0, 1-4)

This internship is an opportunity to broaden the diversity of a student's experience in educational settings. Internships are arranged in environments not typically experienced by the student. Tri-S and other international experiences may be appropriate as well as experiences in large inner-city schools or small, rural schools. *expectation*: BIOL/CHEM/ PHYS 2700 should be completed or taken concurrently. *same as*: BIOL/CHEM 3800.

4130 Quantum Theory 4 hrs. (4, 0)

This course provides a background and introduction to quantum theory, as well as applications to various systems, such as the hydrogen atom. Additionally, students are exposed to problem-solving techniques, such as perturbation theory and the variational method, as well as their applications to a range of physical systems. *prerequisite*: PHYS 3130, MATH 3020. *same as*: CHEM 4120. *offered*: Semester II 2017-18.

4210 Electricity and Magnetism 3 hrs. (3, 0)

Engineering applications of vector calculus and Maxwell's equations to electrostatic and magnetostatic, boundary-value problems in electrostatic, and time varying fields, transmission lines, propagation of uniform plane waves, and single-stub matching. *expectation*: PHYS 2250 and MATH 3020, 3100 are normally completed. Meets with ENGR 3240. *offered*: Semester I.

4220 Computational Mechanics 3 hrs. (3, 0)

This course offers a background in classical physics and statistical physics, including topics in Lagrangian dynamics, the Hamiltonian formulation of motion, central forces, partition functions, and other statistical distributions. In addition to gaining a theoretical foundation in these areas, students will be exposed to various computational methods used to evaluate problems. *prerequisite:* PHYS 2240, PHYS 3130, MATH 3020. *offered:* Semester I 2018-19.

4340 Advanced Quantum and Electromagnetic Theory 3 hrs. (3, 0)

This course begins as a continuation of PHYS 4120 and PHYS 4210, exploring various aspects of the quantum and electromagnetic theories. Ultimately, the course culminates in the theory of quantum electrodynamics and its applications, particularly those pertaining to particle and nuclear physics. *prerequisite:* PHYS 4130 and PHYS 4210. *offered:* With sufficient demand.

4350 Cosmological Theory 3 hrs. (3, 0)

A study of topics in cosmology including general relativity, the expansion of the universe, nucleosynthesis in the early universe, inflation, cosmic microwave background radiation, dark matter, dark energy, and the formation of structure. *prerequisite:* PHYS 4220. *offered:* With sufficient demand.

4510 Senior Physical Science Practicum I 1 hr. (1, 0)

Assessment of the student's development as a physics major. In addition, students will study and discuss finances, potential careers, résumé building and job seeking, graduate schools, laboratory safety, and the relationship of science and Christianity. Required of all physics and physical science majors. same as: CHEM 4510. *offered:* Semester I.

4520 Senior Physical Science Practicum II 1 hr. (1, 0)

Assessment of the student's development as a physics major. Continuation of Senior Physical Science Practicum I. An introduction to scientific literature and grant writing. Required of all physics and physical science majors. *expectation:* PHYS 4510 should be completed. *same as:* CHEM 4520. *offered:* Semester II.

4650 Independent Study 1-4 hrs. (arranged)

Individual research in advanced areas of interest. *repeat:* May be repeated. Total credit not to exceed 8 hours. *offered:* With sufficient demand.

4910 Science Seminar I 1 hr. (1, 0)

Techniques and practice of written and oral technical communication with respect to experimental or library research projects. Required of all science majors. Both PHYS 4910 and 4920 must be completed to receive advanced writing competency (writing intensive) credit. *prerequisite:* Science major. *same as:* BIOL/CHEM 4910. *offered:* Semester I.

4920 Science Seminar II 1 hr. (1, 0)

Techniques and practice of written and oral technical communication with respect to experimental or library research projects. Required of all science majors. Both PHYS 4910 and 4920 must be completed to receive advanced writing competency (writing

intensive) credit. *prerequisite*: Science major. *same as*: BIOL/CHEM 4920. *offered*: Semester II.

4930 Seminar 2-4 hrs. (arranged)

Topics selected from optics, quantum mechanics, thermodynamics, mechanics, astrophysics, nuclear physics, or other advanced topics. *repeat*: May be repeated. Total credit not to exceed 12 hours. *offered*: With sufficient demand.

Psychology

Dr. Priest, chair; Dr. Griffith, Dr. Stull, Dr. Farmen

Psychology is the scientific study of the brain, mind, and behavior. It is approached from physiological, cognitive, and social perspectives. Psychologists apply the scientific method (including statistics and experimental design) to the study of brain function, perception, memory, development, social influence, attitudes, organizational behavior, abnormal behavior, and the treatment of disorders. This requires the development of skills in critical thinking, quantitative reasoning, speaking, writing, and ethical decision making.

Each course seeks to integrate psychological theories and data with biblically based principles. Psychology majors have pursued successful careers in research, counseling, teaching, medicine, business, and law. The department's web page can be found at anderson.edu/psychology.

Majors

Psychology major (30 hours) requirements:

- 3 hours of PSYC 2000
- 2 hours of PSYC 2010
- 1 hour of PSYC 4900
- 15 additional hours from 3000- and 4000-level PSYC courses, including the following:
 - At least 12 hours from PSYC 3010, 3030, 3040, 3060, 3100, 3120, 3200, 3210, 3240, 3310, 3330, 3450, 4030, 4100, 4110, 4140, 4150, 4440, 4510/4520, 4650
 - At least 3 hours from any 3000- and 4000-level PSYC courses.
PSYC 4900 does NOT count toward these 15 hours.
- Remaining hours from any additional PSYC courses.

Complementary Majors

Psychology Complementary major (26 hours)

The complementary major does not stand alone to fulfill graduation requirements, but it is a useful complement to students who are seeking a better understanding of themselves and others. The structure of the complementary major is flexible but has these requirements:

- Required courses: PSYC 2000, 2010, 4900
- At least 12 hours from PSYC 3010, 3030, 3040, 3060, 3100, 3120, 3200, 3210, 3240, 3310, 3330, 3450, 4030, 4100, 4110, 4140, 4150, 4440, 4510/4520, 4650
- Remaining hours from additional PSYC courses

Youth Leadership Development Complementary major (28 hours)

Youth Leadership Development does not stand alone to fulfill graduation requirements, but it is a valuable complement to such majors as youth ministries, social work, criminal justice, family science, psychology, and other majors involving interaction with youth.

This major is also an excellent complement for students who enjoy working with youth but whose careers will be in fields that may not involve interaction with youth.

- PSYC 2000, 2100, 2510, 4210
- SOCI 2120, 3100, 3150
- EDUC/PSYC/SOCI 2850, 4800

Minor

Psychology minor (16 hours)

- Required course: PSYC 2000
- At least 6 hours from 3000- and 4000-level PSYC courses

Departmental Honors

Departmental honors are awarded only to those students who meet the requirements below and are recommended by the department faculty. The number of students receiving departmental honors is limited by Anderson University policies and Psychology Department recommendations. Psychology students seeking honors must submit an application in order to be considered.

Minimum requirements for applying include the following: (1) completion of 36 hours of psychology courses, including at least one upper-division course from each full-time faculty member; (2) cumulative GPA of at least 3.00; and (3) GPA of at least 3.50 in the psychology major. From this pool of applicants, the department faculty will award honors as student performance merits.

PSYC Courses

2000 General Psychology 3 hrs. (3, 0)

An introduction to the scientific study of mental processes and behavior. Topics include history, biological basis of behavior, sensation, perception, development, learning, memory, motivation, emotion, social, abnormal, statistics, counseling, and therapy. Required of all psychology majors and minors. *offered*: Every semester.

2010 General Psychology Laboratory 2 hrs. (1, 1)

An introduction to the scientific method, inferential statistics, and journal-report writing. Required of all psychology majors. *prerequisite*: Psychology major or minor. *offered*: Every semester.

2050 Psychological Propaedeutics 4 hrs. (4, 0)

An introduction to the philosophical foundations of psychology. Topics include will, mind, sense, cognition, dreams, mental faculties, imagination, memory, and the unconscious. *offered*: On demand.

2100 Interpersonal Relationships 4 hrs. (4, 0)

An introduction to the social skills that increase interpersonal effectiveness in courtship, marriage, work, and play. Methods used may involve role playing, personal feedback, video recording, and group discussion. *grade*: CR/NC registration. *offered*: Every semester.

2110 Educational Psychology 3 hrs. (3, 0)

An introduction to the application of psychology to the problems of education. This course examines the theoretical and applied aspects of learning, motivation, human development, personality, and measurement and evaluation. *same as:* EDUC 2110. *offered:* Every semester.

2440 Applied Statistics and Introduction to Research 4 hrs. (4, 0)

An examination of basic statistical techniques with emphasis on interpreting research literature, practical applications in psychology, business and political science, and use and interpretation of appropriate computer software. *prerequisite:* Mathematics proficiency (see Liberal Arts Program section in this catalog). *offered:* Semester II.

2510 Developmental Psychology 4 hrs. (4, 0)

An introduction to the study of psychological growth and development of the individual from a lifespan approach. Child and adolescent development will be emphasized. A holistic approach to physical, cognitive, affective, and personality development; parenting; and stages of grief and dying are used. Theorists considered may include Piaget, Erikson, Kohlberg, Mahler, and Kubler-Ross. *prerequisite:* PSYC 2000. *offered:* Every semester.

2850 Practicum in Leadership Skills 2 hrs. (1, 2)

An introduction to training assertiveness, communication, helping, and negotiation skills. Students receive direct feedback on their performance and gain experience in co-leadership and team building. Required for youth leadership development majors. *consent:* Instructor. *prerequisite:* PSYC 2100. *grade:* CR/NC registration. *same as:* EDUC/SOCI 2850. *offered:* Every semester.

3010 Social Psychology 4 hrs. (4, 0)

An examination of the behavior of individuals in society, including the study of attitudes, beliefs, prejudice, aggression, leadership, and altruism. *prerequisite:* PSYC 2000. *same as:* SOCI 3010. *offered:* Semester II.

3030 Psychiatric Rehabilitation 3 hrs. (3, 0)

This course involves exploring mental health services used to help individuals with severe mental illnesses achieve the best outcomes possible. This course will focus on evidence-based practices, but a variety of other factors shaping how services are provided will be discussed, including cultural factors, stigma, and the role of advocacy groups. A repeated theme will be to ask how to implement humane, practical, feasible, culturally competent, cost-effective, and replicable services. *offered:* Every other spring. Next offered semester II 2018-2019.

3040 Group and Institutional Dynamics 3 hrs. (3, 0)

A practical approach to the theory and training of small and large groups and their leadership. The focus is on leading groups in schools, churches, hospitals, agencies, and industry. Group types covered include discussion, task, and personal-development groups. *prerequisite:* PSYC 2000. *grade:* CR/NC registration. *offered:* Semester I.

3060 The Emotions 4 hrs. (4, 0)

An exploration of the theories and experimental evidence that bear on human emotions. Acquired and primary needs and motives are also considered. Topics include stress, love, hate, facial expressions in emotion, measurement of emotion, sex differences in emotion, sociobiological explanations of temperament, and ethology. *prerequisite*: PSYC 2000. *offered*: Semester I.

3100 Human Brain Dysfunction 4 hrs. (4, 0)

Within a framework of neuropsychology, an introduction to brain dysfunction, including language disruption, learning disabilities, and the effects of stroke, tumor, and traumatic brain injury. *prerequisite*: PSYC 2000. *offered*: Every other spring. Next offered semester II 2017-2018.

3120 Abnormal Psychology 4 hrs. (4, 0)

An exploration of differing perspectives on abnormal behavior and how these impact the resulting classification and treatments. *prerequisite*: PSYC 2000. *offered*: Semester I.

3200 Living the Christian Faith in a Post-Modern World 3 hrs. (3, 0)

An examination of the interface of biblical principles as developed through the inductive study of contemporary approaches to understanding the world. Emphasizes the impact of such principles on faith and action. *offered*: Semester I.

3210 Behavioral Neuroscience 4 hrs. (3, 2)

An introduction to the biological foundations of animal and human behavior, including human neuropsychology, the study of brain disease, and how the environment (including toxins) contributes to changes in the brain. The laboratory component stresses the human brain and the student's ability to recognize its various components. *expectation*: PSYC 2010 is strongly recommended. *prerequisite*: PSYC 2000. *offered*: Semester I.

3220 Organizational Behavior and Theory 3 hrs. (3, 0)

Stresses behavior in relation to organizational theories, knowledge, and the application of theories related to individual, group, and organizational performance. Emphasis on understanding the managerial process from a behavioral perspective. *prerequisite*: PSYC 2000. *same as*: BSNS 4010. *offered*: Semester II.

3240 Experimental Design 4 hrs. (4, 0)

An introduction to complex analysis of variance and covariance. Focuses on intermediate statistical methods of data analysis. The class is for students planning to do doctoral work in psychology. *prerequisite*: PSYC 2440 or MATH 2120. *offered*: Semester II.

3310 Psychological Tests 4 hrs. (4, 0)

An introduction to the principles and practices of individual and group testing in aptitude, intelligence, interest, and personality. Theory, construction, evaluation, interpretation, uses, and limits of psychological tests are emphasized. Specific topics include reliability, validity, norms, test construction, and selection. *expectation*: PSYC 2440 strongly recommended. *prerequisite*: PSYC 2000. *offered*: Every other fall. Next offered semester I 2018-2019.

3330 Cognitive Psychology 4 hrs. (4, 0)

An examination of the theoretical and empirical consideration of cognitive processes. Topics include preconscious and conscious processing, memory models, problem-solving, and language. Corresponding topics from neuroscience will also be included. *prerequisite:* PSYC 2000. *offered:* Semester II.

3370 Psychology of Religion 3 hrs. (3, 0)

Examination of Christian and religious existence and their relationships to various aspects of human life by approaches developed in religious, philosophical, and psychological traditions of study. *same as:* PHIL/RLGN 3370. *offered:* Semester II.

3450 Health Psychology 4 hrs. (4, 0)

This course involves the application of psychological principles and research into the enhancement of health and to the prevention and treatment of illness. This course will examine how biological, psychological, and social factors interact with and impact an individual's ability to make decisions that promote good health and help prevent illness. Topics may include the role of stress in illness, specific illnesses (e.g. cancer, heart disease), and strategies for modifying lifestyle factors (e.g. smoking, weight control). *offered:* Semester I.

3500 Thought Life and Spiritual Growth 2 hrs. (2, 0)

Utilizes cognitive theory and spiritual principles to inform one's interpersonal and professional growth. This course will present a convergence model of cognitive precepts and Judeo-Christian spiritual principles that can be utilized in such transformation. A theoretical context will be provided and experiential techniques will be modeled for application. *expectation:* BIBL 2000 or SOCI 2010 or PSYC 2000. *consent:* Instructor. *prerequisite:* Upper-division standing. *same as:* SOCI 3500. *offered:* Semester I.

4030 Counseling and Psychotherapy 4 hrs. (4, 0)

An examination of several approaches to treating abnormal behavior with an emphasis on developing practical competence. *prerequisite:* PSYC 2000, 3120. *offered:* Semester II.

4100 Leadership and Training Skills 2 hrs. (2, 0)

This course equips students to lead small interpersonal skill-training groups using the skills of working with a co-leader, team building, promoting a positive learning environment, agenda monitoring, and remaining task focused. Students will learn to train others in the skills of communication, assertion, helping, and negotiation. *consent:* Instructor. *prerequisite:* PSYC 2850. *repeat:* May be repeated once for credit. *grade:* CR/NC registration. *offered:* Every semester.

4110 History and Systems 3 hrs. (3, 0)

The study of the evolution of thought in psychology from its inception as an experimental science to the development of its significant systems, issues, experiments, and theories of today. It provides a good preparation for the Graduate Record Examination in psychology. *prerequisite:* PSYC 2000. *offered:* Every other fall. Next offered semester I 2017-2018.

4140 Personality Theory 4 hrs. (4, 0)

A critical evaluation of major theories of personality based on selected philosophical and theological perspectives. Theorists considered include Freud, Sartre, Jung, and Lacan.

prerequisite: PSYC 2000. *offered:* Semester I.

4150 Philosophical Issues for the Psychologist 3 hrs. (3, 0)

An examination of the differing methodological approaches of psychology and theology.

The interface of science and a Christian perspective is explored. *prerequisite:* PSYC 2000. *offered:* On demand.

4210 Capstone: Psychological Issues for Youth 4 hrs. (4, 0)

A unifying experience for all youth leadership development majors to integrate their understanding of the problems of youth, potential methods of prevention and guidance, and special topics unique to this age group. Students will prepare presentations for use during their internship. *prerequisite:* PSYC 2000, 2510, 2850; SOCI 2120, 3100, 3150. *offered:* Semester I.

4510 Capstone Research I 2 hrs. (1, 2)

This yearlong course (semesters I and II) provides an opportunity for students to design, propose, and implement individual research projects. Students are expected to present their research findings to an appropriate audience. *expectation:* Students should be prepared to cover part of the costs for their projects and any registration fees for conferences. *consent:* Instructor. *offered:* Semester I.

4520 Capstone Research II 2 hrs. (1, 2)

A continuation of Capstone Research I. This yearlong course (semesters I and II) provides an opportunity for students to design, propose, and implement individual research projects. Students are expected to present their research findings to an appropriate audience. *expectation:* Students should be prepared to cover part of the costs for their projects and any registration fees for conferences. *consent:* Instructor. *prerequisite:* PSYC 4510. *offered:* Semester II.

4650 Independent Study/Research Project 1-4 hrs.

A scheduled or specially arranged class for research or other individual study. Capstone research projects require two semesters (semesters I and II). *expectation:* Students should be prepared to cover part of the costs for their projects and any registration fees for conferences. *consent:* Instructor. *repeat:* May be repeated, but no more than 8 hours may be applied toward the major. *offered:* On demand.

4800 Internship in Youth Leadership 2 hrs. (1, 2)

An opportunity for youth leadership development majors to practice the training and presentation skills and content learned in prior courses in an applied setting relevant to the student's career or personal goals. Required for youth leadership development majors. *prerequisite:* PSYC 4210. *grade:* CR/NC registration. *consent:* Department approval. *same as:* EDUC/SOCI 4800. *offered:* Semester II.

4900 Professional Issues for the Psychologist 1 hr. (1, 0)

This course provides an assessment of the student's development as a psychology major. In this course (to be taken during the first semester of the senior year), students will discuss professional issues such as ethics in the practice of psychology and a Christian response to these ethical principles. In addition, students will discuss strategies for applying to graduate schools and job seeking. Formal assessment of the major will be completed in this course. Required of all psychology majors. *requirement:* Senior-year status. *offered:* Semester I.

Sociology, Social Work, Criminal Justice, and Family Science

Dr. Reedy-Strother, Chair; Dr. Bargerstock, Prof. Pay, Dr. Quashie, Dr. Scott

Three majors are offered in the department: criminal justice, family science, and social work. Additionally, four minors are offered: criminal justice, family science, social work, and sociology. Students seeking more than one major in the Department of Sociology, Social Work, Criminal Justice, and Family Science may present no more than 15 hours common to those majors. Students seeking a minor and a major in the department must choose a different area of study for the minor and present a minimum of 12 hours not applied to the major.

Honors study is offered for students with strong academic records in any of the four departmental majors. For information, contact the department chair.

Students in any of the departmental majors may attend the Chicago Center for a semester or summer term. The center's seminar on communities and cultures may be taken for credit in lieu of SOCI 2020 or 2450. Internship and practicum hours may also be earned. Students should consult with the campus liaison for more information.

Criminal Justice

The criminal justice major enables students to enter employment in fields related to law enforcement, courts and corrections, and victim advocacy and assistance, and also provides a foundation for graduate study. Students gain preparation for careers throughout criminal justice in the private occupational sector as well as with public agencies at the local, state, or federal level.

Criminal Justice Major (34 hours)

- CRIM 2510, 2520, 3110
- 4 hours from CRIM 4810 and 3 hours from CRIM 4900
- SOCI 2020, 3700
- POSC 2100
- 6 hours from additional CRIM courses

Students who wish to take additional coursework providing more breadth and depth in the field should consult with their advisor concerning the appropriate courses.

Criminal Justice Minor (17 hours)

- CRIM 2510, 2520, 3110, 4900
- 3 hours from additional CRIM courses

Associate of Arts Degree (60 hours)

This two-year Associate of Arts degree program is designed for students pursuing careers in criminal justice, as well as for individuals already employed in the criminal justice field. The curriculum provides foundational courses in criminal justice and approximately one-half of the hours required for the four-year Bachelor of Arts degree program.

The curriculum assumes proficiency in writing at the ENGL 1100 or 1110 level and in mathematics at the MATH 1000 level.

- LART 1100; BIBL 2000; POSC 2100; SOCI 2020
- CRIM 2510, 2520, 3110
- 6 hours from additional CRIM courses
- 12-14 hours from the liberal arts program (see Liberal Arts Core Curriculum), no more than one course from any one component and no more than 4 hours from courses offered by the department
- Remaining hours from additional courses in any caption; no more than 31 hours from CRIM courses
- Students must also meet other graduation requirements as listed in this catalog

Family Science

The Family Science program is designed to prepare students for professional careers in a variety of human service areas, including family services and youth programs; family life or parent education programs; business and government agencies; and leadership roles in church, school, and community. Graduates are also prepared for personal roles in marriage and family living.

The program offers students a strong foundation for graduate work leading to careers in ministry, marriage and family therapy, counseling, and teaching of family science at the college level.

Key content areas include human development, sexuality, interpersonal relationships, internal dynamics of families, parent-child relationships, and family processes such as communication, moral development, decision-making, family resource management, and problem-solving. Anderson University's Family Science program is certified by the National Council on Family Relations. Graduates of the program are eligible to apply for Provisional Certified Family Life Education (CFLE) certification.

Family Science Major (50-51 hours)

- SOCI 2100, 2120, 3100, 3120, 3140, 3250, 3350, 3700, 3850, 4820, 4910, 4950
- BSNS 3150
- PSYC 2000, 2100, 2510
- SOWK 3200

Family Science Minor (18 hours)

- SOCI 2100, 2120, 3100; 3120 or 3140; 3850
- 3 hours from additional courses required for the major

Sociology (minor only)

The sociology minor provides a solid liberal arts preparation for entry-level positions throughout the fields of social service, education, government, and business, as well as for graduate study, and complements many majors. Sociology students who enter human services fields often work with youth at risk, the elderly, or people experiencing problems related to poverty, substance abuse, the justice system, or other social problems. Those who enter careers in business may work in human resources, customer relations, sales, or marketing.

Sociology Minor (17 hours)

- SOCI 2010, 3700, 3820
- one course from SOCI 3150, 3220, 3400
- one course from SOCI 3200, 3470, 4020, 4200

Social Work

The social work major is accredited by the Council on Social Work Education (CSWE) and prepares students to become generalist social work practitioners in entry-level human service positions or to enter graduate study in social work. Graduates are eligible to apply for credentialing as beginning-level social work practitioners in most states.

Mission

The mission of the Anderson University Social Work Program is to prepare competent, compassionate, and effective entry-level social workers who meet the following criteria:

- Demonstrate knowledge, skills, and values needed for professional generalist practice.
- Are committed to do good, seek justice, rebuke and rectify the hearts of oppressors, defend orphans and widows, and help those in need (based on Isaiah 1:17).
- Will be servant leaders in their world and empower disenfranchised and diverse populations.

Admission to the Social Work Program

The Anderson University Social Work Program is a carefully constructed baccalaureate degree curriculum accredited by the Council on Social Work Education (CSWE).

Students may apply for admission to the program when they have:

- completed SOCI 2010, 2020; SOWK 2000, 2100
- earned a minimum 2.00 cumulative grade point average
- earned a minimum 2.50 grade point average in the major with a grade of C- or better in all courses applicable to the major
- earned a grade of C- or better in ENGL 1120 or its equivalent

The process for applying to the Social Work Program is to:

- submit a completed application form (available in the departmental office)
- submit two letters of recommendation
- complete an interview with the Social Work Program faculty

The social work faculty makes the final decision on admission of a student to the Social Work Program. For more information, see the Anderson University Social Work Program Student Handbook, available in the departmental office.

Social Work Major (64 hours)

The social work major at Anderson University may be declared in the academic advising office at any time after matriculation. However, continuation in the major is determined by admission to the Social Work Program.

- Prerequisite courses required for admission to the Social Work Program:
 - SOCI 2010, 2020; SOWK 2000, 2100
- Foundation courses required for the Social Work Program:
 - BIOL 2040; POSC 2100; PSYC 2000, 2440; SOCI 3100, 3400
- Core courses required for the Social Work Program:
 - SOWK 2200, 3100, 4710, 4720, 4730, 4850; SOCI 3700

Admission to the Social Work Program is a prerequisite for SOWK 4710, 4720, 4730, and 4850. To advance in the program after admission, students must earn a grade of C- or better in all courses applied to the major.

Internship experiences in social agencies are built into SOWK 2100 (36 hours), SOWK 2200 (20 hours), and SOWK 4710 (20 hours). The practicum (SOWK 4850) consists of a full-time block field placement over the entire semester (472 hours).

Social Work Minor (17 hours)

- SOCI 2020, SOWK 2000, SOWK 2200, SOWK 3100
- BIOL 2040

The social work minor is a valuable addition to many majors including, but not limited to, criminal justice, family science, psychology, nursing, education, Christian ministries, dance, and business administration. The minor is intended to accomplish the following:

- prepare students from a range of disciplines to work collaboratively with social workers;
- provide introductory knowledge and skills for work with at-risk populations;
- equip students in advocating for the needs of individuals, families, organizations, and communities within the larger society; and
- prepare students for entry into social work graduate programs after having completed a bachelor's degree in another field

A 20-hour internship is included to familiarize one with the role of social work in social service settings. The social work minor is not accredited and does not require admission to the social work program.

CRIM Courses

2510 The Nature of Crime and Social Deviance 4 hrs. (4, 0)

Examines the nature and extent of crime, juvenile delinquency, and social deviance in the United States. Special attention is given to theoretical perspectives, scientific research and scholarship in criminology, and related factors offering explanations for these behaviors. *prerequisite*: ENGL 1120. *prerequisite or corequisite*: SOCI 2010 or SOCI 2020. *same as*: SOCI 2510. *offered*: Semester II.

2520 Introduction to Criminal Justice 3 hrs. (3, 0)

An introductory examination of crime, the nature of criminal law, and the operation of criminal justice agencies in the United States. Emphasis on issues related to the legal processing of criminal cases. *offered*: Semester I.

3010 Victimology and Victim Studies 3 hrs. (3, 0)

Examines the role of the victim in criminal incidents and criminal justice case processing. Analysis of concerns related to victim precipitation, victim blaming, and victim facilitation, as well as the consequences and after-effects of crime victimization. In addition to traditional violent and property crimes, this course also looks at the areas of interpersonal abuse, including domestic and family violence. Discussion of victims' assistance, advocacy, compensation, and rights are also included. *offered*: Semester I 2017-18.

3020 Principles of Law Enforcement 3 hrs. (3, 0)

Examines the multi-faceted role of the police officer in society. Topics include the historical development of policing and police work, police organization and patrol practices, police discretion, innovations in community policing, police corruption, career issues, and reform efforts. *prerequisite*: CRIM 2520. *offered*: Semester II 2018-19.

3030 Juvenile Justice 3 hrs. (3, 0)

Focuses on issues related to juvenile delinquency and justice processing involving youth. Looks at the changing definitions of adolescence in society, delinquent behavior and youth crime, major theoretical perspectives in the area, the creation and development of the juvenile court, historical changes in the juvenile justice system, corrections, aftercare, and treatment of juvenile offenders. *prerequisite*: CRIM 2510, 2520. *offered*: Semester II 2017-18.

3040 The Correctional System 3 hrs. (3, 0)

Examines corrections in all of its diversity — at the federal, state, and local levels, and via public as well as private agencies. Attention concerns community-based corrections, probation and parole, jails, prisons, and trend patterns in organization and day-to-day functioning of correctional agencies in the United States. *prerequisite*: CRIM 2520. *offered*: Semester I 2018-19.

3050 Drugs and American Society 3 hrs. (3, 0)

Examines the sociological and criminal justice aspects of drugs, drug use, sales and trafficking, and related socio-legal policies. Social control issues as well as concerns with education, prevention, and treatment are discussed. Historical perspective, primarily within the context of the United States, as well as contemporary issues will be included. *prerequisite*: CRIM 2520, SOCI 2010, or SOCI 2020 or upper-division standing. *offered*: Semester II 2019-20.

3110 Criminal Law and Process 4 hrs. (4, 0)

Examines the historical development of substantive and procedural criminal law in the United States as well as how the law is implemented in practice through the actions of criminal justice agencies. Issues of criminal law involving constitutional questions and related landmark Supreme Court decisions are discussed and analyzed. *prerequisite*: CRIM 2510, 2520. *offered*: Semester I.

3350 Homeland Security 3 hrs. (3, 0)

An overview of the changes in American foreign and domestic policy in the aftermath of the terrorist attacks of Sept. 11, 2001. Topics covered include the reorganization of

government bureaucracies, ongoing debates over balancing security with civil liberties, interagency cooperation to prevent terrorism, risk-based assessment, border security, and disaster management. *same as*: POSC 3350. *offered*: Semester II 2018-19.

3650 Independent Study 1-4 hrs. (1-4, 0)

Intensive research, study, or personal involvement in a criminal justice area not specifically covered by other courses. *consent*: Department chair and instructor. *repeat*: May be repeated. Total credit not to exceed 8 hours. *offered*: On demand.

4120 Planned Change 4 hrs. (4, 0)

Examination and analysis of strategies for planned change and reform in the criminal justice area. Case studies of particular issues related to policing, the courts, and/or corrections. *consent*: Instructor. *prerequisite*: CRIM 2520. *offered*: With sufficient demand.

4650 Independent Study 1-4 hrs. (1-4, 0)

Intensive research, study, or personal involvement in a criminal justice area not specifically covered by other courses. *consent*: Department chair and instructor. *repeat*: May be repeated. Total credit not to exceed 8 hours. *offered*: On demand.

4810 Criminal Justice Internship I 1-4 hrs.

Placement in a criminal justice agency under professional supervision. Planned for criminal justice majors and minors in their junior or senior years. Forty hours of field experience is required for each hour of credit. *consent*: Instructor. *prerequisite*: CRIM 2510, 2520. *repeat*: May be repeated. *offered*: Semester I, II, and summer.

4820 Criminal Justice Internship II 1-4 hrs.

Continuation of CRIM 4810. Forty hours of field experience is required for each hour of credit. This internship is normally completed at an agency different than the agency for CRIM 4810. *consent*: Instructor. *prerequisite*: CRIM 4810. *repeat*: May be repeated. *offered*: Semester I, II, and summer.

4900 Criminal Justice Seminar 3 hrs. (3, 0)

Senior capstone course involving intensive reading and discussion of materials focused on issues related to current topics on crime, criminological theory, and applied policy, as well as career pursuits in criminal justice and related professional issues. *consent*: Instructor. *prerequisite*: CRIM 2510, 2520; upper-division standing. *offered*: Semester I.

4920 Honors Study 4 hrs.

Intensive research, study, or personal involvement in a criminal justice area not specifically covered by other courses. *expectation*: Open only to seniors with 3.50 or higher GPA in CRIM courses counted toward the major. *consent*: Department chair. *prerequisite*: Senior standing. *repeat*: May be repeated. Total credit not to exceed 4 hours. *offered*: On demand.

SOCI Courses

2010 Introduction to Sociology 3 hrs. (3, 0)

Presents the basic principles, concepts, and theoretical paradigms of sociology for analyzing social behavior, human relationships, and social institutions. Introduces students to a sociological perspective and form of analysis for understanding social life. Emphasizes “sociological imagination,” developing a perspective that strives to understand the intersection between individual biography and social structural history. Surveys the main areas of study and concentration within the field of sociology. *offered:* Semester I, II, and summer.

2020 Social Problems 3 hrs. (3, 0)

Sociological analysis of contemporary social problems. Designed to help students increase awareness and sensitivity toward major social issues, recognize the impact of social problems on various groups of people within our society, and understand how societal structures can serve to perpetuate or intervene to effectively resolve social problems. Credit for SOCI 2020 may be earned by completing the Communities and Cultures Seminar at the Chicago Center. *offered:* Semester I, II, and summer.

2100 Family in Global and Diverse Context 3 hrs. (3, 0)

General survey of the family science discipline with emphasis on the scientific study of the role of the family as society’s most basic institution, including ways in which the family interacts with the ecosystem, how family roles and relationships are changing in response to cultural and technological changes, and the internal processes of the family which influence the growth and well-being of individuals and the resulting impact of such influence upon society as a whole. *offered:* Semester I and II.

2120 Courtship and Marriage 3 hrs. (3, 0)

Preparation for marriage with examination of factors contributing to personal and marital adjustment, including awareness of one’s values, goals, sexuality, family experiences, and social background as these relate to mate selection, marital interaction, and parental decisions and behaviors. *offered:* Semester I and II.

2200 Self and Society 3 hrs. (3, 0)

Examines the interrelationship of self and society in the everyday world of social interaction. Particular emphasis on theoretical perspectives of the self and related conceptions of self-concept and self-esteem, social roles, and identity. The importance of society in the development and expression of self is examined through a focus on socialization processes, language, deviance, and gender. *offered:* Summer only.

2250 Cultural Anthropology 4 hrs. (4, 0)

Introduction to nature, organization, and functioning of human culture with attention to dynamics of cultural change. Major concern is to develop understanding and appreciation of cultures other than one’s own. *offered:* With sufficient demand.

2450 Introduction to Issues in Race and Ethnicity 3 hrs. (3, 0)

Introduces students, through a relational perspective, to the origins and the ongoing sociological construction of the concepts of race and ethnicity in America. Analyzes

different types of race and ethnic relations in America, as well as racism, prejudice, and discrimination as tools of exclusion. Evaluates minority and majority group responses and identifies cultural contributions of ethnic groups. Incorporates a perspective of “sociological imagination,” where one considers the intersections between individual biography and socio-structural history. *offered*: Semester II.

2510 The Nature of Crime and Social Deviance 4 hrs. (4, 0)

Examines the nature and extent of crime, juvenile delinquency, and social deviance in the United States. Special attention is given to theoretical perspectives, scientific research and scholarship in criminology, and related factors that offer explanations for these behaviors. *prerequisite*: ENGL 1120. *prerequisite or corequisite*: SOCI 2010. *same as*: CRIM 2510. *offered*: Semester II.

2850 Practicum in Leadership Skills 2 hrs. (1, 2)

An introduction to training assertiveness, communication, helping, and negotiation skills. Students receive direct feedback on their performance and gain experience in co-leadership and team building. Required for youth leadership-development majors. *consent*: Instructor. *prerequisite*: PSYC 2100. *grade*: CR/NC registration. *same as*: EDUC/PSYC 2850. *offered*: Semester I and Semester II.

3010 Social Psychology 4 hrs. (4, 0)

An examination of the behavior of individuals in society, including the study of attitudes, beliefs, prejudice, aggression, leadership, and altruism. *prerequisite*: PSYC 2000. *offered*: Semester II. *same as*: PSYC 3010.

3050 Drugs and American Society 3 hrs. (3, 0)

Examines the sociological and criminal justice aspects of drugs, drug use, sales and trafficking, and related socio-legal policies. Social control issues as well as concerns with education, prevention, and treatment are also discussed. Historical perspective, primarily within the context of the United States, as well as contemporary issues will be included. *prerequisite*: CRIM 2520, SOCI 2010, or SOCI 2020 or upper-division standing. *offered*: Semester I.

3100 Human Sexuality 3 hrs. (3, 0)

Nature and meaning of human sexuality as part of one's total personality structure. Consideration of theological/spiritual, physiological, social, and cultural aspects of human sexual nature and behavior. Of particular value to people entering human service professions, including pastoral counseling, social work, criminal justice, nursing, individual therapy, marriage and family therapy, and related fields. *prerequisite*: upper-division standing. *offered*: Semester I and II.

3120 Dynamics of Marital Interaction 3 hrs. (3, 0)

Dynamic interplay of social and psychological influences upon personal and relationship growth in marriage. Emphasis on changing roles, love and its expression, distribution of power, communication, decision making, conflict resolution, dual-career couples and time management, sexual expression, physical and sexual abuse, crises arising at different stages of marriage, divorce and remarriage, and programs for marriage enrichment. *prerequisite*: SOCI 2100. *offered*: Semester I.

3140 Parenting 3 hrs. (3, 0)

Examines parenting during each developmental stage of the family life cycle. Consideration of trends occurring in parent-child relationships, cultural variations in parenting, goals of parenting, discipline, communication and conflict resolution in parent-child relationships, physical and sexual abuse of children, parenting in different types of families, and current theories and programs designed to enable fathers and mothers to become more effective in their roles as parents. *prerequisite*: SOCI 2100. *offered*: Semester I.

3150 Family Diversity 3 hrs. (3, 0)

Focus on diversity in family structures in contemporary U.S. society. Variations of family patterns by race, ethnicity, religion, social class, gender, and disability will be examined. Exploration of the social dynamics of family formation, composition, functioning, and patterning. *prerequisite*: SOCI 2010 or 2100. *offered*: Semester I.

3170 Sociology of Religion 3 hrs. (3, 0)

Sociological factors influencing expression of religion. *same as*: RLGN 3170. *offered*: With sufficient demand.

3200 Gender and Society 3 hrs. (3, 0)

This course will explore gender on both micro and macro sociological levels. Discussion will include basic terms and approaches in sociology, dominant theoretical paradigms, and how gender is constructed by and affects various institutions in society. The class will incorporate a variety of readings, media, and discussions, and will primarily be taught as a seminar. *prerequisite*: SOCI 2010, SOCI 2020, or upper-division standing. *offered*: Semester II.

3220 Social Gerontology 3 hrs. (3, 0)

Course includes theoretical frameworks, historical development of social policy, and social services related to aging. The course will provide students the opportunity to explore the bio-psycho-social dimensions particular to the elderly; assess the socio-economic, physical, and psychological needs of the elderly; and develop intervention skills for obtaining, providing, and improving social services on behalf of elderly individuals and their families. *offered*: With sufficient demand. *same as*: SOWK 3220.

3250 Child and Family Program Development 3 hrs.

Designed to introduce students to the empirical knowledge required to plan and develop family life prevention and education programs. Examines the theoretical and practical aspects of planned efforts to facilitate the development of the child and family programs. Focuses on approaches to family-life education that fosters competence and well-being of children, parents, and couples. *offered*: Semester I.

3350 Grant Writing 3 hrs. (3, 0)

This introductory-level course provides practical and theoretical knowledge in needs assessment, program planning, grant proposal writing, and program evaluation. Students will examine and undertake the planning process and proposal writing from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human-service programs and agencies. *prerequisite*: Upper-division standing. *offered*: Semester I.

3400 Race and Ethnicity in America 3 hrs. (3, 0)

This course explores critical issues related to the construction and meanings of the concepts of race and ethnicity as well as the nature of stereotyping, prejudice, racism, discrimination, and historical exclusion, while also addressing processes of identity formation. Additionally, this course examines a variety of race and ethnic relations patterns, from colonialism, expulsion, and segregation to integration, assimilation, and pluralism, taken historically by different racial and ethnic groups in America. It also examines the phenomenon of transnationalism and the emergence of transnational communities in the United States and globally. *prerequisite:* Upper-division standing. *offered:* Semester I.

3470 Environmental Sociology 3 hrs. (3, 0)

Examines the interplay among the biophysical environment, social organization, and human social behavior with a focus on the social and environmental consequences of the organization of daily life. Students will study how various societal institutions and structures influence the definition of and response to the physical environment. *prerequisite:* Upper-division standing. *offered:* Semester II 2018-19.

3500 Thought Life and Spiritual Growth 2 hrs. (2, 0)

Utilizes cognitive theory and spiritual principles to inform one's interpersonal and professional growth. This course will present a convergence model of cognitive precepts and Judeo-Christian spiritual principles that can be utilized in such transformation. A theoretical context will be provided and experiential techniques will be modeled for application. Of particular value for those entering ministry and helping professions. *prerequisite:* Upper-division standing. *same as:* PSYC 3500. *offered:* Semester I.

3650 Independent Study 1-4 hrs.

Intensive study of a sociological area not specifically covered by other courses. *consent:* Department chair and instructor. *repeat:* May be repeated. Total credit not to exceed 4 hours. *offered:* On demand.

3700 Introduction to Social Research 4 hrs. (4, 0)

Introduction to methods and application of social research, including issues of conceptualization of variables, research design, scientific sampling, quantitative and qualitative forms of analysis, evaluation research, and utilization of social research in policy, program, and practice settings. *prerequisite:* SOCI 2010 or 2100; upper-division standing. *offered:* Semester I and II.

3800 Practicum in Group Leadership 1 hr. (1, 0)

Preparation for and participation as leaders in group life. Does not apply toward any major or minor. *consent:* instructor. *repeat:* May be repeated. Total credit not to exceed 4 hours. *grade:* CR/NC registration. *offered:* On demand.

3820 Sociological Theory and Practice 4 hrs. (4, 0)

Overview of both classical and contemporary sociological theory development. Compares approaches among dominant paradigms to selected areas of inquiry. Considers implications of sociology for social order and change. Explores both micro- and macro-levels of analysis. *prerequisite:* SOCI 2010, upper-division standing. *offered:* Semester II.

3850 Family Science Career Exploration 3 hrs.

Participation under supervision in a social agency. The course allows students to experience an orientation to a variety of approved human service and government agencies. *expectation*: 40 hours of field experience is required for each hour of credit. *consent*: Instructor. *prerequisite*: sophomore or upper-division standing; family science major. Total credit 3 hours. *offered*: On demand.

4020 Social Organizations and Institutions 3 hrs. (3, 0)

Examines the structure of social behavior at the micro and macro levels, as well as organizational processes. Also examines complex organizations and social institutions, such as the family, government, work, religion, and education. *prerequisite*: SOCI 2010, 3820. *offered*: Semester II.

4200 Social Stratification 3 hrs. (3, 0)

Examines the origin, operation, and maintenance of various systems of stratification on both structural and interactional levels. Also considers the characteristics and impact of social class division and related inequality in American society. Theories of social stratification discussed. *prerequisite*: SOCI 2010, 3700. *offered*: Semester I.

4650 Independent Study 1-4 hrs.

Intensive study of a sociological area not specifically covered by other courses. *consent*: Department chair and instructor. *repeat*: May be repeated. Total credit not to exceed 8 hours. *offered*: On demand.

4700 Methods of Teaching Social Studies 2 hrs. (2, 0)

Offers guidance in the development of teaching methodology appropriate to the social sciences. Does not apply toward a major or minor. *same as*: ECON/HIST/POSC 4700. *offered*: Semester I.

4800 Internship in Youth Leadership 2 hrs. (1, 2)

An opportunity for youth leadership development majors to practice the training and presentation skills and content learned in prior courses in an applied setting relevant to the student's career or personal goals. Required for youth leadership development majors. *prerequisite*: PSYC 4210. *grade*: CR/NC registration. *same as*: EDUC/PSYC 4800. *offered*: Semester II.

4810 Community Health Internship 3 hrs.

A supervised field experience providing an opportunity for each student to apply his or her knowledge in a practice setting. The internship will focus on strengthening competence in general community health and specialty skills through practical experiences. A wide range of settings and opportunities may be suitable for an internship, given the program goals and students' interests and career goals. Placement selection may focus on special topics, such as women and children's health, infectious disease (HIV/AIDS, Malaria), refugee issues, world food issues, urban food systems, health and nutrition promotion in schools and communities, community food systems, hunger and food security in local and global perspective, food, nutrition, human rights, sustainable

communities, and global health policies and initiatives. Internship locations might include NGO, International Agencies (United Nations High Commission for Refugees), World Relief, World Vision, Compassion International, SIFAT, World Hunger Relief Inc., Food Research and Action Center, and local non-profit or governmental agencies. *prerequisite*: GLBL 2500 or instructor permission. *offered*: On demand.

4820 Family Science Internship 3 hrs.

This course is part of a capstone experience for family science majors. The course allows students to work under supervision in an approved agency where classroom knowledge is applied to practical learning skills in a family life education setting. *prerequisites*: SOCI 3140, SOCI 3250, SOCI 3700, SOWK 3200. *offered*: Summer only.

4900 Sociology Seminar 1-4 hrs. (1-4, 0)

Intensive reading and discussion of materials in areas of interest not covered in other sociology courses. *consent*: Instructor. *repeat*: May be repeated. Total credit not to exceed 8 hours. *offered*: With sufficient demand.

4910 Family Science Integrative Seminar 3 hrs. (3, 0)

Senior capstone course focuses on the discovery and application of knowledge about family including its history, theories/frameworks, methodologies, emerging applications, and trends in a changing world. *prerequisite*: SOCI 3700, SOWK 3200, SOCI 4820. *offered*: Semester II.

4920 Honors Study 4 hrs.

Intensive study of a sociological area not specifically covered by other courses. *expectation*: Open only to seniors with 3.50 or higher GPA in SOCI courses counted toward the major. *consent*: Department chair. *prerequisite*: Senior standing. *repeat*: May be repeated. Total credit not to exceed 4 hours. *offered*: On demand.

4950 Family Life Education Methodology, Professional Ethics, and Practice 3 hrs. (3,0)

Provides an understanding of the history, general philosophy, development, implementation, and evaluation of research and theory-driven community-based education and intervention programs for families. The course provides future family life educators with skills required to design, implement, and evaluate programs focused on addressing critical issues of development and human relationships across the lifespan. Students will also develop the ability to critically examine ethical questions and issues as they relate to professional practice. *prerequisites*: SOCI 2100, SOCI 3100, SOCI 3120, SOCI 3140; senior standing. *offered*: Semester II.

SOWK Courses

2000 Introduction to Social Welfare and Social Work 3 hrs. (3, 0)

Studies the foundations of generalist social work practice. Examines the knowledge, values, and skills base of the social work profession. Provides introductory content in the areas of human behavior and social environment, social welfare policy, social research, and social work practice. *prerequisite or corequisite*: SOCI 2010 or 2020. *offered*: Semester I and II.

2100 Introduction to Field Experience 2 hrs. (1.25, 0)

Participant observer field experience (36 hours) in a social agency providing knowledge and perspective about the network of social agencies and institutions, administrative structures, policies, programs, and delivery of services. Students develop human relations skills working with clients. Group discussion each week (1.5 hours). *prerequisite or corequisite*: SOCI 2010, 2020; SOWK 2000. *offered*: Semester I and II.

2200 Human Behavior and Social Environment 4 hrs. (4, 0): (for Social Work Majors and Minors only)

Exploration of the person in the environment through examining biological, psychological, social, and spiritual development over the life span; resources and obstacles in meeting crises at various points in life cycle; systems approach to integration of individual, group, and societal needs; understanding and acceptance of human diversity; integration of theories of human behavior from various disciplines; and introductory research methodology. Internship required (20 hours for the semester). *prerequisite or corequisite*: BIOL 2040; POSC 2100; PSYC 2000; SOCI 2010, 2020, 3400; SOWK 2000, 2100. *offered*: Semester I.

3100 Social Welfare Policy 4 hrs. (4, 0)

Processes by which policies are developed in social welfare delivery systems; establishing priorities; professional roles in analysis and evaluation in public and private agencies; and political and economic implications of major social welfare legislation. *prerequisite*: POSC 2100; SOWK 2000, 2100, 2200. *offered*: Semester II.

3200 Family Law and Public Policy 3 hrs. (3, 0)

A comprehensive survey of laws and public policies pertaining to marriage and the family: laws relating to marriage, divorce, family support, child custody, child protection rights, and family planning and public policy as it affects the family in areas such as taxes, civil rights, social security, and economic support. *offered*: Semester II.

3210 Child Welfare 3 hrs. (3, 0)

Historical and current issues related to the practice of child welfare. Examination of contemporary services to children and parents. *offered*: With sufficient demand.

3220 Social Gerontology 3 hrs. (3, 0)

Course includes theoretical frameworks, historical development of social policy, and social services related to aging. The course will provide students the opportunity to explore the bio-psycho-social dimensions particular to the elderly; assess the socio-economic, physical, and psychological needs of the elderly; and to develop intervention skills for obtaining, providing, and improving social services on behalf of elderly individuals and their families. *offered*: With sufficient demand. *same as*: SOCI 3220.

3230 Mental Health 3 hrs. (3, 0)

Examination of emotional problems resulting in social dysfunctioning of the individual and family; includes survey of mental health services. *offered*: With sufficient demand.

3240 Developmental Disabilities 3 hrs. (3, 0)

Examination of physical and developmental disabilities. Exploration of barriers and discrimination. Survey of rehabilitation and social services. *offered*: With sufficient demand.

3350 Grant Writing 3 hrs. (3, 0)

This introductory-level course provides practical and theoretical knowledge in needs assessment, program planning, grant proposal writing, and program evaluation. Students will examine and undertake the planning process and proposal writing from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies. *prerequisite*: CRIM/SOCI 2510, SOCI 2100, SOWK 2000, or PSYC 2510; upper-division standing. *offered*: Semester I.

3650 Independent Study 1-4 hrs.

Intensive study of a social work area not specifically covered by other courses. *consent*: Department chair and instructor. *repeat*: May be repeated. Total credit not to exceed 8 hours. *offered*: On demand.

4650 Independent Study 1-4 hrs.

Intensive study of a social work area not specifically covered by other courses. *consent*: Department chair and instructor. *repeat*: May be repeated. Total credit not to exceed 8 hours. *offered*: On demand.

4710 Social Work Practice 4 hrs. (4, 0)

Teaches basic skills for generalist social work practice that considers the strengths and deficits in the interplay between people and their environments. Emphasizes theories, methods, and techniques for multi-dimensional assessment, differential selection of interventions, and evaluation in work with diverse populations. Additionally builds skills in ethical decision making, networking, utilizing resources, and documenting services. Internship required (20 hours). Admission to Social Work Program required. *prerequisite*: SOWK 2000, 2100, 2200. *offered*: Semester II.

4720 Social Work Practice with Families and Groups 3 hrs. (3, 0)

Emphasis on basic skills for generalist social work practice that include understanding and assessing family and small-group functioning, strategically planning interventions, and effectively terminating and evaluating services with these client groups. Common family issues are presented in tandem with ideas for interventions. A survey of group types is provided with techniques for effective facilitation. *prerequisite*: SOWK 4710. *corequisite*: SOWK 4730. *offered*: Semester I.

4730 Social Work Practice with Communities and Organizations 3 hrs. (3, 0)

A study of macro social work practice skills, interventions, and issues with communities and organizations. Emphasizes community organization as a viable practice method. The close interrelationship between community and organizations is explored, as well as concepts such as empowerment, asset-based community development, collective action, and problem solving. *prerequisite*: SOWK 4710. *corequisite*: SOWK 4720. *offered*: Semester I.

4850 Social Work Practicum 12 hrs.

Block field placement (472 hours) in social agency under professional supervision.

Requires full-time availability for entire semester. *prerequisite*: SOWK 4710.

corerequisite: SOWK 4710, 4720, 4730. *offered*: Semester II.

4920 Honors Study 4 hrs.

Intensive study of a social work area not specifically covered by other courses.

expectation: Open only to seniors with 3.50 or higher GPAs in SOWK courses counted toward the major. *consent*: Department chair. *prerequisite*: Senior standing. *repeat*: May

be repeated. Total credit not to exceed 8 hours. *offered*: On demand.

Statistics

Dr. C. Taylor, director; Dr. Frank, Dr. Griffith, Dr. Van Groningen

Provides a coherent plan of study in statistics supporting students' major fields of study.

Statistics Minor (16 hours)

- MATH 2120 or PSYC 2440
- MATH 4010
- Other courses selected from PSYC 3240, PSYC 4650, POSC 2420, POSC 3140, or MATH courses approved by the program director.

Women's Studies

Dr. Rogers, co-coordinator; Dr. Reedy-Strother, co-coordinator; Dr. Borders, Prof. Pay, Dr. Shrock

An interdisciplinary minor focusing on the historical, cultural, sociological, political, and economic roles of women both nationally and globally. Emphasis is also placed on women's issues as they affect the individual and the family. The women's studies minor is jointly hosted by the Department of History and Political Science and the Department of Sociology, Social Work, Criminal Justice, and Family Science. Students who declare this minor must meet with one or both of the coordinators for advising.

Women's Studies Minor (15 hours)

- Required courses (6 hours):
 - HIST 3260; HIST 4650 (may substitute POSC 4650, ENGL 4650, or SOCI 4650, with prior approval of program coordinators)
- Remaining 9 hours from:
 - ARTH 2150; HIST 4030; SOCI 2120, 3100, 3200; ENGL 4450

Special Programs

ALPHA Program

Anderson University believes that all students entering the institution deserve a fair chance to succeed. In turn, success depends on students being adequately prepared to meet the rigors of college-level study. The ALPHA program is designed to support students who have the potential to succeed but have not fully developed the skills necessary for collegiate success.

In considering new student applications, the committee for admissions carefully reviews several sources that serve as indicators of collegiate success. Based on these academic records, scholastic aptitude scores, and recommendations, the admissions committee may accept students conditionally for participation in the ALPHA program. As part of the program, students are expected to participate in a pre-collegiate orientation designed to acclimate students to campus before the beginning of classes. During the fall semester, participants are limited to enrolling in a maximum of 12-15 hours (depending on the major). In addition, these students are required to enroll in LART 1010 (Strategies for Academic Success), a three-credit-hour course focusing on academic, study, and life skills necessary for success in college.

Bridges Program

Anderson University offers a full-service program for students with specific learning disabilities and/or ADHD to help them achieve their academic goals. The Bridges program is designed to create an educational environment that provides the necessary accommodations to facilitate success while helping students develop skills that lead to future independence.

The program includes a 2-credit-hour college survival skills class, which provides an extra layer of support during the transitions of the first semester. It is the philosophy of Anderson University that those students who are qualified and have a sincere motivation to complete a college education should be given every opportunity to work toward that goal. With an appreciation for individual learning styles, the university provides an atmosphere and environment that allows students with learning disabilities and/or ADHD to pursue their goals in a non-threatening and supportive environment.

Applicants for this inclusive program should contact Teresa Coplin, director of disability services for students, Kissinger Learning Center, Anderson University, Anderson, IN 46012, (765) 641-4223.

Services may include, but are not limited to, the following:

- testing accommodations
- tutoring
- emotional intelligence instruction
- advocacy/liaison
- study-skills instruction
- academic counseling
- time-management guidance
- scheduling assistance

Center for Career and Calling

The Center for Career and Calling assists students in selecting a major and/or career path. To prepare for a competitive and rapidly changing job market, students may take advantage of career counseling appointments, résumé and job search workshops, recruitment and job fair opportunities, and the Career and Life Planning class (LART 1200), offered the second half of semester I. An extensive resource library allows students to conduct customized job searches or research graduate schools. Additional information is available at anderson.edu/career.

Center for Public Service

The Center for Public Service (CPS) is a highly selective honors program for students preparing for careers in public service. Established in 1972 through a generous grant from the Lilly Endowment, CPS helps students prepare for their careers through membership in professional organizations, attendance at professional conferences, internships, off-campus study, and connections with public service professionals working in the area of their career interest. CPS Fellows also use the program to develop a public service ethic, increase their awareness of societal needs, and gain firsthand knowledge of their career before graduation. The center's approach is purposely flexible and individualized. Membership in CPS is highly competitive and based on a comprehensive application process. Students of sophomore standing or above with a GPA of at least 3.40 are eligible to apply. Contact CPS at cps@anderson.edu for more information.

Chicago Center

Chicago Center semester and summer programs offer the opportunity for students from all majors to live and learn in Chicago while earning credit toward graduation. Three components comprise the program, including an internship in an urban organization, an independent study project that is related to the internship, and a course on urban issues. Students arrange their individualized program in cooperation with the AU campus liaison and Chicago Center staff. While in Chicago, students live and study with individuals from other small Midwest church-affiliated colleges. The campus liaison is a faculty member from the Department of Sociology, Social Work, Criminal Justice, and Family Science.

Council for Christian Colleges and Universities

Anderson University is a member of the Council for Christian Colleges and Universities (CCCCU), an organization of more than 100 colleges and universities. Through this membership, students are eligible to apply for a semester in one of a number of off-campus programs. These interdisciplinary learning opportunities are available to upperclassmen. For more information, contact the university registrar.

Honor Societies

Anderson University has chosen to participate in a number of national academic honor societies. Students whose academic achievement is sufficiently meritorious will be invited to join an honor society (or societies) based on overall grade point average and academic major. National academic honor society chapters fostering the pursuit of scholarship at AU include the following:

- Alpha Chi (top 10 percent of juniors and seniors maintaining a GPA of 3.70 or higher)
- Phi Eta Sigma (freshmen)

- Alpha Kappa Delta (sociology)
- Alpha Mu Gamma (foreign languages)
- Delta Mu Delta (business)
- Iota Tau Alpha (athletic training)
- Kappa Delta Pi (education)
- Kappa Mu Epsilon (mathematics)
- Phi Alpha (social work)
- Phi Alpha Theta (history)
- Pi Kappa Lambda (music)
- Pi Sigma Alpha (political science)
- Psi Chi (psychology)
- Sigma Tau Delta (English)
- Sigma Theta Tau (nursing)
- Sigma Zeta – Upsilon chapter (mathematics and science)

Intercollegiate Athletics

Anderson University sponsors 14 intercollegiate athletic teams (seven men's and seven women's teams) within the mission of the university and the NCAA Division III philosophy. The athletic program is understood as integral to the academic program, with the primary emphasis on the student-athlete. The Department of Athletics strives to recruit students who meet the academic standards and value the ethos of the university. For more information, contact the athletic director.

Center for International and Intercultural Studies (CIIS)

The Center for International and Intercultural Studies (CIIS) serves as a resource for students interested in study abroad, international or intercultural internships, or short-term service/learning experiences (TRI-S). CIIS maintains and directs a wide range of programs focused on developing intercultural competence and assists students in integrating an international or intercultural study experience with their degree program at Anderson University. CIIS staff advise students regarding the various aspects of international and intercultural study, including program selection, visas and travel documents, financial aid, safety and security issues, and the transfer of academic credit. Students are encouraged to contact the Center of International and Intercultural Studies (CIIS) early in their degree program when considering international or intercultural study opportunities.

Kissinger Learning Center

The Kissinger Learning Center promotes academic success by providing a variety of free services for all Anderson University students. The center has individual and group-oriented resources, including self-directed, audio, audio-visual, and computer-assisted instructional support materials. The center focuses on helping all students achieve their academic goals. This assistance may be related to specific courses; to the improvement of skills, including reading, writing, and specific study skill competencies; and to preparing for special exams, such as the Core and Casa. From peer and online tutoring for virtually all courses to general assistance with reading and study skills, the center staff is eager to help students with their academic goals. In addition, Disability Services is located within the center.

Summer School

The summer school program offers students the possibility of attaining a full semester's credit by participating throughout the entire summer term in a variety of delivery formats (e.g. face-to-face, blended, or online). Generally, there are three four-week sessions, followed by a concluding three-week session, running from May to August, for a total of 15 weeks.

Also possible in summer are specially arranged courses such as reading, online, tutorial, and TRI-S programs. These courses are arranged to help students meet educational goals during the summer without requiring an on-campus presence.

The summer school schedule of classes lists course offerings and information about other educational opportunities. Students wanting to enroll in summer classes should contact their academic advisors to determine courses that will fulfill graduation or other requirements. Additionally, students wanting to take summer courses must meet with their financial aid counselors before registering for classes. Students planning coursework elsewhere during the summer should consult the registrar's office.

Tri-S

TRI-S (Study, Serve, and Share) seeks to expand the college campus into the world and open challenging and stimulating cross-cultural encounters through international and intercultural learning and service opportunities. Nearly 400 individuals annually volunteer to build, repair, paint, teach, counsel, research, sing, or provide nursing services in Africa, Australia, Asia, Europe, Latin America, the Caribbean, and the United States. These experiences are intensified as students work and/or live with individuals of different cultures. Programs are offered in the summer, during the international opportunity between semesters, or during spring break week. Students should contact the Center for International and Intercultural Studies (CIIS) for information about the Tri-S program.

Graduate Programs

School of Theology and Christian Ministry

Anderson University was established in 1917 as Anderson Bible Training School. Through the years, the university has evolved and expanded to meet the increasing responsibilities and opportunities of Christian higher education. A particularly significant step was establishing a graduate division in 1950 for the advanced preparation of ministerial students. This division is known as Anderson University School of Theology and Christian Ministry and is recognized as the seminary of the Church of God (Anderson, Ind.).

Developing rapidly, as did the university, the seminary achieved full accreditation in 1965 from the Association of Theological Schools. It continues to enjoy this status, along with full accreditation through the doctoral level from the North Central Association of Colleges and Schools, and membership in other organizations devoted to educational quality in general and, particularly, excellence in ministerial training.

The seminary is a graduate professional school of Anderson University with its mission of forming women and men for the ministry of biblical reconciliation. It is rooted in the heritage of the Church of God (Anderson) and aspires to be biblical in orientation, missional in emphasis, and relational in spirit. The seminary is a community dedicated to the following:

Scholarship: Encouraging and equipping people in their quest for knowledge of the Bible's content and meaning and of the historical development of the Christian Church and its faith, always seeking in the process to promote academic excellence in the pursuit of truth.

Spirituality: Stimulating spiritual growth, enabling personal discovery and discipline, and exploring the meaning of individual faith and life together.

Service: Enabling people to develop competency in the skills and use of resources necessary for fulfilling the call to ministry.

The Church at Large: Providing for the continuing education of those engaged in ministry, encouraging them in professional growth, serving as a center for research and writing, and providing resources and incentives for creative leadership in the church.

Degree Programs

The seminary offers three graduate degree programs: Master of Divinity (residential and online), Master of Theological Studies (thesis and non-thesis), and an online Master of Arts in Christian Ministry.

Master of Divinity (M.Div.)

The purpose of this degree program is to equip ministers of the Gospel — men and women — for ordained service. The Master of Divinity is the basic ministerial leadership degree for those preparing for ministry. This degree provides a broad preparation with a solid core in Bible, history, theology, mission, and pastoral ministry.

The Master of Divinity is offered both in residence and 100% online and is fully accredited by Association of Theological Schools in both formats.

Master of Theological Studies (M.T.S)

The Master of Theological Studies is a 48-hour degree program that provides a basic understanding of theological disciplines for further graduate study or for general educational purposes. The M.T.S. provides a thesis track for students considering Ph.D. or Th.D. programs. The thesis track option of the M.T.S. is a 48-hour degree program requiring a 3.5 GPA, faculty interview, and writing sample in addition to general admission into the seminary. Neither the general studies nor thesis option provide adequate preparation for pastoral ministry. Students who are preparing for ordained ministry should enroll in the Master of Divinity degree program.

Master of Arts in Christian Ministry

This 48-hour degree program is offered online and is designed for those currently serving in local congregations. Students do most of their coursework on their own schedule. This degree offers specializations in student ministry, pastoral ministry, and preaching.

Center for Christian Leadership

The Center for Christian Leadership is a non-degree certificate program of the School of Theology and Christian Ministry that focuses on continuing education for both pastors and laity. The center offers independent study courses created by Anderson University and seminary faculty. The center offers a Certification in Christian Ministry as well as a unique Certification in Aging Ministries, designed for those working with senior adults in a congregational setting.

For more information about the School of Theology and Christian Ministry, contact:

Brian Martin

Admissions Counselor

(765) 641-4598

bhmartin@anderson.edu

anderson.edu/sot

Falls School of Business

Master of Business Administration (MBA) — 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.

Master of Business Administration (MBA) — 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.

Master of Business Administration (MBA) — 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 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.

Doctor of Business Administration (DBA)

Designed for individuals who are currently serving or desire to serve as faculty members at higher education teaching institutions. Students do in-depth study in four primary areas: teaching pedagogy, values/faith integration, research methodology, and a business major. A unique blending of on-campus residency weeks and directed studies result in a format that is of high quality and doable. The DBA program is fully accredited by ACBSP.

For more information about the Graduate Business Programs, contact:

Dr. Jeffrey M. Buck

Director, Graduate Business Program

Falls School of Business, Anderson University

1303 East 5th Street

Anderson, IN 46012-3468

(765) 641-4329

jmbuck@anderson.edu

anderson.edu/business

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Larry J. Lilly	Columbus, Ohio
Sandi Patty Peslis	Edmond, Okla.
Lois A. Settlemyer	Camas, Wash.
Ralph E. Welton, Jr.	Clemson, S.C.

Term Expires in 2019

James R. Cook	Carmel, Ind.
Louis E. Gerig	Indianapolis, Ind.
Michele L. Jackson	Fishers, Ind.
Charles J. Myricks, Jr.	Akron, Ohio
Lloyd B. Schnuck, Jr.	Martinez, Ga.

Term Expires in 2020

D. Kyle DeFur	Pendleton, Ind.
Dale M. Fontenot	Opelousas, La.
William J. Gaither	Alexandria, Ind.
Donna A. Harman	Reston, Va.
Guy F. Perry, Jr.	Indianapolis, Ind.
John S. Pistole	Anderson, Ind.

Term Expires in 2021

Dennis D. Carroll	Anderson, Ind.
David E. Cox	Brookville, Ohio
Erin N. Coffman	San Francisco, Ca.
Kevin W. Earley	Romulus, Mich.
Deidre D. Franklin	Bray, Okla.
Mark S. Krenz	Scottsdale, Ariz.
Vernon K. Smith	Okemos, Mich.

Faculty

Full Time 2017-18

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

John S. Pistole [2015]

President

B.A., Anderson University; J.D., Indiana University; H.D.L., Anderson University

Gary Agee [2013]

Associate Professor of Church History

B.S. Miami University; M.A. Theology, Xavier University; Ph.D. Theology, University of Dayton

Daniel R. Allen [2009]

Associate Professor of Political Science

B.A., Vanderbilt University; M.A., Central Michigan University; Ph.D., Washington State University

Michael John Bailey [2000]

Assistant Professor of Biology

B.S., Sterling College; M.A., Ball State University

David Allen Baird [1990]

Professor of Communication;

Chair, Department of Communication & Design Arts

B.A., Anderson University; M.A., Wheaton College Graduate School; Ph.D., Purdue University

Ingetraut Baird [1999]

Assistant Professor of Spanish

B.A., Anderson University; M.A., Ball State University

Rebekah Irene Baker [2006]

Associate Professor of Education

B.A., Anderson University; M.S., Butler University; Ph.D., Ball State University

Lolene Bargerstock [2004]

Associate Professor of Social Work;

Director, Social Work Program

B.A., Anderson University; M.S.W., Indiana University; Ph.D., Western Michigan University

James Bell [2014]

Assistant Professor of Library Science; Reference Librarian

B.A., Azusa Pacific University; M.L.S., Indiana University-Purdue University Indianapolis

Scott Bennett Borders [1985]

Professor of English; Chair,

Department of English

B.A., Anderson University; M.A., Ph.D., Purdue University

Joani Somppi Brandon [1999]

Professor of Music

B.A., Anderson University; M.M., Butler University; D.M.A., Boston University

Janet Lynn Brewer [2003]

Professor of Library Science;

Director of Libraries

B.A., Anderson University; M.S., University of Illinois; M.S.L.S., Simmons College; Ph.D., University of Kentucky

Jonathan Evan Brooks [2001]

Professor of Music

B.A., Erskine College; M.M., Indiana University; Ph.D., University of North Texas

Michael L. Bruce [2003]

Professor of Marketing

B.S., Greenville College; B.S., University of Texas at San Antonio; M.S., Maryville University; Ph.D., Saint Louis University

Merribeth D. Bruning [2016]

Dean, School of Education;

Professor of Education

B.S.E., M.A., Ed.D., Ball State University

Jeffrey Michael Buck [2001]

*Professor of Marketing; Director,
Graduate Business Programs*
B.S., M.B.A., Ball State University;
Ph.D., The University of Mississippi

Fredrick Wayne Burnett [1976]

*Professor of Religion; Chair,
Department of Christian Ministry*
B.A., Anderson University; M.Div.,
Anderson University School of Theology;
D.Min., M.A., Ph.D., Vanderbilt University

Scott Richard Carr [2001]

Professor of Chemistry
B.A., Taylor University; Ph.D.,
Miami University

Rachelle Leigh Cary [2007]

Assistant Professor of Nursing
B.S.N., Anderson University; M.S.N.,
A.N.P.-C., Indiana University

Rebecca Ann Chappell [1993]

Professor of Music
B.A., Anderson University; M.M.,
Oklahoma City University; D.A.,
Ball State University

Carrie Clay [2005]

Assistant Professor of Spanish
B.A., Anderson University; M.A.,
Middlebury College

Michael Edward Collette [1977]

Professor of Management
B.B.A., M.S., University of Wisconsin-
Whitewater; Ed.D., Indiana University

David Coolidge [2014]

Assistant Professor of Musical Theatre
B.F.A., University of Cincinnati
College Conservatory of Music; M.F.A.,
University of North Carolina Greensboro

Sarah M. Cox [2016]

Assistant Professor of Nursing
B.A., Warner Southern College; B.S.N.,
Grand Canyon University; M.S.N.,
University of St. Francis

Jennifer Coy [2014]

*Professor of Computer Science;
Chair, Department of Computer Science*
B.S., University of Toledo; M.S., Ph.D.,
Purdue University

Brian Richard Dirck [1998]

Professor of History
B.A., University of Central Arkansas;
M.A., Rice University; Ph.D., University
of Kansas

Emmett Allan Dulaney [2006]

Professor of Marketing
B.S., Ball State University; M.B.A.,
D.B.A., Anderson University

Christina L. K. Eaton [2013]

Assistant Professor of Nursing
B.S.N., M.S.N., Anderson University

Peter Elliott [2012]

Assistant Professor of English
B.A., Lawrence University; B.A., Purdue
University; M.A.E., Ball State University

Anna C. Epperly [2015]

Assistant Professor of Education
B.A., M.A.E., Ed.D. Candidate, Ball
State University

Todd Faulkner [2016]

Assistant Professor of Christian Ministry
B.A., Bluefield College; M.Div., D.Min.,
Anderson University School of Theology

Rosa Felix-Jester [2013]

Instructor of Spanish
B.A., M.A., The University of Arizona

Chad File [2013]

Assistant Professor of Engineering
B.S., Southern Illinois University; M.S.,
Ph.D., Washington University in St. Louis

Deborah Miller Fox [2004]

Associate Professor of English
B.A., Anderson University; M.A.,
Kansas State University; M.F.A.,
Spaulding University

Jerrald Mark Fox [1985]

Professor of Management

B.A., Anderson University; C.F.P., College for Financial Planning; M.B.A., Indiana University; Ph.D., The Union Institute

Timothy R. Fox [1998]

Professor of Spanish; Chair, Department of Modern Foreign Languages & Cultures

B.A., Anderson University; M.A., Anderson University School of Theology; M.A., Ball State University; Ph.D., Purdue University

Michael W. Frank [2001]

Professor of Political Science; Pre-Law

Advisor; Director, Center for Public Service

B.A., Northern Illinois University; Ph.D., University of Illinois

Brandon Leigh Grayson [2011]

Associate Professor of Spanish

B.A., University of Tulsa; M.A., Notre Dame; Ph.D., Washington University in St. Louis

G. Lee Griffith [1977]

Professor of Psychology

B.A., Cedarville College; M.A., Ph.D., University of Texas

Chris J. Hamlyn [2015]

Assistant Professor of Athletic Training;

Director, Athletic Training Program

B.S., Manchester College; M.S., Indiana University

Rebecca A. Haskett [1996]

Professor of Business Administration

B.S., M.B.A., Ball State University; Ed.D., Indiana University; CPA

MaryAnn Hawkins [2006]

Professor of Intercultural Studies; Dean, School of Theology & Christian Ministry

B.S., Bartlesville Wesleyan College; M.A., Azusa Pacific University; Ph.D., Fuller Theological Seminary

Jason A. Higgs [2015]

Assistant Professor of Visual

Communication

B.F.A., Herron School of Art & Design-IUPUI; M.F.A., Ball State University

Jay Jon Hochstetler [2007]

Professor of Management

B.A., Goshen College; M.B.A., Indiana University; Ed.D., Ball State University; Ph.D., North Central University

Christopher Holmes [2010]

Associate Professor of Music

B.M., University of Texas at Arlington; M.M., Baylor University; Ph.D., Indiana University

Elizabeth Fager Imafuji [2005]

Associate Professor of English; Co-

Director, Honors Program

B.A., Ball State University; M.A., Purdue University; Ph.D., Ball State University

Daniel Fausto Ippolito [1989]

Professor of Biology

B.S., Yale University; Ph.D., University of Texas at Austin

Olivia J. Jackson [2016]

Assistant Professor of Kinesiology;

Assistant Athletic Trainer

B.S., Marietta College; M.S., University of Central Florida

Diana Lynn Jones [2005]

Professor of Kinesiology; Chair,

Department of Kinesiology

B.A., Cedarville College; M.Ed., Bob Jones University; Ph.D., The Ohio State University

Greg Kaufinger [2012]

Professor of Accounting

B.S.B.A., Geneva College; M.B.A., Lehigh University; D.B.A., Anderson University

Scott Brian Kennedy [2005]

Professor of Chemistry (leave of absence)

B.S., University of Illinois; M.S., Ph.D.,
University of Massachusetts

Shane Kirkpatrick [2000]

Professor of Biblical Studies

B.A., Anderson University; M.Div.,
Princeton Theological Seminary; Ph.D.,
University of Notre Dame

Patricia A. Kline [2014]

Assistant Professor of Nursing

B.S., Anderson University; B.S.N., Ball
State University; M.S.N., Case Western
Reserve University

Charles Benton Koontz [1985]

Associate Professor of Computer Science

B.A., Purdue University; M.A., Ball State
University

Gert Kumi [2011]

Associate Professor of Music

B.M., Tirana Arts Academy, Tirana,
Albania; M.M., The Juilliard School

Josiah D. Kunz [2016]

Assistant Professor of Physics

B.S., Illinois College; Ph.D., Illinois
Institute of Technology

Justin J. Lambright [2011]

Associate Professor of Mathematics

B.A., B.S., Geneva College; M.S., Western
Illinois University; Ph.D., Lehigh University

Bridget E. Lester [2016]

Associate Professor of Exercise Science

B.S., M.S., Ph.D., Ball State University

Tai Angelina Lipan [2016]

*Assistant Professor of Art; Director of
Galleries and Permanent Collections*

B.A., Anderson University; M.F.A.,
Western Carolina University

Gilbert Lozano [2007]

Professor of Biblical Studies,

B.Th., Boa Terra Theological Institute;
B.A., Warner Pacific College; M.Div.,
Iliff School of Theology; Ph.D., University
of Denver/Iliff School of Theology

Doyle John Lucas [1984]

Professor of Business and Economics

B.A., Anderson University; M.B.A., Ball
State University; Ph.D., Indiana University

John R. Lugar, Jr. [2016]

Associate Professor of Cinema Media Arts

B.A., Taylor University; M.A., Regent
University; J.D., Indiana University

Toya H. Lutterman [2016]

Instructor of Nursing

B.S.N., Anderson University

Kimberly Lyle-Ippolito [2000]

Professor of Biology

B.S., Wright State University; M.S.,
Ph.D., The Ohio State University

Kimberly S. Majeski [2008]

Associate Professor of Biblical Studies

B.A., Cumberland University; M.Div.,
D.Min., Anderson University School of
Theology; M.A. Theology, University of
Notre Dame

Cara M. Miller [2011]

Assistant Professor of English Composition

B.A., Anderson University; M.A., Ball State
University

Kari E. Miller [2016]

Assistant Professor of Nursing;

Simulation Coordinator

B.S., Evangel College; B.S.N., M.S.N.,
Indiana Wesleyan University

Samantha L. Miller [2016]

Assistant Professor of the History of Christianity

B.A., Hope College; M.Div., Duke Divinity
School; Ph.D., Marquette University

John P. Millis [2008]

*Associate Professor of Physics; Chair,
Department of Physical Sciences &
Engineering*

B.S., Ph.D., Purdue University

Marie S. Morris [2009]

Provost

B.S., Eastern Mennonite University;
M.S.N., University of Virginia;
Ph.D., George Mason University

David Thomas Murphy [1992]

Professor of History; Co-Director, Honors Program

B.S., Southern Illinois University; M.A., Ph.D., University of Illinois

Heather Myers [2017]

Instructor of Library Science; Public Services Librarian

B.A., Messiah College; M.L.S., Indiana University

Sarah M. Neal [2000]

Associate Professor of Nursing

B.A., B.S., Anderson University; M.S.N., Indiana University

Gene Alan Overstreet [2002]

Professor of Christian Education and Ministry

B.A., Mid-America Bible College; M.Div., Anderson University School of Theology; D. Min., Christian Theological Seminary

Jason Robert Parks [2008]

Assistant Professor of English

B.A., Anderson University; M.A., Butler University; Ph.D., Ball State University

Lisa Dawn Pay [1999]

Professor of Social Work

B.A., Anderson University; M.S.W., Indiana University

Melanie S. Peddicord [2011]

Associate Professor of Accounting and Business

B.A., M.B.A., D.B.A. Candidate, Anderson University

Francis O. Pianki [1998]

Professor of Business Administration

B.S., University of Connecticut; M.S., University of Arizona; M.B.A., Pepperdine University; Ed.D., Indiana University

Richard S. Pottorf [2015]

Assistant Professor of Chemistry

B.A., University of Northern Colorado; Ph.D., Indiana University

Wayne Lee Priest [2009]

Professor of Psychology; Chair, Department of Psychology

B.A., Anderson University; M.A., Anderson University School of Theology; M.A., Ph.D., Ball State University

Leroy Andrew Quashie [2008]

Professor of Family Science

B.A., Warner Southern College; M.P.H., University of Pittsburgh; M.A., Ph.D., University of Akron

Kevin Paul Radaker [1987]

Professor of English

B.A., Anderson University; M.A., Purdue University; Ph.D., Penn State University

Elizabeth A. Ranfeld [2011]

Assistant Professor of English

B.A., Taylor University; M.F.A., University of New Hampshire

Tammy L. Reedy-Strother [2011]

Associate Professor of Sociology;

Chair, Department of Sociology, Social Work, Criminal Justice, & Family Science
B.S., M.A., Marshall University; Ph.D., University of Kentucky

Fritz Soule Robertson [1991]

Professor of Music

B.M., B.S., University of Maine; M.M., Boston University; D.A, Ball State University

Gregory A. Robertson [2005]

Associate Professor of Christian Theology

B.A., Gulf Coast Bible College; M.Div., Southwestern Baptist Theological Seminary; Th.M., Princeton Theological Seminary; Th.D., Wycliffe College, University of Toronto

Jaye Lee Rogers [1999]

Professor of History; Chair, Department of History & Political Science;

Director of Summer Programs; Faculty Director of Assessment
B.A., M.A., New Mexico State University; Ph.D., The Union Institute

George Salinas [2013]

Assistant Professor of Dance
B.F.A., University of Oklahoma

Paul Wayne Saltzmann [1959]

Professor of Mathematics
B.S., Anderson University; M.S.,
University of Illinois

Katy Jo Sample [2005]

Associate Professor of Education
B.A., Mary Washington College;
M.Ed., Ph.D., University of Virginia

Lynn M. Schmidt [2010]

Dean, School of Nursing & Kinesiology;
Associate Professor of Nursing
B.S.N., M.S.N., Ball State University;
Ph.D., Indiana University; CNE

Dulce Maria Scott [2003]

Professor of Criminal Justice
B.A., University of Massachusetts
at Dartmouth; M.A., Ph.D., Brown
University

James Russell Scott [1991]

Professor of Kinesiology;
Natatorium Director
B.B.A., M.S., Eastern Kentucky
University; Ed.D., Ball State
University

J. Douglas Seelbach [2000]

Professor of Kinesiology
B.A., Anderson University; M.S.,
Ph.D., Penn State University

Hyeon Joon Shin [2014]

Assistant Professor of Economics
B.A., Korea University; M.I.S., Seoul
National University; M.A. Syracuse
University; Ph.D., Southern Illinois
University

Joel D. Shrock [2005]

Associate Provost; Dean, School of
Humanities & Behavioral Science;
Professor of History
B.S., M.A., Ball State University;
Ph.D., Miami University

Jeffrey Owen Siemon [2015]

Associate Professor of Library Science;
Electronic Resources Librarian
B.S., Carnegie-Mellon University; M.Div.
Princeton Theological Seminary; M.L.S.,
University of Pittsburgh

Richard Louis Sowers [1984]

Professor of Music; Director of Choirs
B.M., Indiana University; M.M., Colorado
State University; D.M.A., Arizona State
University

Shauna L. Steele [2011]

Associate Professor of Dance; Director,
Dance Program
B.G.S., Indiana University; M.F.A.,
University of Michigan

Laura Stull [2012]

Associate Professor of Psychology
B.A., Anderson University; M.S., Ph.D.,
Indiana University-Purdue University
Indianapolis

Anna Stumpf [2014]

Assistant Professor of Marketing
B.S., Missouri State University; M.A.T.,
M.B.A., University of Indianapolis

Ray S. Sylvester [2016]

Associate Professor of Marketing
& Personal Branding
B.A., Middlesex University; M.S.,
City University (London); M.A.,
Coventry University; Ph.D.
Candidate, Brunel University London

Kyle M. Tarplee [2015]

Assistant Professor of Electrical
Engineering
B.S., University of California; M.E.,
University of California at San Diego;
Ph.D., Colorado State University

Courtney K. Taylor [2011]

Associate Professor of Mathematics;
Chair, Department of Mathematics
B.A., Anderson University; M.S.,
Ph.D., Purdue University

Denna D. Thompson [2015]

Instructor of Nursing

B.S.N., Ball State University

Jeffrey Scott Trotter [2009]

Assistant Professor of Education

B.A., Olivet Nazarene University;

M.A., Wheaton College; M.A.,

Ph.D., Ball State University

Terry Truitt [1995]

Professor of Business and Economics;

Dean, Falls School of Business

B.S., M.B.A., University of North

Alabama; C.M.A., Ph.D., Mississippi

State University

Gerard Lee Van Groningen [2012]

Associate Professor of Mathematics

B.A., Trinity Christian College;

Ph.D., Michigan State University

Jason Robert Varner [2016]

*Assistant Professor of the History of
Christianity*

B.A., M.T.S., Anderson University;

M.Litt., Ph.D., University of St Andrews

Brock Vaughters [2014]

*Assistant Professor of Business and
Economics*

B.A., Anderson University; M.B.A.,

Ball State University

Chad Everett Wallace [2000]

*Professor of Chemistry; Dean, School
of Science and Engineering*

B.A., Anderson University; Ph.D.,

University of Kentucky

Joyce Duty Wehneman [2016]

*Assistant Professor of Education;
Coordinator of Teacher Licensing*

B.A., Anderson University; M.A.,

Ball State University

Christa Jane Welty [2016]

Assistant Professor of Library Science;

Metadata/Reference Librarian

A.A., Lake Michigan College; B.Mus.,

Cornerstone University; M.L.S.,

Indiana University

Tanya M. Whiteman [2016]

Assistant Professor of Athletic Training;

Clinical Education Coordinator

B.S., Taylor University; M.S.,

California University of Pennsylvania

Nathan John Willowby [2016]

Assistant Professor of Theology and Ethics

B.A., Anderson University; M.Div.,

Duke University Divinity School; Ph.D.,

Marquette University

Jeffrey Wright [1995]

*Professor of Music; Dean, School of
Music, Theatre, and Dance*

B.M., Georgia State University;

M.M., Ph.D., Northwestern University

Myungsoo Samantha Yoo [2015]

Assistant Professor of Graphic Design

B.A., Hunter College; M.A., New York

Institute of Technology

Faculty

Emeriti

Kenneth D. Armstrong

Ph.D., Professor Emeritus of Business since 2008

John H. Aukerman

Ed.D., Professor Emeritus of Discipleship since 2016

Darrel Annan Austin

D.A., Professor Emeritus of Mathematics since 2011

Dale I. Bales

Ph.D., Professor Emeritus of Chemistry since 2008

Arlon Alfred Bayliss

M.A., Professor Emeritus of Art since 2014

F. Dale Bengtson

D.M.A., Professor Emeritus of Music since 1995

Patricia Ann Bennett

D.S.N., Professor Emerita of Nursing since 2000

Donald Gordon Boggs

Ph.D., Professor Emeritus of Communication Arts since 2015

Don Preston Brandon

D.P.E., Professor Emeritus of Kinesiology since 2010

Jill Elaine Branscum

M.L.S., Professor Emerita of Library Science since 2016

Guy Brewer

D.Min., Ph.D., Associate Professor Emeritus of Pastoral Theology since 2016

Carl H. Caldwell

Ph.D., Vice President for Academic Affairs and Dean Emeritus since 2009

Barry Lee Callen

D.Rel., Ed.D., University Professor Emeritus of Christian Studies since 2005

Shelby Dean Cantley

M.A., M.Ed., Professor Emeritus of Library Science since 2014

Virginia Lee Chapman

Ph.D., Professor Emerita of Communication Arts since 2016

Donald Lee Collins

M.Div., Professor Emeritus of Religion since 1997

Sharon Kaye Collins

M.S.W., Professor Emerita of Social Work since 2014

Shirley King Coolidge

M.M., Professor Emerita of Music since 2001

Elsie Elizabeth Cottingham

M.L.S., Professor Emerita of Library Science since 2000

Donald Burgoyne Cruikshank, Jr.

Ph.D., Professor Emeritus of Chemistry and Physics since 2005

Jill Newberry Dickerson

M.A., Professor Emerita of English since 2008

Greta Gray Domenic

M.M., Professor Emerita of Music since 1998

Barbara Ann Douglas

M.A., Professor Emerita of Music since 2005

Kathleen Mary Dugan

M.F.A., Professor Emerita of Art since 2015

James Lee Edwards

Ph.D., President Emeritus since 2015

Robert Glenn Falls

D.B.A., Professor Emeritus of Business and Economics since 1987

William John Farnen

Ph.D., Professor Emeritus of Psychology since 2013

Nancy Ann Fischer

Ph.D., Professor Emerita of Sociology since 2011

Walter Froese

Ph.D., Professor Emeritus of Church History since 2007

Janice Louise Fulkerson

Ed.D., Professor Emerita of Education since 2016

Laurel Eldredge Goetzinger

M.M., Professor Emerita of Music since 2014

Paul Henderson Gray

M.A., Professor Emeritus of Kinesiology since 2012

Patricia Ann Griffin

M.S.N., Professor Emerita of Nursing since 2009

Dwight Grubbs

D.Min., Professor Emeritus of Applied Theology since 1995

Jerry C. Grubbs

Ed.D., Professor Emeritus of Christian Education since 2001

Kenneth Franklin Hall

D.Min., Professor Emeritus of Christian Education since 1992

Thomas Richard Harbron

M.S., Professor Emeritus of Computer Science since 1999

Duane Curtis Hoak

Ed.D., Professor Emeritus of Education since 2001

Barbara Hoover

M.L.S., Professor Emerita of Library Science since 2015

Rebecca Ann Hull

Ed.D., Professor Emerita of Kinesiology since 2014

Delano Blake Janutolo

Ph.D., Professor Emeritus of Biology since 2014

Patricia Ann Janutolo

M.L.S., Professor Emerita of Library Science since 2008

Ronald Johnstone

M.A., Professor Emeritus of Communication since 2014

Barbara A. Jones

Ed.D., Professor Emerita of Education since 1999

Bonnie Karen Landis

M.A., Assistant Professor Emerita of English since 2010

Curtis Knowlton Leech

Ph.D., Professor Emeritus of Psychology since 2009

Juanita Evans Leonard

Ph.D., Professor Emerita of Christian Mission since 2006

Jack Charles Lewis

Ph.D., Professor Emeritus of Sociology and Social Work since 1997

James Wilton Lewis

Ph.D., Professor Emeritus of Theology and Ethics since 2016

Bruce Kevin Mac Murray

Ph.D., Professor Emeritus of Sociology and Criminal Justice since 2016

James Earl Massey

*D.D., Dean Emeritus and Distinguished
Professor-at-Large since 1995*

Elizabeth Darlene Miller

*Ed.D., Professor Emerita of Education since
2001*

Patricia Ann Miller

*M.A., Associate Professor Emerita of
Kinesiology since 2004*

Frederic George Milley

*Ph.D., Professor Emeritus of English since
2005*

James Otis Morehead

*M.A., Professor Emeritus of Communication
Arts since 2016*

Michele Crews Murray

*M.M., Professor Emerita of Music since
2014*

John Douglas Nelson

*Ph.D., Professor Emeritus of Political
Science since 2008*

Jan Etherington Newbold

*M.A., Assistant Professor Emerita of French
since 2011*

Robert Arthur Nicholson

Ph.D., President Emeritus since 1990

Zola Troutman Noble

*M.S., Assistant Professor Emerita of English
since 2012*

Martin La Vern Norris

*Ph.D., Professor Emeritus of Sociology
since 1992*

Cynthia Lash Peck

*M.B.A., C.P.A., Associate Professor Emerita
of Accounting since 2016*

Onkar Singh Phalora

*D.V.M., Ph.D., Professor Emeritus of
Biology since 2000*

Cynthia Louise Poikonen

*M.S., Assistant Professor Emerita of English
since 2011*

Rudolph Reginald Pyle, Jr.

*M.S.S.S., Associate Professor Emeritus of
Sociology and Social Work since 2003*

Imogene Gretchen Rhule

*M.A., Assistant Professor Emerita of English
since 2003*

Steven Dewain Risinger

*M.A., Professor Emeritus of Kinesiology
since 2016*

Barry Clinton Ritchey

*Ph.D., Professor Emeritus of Economics
since 2014*

Gary William Robinson

*Ed.D., Professor Emeritus of Education
since 2015*

James Paul Rouintree

*Ed.D., Professor Emeritus of Music since
1998*

Kevin Ray Rudynski

*M.F.A., Professor Emeritus of Art since
2015*

Kenneth Glen Ryden

*M.F.A., Professor Emeritus of Art since
2011*

David L. Sebastian

D.Min., Dean Emeritus since 2014

Lawrence Bruce Shaffer

*Ph.D., Professor Emeritus of Physics since
2000*

Fredrick Harold Shively

*D.Min., Professor Emeritus of Religion
since 2013*

Sally Jo Shulmistras

*M.A., Professor Emerita of French since
2014*

Jerry Eugene Sipe

Ph.D., Professor Emeritus of Biology and Chemistry since 2005

Robert Smith

M.A., Professor Emeritus of Speech and Drama since 1995

Richard Eugene Snyder

C.A.S., Professor Emeritus of Library Science since 2003

Lynn Spencer Spaulding

M.Div., Professor Emeritus of Biblical Studies since 2014

Sue Ellen Spaulding

M.A.T., Assistant Professor Emerita of English since 2008

Stanley Laverne Stephens

Ph.D., Professor Emeritus of Mathematics since 2011

Theodore A. Stoneberg

Ph.D., Professor Emeritus of Pastoral Care since 2006

Merle Dennis Strege

Th.D., Professor Emeritus of Historical Theology since 2016

Linda K. Swindell

Ph.D., Professor Emerita of Psychology since 2012

Susan Lynnette Taylor

D.A., Professor Emerita of Music since 2016

Kenneth Vernon Turner, Jr.

Ph.D., Professor Emeritus of Mathematics since 2012

Douglas E. Welch

D.Miss., Professor Emeritus of Christian Mission since 1999

Joe Keith Womack

M.S.W., Professor Emeritus of Sociology and Social Work since 1999

Richard Morrison Young

Ph.D., Professor Emeritus of Physical Education, Health, and Sport since 2000

Judith Ann Zinszer

M.A., Assistant Professor Emerita of Spanish since 2006

Professional Staff

Hudson Akin

Vice President, Advancement

Johnna Barnard

Assistant Director, Undergraduate Admissions

Chris L. Confer

Assistant Provost, Dean of Students

Teresa J. Coplin

Director, Disability Services for Students

Aurora Doster

Director, Tri-S and Study Abroad

Rebecca Fuller Beeler

Vice President, Enrollment & Marketing

Rick A. Garrett

Director, Police and Security Services

Christal H. Helvering

Director, Counseling Services

Lisa Horst

Director, First Year Experience

Arthur J. Leak

University Registrar

Crystal G. Luna

Director, Educational Support Services

Shanna McClure

Director, Human Resources

Katherine Mitchell

Interim, Director, Career Development

Marie S. Morris

Provost

Becca Palmer,

Director, Spiritual Formation

Trent Palmer

Director, Student Programs & Intramurals

John S. Pistole

President

Gayla Roberts

Director, Student Financial Services

Joseph M. Royer

Executive Director, Facilities and Property Management

Tracey Sala

Associate Director, Graduate and Adult Admissions

Tamara Shelton

Director, Spiritual Life and Campus Pastor

Kynan Simison

Director, Admissions

Dianna Stankiewicz

Director, Learning Assistance Programs

Jason Stephens

Director, Residence Life and Student Judicial Affairs

Dana S. Stuart

Vice President for Finance and Treasurer

Marchell J. Taylor

Director, Intercollegiate Athletics

Michael Thigpen

Director Cultural Resource Center & Multicultural Student Services

Vanessa J. Tijerina

Assistant Treasurer and Controller

Michael A. Tucker

Director, Information Technology Services

Campus Facilities

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 and Residential MBA

York Seminary Village: Apartment-style living for School of Theology and Christian Ministry graduate students and their families.

Academic and Administrative Facilities

Broadcasting Center: Houses Covenant Productions, 98.7 The Song, production rooms, a TV studio, editing bays, offices, and class labs.

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.

School of Theology and Christian Ministry: 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.

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.

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.

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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