



# Anderson University

## Graduate Catalog

2024-2025

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The material contained in the *Anderson University Graduate 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 Work Life Engagement (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.

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## Letter from the President

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

Each academic program offered in this catalog was designed by a remarkable group of faculty who bring exceptional skills and knowledge to the classroom. Each course is a building block that helps you prepare for your career and calling. By choosing a liberal arts institution for your graduate work, you see value in developing not only as a professional but also as a person. Our faculty and staff are committed to mentoring you and sharing 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 education at AU. I encourage you as you begin your Anderson University journey to be open to the possibilities God has for expressing those values in your life. And know that we are blessed to be part of your story.

John S. Pistole, JD (BA '78)  
President

## Letter from the Provost

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Welcome to Anderson University! You have chosen this university, which is dedicated to both academic and Christian discovery. Our mission is to educate for a life of faith and service in the church and society. We accomplish this mission through rigorous academic work that is performed within the context of the truth provided by Jesus Christ.

Graduate study at Anderson University is guided by exceptional faculty who have dedicated their lives to training generations of students. Anderson University's faculty are leaders within their respective fields and teach at this place out of a deep sense of calling. Our graduate programs will develop your professional skills and provide you with the specialized training you desire.

The Office of the Provost is here to serve and lead the academic life of the university, and is an extension of the academic community that our faculty have created over the last century. My mission is to create an academic environment that allows students to deeply engage in learning. You have entered an institution steeped in a rich history and we look forward to what you have to offer this good place.

Courtney K. Taylor, PhD (BA '02)  
Provost

## Mission

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

## LIVING THE MISSION

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

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

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

— Approved by the Anderson University Board of Trustees in 2007

## Ethos Statement

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### PREAMBLE

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

### AT OUR CORE

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

### CORE VALUES

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

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

— Approved by Cabinet, March 28, 2018  
Reported to Board of Trustees, April 16-17, 2018

# Academic Philosophy

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

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

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

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

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

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

## Accreditations & Relationships

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Anderson University is accredited by the Higher Learning Commission (HLC); 230 South LaSalle St., Suite 7-500, Chicago, IL 60605; phone (312) 263-0456; [hlcommission.org](http://hlcommission.org). The Falls School of Business is accredited by the Accreditation Council Business Schools and Programs (ACBSP), 11520 West 119th St., Overland Park, KS 66213; phone (913) 339-9356; [acbsp.org](http://acbsp.org). The School of Music is accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Dr. - Suite 21, Reston, VA 20190; phone (703) 437-0700; [nasm.arts-accredit.org](http://nasm.arts-accredit.org). The Seminary, within the School of Theology and Christian Ministry, is accredited by the Association of Theological Schools (ATS), 10 Summit Park Dr., Pittsburgh, PA 15275; phone (412) 788-6505; [ats.edu](http://ats.edu). Additionally, professional and program accreditation has been granted to Anderson University by the Accreditation Board for Engineering and Technology ([ABET](http://ABET)), the Commission on Accreditation of Athletic Training Education ([CAATE](http://CAATE)), Council for the Accreditation of Educator Preparation ([CAEP](http://CAEP)), the Council on Collegiate Nursing Education ([CCNE](http://CCNE)), and the Council on Social Work Education ([CSWE](http://CSWE)).

Anderson University holds membership in the American Association of Colleges for Teacher Education ([AACTE](http://AACTE)), Association of Governing Boards of Universities and Colleges ([AGB](http://AGB)), College Board, Council for Adult and Experiential Learning ([CAEL](http://CAEL)), Community-Engaged Alliance ([CEA](http://CEA)), Council for Christian Colleges and Universities ([CCCU](http://CCCU)), Council for Higher Education Accreditation ([CHEA](http://CHEA)), Council of Independent Colleges ([CIC](http://CIC)), Independent Colleges of Indiana ([ICI](http://ICI)), Indiana Academy of the Social Sciences ([IASS](http://IASS)), Indiana Association of Colleges for Teacher Education ([INAACTE](http://INAACTE)), [Indiana] Community Engaged Alliance ([CEA](http://CEA)), Indiana Space Grant Consortium ([INSGC](http://INSGC)), Lilly Network of Church-Related Colleges and Universities ([LFP](http://LFP)), National Association of Independent Colleges and Universities ([NAICU](http://NAICU)), National Council for State Authorization Reciprocity Agreements ([NC-SARA](http://NC-SARA)), National Council on Family Relations ([NCFR](http://NCFR)), and Network for Vocation in Undergraduate Education ([NetVUE](http://NetVUE)).

## Graduate Council

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The Graduate Council is charged with forming academic policy for the university's graduate programs. The council is elected by the faculty and includes graduate program directors, elected members, and deans/directors of schools with graduate programs. A chair is appointed by the provost. It is empowered to establish policy and to review existing policies, recommending changes when needed. It may initiate studies and research related to graduate-level programming.

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

## Graduate Programs Offered

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### FALLS SCHOOL OF BUSINESS

- Doctor of Business Administration
- Master of Business Administration
  - Evening
  - Online
  - Daytime
- Master of Organizational Leadership

### SCHOOL OF MUSIC, THEATRE, & DANCE

- Master of Music Education

### SCHOOL OF THEOLOGY & CHRISTIAN MINISTRY

The following programs are offered both online and in person:

- Master of Divinity
- Master of Theological Studies
- Master of Christian Ministry
- Ministry Foundations Certificate

## Graduate Students

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

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

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

## STUDENT SERVICES

Staff members from the sponsoring degree programs are available to help students throughout their graduate education. Assistance with registration, advising, course scheduling, and other matters is provided, and all facilities, academic services, and student life services of the university are open to graduate students.

[Campus resources](#) include but are not limited to the [Nicholson Library](#), [Office of Financial Aid and Scholarships](#), [Kissinger Academic Center for Excellence \(KACE\)](#), [Center for Career & Calling](#), [Center for Intercultural Engagement](#), [Kardatzke Wellness Center](#), [TRI-S](#), [arts/entertainment](#), [student activities](#), and [recreational facilities](#).

## STUDENT RIGHTS AND RESPONSIBILITIES

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

# Disability Services for Students

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Anderson University offers support for all students who qualify under the Americans with Disabilities Act: Section 504 of the Rehabilitation Act of 1973. To secure reasonable accommodations or reasonable auxiliary aids/services, students must notify the appropriate institutional representative of the disability, provide current documentation of the disability, and request the specific accommodations and/or auxiliary aids/services needed. Documentation must be completed by an appropriately trained professional and provide information about the current impact of the disability. Certain accommodations and auxiliary aids/services may require advance notice to the director of Disability Services for Students.

The institution must be given a reasonable opportunity to evaluate requests. Requests are considered based on individual needs. Requests for accommodations or auxiliary aids/services 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 and/or auxiliary aids/services should contact Teresa Coplin, Director of Disability Services for Students, Kissinger Center for Academic Excellence (KACE), at (765) 641-4223 or [tjcoplin@anderson.edu](mailto:tjcoplin@anderson.edu).

# Admissions

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

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

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



# International Applicants and Graduates of Foreign Universities

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Application Materials for Graduate Admission (International):

- Online application for admission (no application fee required)
- Official Transcripts from the school where the bachelor's degree was earned; for the DBA, official transcripts from the school where the master's degree was earned.
- Official FCE evaluation of diplomas and college credits earned outside the United States. (See details below.)
- References, as required by each program.
- Additional materials as required by each program, such as:
  - Essay
  - Resume
  - Test Scores

An official score report from TOEFL, IELTS or Duolingo is required if English is not the first or primary spoken language:

- Minimum TOEFL Requirements: IBT (Internet-Based) score of 78  
PBT (Paper-Based) score of 564  
CBT (Computer-Based) score of 210
- Minimum IELTS Requirement: 6.0
- Minimum Duolingo Requirement: 105

Proof of English proficiency may be waived on a case-by-case basis for those students who have attended secondary or higher education school in an English speaking (instruction) school. The respective program director should be contacted to discuss a waiver.

Students with a degree from outside the United States must provide an official foreign credit evaluation (FCE) in English, including the cumulative grade point average. Anderson University will accept course- by-course foreign credential evaluations (FCE) from any National Association of Credential Evaluation Services (NACES) member. The international institution must be recognized by the country's Ministry of Higher Education or equivalent government agency. All costs associated with foreign transcript evaluations are the student's responsibility.

## Transfer of Credit

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The transfer of graduate credit is not automatic. A student must obtain the written consent of the program director before credit earned at other institutions will be added to the student's record. Only grades of B or above will be considered for transfer to Anderson University. In general, no more than 25% of the required credits for a master's degree may be transferred into a program. Specific transfer policies for doctorate programs are detailed within the program's description section. Any appeal for transfer credits should be made to the Graduate Council chair, who will appoint an appeals committee consisting of one graduate student and three faculty members from the council.

## Institutional Assessment

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In its efforts to improve the quality of instruction at Anderson University and meet the requirements of the Higher Learning Commission, the university has elected to engage in outcome-based assessment activities.

Data generated from these assessment activities are analyzed and recommendations developed to improve the educational activities of the university. In order to accomplish these aims, students are invited and expected to participate in assessment activities at both the institutional and departmental levels.

## Program Requirements

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Course loads for students will be determined by the program director in the discipline.

Cross-captioned (4000/5000) courses that apply to the degree shall not constitute more than 25% of course requirements. All other courses will be at least at the 5000/6000/7000 level.

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

## Second Master's Degree

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

## Course Audits

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Auditing is a policy privilege extended to full- and part-time Anderson University students as a means of academic enrichment. Courses taken as an audit are not computed in the student's grade point average and do not apply toward fulfillment of graduation requirements.

There are two options for auditing a course:

- **Occasional class visitation:** The student may visit a class to hear a lecture and/or discussion on a given topic. Consent of the program director and instructor are required for this option, under which no fee is assessed nor record made of the audit on the student's permanent record.
- **Recorded audit:** The student may elect to audit a course with the intent of the audit being reflected on the student's permanent record. Under this option, regular attendance along with the fulfillment of normal course obligations are required. In order to audit a course under this option, the student must:
  1. Obtain approval from the director or dean of the program offering the course;
  2. Enroll in the course as an auditing student no later than the beginning of the second class session;
  3. Satisfy payment of the auditing fee for the course;
  4. Complete course requirements at the "B-" level or above.
  5. Once these conditions are satisfied, the course will be recorded as an audit on the student's permanent record.

## Grading System

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Each graduate program has specific minimum grade requirements. With the exception of the School of Theology, students must earn a cumulative 3.0 GPA in all courses applicable to the degree. Students with a cumulative graduate GPA below 3.0 will be placed on academic probation. The School of Theology and Christian Ministry requires a minimum graduate GPA of 2.5 unless otherwise specified in the specific degree requirements.

The grading scale used to calculate GPA is as follows:

<u>Grade</u>	<u>Credit Points</u>
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
D	1.00
F	0.00

<u>Grade</u>	<u>Description</u>
W	Withdrawal
WF	Withdrawal Failure
AW	Administrative Withdrawal
I	Incomplete
IP	In Progress
AU	Audit
CR/NC	Credit/Non-Credit
S/U	Satisfactory/Unsatisfactory

No credit points are given for courses bearing grades of W, WF, AW, I, IP, AU, CR, NC, S, or U. An incomplete (I) grade allows a student to complete required work after the end of the semester by written agreement between the instructor and the student. An incomplete contract must be filed with the Office of the University Registrar before grades are processed. The I becomes an F at the end of the fifth week of the following semester if not removed. Final grades are based upon the total work in the course.

### **CREDIT / NON-CREDIT GRADING**

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

### **SATISFACTORY / UNSATISFACTORY GRADING**

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

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

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

NOTE: The School of Theology graduate programs have some courses related to field education that are graded on the S/U grade basis and fulfill degree requirements but are not computed in the grade point average.

## **Academic Integrity**

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

- submitting another's work as one's own or allowing another to submit one's work as though it were his or hers;
- failure to properly acknowledge authorities quoted, cited, or consulted in preparing written work (plagiarism);

- getting or giving unauthorized help on assignments;
- tampering with experimental data to obtain a desired result or creating results for experiments not done (dry-labbing);
- tampering with or destroying others' work;
- submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor;
- lying about these or other academic matters.

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

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

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

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

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

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

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

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

## **Academic Notice**

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Students with a cumulative GPA lower than 3.0 within their program (or as specified by the specific program) will be placed on Academic Notice for a maximum of two consecutive semesters, after which students may be dropped from the program. This decision will be made by the program director. Students may appeal the decision.

## **Grade Appeals**

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Students who believe they have not been graded fairly and wish to appeal must initiate that appeal process within 30 days after the grade has been received. The appeals process is as follows:

1. Discuss the grade in question with the instructor.
2. Consult with the director of the graduate program in which the student is enrolled.
3. Consult with the dean of the school sponsoring the graduate program.
4. Approach the chair of the Graduate Council, who will appoint an appeals committee consisting of one graduate student and three faculty members from the council.

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

## Repeating a Course

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

Certain courses may be repeated for additional credit as set out in the respective course description ("REPEAT"), along with any limitations on the maximum number of repeats and/or additional credit earned.

## Culminating Experience

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

## Financial Assistance Programs

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

### SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

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

### REVIEW OF PROGRESS

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

### MAXIMUM NUMBER OF ATTEMPTED HOURS ALLOWED

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

### MINIMUM CUMULATIVE GRADE POINT AVERAGE (GPA) REQUIRED

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

## MINIMUM NUMBER OF EARNED HOURS REQUIRED

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

## FINANCIAL AID APPEAL AND REINSTATEMENT OF ELIGIBILITY

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

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

Additional information regarding financial aid appeals and reinstatement eligibility is available online at [anderson.edu/uploads/finaid/graduate-SAP.pdf](http://anderson.edu/uploads/finaid/graduate-SAP.pdf).

## Veterans Benefits

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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. In addition, we advise service members to speak with an education services officer or counselor with their military service prior to enrolling at the university.

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. Additional information is available online at [anderson.edu/admissions/financial-aid/veterans](http://anderson.edu/admissions/financial-aid/veterans).

## VA CHAPTER 31 AND CHAPTER 33 – ASSESSMENT OF LATE FEES

In accordance with Title 38 US Code 3679(e), Anderson University adopts the following provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 **GI Bill**® (Ch. 33) or Vocational Rehabilitation and Employment (Chapter 31) benefits, while payment to the institution is pending from the VA. Anderson University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students are required to:

- Produce the VA Certificate of Eligibility (COE) or Change of Program or Place of Training Form 22-1905;
- All students must submit a VA Education Benefit Request Form for each semester they intend to receive VA payments. Students' classes won't be certified to the VA unless they are enrolled in the classes.

**GI Bill®** is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

## Academic Leave of Absence

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Anderson University offers graduate 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.

### ELIGIBILITY

The Leave of Absence Policy is intended to assist students who are pursuing a graduate degree from Anderson University but need to leave the university for a semester due to unforeseen circumstances. Examples of qualifying events include, but are not limited to:

- Pregnancy with or birth or adoption of a child
- Personal illness or caring for ill family members
- Military service

Granting of the Leave of Absence is at the discretion of the Dean or Program Director. It is the assumption that the university and the student both intend for the Leave of Absence to be for one term, but, depending on the specific circumstances, can be extended for a second term.

For programs that have a time limit within which to complete a graduate degree, the Leave of Absence "stops the clock" on that time limit.

### PROCEDURE

1. The student must complete the appropriate Leave of Absence forms and submit them to the Dean or Program Director
2. The Dean or Program Director will verify that the student is in good standing:
  - a. Verify academic status
  - b. Verify financial status
  - c. Verify no disciplinary action in place
3. The Dean or Program Director will determine whether to grant Leave of Absence; if granting, the Dean or Program Director will sign and submit form to the Registrar's Office
4. The Registrar's Office will notify the student and the Dean/Program Director once the registration system is updated to indicate Leave of Absence. NOTE: The student's record remains in active status with a notation of being on leave.
5. When the Leave of Absence is concluded, the student must complete the **Return from Leave of Absence Form** to confirm the return term, that the underlying issue for the leave has been resolved, and that the student is ready to resume the program.

### ADDITIONAL INFORMATION

While on Leave of Absence, graduate students retain the ability to access campus services such as the library and access to their online services through the online learning platform, AU email, and similar.

Students applying for a Leave of Absence should be made aware that, while AU keeps their student record active, their enrollment status will show as "Not Enrolled" during the leave. This may be important if their employers ask about enrollment status.

Due to Visa restrictions, F1 Visa international students may not be eligible for an academic Leave of Absence and should consult with International Student Services.

## Withdrawal

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

## Refund Policies

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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, housing and meals. For semester-long courses, reductions for withdrawals or schedule revisions occurring on or before the end of the:

- First week of classes: 90% reduction
- Second week of classes: 90% reduction
- Third week of classes: 75% reduction
- Fourth week of classes or later: no reduction

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

Adjustments are based upon the date of official withdrawal. Official withdrawal from all classes must be requested by completing and submitting a Withdrawal/Not Returning form.

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 respective program director. Questions of adjustment for reducing the number of hours should be directed to the Office of the University Registrar.

## Course Listings

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### CAPTION

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.

<b>Falls School of Business:</b>	ACCT	Accounting
	BSNS	Business
	ECON	Economics
<b>School of Music, Theatre, &amp; Dance:</b>	MUED	Music Education
	MUSC	Music Theory and Literature
	MUPF	Music Performance
<b>School of Theology &amp; Christian Ministry:</b>	BLAN	Biblical Languages
	OLDT	Old Testament
	NEWT	New Testament
	CHIS	Church History
	INTS	Intercultural Studies
	PAST	Pastoral Studies
	THFE	Theological Field Education
	THST	Theological and Philosophical Studies



## TITLE

Designates the course number and title for the course (e.g., 5100 History of Christianity, listed under the CHIS caption heading in the School of Theology and Christian Ministry).

## CREDIT HOURS

Indicates the number of credit hours that may be earned by taking this course.

## DESCRIPTION

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

## ADDITIONAL INFORMATION

- **NOTE:** Lists information of particular importance to this course.
- **CONSENT:** Indicates whether students must obtain consent to take this course.
- **PREREQUISITE:** Indicates required class standing, required degree program, or required course(s) which must be completed before this course may be taken.
- **REPEAT:** Indicates when a course may be repeated for credit. May also include limitations on the number of times the course may be repeated and/or total credits earned.
- **GRADE:** Indicates when alternative grading systems are applicable. No listing indicates standard A-F grading.
- **OFFERED:** Indicates the conditions by which the course will be offered. Students should refer to the master schedule when scheduling courses, as dates listed herein are subject to change.

## Declaration of a Catalog

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

## Certificates and Badges

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Specialized programs may be developed by individual schools and departments or in an interdepartmental manner which provide a narrower, more focused study in the knowledge base and skills within a career field. Composed of credit-bearing courses within the University curriculum, a certificate program may be designed outside of the restrictions for an approved major, minor, or catalog cognate by creating a selection of three or more courses totaling 9 or more credit hours. For each course completed within the certificate program with a grade of C- or higher, the student will be awarded a digital badge in recognition of the proficiency gained. When the specified number of badges within the program are earned, the student will also receive a digital certificate in recognition of completion of the program. The credit-bearing courses and earned grades will also be recorded on the student's University transcript and may be applied toward other approved majors, minors, cognates and degree programs.

*Drafted by the Academic Policies Committee Oct. 2021;  
approved by the Anderson University faculty Jan. 2022*

# FALLS SCHOOL OF BUSINESS

## Doctor of Business Administration

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

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

### ADMISSION REQUIREMENTS

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

### DEGREE REQUIREMENTS

<b>Research Core</b>	<b>9 hrs.</b>
Applied Statistics	3 hrs.
Research Methods	3 hrs.
Advanced Research Methods	3 hrs.
<b>Education/Teaching Core</b>	<b>9 hrs.</b>
Development and Role of Higher Education	3 hrs.
Best Practices in College Teaching	3 hrs.
Foundations of Applied Ethics	3 hrs.
<b>Conceptual Foundations Core (9 hrs. for core, 3 hrs. toward major)</b>	<b>9 hrs.</b>
Conceptual Foundations of Management	3 hrs.
Conceptual Foundations of Marketing	3 hrs.
Conceptual Foundations of Economics	3 hrs.
Conceptual Foundations of Accounting/Finance	3 hrs.

<b>Major Coursework</b>	<b>18 hrs.</b>
Conceptual Foundations in Management, Marketing, or Accounting/Finance	3 hrs.
Seminar in Management, Marketing, Accounting, Sports Management, or Finance	3 hrs.
Business Analytics in Management, Marketing, Accounting, Sports Management, or Finance	3 hrs.
Advanced Applications of Ethical Reasoning in Management, Marketing, Accounting, Sports Management, or Finance	3 hrs.
Teaching Practicum in Management, Marketing, Accounting, Sports Management, or Finance	3 hrs.
Advanced Topics (Discipline Based)	3 hrs.
<b>Dissertation</b>	<b>15 hrs.</b>
<b>Additional Graduate Hours (transferred in at start of program)</b>	<b>30 hrs.</b>
<b>TOTAL REQUIREMENTS</b>	<b>90 hrs.</b>

## QUALIFYING EXAMINATION POLICIES

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

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

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

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

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

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

## GRADUATION REQUIREMENTS

- All coursework must be completed within six years of when the first doctoral course is taken at AU.
- All coursework must be completed with a cumulative GPA of 3.0 or better. A maximum of two grades below B- in coursework taken at AU can be counted toward the fulfillment of requirements.
- Successful completion of qualifying exams.
- Successful completion of a dissertation proposal defense.
- Successful completion of a dissertation in the student's major field.
- Dissertation must be completed within three years of the date when the student advanced to the status of doctoral candidate (ABD). Students may petition the program director for an extension.

## DBA Course Descriptions:

### BSNS

<b>7010</b>	<b>The Development and Role of Higher Education</b> Provides a historical context for the role of Christian higher education and explores the philosophies of education found in the Christian college/university. Of interest will be the fit of business programs and curricula in these institutions with discussion of trends and future thinking. Models for exploring what makes the Christian college/university distinctive as part of the greater higher education community will be considered.	<b>3 hrs.</b>
<b>70xx</b>	<b>Conceptual Foundations</b> Provide a conceptual framework for the study and teaching of each foundational discipline through a critical review and analysis of historical and current research. 7050 Management (3 hrs.) 7060 Marketing (3 hrs.) 7070 Economics (3 hrs.) 7080 Accounting/Finance (3 hrs.)	<b>3 hrs.</b>
<b>7090</b>	<b>“Best Practices” in College Teaching</b> Examines the evolving role of the professor in the teaching/learning process. Research studies will serve as a primary tool to encourage students to discover the most effective pedagogical approaches for their disciplines and their classrooms.	<b>3 hrs.</b>
<b>7100</b>	<b>Foundations of Applied Ethics</b> Students undertake a yearlong study with a faculty mentor designed to encourage the individual student to explore her/his personal values and beliefs as they relate to the discipline and to establish the scholarly implications of that belief structure in the teaching/learning process both in the classroom and as a research agenda.	<b>3 hrs.</b>
<b>711x</b>	<b>Global Business Practices</b> Seeks to critically examine academic research on international business practice. The primary focus is on the organizational structures, strategies, and operations of multinational enterprises (MNEs). Topics are intimately linked to MNE’s international trade and investment activities, which in turn are significantly influenced by the diverse political environments in which the companies operate. This course systematically develops each of these major subject areas (management, marketing, accounting, finance) and shows the interconnections among them. 7111 Management (3 hrs.) 7112 Marketing (3 hrs.) 7113 Accounting (3 hrs.) 7114 Finance (3 hrs.)	<b>3 hrs.</b>
<b>7700</b>	<b>Applied Statistics</b> Statistical techniques and methods are used to analyze, interpret, and present data including, but not limited to, descriptive statistics, hypothesis testing, probability distributions, sampling, analysis of variance, correlation, linear regression, and structural equation modeling.	<b>3 hrs.</b>
<b>7710</b>	<b>Research Methods</b> Presents a basic grounding in research methods available to business scholars. Students will examine, discuss, and use these methods in class assignments.	<b>3 hrs.</b>
<b>7720</b>	<b>Advanced Research Methods</b> Uses a structured environment to assist with the preparation of the student’s dissertation proposal, and should be taken just prior to dissertation preparation. CONSENT: DBA Director.	<b>3 hrs.</b>
<b>785x</b>	<b>Teaching Practicum</b> Provides a yearlong supervised experience focusing on the identification and application of best teaching/learning practices in the student’s discipline. 7851 Management (3 hrs.) 7852 Marketing (3 hrs.) 7853 Accounting (3 hrs.) 7854 Finance (3 hrs.) 7855 Sports Management (3 hrs.)	<b>3 hrs.</b>

**BSNS (cont.)**

- 790x Seminar 3 hrs.**  
Provide presentations and discussions of extensive literature dealing with the theory and practice of the related discipline. Also emphasizes a review of research techniques and methods utilized in the discipline.  
7901 Management (3 hrs.)  
7902 Marketing (3 hrs.)  
7903 Accounting (3 hrs.)  
7904 Finance (3 hrs.)  
7905 Sports Management (3 hrs.)
- 791x Seminar: Advanced Applications of Ethical Reasoning 3 hrs.**  
Utilizing foundational material from common disciplines in the study of business, these seminars address the impact of these fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multinational firm in foreign countries, and implications of the corporate structure model to cultural and societal issues.  
7911 Management (3 hrs.)  
7912 Marketing (3 hrs.)  
7913 Accounting (3 hrs.)  
7914 Finance (3 hrs.)  
7915 Sports Management (3 hrs.)
- 792x Advanced Topics 3 hrs.**  
Independent study focuses on a yearlong in-depth analysis of an aspect of current research that relates to theory and practice in specific areas of the discipline. Can assist in the creation of a literature review for the doctoral dissertation.  
7921 Management (3 hrs.)  
7922 Marketing (3 hrs.)  
7923 Accounting (3 hrs.)  
7924 Finance (3 hrs.)  
7925 Sports Management (3 hrs.)
- 793x Business Analytics 3 hrs.**  
Provide presentations and discussions of business analytics associated with the related discipline. Also emphasizes a review of tools and methods of implementation utilized in the discipline.  
7931 Management (3 hrs.)  
7932 Marketing (3 hrs.)  
7933 Accounting (3 hrs.)  
7934 Finance (3 hrs.)  
7935 Sports Management (3 hrs.)
- 7950 Dissertation Research 1-3 hrs.**  
After enrollment in the required courses, the student must be enrolled for at least 3 hours of dissertation credit every semester. In total, the student must register for a minimum of 15 hours of dissertation credit. If the dissertation is not completed after registering for 15 hours of dissertation credit, the student must continually register for 1 hour of dissertation credit each term (summer, fall, spring) until the completion of the dissertation defense.

# Master of Business Administration

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The Anderson University MBA is delivered in multiple formats, each uniquely designed around the needs and expectations of different groups of individuals. Despite format differences, each offering remains true to the guiding principles of providing relevant experiential business education that enables learners to discover and develop their confidence, competence, and character.

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

**Online Program:** Designed specifically for individuals who prefer a program that provides scheduling flexibility without sacrificing quality. This program is fully accredited by ACBSP.

**Daytime Program:** Designed for individuals who desire graduate-level studies in a Christian environment immediately following completion of their undergraduate program. The program can be completed in 10 months and is fully ACBSP accredited.

## ADMISSION REQUIREMENTS

### Evening and Online MBA:

- Completed MBA program application form.
- Current résumé or LinkedIn profile
- At least two years' work experience post undergraduate degree
- Official academic transcripts from all post-secondary institutions attended.
- One recommendation form
- Prerequisites require evidence of competency by undergraduate coursework in all of the following: accounting or finance, economics, statistics or calculus, and management or marketing.
- Undergraduate GPA of 3.0 or higher
  - Applicants with an undergraduate GPA below 3.0 may be granted conditional acceptance at the discretion of the program director.

### Daytime MBA:

- Completed MBA program application form.
- Current resume or LinkedIn profile link
- Official academic transcripts from all post-secondary institutions attended.
- One recommendation form
- Undergraduate GPA of 3.0 or higher
  - Applicants with an undergraduate GPA below 3.0 may be granted conditional acceptance at the discretion of the program director

## PROGRAM REQUIREMENTS

**Course Prerequisites.** Prerequisite leveling modules are required for BSNS 6120, 6130, 6140, 6350, and 6434. All students must successfully pass the prerequisite leveling modules prior to beginning the respective courses.

## GRADUATION REQUIREMENTS

- Complete a minimum of 36 hours of required coursework, earning the grade of C or above in all required courses.
- All courses counting toward the degree must be completed with a cumulative GPA of 3.0 or higher.
- Complete all requirements within five years and pay all tuition and fees.
  - Students may petition the program director for an extension beyond the five-year limit

## EVENING AND ONLINE MBA CURRICULUM

### Core Courses:

BSNS 6010	Business and Society	3 hrs.
BSNS 6120	Managerial Accounting	3 hrs.
BSNS 6130	Managerial Economics	3 hrs.
BSNS 6140	Financial Management	3 hrs.
BSNS 6260	Data Visualization and Analysis	3 hrs.
BSNS 6350	Marketing Strategy	3 hrs.
BSNS 6425	Negotiation and Conflict Resolution	3 hrs.
BSNS 6434	Organizational Behavior and Leading Change	3 hrs.
BSNS 6450	Strategy and Innovation	3 hrs.
BSNS 6480	Leadership Seminar	3 hrs.

### Concentrations / Electives:

Choose one concentration or six hours of electives from the following:

- *Business Analytics Concentration*

BSNS 6575	Applied Business Analytics	3 hrs.
BSNS 6585	Statistical Business Analysis	3 hrs.

- *Marketing Concentration*

BSNS 6356	Research in Market Feasibility	3 hrs.
BSNS 6360	Digital and Social Media	3 hrs.

- *Operations Management Concentration*

BSNS 6530	Project Management	3 hrs.
BSNS 6555	Business Operations	3 hrs.

- *Electives*

BSNS 6356	Research in Market Feasibility	3 hrs.
BSNS 6360	Digital and Social Media	3 hrs.
BSNS 6530	Project Management	3 hrs.
BSNS 6555	Business Operations	3 hrs.
BSNS 6575	Applied Business Analytics	3 hrs.
BSNS 6585	Statistical Business Analysis	3 hrs.

## DAYTIME MBA CURRICULUM

### Core Courses:

BSNS 6010	Business and Society	3 hrs.
BSNS 6111	Business Communications	3 hrs.
BSNS 6120	Managerial Accounting	3 hrs.
BSNS 6130	Managerial Economics	3 hrs.
BSNS 6140	Financial Management	3 hrs.
BSNS 6260	Data Visualization and Analysis	3 hrs.
BSNS 6350	Marketing Strategy	3 hrs.
BSNS 6390	Field Experience	3 hrs.
BSNS 6425	Negotiation and Conflict Resolution	3 hrs.
BSNS 6434	Organizational Behavior and Leading Change	3 hrs.
BSNS 6450	Strategy and Innovation	3 hrs.
BSNS 6480	Leadership Seminar	3 hrs.

## Master of Organizational Leadership

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The Anderson University MOL is designed and delivered in an online format for individuals who prefer a program that provides flexibility without sacrificing quality and experience. Courses are taught by full-time and industry professionals. The program's guiding principle is to provide relevant experiential leadership education that enables learners to discover and develop their confidence, competence, and character.

### ADMISSION REQUIREMENTS

- Completed MOL program application.
- Current résumé or LinkedIn profile.
- At least two years' work experience post undergraduate degree.
- Official academic transcripts from all post-secondary institutions attended.
- One recommendation form
- Undergraduate GPA of 3.0 or higher
  - Applicants with an undergraduate GPA below 3.0 may be granted conditional acceptance at the discretion of the program director.

### PROGRAM REQUIREMENTS

**Course Prerequisites:** Prerequisite leveling modules are required for BSNS 6350 and BSNS 6430. All students must successfully pass the prerequisite leveling modules prior to beginning the respective courses.

### GRADUATION REQUIREMENTS

- Complete a minimum of 30 hours of required coursework, earning the grade of C or above in all required courses.
- All courses counting toward the degree must be completed with a cumulative GPA of 3.0 or higher.
- Complete all requirements within five years and pay all tuition and fees.
  - Students may petition the program director for an extension beyond the five-year limit



## MOL CURRICULUM

BSNS 6010	Business and Society	3 hrs.
BSNS 6350	Marketing Strategy	3 hrs.
BSNS 6370	Applied Leadership Theory	3 hrs.
BSNS 6380	Building Effective Teams	3 hrs.
BSNS 6425	Negotiation and Conflict Resolution	3 hrs.
BSNS 6434	Organizational Behavior and Leading Change	3 hrs.
BSNS 6435	Organizational Communication	3 hrs.
BSNS 6446	Strategic Planning and Decision Making	3 hrs.
BSNS 6480	Leadership Seminar	3 hrs.
BSNS 6510	Profiles of Global Leaders	3 hrs.

## MBA and MOL Course Descriptions:

### ACCT - ACCOUNTING

5120	<b>Survey of Accounting and Finance</b>	3 hrs.
An introductory course designed to help the student understand the basic principles, elements, and concepts of accounting and finance. Designed specifically to serve as a prerequisite for those individuals entering the MBA program with no prior academic coursework in the area of accounting or finance.		

### BSNS - BUSINESS

5010	<b>Introduction to Graduate Studies in Business</b>	1 hr.
Introduces students to the Anderson University Falls School of Business and its resources. Also details the roles and expectations of graduate business students. <b>GRADE:</b> CR/NC.		
5150	<b>Survey of Quantitative Analysis/Information Management</b>	3 hrs.
Purpose is to give individuals with non-business academic backgrounds a foundational base in the areas of statistics and information systems management. Designed to prepare individuals for a Master of Business Administration program. Quantitative analysis content is devoted to learning the basic procedures to acquire, summarize, analyze, and display data. Information management content is focused on developing an appreciation for the influence technology and information systems have in the management decision process.		
5350	<b>Survey of Management and Marketing</b>	3 hrs.
Gives individuals with non-business backgrounds exposure to the disciplines of management and marketing. Specifically designed to prepare an individual for academic work at the graduate business program level. Focuses on developing the fundamental understanding of the basic concepts related to management and marketing. Considers the nature of management and identifies the basic functions that constitute the management process. Also investigates the basic concepts of marketing to include the forces that constitute the external marketing environment.		
6010	<b>Business and Society</b>	3 hrs.
In developing a stakeholder approach to managing in today's business environment, the student is introduced to a survey of theories for ethical decision-making. There is an attempt to increase student awareness of the impact that personal decisions have on the organization and on society as a whole.		
6020	<b>Salt &amp; Light in Business</b>	3 hrs.
In addition to an exploration of theories for ethical decision-making, students will examine current events in ethics in business. Students will develop a personal ethical framework.		
6111	<b>Business Communications</b>	3 hrs.
The course sharpens key communication skills necessary for professional success. It covers a range of techniques, from persuasive and informative to transactional and instructional styles, in both written and verbal forms. Students will learn to craft impactful messages and presentations. Emphasis is placed on effective team communication, negotiation skills, and adapting to diverse business environments. The course aims to enhance leadership capabilities and build proficiency in delivering concise, influential communication.		

**BSNS (cont.)**

<b>6120</b>	<b>Managerial Accounting</b> Students develop skills in the use of accounting information for planning, controlling, and decision-making. Students perform financial statement analysis for the purpose of evaluating firm performance and assessing financial condition. The student's analytical ability is developed through the use of problems and cases that stress application.	<b>3 hrs.</b>
<b>6130</b>	<b>Managerial Economics</b> Emphasizes the application of microeconomic skills to contemporary business decisions, which include production, cost, demand, pricing, and profits. Further economic relationships are inferred by applying estimation techniques to actual data.	<b>3 hrs.</b>
<b>6140</b>	<b>Financial Management</b> The tools to make a complete financial analysis of investment and financing decisions are provided. Using analytical techniques, financial information is developed through problems and cases that challenge students to do in-depth financial analysis and develop informed decisions.	<b>3 hrs.</b>
<b>6141</b>	<b>Strategic Accounting and Financing Decisions</b> Investigates issues such as capital structure, dividend policies, mergers, and issuing of stock utilizing a case studies approach.	<b>2 hrs.</b>
<b>6210</b>	<b>Organizational Behavior</b> Students examine the current theoretical framework and process through which managers learn to apply concepts from the behavioral sciences to observe, understand, predict, and influence behavior in the workplace. There is an examination of the behavior of people as individuals, as members of groups, and within the organization as a whole. The application of techniques for individual and organizational growth are discussed with the intent of developing critical-thinking skills, ethical decision-making skills, and a sensitivity to the individual's role in creating organizational cultures.	<b>3 hrs.</b>
<b>6250</b>	<b>Travel Seminar in International Business</b> An opportunity to study international business firsthand through a trip to one or more of the major international business centers of the world. Students are expected to read extensively and be involved in pre-trip seminars. Tuition is included in the program cost. Travel costs are additional.	<b>2 hrs.</b>
<b>6260</b>	<b>Data Visualization and Analysis</b> Explores the methods of data visualization and analysis. Course focuses on identifying, capturing and analyzing a wide range of data sources to inform meaningful decision making. Topics include guidelines for effective data analysis, data visualization principles for designing, evaluating and presenting data. Emphasis is placed on creating data visualizations to assist professionals to operate and analyze their business.	<b>3 hrs.</b>
<b>6270</b>	<b>International Business</b> The importance of thinking globally and understanding cultural, business practice, and economic differences are explored through various projects and cases. The focus is on the international dimensions of business environment and practice.	<b>2 hrs.</b>
<b>6320</b>	<b>Business Feasibility and Risk</b> Focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.	<b>3 hrs.</b>
<b>6330</b>	<b>Business Plan Development</b> Focuses on a systematic study and preparation of business plans. Students define an opportunity in either an entrepreneurial or intrapreneurial setting and propose a plan for business activity that integrates concepts from throughout the MBA curriculum. Students prepare business plans acceptable for presentation to venture capitalists or management. A reasonably thorough understanding of entrepreneurial interests and skills should be attained.	<b>4 hrs.</b>
<b>6340</b>	<b>Personal Brand Management</b> Students will learn to apply a strategic approach to the ongoing process by which they can identify and extend their value to others. Encompasses the various theoretical, conceptual and emerging practical frameworks of personal branding today, in an effort to develop confident, compassionate, and professional difference-making leaders. Students will discover, define, and communicate their personal brand, demonstrating their unique purpose through their personal brand management.	<b>2 hrs.</b>
<b>6341</b>	<b>Music, Sport, and Entertainment Brand Development</b> Designed to assist students in comprehending the growth and development of music, sport, and entertainment brands. Students will learn to appreciate the history and meaning of industry-related terms as well as brands and branding specifically within a music, sport, and entertainment industry context. Students will also be able to identify and integrate theoretical brand development perspectives with practical music, sport, and entertainment industry case study examples. This will provide a critical appreciation of the development, differentiation, and positioning processes involved in the successful establishment and evolution of contemporary music, sport, and entertainment brands.	<b>2 hrs.</b>

**BSNS (cont.)**

- 6342 Music, Sport, and Entertainment Brand Communities** 2 hrs.  
Enables students to gain critical reflection, knowledge, and understanding of how music, sport, and entertainment brands engage and interact with various community members. Students will be able to categorize the range of community members now prevalent in the age of cultural brand communication. Students are invited to address how social media technologies are embraced and integrated in the promotion of popular music, sport, and entertainment brands to virtual brand communities. The module seeks to equip students with strategic insights required to work within the music, sport, and entertainment industries and draws upon case studies and real-life scenarios.
- 6350 Marketing Strategy** 3 hrs.  
Designed to equip the business practitioner with the concepts, principles, and tools necessary to develop a systems approach to marketing. In that process, learners develop knowledge and skills that enable them to develop and implement marketing plans. Students are encouraged to manage with a “marketing orientation” mindset. Practical application of tools and theories are emphasized. The result will be an ability to develop both a market strategy and a marketing plan.
- 6356 Research in Market Feasibility** 3 hrs.  
Investigates the process and the techniques of good market research. Designed to help the student develop the skills necessary to identify and apply the concepts that characterize high-quality marketing research practice and become a critical analyst of marketing and business research to discern good decisions and conclusions.
- 6360 Digital and Social Media** 3 hrs.  
Designed to expose students to various elements of marketing in a digital environment. Topics such as social media behavior, content marketing, search engine optimization, email marketing, and web page advertising are covered. Students will be expected to use various tools and applications, and the focus is on the use of information-driven technologies as part of an integrated marketing communications and branding strategy.
- 6370 Applied Leadership Theory** 3 hrs.  
This course examines leadership theory by exploring the history, styles and application of leadership in organizations today. Students will analyze the ways leadership and culture shape an organization’s environment. Various leadership styles, personal leadership effectiveness, historical and contemporary leadership literature will be examined. Students will assess their own leadership styles and competencies to further their own professional development.
- 6380 Building Effective Teams** 3 hrs.  
Students will learn how to build community among people in a team environment by building relationships, working collaboratively, coaching and mentoring, and valuing diversity. By exploring the creation of teams, students will learn to view work and results from a partnership perspective to achieve organizational effectiveness. Topics include team communication styles, stages of team development, team dynamics, and creativity and innovation.
- 6390 Field Experience** 3 hrs.  
This course provides students with the opportunity to complete a project-based field experience. The field experience requires students to apply various business theories, concepts, and skills to real world business applications. Student-consulting teams collaborate with industry professionals to analyze needs, develop solutions, and present results. This immersive approach provides insight into the operational dynamics of diverse organizations, enhancing students’ strategic thinking, problem-solving, and industry-specific skills. The experience culminates in a comprehensive understanding of business and management and operations across various sectors.
- 6410 Business Topics** 2 hrs.  
Content will vary among topics in accounting, finance, economics, management, and marketing. Current issues and trends in business and organizations will be addressed using a best-practices approach. May be taken multiple times as long as the class topic title is different. The same class topic title may not be retaken for additional credit.
- 6411 Personal and HR Development** 2 hrs.  
Presents issues related to a leader’s role in personal and employee development within an organizational context. Topics such as personal assessment, career development, training, performance evaluations, employment law, employee selection, strategies for career growth, as well as techniques to create and maintain organizational relations may be areas of focus.
- 6420 Managing Legal Risks** 2 hrs.  
Focus is on the essential role that legal considerations play in the making of sound business decisions. Current legal concepts and likely future trends are explored from a managerial perspective. After an introduction to law, legal reasoning, and the legal system, selected issues in the law of contracts, sales, torts, and product liability are examined.

**BSNS (cont.)**

- 6425 Negotiation and Conflict Resolution** 3 hrs.  
This course explores negotiation and conflict resolution techniques. Topics include problem-solving techniques, recognizing and overcoming bias, levels of conflict, interpersonal and intra-group resolution, and cross-cultural negotiations. The course incorporates simulated negotiations that highlight the impact of various leadership styles and the importance of ethics and trust in negotiations.
- 6430 Leading Organizational Change** 3 hrs.  
Change is constant in today's world. The latest theories and practices of leading organizational change are explored in this course. Emphasis is on creating change-oriented cultures and developing and implementing effective change processes. This course develops an individual's ability to anticipate, innovate, and create lasting change.
- 6434 Organizational Behavior and Leading Change** 3 hrs.  
Students examine the current theoretical framework and process through which managers learn to apply concepts from the behavioral sciences to observe, understand, predict, and influence behavior in the workplace. There is an examination of the behavior of people as individuals, as members of groups, and within the organization as a whole. The latest theories and best practices for leading organizational change are also explored with an emphasis on creating change-oriented cultures, and developing and implementing effective change processes. The application of techniques for individual and organizational growth are discussed with the intent of developing critical thinking skills, ethical decision-making skills and a sensitivity to the individual's role in creating organizational cultures.
- 6435 Organizational Communication** 3 hrs.  
Examines communication models and strategies for effective written, verbal and non-verbal communication as a leader within organizations. Topics include traditional and crisis communication, human relations, coaching, the use of information and technology and systems. Key concepts include recognizing and overcoming barriers to communication, including how biases contribute to miscommunication between the leader and followers within the organization.
- 6440 Workforce Planning** 2 hrs.  
Students investigate methods for aligning an organization's current and future workforce with the entity's projects, goals, and/or strategy. These methods may incorporate needs assessment, employee recruitment and selection, as well as individual performance evaluation. Students discuss methods for individual skill development, staffing decisions, and creating implementation plans based upon performance metrics and effectiveness measures.
- 6445 Quality and Process Control** 2 hrs.  
Students are introduced to the concepts, techniques, and applications of Statistical Process Control (SPC) within the context of project management. The theory of SPC is presented and the design of control charts is discussed as a basis for describing how a diverse range of data and process quality management challenges can be addressed. Students learn methods for measuring process variation, causes of process variation, and how process variation is related to quality.
- 6446 Strategic Planning and Decision Making** 3 hrs.  
Students will utilize a holistic approach to strategic decision making. Students will analyze the organization and develop strategic plans to support organizational goals. Strategic planning expertise will be developed by identifying opportunities within the organization. Additionally, students will design innovative ways to unite the diverse strengths of individuals to achieve organizational goals and initiatives.
- 6450 Strategy and Innovation** 3 hrs.  
This capstone course examines an organization's ability to create a sustainable competitive advantage. The overriding objective is to sharpen the student's ability to think strategically and to diagnose situations from a strategic perspective. Students are expected to apply concepts and tools from other courses in the MBA curriculum. A strategic planning model will be used to analyze comprehensive cases and make strategic recommendations. The major paper in this course is a required component of the student's MBA portfolio.
- 6460 Personal Brand Leadership** 3 hrs.  
In-depth self-reflection, case discussions, and practical activities and tools to gain clarity and confidence — all within today's organizational context. Topics may include understanding and leveraging unique leadership strengths, building transparency, and cultivating teams.
- 6470 Applied Project** 2 hrs.  
This independent study focuses on the practical application of a theory or practice related to the student's area of specialization.

**BSNS (cont.)**

- 6480 Leadership Seminar** 3 hrs.  
This reflective experience exposes students to the various principles of leadership. Taught in a seminar format, the class focuses on current issues and problems related to the manager's role as a leader in the organization. Attempts will be made toward clarity on leadership issues, personal and/or professional experiences will be presented, and students will arrive at new understandings that will improve effective leadership.
- 6485 Leadership in Business** 3 hrs.  
Focuses on current issues and problems in business leadership, with a focus on leadership issues, personal and/or professional leadership issues, and current events in business.
- 6510 Profiles of Global Leaders** 3 hrs.  
Students will examine leadership practices within multi-cultural and global contexts. Cultural dimensions, cultural intelligence and global competencies are the key concepts explored to provide individuals with the knowledge of how to employ effective leadership tactics to affect change on a global scale. After completing this course students will have the knowledge required to interact with individuals of different cultural backgrounds to bring about ethical, peaceful, and effective collaborations.
- 6530 Project Management** 3 hrs.  
Exposes students to the principles, techniques, and special problems of the project manager. Focuses on all aspects of leading and managing a project, from leadership skills such as motivation, communication, and team building, through management skills such as selection and initiation, resource planning, implementation, and project control. Critical issues such as time, cost, and performance parameters are analyzed from organizational, people, and resource perspectives.
- 6540 Financial Reporting and Financial Statement Analysis** 3 hrs.  
Develops a taxonomy of generally accepted accounting principles in order to understand corporate financial statements. Examines financial ratios and creates a system of analysis that will allow managers, investors, and regulators to make better informed decisions.
- 6550 Accounting and Financial Management in the International Economy** 2 hrs.  
Examines how firms manage their fiscal operations and/or investments in an international environment. Topics include foreign exchange risk management, financing the global firm, foreign investment decisions, multinational capital budgeting, currency crises, and international asset diversification.
- 6555 Business Operations** 3 hrs.  
Students explore activities crucial to operational success such as business processes, managing risk, continuous improvement of operations, and supply chain management. Operations decision making is explored through problem solving, root cause analysis, and intelligence gathering. Implementation of potential solutions through the legal, ethical, cultural and organizational lens.
- 6575 Applied Business Analytics** 3 hrs.  
This course is designed to provide students with the concepts and tools needed to understand the role of business analytics in managerial decision-making. Students will learn how to apply business analytics tools in a spreadsheet environment. Core topics include spreadsheet modeling and data visualization. Students will use real-world business examples and data to obtain hands-on experience in data visualization and spreadsheet calculations.
- 6585 Statistical Business Analysis** 3 hrs.  
This course is designed to equip students with an understanding of statistics and data analysis in a business context. Beginning with descriptive statistics and progressing to time-series forecasting, students will acquire the knowledge and techniques to statistically analyze and interpret real-world business data using data analytic software. Core topics include descriptive and inferential statistics, probability distributions, sampling distributions, hypothesis testing, regression analysis, and time-series forecasting.
- 6850 Professional Cooperative Experience I** 2 hrs.  
Available for students who have not yet held a full-time professional work position. Offers a structured learning experience that will include a cooperative placement which is relevant to the student's current career aspirations and/or professional objectives. Students will also read and discuss literature that will support transfer of learning from the applied experience to the classroom. Students will complete a series of written reflection papers designed to fully integrate the learning experience. To complete the requirement of this option, the student must complete a minimum of 160-hour practicum in an approved organization under the guidance of the mentor, maintain a monthly work log to be signed by the mentor and reviewed by the Program Director, and submit weekly assignments. This supervised practicum requires students to apply for approval to the Program Director prior to registration for the course. **GRADE: CR/NC.**

## **BSNS (cont.)**

- 6860 Professional Cooperative Experience II** 2 hrs.  
Continuing the cooperative learning placement from BSNS 6850, students will complete a series of activities related to their future growth in their selected career. This course is designed to provide opportunities beyond the cooperative placement and enable the student to develop a long-term career plan based around industry trends and projections. Many of the activities for this class require face-to-face inquiry and are exploratory in nature. To complete the requirement of this option, the student must complete a 160-hour practicum in an approved organization under the guidance of the mentor, maintain an agreed-upon work log to be signed by the mentor and reviewed by the faculty, complete weekly tasks, and submit a comprehensive, integrative applied research paper. **GRADE:** CR/NC. **PREREQUISITE:** BSNS 6850.
- 6900 Seminar in Professional Issues** 2 hrs.  
Employs a directed mentorship with a working professional in the student's area of focus. In addition, students investigate best practices as well as current and controversial issues in areas such as accounting, finance, human relations, international business, leadership, marketing, new venture development, and project management.

## **ECON - ECONOMICS**

- 5130 Survey of Economics** 3 hrs.  
The purpose of this course is to give individuals with non-business academic backgrounds a foundational base in the areas of macroeconomics and microeconomics. Designed to prepare individuals for a Master of Business Administration program. Macroeconomic content is focused on topics such as the modern economic society, monetary and fiscal policies, employment issues, and aggregate supply and demand. Microeconomic topics include price systems, resource allocation, and utility.

# SCHOOL OF MUSIC, THEATRE, & DANCE

## Master of Music Education

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This 32-hour degree program is designed for the practicing music educator who has one or more years of experience as a music teacher. The degree program may be completed mostly in summer sessions (six weeks of course work each summer), though a limited number of evening classes during the academic year may be required. Separate tracks of study are available for instrumental, choral, and general music specialists. Students may also pursue three levels of Orff Schulwerk Certification as part of this degree program. The MME program is accredited by the National Association of Schools of Music (NASM).

For more information, contact: Michelle Holmes, Enrollment Specialist  
School of Music, Theatre, & Dance  
[msholmes@anderson.edu](mailto:msholmes@anderson.edu)  
(765) 641-4543

### STUDENT REQUIREMENTS FOR ADMISSION

- Completed Master of Music Education application: [andersonuniversity.formstack.com/forms/mme\\_application](https://andersonuniversity.formstack.com/forms/mme_application)
- Baccalaureate degree from an accredited institution
- Valid teacher's license
- Official transcripts from all colleges attended
- Two recommendations related to teaching and musical abilities: [anderson.edu/academics/master-of-music-education](https://anderson.edu/academics/master-of-music-education) (click on MME Recommendation Form)
- Writing sample
- Interview with music education faculty

### DEGREE REQUIREMENTS

<u>Required Core Courses</u>		<u>18-20 hrs.</u>
MUED 6010	Philosophy and History of Music Education	3 hrs.
MUED 6020	Bibliography and Research	3 hrs.
MUED 6030	Psychology of Music	3 hrs.
MUSC 6110	Graduate Music Theory	3 hrs.
MUSC 6200	Music History	3 hrs.
MUSC 6220	World Music	2 hrs.
MUED 6950	Thesis in Music Education	3 hrs.
or		
MUED 6960	Professional Project in Music Education	1 hr.
<u>Elective Courses</u>		<u>12-14 hrs.</u>

## MME Course Descriptions:

### MUED - MUSIC EDUCATION

5110	<b>Level I Orff Certification</b> An intense introduction to basic Orff teaching philosophy and techniques, including the study of rhythm, and elemental forms. Students also participate in recorder study and movement skills each day. Addresses classroom application of Orff practices, techniques, and improvisational methods.	3 hrs.
5120	<b>Level II Orff Certification</b> A continuation of the study of Orff teaching methodology from Level I. Includes the study of pentatonic, diatonic, and modal melodies; melodic ostinato, bordun, and shifting chord accompaniments; and irregular and changing meters. Students review pentatonic modes and their transpositions, begin the study of pentachordal and hexachordal scales. Students participate in the study of recorder and movement each day. This course also addresses classroom application of Orff practices, techniques, and improvisational methods, including the sequential teaching of dance forms and folk dances.	3 hrs.
5130	<b>Level III Orff Certification</b> A continuation of the study of Orff teaching from Level II. Includes improvisation in diatonic modes and asymmetric meters and harmonic accompaniments. Students continue intensive work in concepts of rhythm, melody, harmony, timbre, form, and pedagogy. Students participate in the study of recorder and movement each day. Also includes ensemble performance of all recorder voices, choreography, and improvisation relative to movement and music.	3 hrs.
5140	<b>Orff Curriculum</b> Enables teachers to build a Schulwerk-based curriculum for specific teaching assignments. Long-term planning and weekly process lesson planning are addressed. Teachers share ideas and teach lessons utilizing the Orff process. <b>PREREQUISITE:</b> Levels I and II Orff training at an accredited program.	2 hrs.
5150	<b>Technology with Integrity in the Orff Classroom</b> Examines how to take lesson plans and create coordinating notation in PowerPoint files or similar presentation software. Teachers learn to place notation into lesson plans, create notation icons for presentation software, and animate icons to encourage active involvement by all in the classroom. <b>NOTE:</b> Knowledge of Finale or Sibelius notation software. <b>PREREQUISITE:</b> Level I Orff training at an accredited program.	1 hr.
5210	<b>The Voice — Pedagogy, Language, and Literature</b> Covers a broad range of information, skills, and resources indispensable to all who work with the human voice. Subjects include fundamentals of acoustics, fundamental voice production, the changing voice, performance psychology, teaching musical expressiveness using Dalcroze Eurythmics, building a basic library of vocal literature appropriate for pre-collegiate singers, and an introduction to the International Phonetic Alphabet and its application to Singer's Diction. Laboratory voice teaching with fellow class members as well as student volunteers from outside will be central to the instructional experience.	2 hrs.
5220	<b>The Child's Voice</b> Offers philosophy, methods, and materials designed to provide a sound pedagogical and musical basis for building and enhancing a developmental choral program for children ages 7 to 12. Includes experiences for building skill and knowledge in guiding vocal development, learning strategies for developing a program, acquiring a repertoire bank, organizing a supportive administrative base, and creating a sense of community. From the smallest church choir to the largest community choral organization, all these functions are critical to the rounded, affirmed development of each child chorister involved.	2 hrs.
5230	<b>The Changing Voice</b> From fifth to tenth grade, children's voices go through many changes until settling into their maturing young-adolescent and young-adult vocal range. This course is an in-depth exploration of a wide range of repertoire, which considers the unique ranges, comfortable tessituras, and emotional and behavioral characteristics of students as they pass through this stage of the changing voice. This course will help teachers develop their library for working with all combinations of the changing voice, from girls' or boys' choirs to mixed choirs.	2 hrs.
5240	<b>Choral Music Experience Workshop</b>	2 hrs.
5250	<b>Directing the High School Musical</b> An intensive workshop that addresses all aspects of teaching related to a musical theatre production. Examines the process of selecting an appropriate work to be performed, selecting a cast, building a rehearsal schedule, coaching student actors, and using healthy and balanced musical rehearsal techniques. Also examines the process of building a production team and the roles of the music director, stage director, assistant director, choreographer, and stage manager.	2 hrs.



## MUED (cont.)

- 5310 Introduction to Kodály** 2 hrs.  
Provides an overview of the philosophy and techniques of Kodály teaching methodology and explores the application of these teaching principles in classroom teaching and choral rehearsals. Includes sight-reading and dictation skill development using moveable do tonic solfa and rhythm syllables in a pentatony-based approach and the analysis of small forms.
- 5320 Conversational Solfege** 2 hrs.  
A pedagogical method that develops an understanding of music through the use of rhythm and tonal syllables that gradually evolve into reading and writing music notation, improvisation, and composition. Literature-driven curriculum based on the work of John Feierabend. Conversational Solfege applicable to elementary general music curricula, choral organizations at all levels, and aural skills courses for all ages.
- 5330 First Steps in Music** 2 hrs.  
Students are introduced to current research on early childhood music and its implications for developing an early childhood music and movement curriculum. Materials and activities are presented for children from birth through elementary school. Students collect materials and design teaching strategies, lesson plans, and yearly curricula, as well as develop and promote an early childhood program.
- 5340 World Folk Dances and Folk Songs** 1 hr.  
Examines ways of building community by offering glimpses into the music and dance of other cultures. Humor, love, and exuberance are universal and displayed in all cultures. Explores world cultures through folk dancing, rounds, passing games, play parties and clapping games.
- 5350 Dalcroze Eurhythmics** 2 hrs.  
Examines the elements of music through kinesthetic awareness based on the research of Emile Jacques-Dalcroze. Participants are actively engaged through movement that connects the brain and the body through singing, playing the piano, and improvisation.
- 5410 Teaching String Instruments (for non-string players)** 2 hrs.  
Intended to assist music educators whose primary performance area does not include string instruments, but who desire to be more comfortable with and better prepared for teaching students to perform on string instruments. Includes study of the methods, materials, equipment, literature, and teaching techniques appropriate for beginning and advanced string players. Students will play various string instruments in class and will evaluate various teaching methods and literature to determine their appropriateness for classroom use.
- 5420 Writing Drill for the Marching Band** 2 hrs.  
Designed for the music educator who has a limited background in marching band drill design. Students begin with assignments that require them to chart drill by hand so that they understand this process and the instruments required for this work. Students then move to assignments that require them to chart drill using special computer software. Emphasis on the practical aspects of drill design so that students work on projects that they can use with their own marching bands.
- 5430 Instrument Repair** 2 hrs.  
Addresses some of the basic and common repair techniques for woodwind, brass, and percussion instruments. Includes common emergency repairs and techniques for preventative care and maintenance. Also examines the process of equipping an instrument repair facility with appropriate tools and materials, building a repair and replacement budget for musical instruments, and the process of securing bids for instrument repair and selecting a reliable technician to be responsible for more extensive instrument repairs.
- 5440 Drumming: Rhythmic Training and Percussion Ensemble** 1 hr.  
Focuses on a wide variety of rhythmic training activities and on repertoire designed to hone the rhythmic expertise of elementary and middle school students and teachers. Areas covered include percussion ensemble and technique, improvisation, movement to build beat and rhythmic skills, rhythmic exercises, body percussion, and form.
- 5500 Teaching Music Theory in the High School** 2 hrs.  
Designed to help music educators who may be called upon to teach music theory in the high school setting. Includes an examination of music theory books and materials appropriate for this setting and the process of building a syllabus and designing appropriate assignments for a music theory course. Also addresses issues of assessment and evaluation of student learning in the music theory classroom.
- 5510 Assessment in the Music Classroom** 3 hrs.  
Introduces students to some assessment approaches of student learners in the music classroom and rehearsal room. Includes a survey of testing methods and techniques that stem from a variety of psychological and philosophical schools of thought, as well as rubric development and portfolio assessment. Emphasis on revising the music curriculum in light of assessment outcomes and writing performance-based assessment reports for state educational associations.

## MUED (cont.)

- 5550 Selected Topics in Music Education** 1-3 hrs.  
Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of music education that will significantly influence the practices and understandings of the teaching-learning process.
- 5561 Ukulele In the Music Classroom** 1 hr.  
The ukulele is a sought-after addition in the elementary music classroom. Strategies are presented to be ready for class use, while also studying underlying concepts that enable the design of a successful lesson sequence independently. Designed for teachers of all abilities and experience, this professional development experience seeks to connect established pedagogical knowledge and the ukulele. Explore how to teach the ukulele, while also learning how to play. More than just a presentation of activities, this clinic aims to facilitate professional development discussion that is meaningful and valuable to each participant.
- 5562 Grant Writing for the Music Educator** 1 hr.  
This course will focus on the intricacies of grant writing and overall funding for the music educator while tailoring itself to each individual's needs for funding. Participants will have opportunities to locate funding sources, examine common expectations in proposal requests, create and/or modify pivotal statements that are generally requested in proposals, and establish personal objectives for proposal completion. Methods that can help educators become more dynamic in their writing and presentation of their proposals will both be discussed and practiced by participants, thus increasing their chances of writing successful proposals.
- 5580 Music Technology** 3 hrs.  
An introduction to various uses of music technology that are useful for the music educator. Includes use of music notation software using the Sibelius program, MIDI sequencing, and digital audio, including use of MP3 files and CD duplication software. Participants will learn the basic operations of software programs through practical applications of music technology to projects that will assist their work as music educators. Participants will also visit existing websites of music educators to learn from their work and creativity.
- 6010 Philosophy and History of Music Education** 3 hrs.  
A survey of prominent philosophical trends and writers within the music education movement. Students will focus on the writings of Bennett Reimer and David Elliott, two of the most influential philosophers of music education. As a result, students will come to understand the unique role of music within the lives of individuals and within society-at-large. Students will also come to a deeper understanding of the value of music education and the importance of their work as a music educator. Includes an overview of important curricular innovations and music education conferences such as the Contemporary Music Project and the Manhattanville Music Curriculum Project.
- 6020 Bibliography and Research** 3 hrs.  
Introduces the major research tools available to students as music scholars and provides practical experience in using these tools to make valuable contributions to the field of music education research and scholarship. Includes an overview of major library reference tools, online resources, internet sources of scholarly information, and music periodicals and scholarly journals available (online and in print). Students will conclude with a research project demonstrating their understanding of how to use various research tools to provide new insights and understandings about musical scholarship and performance practices.
- 6030 Psychology of Music** 3 hrs.  
A survey of major schools of thought and practice within the field of psychology and their influence on music education practice and assessment. Also includes the research methods and results of psychologists who look specifically at music cognition, music learning theories, music performance practice, psychometrics of music, and the social psychology of music. A survey of psychology as it relates to creativity, composition, improvisation, and listening will also be included.
- 6950 Thesis in Music Education** 3 hrs.  
Each student will write a thesis that builds upon and provides for the practical application of methods and concepts from the Psychology of Music and Bibliography and Research courses, relating this course content to the teaching environment in which the music educator works. Designed to extend over two semesters so that the student has adequate time to develop a thesis proposal, carry out the research project, analyze the results, and write the thesis. Work on the thesis will be guided by a panel of music faculty members. Students will defend their work before a panel of faculty members and present their final projects to other students in the degree program.
- 6960 Professional Project in Music Education** 1 hr.  
Each student will complete a project that consists of a research proposal, a literature review, and a speculative statement about potential outcomes if the action portion of the project were completed. The professional project builds upon the methods and concepts from the Psychology of Music and Bibliography and Research courses, relating this course content to the teaching environment in which the music educator works. Work on the professional project will be guided by music faculty members. Students will present their final projects to faculty members and other students in the degree program.

## MUSC - MUSIC THEORY AND LITERATURE

5000	<b>Music Theory Review</b>	0 hrs.
5010	<b>Aural Skills Review</b>	0 hrs.
5020	<b>Advanced Analysis</b> Builds on the content of "Graduate Music Theory" and challenges students to analyze musical compositions based on formal elements such as harmony, motives, themes, and rhythms. Students begin by analyzing smaller sections of large works, then move to analysis of large-scale works. Various approaches to musical analysis will be utilized, discussed, and evaluated. Emphasis will be placed on the analysis of literature that can be used by the music educator in the classroom and rehearsal.	3 hrs.
5030	<b>Aural Skills</b> Required for students who have insufficient training in either ear-training or sight-singing based upon an entering placement exam. The ear-training portion of the class works toward ease in transcribing melodic, harmonic, and rhythmic dictation. The sight-singing portion of the class focuses on fluency in singing melodies without a supporting instrument so that students demonstrate tonal stability and independence in their ability to sight-read. Emphasis is placed on sight-singing and ear-training as they relate to problematic musical concepts such as syncopation and chromaticism.	1 hr.
5040	<b>Orchestration</b> Examines approaches to arranging musical selections for performance by ensembles of string, wind, and percussion players, including chamber ensembles and large ensembles. It includes a review of the theoretical constructs of music that are basic to orchestration techniques and explores the challenges of arranging pieces in a variety of styles and using a variety of combinations of instruments. Students develop the creative aspects of orchestration through course assignments. This course emphasizes the creation of orchestrations for use in the classroom and for use with a variety of ages.	2 hrs.
5050	<b>Choral Arranging</b> Examines approaches to arranging musical selections for performance by choral ensembles. It includes a review of the theoretical constructs of music that are basic to choral arranging and explores the challenges of arranging pieces in a variety of styles and using a variety of voice combinations, setting a text to music, and other elements of traditional and contemporary scoring. This course emphasizes the arrangement of choral selections for use in the classroom and for use with a variety of ages.	2 hrs.
5060	<b>Instrumental Arranging</b> Examines approaches to arranging musical selections for performance by wind players and percussionists, including chamber ensembles and large ensembles. It reviews the theoretical constructs of music that are basic to instrumental arranging and explores the challenges of arranging pieces in a variety of styles and using a variety of combinations of instruments. This course gives particular attention to voicing, sectional, and cross-sectional doubling of instruments; soloistic treatment of instruments; and other elements of contemporary treatment in scoring. Emphasis is given to the arrangement of instrumental selections for use in the classroom and for use with a variety of ages.	2 hrs.
5210	<b>Folk Music and Folk Instruments</b> A listening and performance survey of traditional folk music and folk instruments with particular emphasis on Anglo-American and African-American secular and sacred styles and genres. Students study historical primary and secondary sources, classroom repertoire, and performance practices. Comparative research techniques, transcription, and systematic notation for the music classroom also are addressed. Students will complete a research project on a selected instrument, genre, singer, style, or collector.	2 hrs.
5220	<b>World Drumming</b> Utilizes the Afro-Cuban oral tradition of teaching drumming through the use of imitation and echoing, call and response, and improvisation. Students learn literature of the African and Cuban cultures such as Latin American songs and African folk songs, and then integrate ethnic percussion instruments into the song literature. Students learn to play a variety of instruments such as tubano, cowbell, African double-bell, gankogui, shekere, xylophone, congas, bongos, and guiro. This course incorporates life skills such as team building, respect, and cooperation, and makes use of teaching methods and literature that can be used by music educators in their teachings.	2 hrs.
5470	<b>Choral Conducting</b> Explores ways to develop a better sound and to accelerate learning by refining teachers' most important non-verbal tool for communicating with their ensembles — conducting. This course focuses on the development and improvement of conducting techniques, explores activities that develop an ensemble's sensitivity to gesture, and finds ways to transfer this knowledge into rehearsal settings so that musical knowledge is applied to particular musical selections.	2 hrs.

## MUSC (cont.)

<b>5480</b>	<b>Instrumental Conducting</b> Explores ways to develop a better sound and to accelerate learning by refining teachers' most important non-verbal tool for communicating with their ensembles – conducting. Focuses on the development and improvement of conducting techniques, explores activities that develop an ensemble's sensitivity to gesture, and finds ways to transfer this knowledge into rehearsal settings so that musical knowledge is applied to particular musical selections.	<b>2 hrs.</b>
<b>5510</b>	<b>Selected Topics in Music History and Literature</b> Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of music history and literature that will significantly influence the practices and understandings of the teaching-learning process.	<b>1-3 hrs.</b>
<b>5520</b>	<b>Selected Topics in World Music</b> Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of world music that will significantly influence the practices and understandings of the teaching-learning process.	<b>1-3 hrs.</b>
<b>5530</b>	<b>Selected Topics in Music Theory</b> Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of music theory that will significantly influence the practices and understandings of the teaching-learning process.	<b>1-3 hrs.</b>
<b>6110</b>	<b>Graduate Music Theory</b> Reviews core components of the undergraduate music theory curriculum with emphasis placed on formal, harmonic, and motivic/thematic analysis. Focus is given to the integration of score analysis into the performance of musical works frequently used in the educational setting. An emphasis will also be placed on conveying analytic information appropriately in the performance score. Evaluation in this course is based on demonstrating analytic techniques in several score preparations with written support and explanation.	<b>3 hrs.</b>
<b>6200</b>	<b>Music History</b> Focuses on a particular aspect of music history and literature each semester that it is offered. The topic of the seminar will be available through the music school office and will address some aspect of music history and literature that will be pertinent to the music educator. Students will be required to use research tools and methodologies to complete a significant research project related to the subject of the seminar.	<b>3 hrs.</b>
<b>6220</b>	<b>World Music</b> This seminar will focus on a particular aspect of world music each semester that it is offered. The topic of the seminar will be available through the music department office and will address some aspect of world music that will be pertinent to the music educator. This seminar will assist music educators with incorporating some aspects of world music into their classrooms and rehearsals.	<b>2 hrs.</b>

## MUPF - MUSIC PERFORMANCE

### 5xxx Ensembles

1 hr.

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

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

### 5540 Selected Topics in Performance

1-3 hrs.

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

### 5xxx Private Music Study

1-3 hrs.

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

- 5700 Voice
- 5710 Piano
- 5720 Harpsichord
- 5730 Organ
- 5740 Violin
- 5750 Viola
- 5760 Cello
- 5770 Bass
- 5780 Flute/Piccolo
- 5790 Clarinet
- 5800 Oboe/English Horn
- 5810 Bassoon
- 5820 Saxophone
- 5830 Trumpet/Cornet
- 5840 French Horn
- 5850 Trombone
- 5860 Baritone/Euphonium
- 5870 Tuba
- 5880 Harp/Percussion
- 5890 Guitar
- 5900 Composition

# SCHOOL OF THEOLOGY & CHRISTIAN MINISTRY

## Institutional Goals and Relationships

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### HISTORICAL PERSPECTIVE

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

We affirm and celebrate women and men of all races and ethnicities, of all socioeconomic backgrounds, and of all nations as equal co-workers in all aspects of the church's ministry. The seminary also values its status, partnerships, and commitments to the Church of God as well as to the broader church community built on Jesus the Christ.

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

### STATEMENT OF EDUCATIONAL EFFECTIVENESS

The seminary measures its educational effectiveness through assessment of outcomes of learning. For details on the seminary's assessment, email [sotcm@anderson.edu](mailto:sotcm@anderson.edu).

Anderson University School of Theology is accredited by the Commission on Accrediting of The Association of Theological Schools and is approved to offer the following degrees: Master of Divinity, Master of Theological Studies, and Master of Arts in Christian Ministry. The seminary is also approved for a Comprehensive Distance Education Program.

For more information on the Association of Theological Schools (ATS), visit [ats.edu](http://ats.edu), call (412) 788-6505, or mail ATS in the United States and Canada, 10 Summit Park Dr., Pittsburgh, PA 15275.

### INSTITUTIONAL GOVERNANCE

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

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

## INSTITUTIONAL FOCUS

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

As part of the mission of Anderson University to educate for lives of faith and service, the seminary carries out the particular work of preparing women and men for Christian ministry. In this context, it is important to foster the development of a lifestyle of inclusion and to use inclusive language, where appropriate, rather than exclusive language. (See “Covenant to Use Inclusive Language” in the Seminary Student Handbook.)

## INSTITUTIONAL RELATIONSHIPS

Formal Institutional Memberships:

- Association of Theological Schools ([ATS](#))
- American Theological Library Association ([ATLA](#))
- Association for Clinical Pastoral Education ([ACPE](#))
- Higher Learning Commission ([HLC](#))

Agencies Cooperating with Seminary Curricular Endeavors:

- [Church of God Ministries, Inc. \(Anderson, Ind.\)](#)
- [Hispanic Concilio of the Church of God](#)
- [Trellis Churches](#)
- [Wesleyan Holiness Women Clergy](#)

## BUILDING SCHOLARS OF INTEGRITY IN THE CONTEXT OF COMMUNITY LIFE

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

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

## Pre-Seminary Education

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

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

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

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

**Undergraduate Christian Ministry to Master of Divinity:** At Anderson University there is a combination undergraduate BA in Christian Ministry or Bible and Religion or Youth Ministry to a graduate Master of Divinity track also known as the “4+1.” This is specifically for students who feel a call to vocational ministry and are highly motivated. This degree combination can be completed in five years. This program allows students to use seminary courses to meet their undergraduate, upper division, Christian Ministry requirements. Please see the undergraduate catalog for more information.

## Seminary Community Life

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The Seminary offers a variety of avenues for community life. On-campus housing is available in the York Seminary Village, which offers a community room for spontaneous and planned gatherings of the seminary student body as well as faculty and staff. The Common Place Lounge inside the seminary building also provides space for small group meetings, study areas, shared meals after chapels, and other events planned by students, faculty, and chapel ministers.

There are resources that have been donated to support a variety of student development including support for women in ministry, seminary-hosted speakers over “lunch and learn” events, receptions around lectures and other events, and some occasions of student travel to conferences. There is also a group of students who join the fellowship model who live in the area, commit to shared meals, receive spiritual formation through faculty and visiting mentors, and serve in local internships.

Online students are supported through a Canvas course where prayer concerns, weekly chapel services, and other shared resources are available to help form community among the academic community.

## Lecture Series and Continuing Education

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### NEWELL LECTURESHIP IN BIBLICAL STUDIES

Dr. Arlo and Mrs. Helen Newell created the Newell Lectureship in 1981. The purpose of the lectureship is to bring a significant specialist in the field of biblical studies to Anderson University on an annual basis. The Newell Lectureship is coordinated by the Bible faculty of the seminary.

The 2024 Newell Lecture is currently scheduled for October 14, 2024. Email [sotcm@anderson.edu](mailto:sotcm@anderson.edu) for more information. The 2024 lecturer is Dr. Lisa Bowens, Associate Professor of New Testament at Princeton University.

### PEACE AND CONFLICT TRANSFORMATION (PACT) LECTURES

The Peace and Conflict Transformation (PACT) program was founded by an endowment established in 1997 through the vision of Maurice and Dondeena Caldwell. The PACT program at Anderson University seeks to build bridges of understanding and compassion, helping bring reconciliation to our lives and communities. The PACT lecture series is an opportunity to hear from those who have devoted their lives to educating others on matters of forgiveness and reconciliation as well as those who educate us on injustice and oppression throughout the world.



## CHURCH MULTIPLICATION AND DISCIPLESHIP RESOURCE SERIES

The Church Multiplication and Discipleship Resource Series is a partnership with the church to bring together influential practitioners and scholars to support the development and imagination of students, pastors, alumni, and other church leaders. The founding donors of this resource series are Rev. Dr. and Mrs. Ronald and Martha Duncan and Rev. Vernon and Mrs. Jan Maddox.

The 2024 resource series was held April 16-17, 2024. The event was held on campus and the sessions were streamed to partner sites. The event included interviews, panels, and presentations by leaders with multiplication and discipleship experience, including nationally known names from the Church of God and broader Wesleyan-Holiness network of church movements and congregations. Questions for further information should be sent by email to [sotcm@anderson.edu](mailto:sotcm@anderson.edu).

## Seminary Admission Requirements and Procedures

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

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

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

Questions regarding a student's academic background as noted in the process above, for a complete admissions packet, or for other information, contact:

Admissions/Enrollment, Anderson University  
School of Theology & Christian Ministry  
1100 East Fifth St., Anderson, IN 46012-3495  
(765) 641-3043 or (888) 622-4723  
[adultgrad@anderson.edu](mailto:adultgrad@anderson.edu)

For complete details on programming, visit [anderson.edu/theology-christian-ministry](http://anderson.edu/theology-christian-ministry).

## REMOVAL OF ADMISSION DEFICIENCIES

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

## ORIENTATION

New residential and online students, as well as re-admitted students, are given access to online orientation material prior to the start of their first term of courses. This online orientation may include live video conferencing. The seminary may also schedule an in-person orientation event prior to the start of the Fall term for all students who are able to attend. Specific information regarding dates and schedules for orientation activities is provided to new students before the beginning of each term.

All residential and online students receive additional orientation through their required participation in the PAST 5101 [Orientation and Ministry Formation] course.

## Student Life Policies

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

### GRIEVANCE PROCEDURES

Students may at times believe themselves to be subject to unfair academic evaluation. Students who have any such grievances have the right to make an appeal and to receive a fair hearing. Students should refer to the Seminary Student Handbook.

## Seminary Tuition and Fees

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### CLINICAL PASTORAL EDUCATION FEES

Students registering for THFE 6730 (Clinical Pastoral Education) will be charged the regular tuition rate. The seminary will pay the agency administering the program the student's program fee up to but not exceeding the tuition paid for the credit hours. No student may repeat this course with the above financial privilege.

### ROOM AND BOARD

York Seminary Village serves as the only source of on campus seminary graduate housing. If no vacancies are available in York Seminary Village at the time of admission, or if a student is interested in other options, the seminary will attempt to assist the student in identifying potential housing in the area. For information, email [sotcm@anderson.edu](mailto:sotcm@anderson.edu).

For students interested in a regular meal service on campus, meal plans are available through Anderson University Dining Services. Visit [anderson.edu/campus-life/dining](http://anderson.edu/campus-life/dining) or call (765) 641-4262 for more information.

### STUDENT HEALTH INSURANCE INFORMATION

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

International students are required to purchase or show proof of insurance that meets Anderson University guidelines. International students without acceptable insurance will be directed to the International Student Organization website ([isoa.org](http://isoa.org)) to purchase insurance coverage.

For additional information regarding health services, visit [anderson.edu/student-life/health/](http://anderson.edu/student-life/health/).

## COMMUNITY FEE

Local seminary students are charged a fee each semester to pay for community-building events. ("Local" is defined as students living within a one-hour drive to campus.) Events can include holiday parties, gatherings in the Community Room at York Seminary Village, departmental lunches, orientation events, etc.

## MTS EXAM FEE

Students taking their MTS exams will be enrolled in a zero-credit-hour course for the spring term when they will be taking their exams. Students will be charged a fee for the course which covers the preparation of study materials as well as the grading of the exams. Students who must retake an exam will not be charged a second time for exams completed within the same term. Exams must be completed by April 25 for May graduation and by May 8 for August graduation.

# Financial Assistance for Seminary Students

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Financial assistance consists of two parts for all seminary students: private gift aid and direct loans. Private gift aid consists of money available from numerous, generous donors and endowments for the purpose of assisting with the education of seminarians. Direct loans come from the Department of Education and are processed by the Office of Financial Aid and Scholarships. Together these two parts comprise what is called a student's "financial aid package."

The Office of Financial Aid and Scholarships administers all financial aid packages. Scholarship amounts are determined based on a percentage of a student's tuition charges. Students receive their financial aid packages on a semester to semester basis. The School of Theology and Christian Ministry does not determine or distribute financial aid. If a student wishes to receive any federal financial aid, they must complete a Federal Application for Student Aid ([studentaid.gov](https://studentaid.gov)) and add Anderson University (001785) to their FAFSA. You must be enrolled at least part time (5 credit hours) to be eligible for federal financial aid.

School of Theology graduate students complete a scholarship application form. The information provided on this scholarship application will let the Office of Financial Aid and Scholarships know the scholarship for which you qualify. Students will receive a link to this form in their welcome materials once they have been enrolled in a degree program with the SOTCM.

Student Accounts (located in the Business Office in the bottom of Decker Hall) offers options for students to set up payment plans, to pay online for semester charges, and for managing refunds (for students who borrow more in loans than the cost of their semester). One-time payments in cash or by check can also be made at the Cashier's Window in the bottom of Decker Hall or by mail. Students will receive a paper bill at the beginning of each term (June and December) detailing their charges and financial aid. If a student is not registered by the time the paper bills are issued, students can review digital bills online via Nelnet Business Solutions.

The bill will have a due date listed for the balance of the student's account. A student must have their balance paid, federal loan requested, or their payment plan in place by the due date on the bill. Unpaid balances will accrue finance charges. Unpaid balances at the end of the term can prohibit a student from registering for the following semester. Students are encouraged to develop a plan that is realistic and will keep their account current. For more information on charges or payment options, students should contact the Business Office at (765) 641-4001 or [studentaccounts@anderson.edu](mailto:studentaccounts@anderson.edu).

The Office of Financial Aid & Scholarships can be reached at (765) 641-4180 or [finaid@anderson.edu](mailto:finaid@anderson.edu) for any questions regarding a student's financial aid package.

# Theological Field Education

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

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

## CLINICAL PASTORAL EDUCATION

The seminary is a member of the Association for Clinical Pastoral Education, an organization of accredited clinical pastoral training opportunities for theological students and clergy. A basic unit of CPE consists of at least 300 clinical hours and 100 educational hours. The basic unit is available in a variety of forms to meet students' scheduling concerns, including the following:

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

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

## FIELD EDUCATION

Master of Arts in Christian Ministry students will choose three hours of Field Education/Internship from among the courses listed in the course descriptions for the THFE caption.

## SERVICE OPPORTUNITIES

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

The seminary will cooperate with a variety of programs that provide exposure to and training for ministry.

# Seminary Degree Programs

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

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

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

## DURATION OF CATALOG REQUIREMENTS

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

## CORE COURSES FOR ALL SEMINARY DEGREES

The master's degrees for the seminary are grounded in a set of core courses the seminary faculty believes are foundational to graduate theological studies. The 18 hours of courses below are the foundation for every degree. The student will build on this core via other courses added to the master's program, which are outlined in each section that follows.

### 18-HOUR CORE FOR ALL DEGREES:

Caption	Number	Course Title	Hours
	OLDT	5100	Introduction to Hebrew Bible3
	NEWT	5100	Introduction to the New Testament3
	THST	5120	Christian Theology3
	CHIS	5100	Church History3
	PAST	5101	Orientation & Ministry Formation3
	THST	5500	Christian Ethics3

## Master of Divinity

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### DESCRIPTION AND GOALS

The Master of Divinity degree is the basic ministerial leadership degree for those preparing for ordained ministry. This degree provides a broad preparation with a solid core in Bible, church history, theology, mission, and pastoral ministry.

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

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

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

### DEGREE REQUIREMENTS

- Remove, within the first 12 hours of graduate work, any undergraduate academic deficiencies identified at the time of admission to the seminary.
- Complete a minimum of 72 graduate-level semester hours, as listed below.
- Achieve a grade of C- or higher in all required courses.

- Maintain a minimum cumulative GPA of 2.5.
- Students with another theological master's degree may be able to count up to 30 hours of the previous degree toward the Master of Divinity degree at Anderson University, based upon a transcript review by the dean.

## CURRICULUM

A student who attends full time and satisfactorily completes the courses listed in this sequence may expect to graduate in three years. A student who attends part time will need more than three years to complete the degree. Also, a student may turn to the Field Education section of this catalog to view the details of the field education components listed in this master's degree.

### 18-HOUR CORE COURSES FOR MASTER OF DIVINITY:

Caption	Number	Course Title	Hours
OLDT	5100	Introduction to Hebrew Bible	3
NEWT	5100	Introduction to the New Testament	3
THST	5120	Christian Theology	3
CHIS	5100	Church History	3
PAST	5101	Orientation and Ministry Formation	3
THST	5500	Christian Ethics	3

### 54 ADDITIONAL HOURS (Student will add courses as outlined in this section):

#### • 12-hour Bible Core:

Caption	Number	Course Title	Hours
BLAN	5210/5220	Biblical Hebrew I and II	6
or	or	or	
BLAN	5310/5320	Biblical Greek I and II	3
OLDT	xxxx	Choose any OLDT course	
NEWT	xxxx	Choose any NEWT course	3

#### • 21-hour Ministry Core:

Caption	Number	Course Title	Hours
PAST	5500	Introduction to Homiletics	3
OLDT/PAST	6010	Interpreting & Preaching the Prophets	3
NEWT/PAST	6120	Interpreting & Preaching the Parables	3
PAST	6370	Pastoral Care and Counseling	3
PAST	6490	Church Administration	3
CHIS	6010	Church of God History	3
or	or	or	
CHIS	6020	(Denominational) History and Background	3
PAST	6160	Leading, Teaching & Discipling Youth	
or	or	or	3
PAST	6170	Christian Education and Discipleship	

#### • 12-hour Ministry Practicums:

Caption	Number	Course Title	Hours
THFE	6730	Clinical Pastoral Education (CPE)	9
THFE/PAST	7905	Ministry Formation Capstone	3

#### • 9-hour Electives:

Choose any three classes in your area of interest	9
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## 100% ONLINE MASTER OF DIVINITY

The seminary also offers the Master of Divinity degree 100% online; no travel to campus is required. Classes are taught by our full-time AU seminary faculty or adjuncts who are outstanding in their field. Courses for the 100% online MDiv are the same as the courses for the residential MDiv, and the program is accredited by the Association of Theological Schools.

The 100% online MDiv is a good option for students being called to ministry but unable to leave their current location due to job or family responsibilities. It is also a great option for international students serving as leaders and missionaries overseas.

For more information, visit [anderson.edu/academics/master-of-divinity](https://anderson.edu/academics/master-of-divinity) or call (765) 641-4500.

## Master of Theological Studies

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

- **Thesis Track** for students preparing to enter PhD or ThD programs (potential students should contact their chosen PhD program to ascertain whether this degree will satisfy its admission requirements.)
- **Non-Thesis Track** for other students

### GENERAL ADMISSION REQUIREMENTS FOR BOTH THESIS AND NON-THESIS TRACKS

- Complete the process of formal admission to the seminary, including satisfaction of all entrance requirements (see Admissions Requirements and Procedures section in this catalog).
- Achieve an undergraduate grade point average of 3.0 or higher.
- The MTS Thesis student will be assigned an advisor who will determine their academic ability for this master's, coordinate the student's course structure, and monitor their progress in the program.

### THESIS TRACK DEGREE REQUIREMENTS (45 Semester Hours)

- Remove, within the first 12 hours of graduate work, any undergraduate academic deficiencies identified at the time of admission to the seminary.
- Complete a minimum of 45 graduate-level semester hours as listed below.
- Achieve a grade of B or higher in all course work for graduation.
- Maintain a minimum cumulative GPA of 3.0.
- Students on the Thesis track will choose a Thesis Advisor who will oversee the preparation and defense of the thesis. Fees associated with the completion of the thesis, including payment for the thesis committee, university copies of the completed and bound thesis, and addition of the thesis to a searchable database are included in the course tuition. Students who desire personal copies of their bound thesis or other thesis "extras" will be assessed those fees upon completion of the thesis.
- Students with another theological master's degree may be able to count up to 18 hours of the previous degree toward the Master of Theological Studies degree at Anderson University based on a transcript review by the dean.

### 18-HOUR CORE COURSES FOR MTS (THESIS TRACK):

Caption	Number	Course Title	Hours
OLDT	5100	Introduction to the Hebrew Bible	3
NEWT	5100	Introduction to the New Testament	3
THST	5120	Christian Theology	3
CHIS	5100	Church History	3
PAST	5101	Orientation and Ministry Formation	3
THST	5500	Christian Ethics	3

**27 ADDITIONAL HOURS (Student will add courses as outlined in this section):**

Caption	Number	Course Title	Hours
OLDT/NEWT	xxxx	Choose one OLDT or NEWT course	3
CHIS	xxxx	Choose one CHIS course	3
THST	xxxx	Choose one THST course	3
Electives selected in consultation with the MTS advisor in a chosen area of study. Courses must be approved by SOTCM faculty.			15
Caption related to course objectives for both:			
		• Research Design	1
		• Thesis	2

**NON-THESIS TRACK DEGREE REQUIREMENTS (45 Semester Hours)**

- Remove, within the first 12 hours of graduate work, any undergraduate academic deficiencies identified at the time of admission to the seminary.
- Complete a minimum of 45 graduate-level number of semester hours for the tracks listed below.
- Achieve a grade of C- or higher in all required courses.
- Maintain a minimum cumulative GPA of 2.5.
- Students with another theological master's degree may be able to count up to 18 hours of the previous degree toward the Master of Theological Studies degree at Anderson University based on a transcript review by the dean.
- NOTE: A student in the non-thesis track is required to successfully complete a comprehensive examination in Bible, theology/ethics, and history. This exam is given once in each academic year in March or April. Non-thesis track students will enroll in THST7750 during their exam term in order to stay active while preparing for their exams. Exam fees are tied to this course.

**18-HOUR CORE COURSES FOR MTS (NON-THESIS TRACK):**

Caption	Number	Course Title	Hours
OLDT	5100	Introduction to Hebrew Bible	3
NEWT	5100	Introduction to the New Testament	3
THST	5120	Christian Theology	3
CHIS	5100	Church History	3
PAST	5101	Orientation and Ministry Formation	3
THST	5500	Christian Ethics	3

**27 ADDITIONAL HOURS (Student will add courses as outlined in this section):**

Caption	Number	Course Title	Hours
OLDT/NEWT	xxxx	Choose one OLDT or NEWT course	3
CHIS	xxxx	Choose one CHIS course	3
THST	xxxx	Choose one THST course	3
Electives selected in consultation with the MTS advisor in a chosen area of study. Courses must be approved by SOTCM faculty.			18
THST	7750	MTS Exam Course (zero credit hours) to complete Spring exams before graduation.	0



# Master of Arts in Christian Ministry

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The purpose of the Master of Arts in Christian Ministry degree is to provide a basic understanding of theological disciplines for those in the practice of Christian ministry.

This 42-hour program is designed for those currently serving in local congregations. The seminary has scheduled courses in such a way that students can complete this program in two years if attending year-round.

## DEGREE REQUIREMENTS

- Complete 42 hours of courses.
- Achieve a grade of C- or above in all required courses.
- Maintain a minimum cumulative GPA of 2.5.
- Complete 9-hour specialization of choice.
- Students with another theological master's degree may be able to count up to 18 hours of the previous degree toward the Master of Christian Ministries degree at Anderson University based on a transcript review by the dean.

## 18-HOUR CORE FOR MASTER OF ARTS IN CHRISTIAN MINISTRY:

Caption	Number	Course Title	Hours
OLDT	5100	Introduction to Hebrew Bible	3
NEWT	5100	Introduction to New Testament	3
THST	5120	Christian Theology	3
CHIS	5100	Church History	3
PAST	5101	Orientation & Ministry Formation	3
THST	5500	Christian Ethics	3

## 15 ADDITIONAL HOURS (Student will add courses as outlined in this section):

Caption	Number	Course Title	Hours
OLDT	xxxx	Choose one OLDT course	3
NEWT	xxxx	Choose one NEWT course	3
CHIS	6010	Church of God History	3
or	or	or	3
CHIS	6020	(Denominational) History and Background	3
THFE	7810	Internship in Ministry	3
THFE/PAST	7905	Ministry Formation Capstone	3

## 9-HOUR SPECIALIZATIONS:

- PASTORAL MINISTRY SPECIALIZATION (choose 9 hours):

Caption	Number	Course Title	Hours
PAST	5500	Intro to Homiletics	3
PAST	6370	Pastoral Care and Counseling	3
THST	xxxx	THST Elective	3
PAST	xxxx	PAST Elective	3

• **STUDENT MINISTRY SPECIALIZATION** (choose 9 hours):

Caption	Number	Course Title	Hours
PAST	6150	Leading, Teaching, Discipling Children	3
PAST	6160	Leading, Teaching, Discipling Teens	3
PAST	6170	Christian Education and Discipleship	3
PAST	7840	Internship in Student Ministry	3

• **PREACHING SPECIALIZATION** (choose 9 hours):

Caption	Number	Course Title	Hours
PAST	5500	Intro to Homiletics - required	3
PAST	7330	Pastoral Preaching	3
PAST	7350	Finding Your Voice.	3
PAST	7430	Expository Preaching	3
OLDT/PAST or	6010 or	Interpreting and Preaching the Prophets or	3
NEWT/PAST	6120	Interpreting and Preaching the Parables	

• **INTERCULTURAL STUDIES SPECIALIZATION** (choose 9 hours):

Caption	Number	Course Title	Hours
INTS	5100	Introduction to Culture Studies	3
INTS	5200	Scripture Foundation of Mission	3
INTS	5120	Equality in Servant Leadership	3
INTS	6010	Urban Contexts	3
INTS	7000	Religions and Cultures	3

• **CHURCH ADMINISTRATION SPECIALIZATION** (choose 9 hours):

Caption	Number	Course Title	Hours
PAST	6490	Leadership and Church Administration	3
BSNS	5010	Intro to Graduate Business Studies	1
BSNS	6010	Business & Society	2
BSNS	6270	International Business	2
BSNS	6411	Personal & HR Development	2
BSNS	6480	Leadership Seminar	2
ACCT	5120	Survey of Accounting/Finance	2
BSNS	5350	Survey of Management/Marketing	2
BSNS	6140	Financial Management	3
BSNS	6210	Organizational Behavior	3
BSNS	6340	Personal Brand Management	3
BSNS	6420	Managing Legal Risks	2
BSNS	6430	Leading Org. Change	3
BSNS	6360	Digital & Social Media	2

# Graduate Certificate Programs

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Students pursuing a graduate credit certificate will complete the same admissions process as students pursuing a graduate degree. Courses in a graduate credit certificate program can be applied toward any of the SOTCM degree programs.

## MINISTRY FOUNDATIONS CERTIFICATE (Minimum 15 credits)

The Ministry Foundations Certificate is perfect for anyone wanting to get a taste of graduate seminary studies - from the lay leader who wants to complete a few graduate courses for personal growth, to a ministry leader or pastor looking for professional development.

### CERTIFICATE REQUIREMENTS

- Maintain a minimum cumulative GPA of 2.0.(Students planning to shift to a Master's program after completing the certificate should note that seminary degree programs require a GPA of 2.5 or higher.)
- Complete five graduate courses (3 credit hours each) in the following areas:
  - One Biblical Studies course (BLAN, OLDT or NEWT captioned courses)
  - One Theology/Ethics course (THST captioned courses)
  - One Practical Ministry course (PAST captioned courses)
  - One History/Intercultural Studies course (CHIS or INTS captioned courses)
  - One elective in any SOTCM caption

## Course Descriptions

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

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

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

Courses are numbered in the order in which they would normally be taken (i.e., 5000-level courses should be taken in the first year, 6000 the second, and 7000 the third year). Although strict adherence to this sequence is not mandated, except as specific prerequisites are stated, the system provides a guide for planning all degree programs. In addition to courses listed in the catalog, the seminary may offer special courses for any division under the numbers 5600 and 6600.

Additional information is in the general [Courses of Instruction information section](#) of this catalog.

## Biblical Studies

*Faculty: Rodney Kilgore, Gilbert Lozano*

*Associate Faculty: Brandon Bruning, Fred Burnett, Sarah Blake LaRose, Brian Sigmon*

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

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

### BLAN – Biblical Language Courses

<b>5210</b>	<b>Biblical Hebrew I</b> An introductory-level study of the basic principles of biblical Hebrew grammar and syntax, with reading and writing exercises. Acquisition of a basic vocabulary is expected, with some reading in selected Old Testament passages. <b>FORMERLY:</b> BIST 5330.	<b>3 hrs.</b>
<b>5220</b>	<b>Biblical Hebrew II</b> A continuation of the introductory-level study of biblical Hebrew grammar and syntax, with reading and translation of selected narrative passages. Second-year Hebrew is strongly recommended after this course for facility in the Hebrew text of the Old Testament. <b>PREREQUISITE:</b> BLAN 5210 or equivalent. <b>FORMERLY:</b> BIST 5430.	<b>3 hrs.</b>
<b>5310</b>	<b>Biblical Greek I</b> A study of the basic principles of grammar, with reading and writing exercises. Acquisition of a basic vocabulary is expected, with some reading in selected New Testament passages. <b>FORMERLY:</b> BIST 5340.	<b>3 hrs.</b>
<b>5320</b>	<b>Biblical Greek II</b> A continuation of the study of basic principles of grammar, with reading and writing exercises. Continuation of acquisition of basic vocabulary is expected, with some reading in selected passages. Second-year Greek is strongly recommended after this course for facility in the Greek text of the New Testament. <b>PREREQUISITE:</b> BLAN 5310 or equivalent. <b>FORMERLY:</b> BIST 5440.	<b>3 hrs.</b>
<b>5900</b>	<b>Research Design/Principles and Skills</b> Methods of research, bibliography, and design for project or thesis, with attention to form and principles of writing. <b>SAME AS:</b> CHIS/INTS/NEWT/OLDT/THST 5900.	<b>1 hr.</b>
<b>6210</b>	<b>Biblical Hebrew III</b> Intermediate course consists of a reading of selected passages of the Hebrew Old Testament for the purpose of acquiring a large vocabulary and general facility in interpretation of Hebrew texts. <b>PREREQUISITE:</b> BLAN 5220. <b>FORMERLY:</b> BIST 6131.	<b>3 hrs.</b>
<b>6220</b>	<b>Biblical Hebrew IV</b> Advanced course is a continuation of reading of selected passages of the Hebrew Bible, with special attention given to exegesis. Students will also research and write a major exegetical study of an Old Testament passage, based on the Hebrew text. <b>PREREQUISITE:</b> BLAN 6210. <b>FORMERLY:</b> BIST 6231.	<b>3 hrs.</b>
<b>6310</b>	<b>Greek III</b> Second-year Greek including a study of exegetical methods for preaching and teaching. <b>PREREQUISITE:</b> BLAN 5320 or equivalent. <b>FORMERLY:</b> BIST 6141.	<b>3 hrs.</b>

**BLAN (cont.)**

<b>6320</b>	<b>Greek IV</b> Continuation of second-year Greek, focusing on the refinement of exegetical methods for preaching and teaching. <b>PREREQUISITE:</b> BLAN 6310 or equivalent. <b>FORMERLY:</b> BIST 6241.	<b>3 hrs.</b>
<b>7210</b>	<b>Selected Readings in Biblical Languages Old Testament</b> Course consists of readings of biblical literature in languages of the Old Testament. <b>PREREQUISITE:</b> BLAN 6220. <b>REPEAT:</b> May be repeated on a different topic. <b>FORMERLY:</b> BIST 7130.	<b>1-3 hrs.</b>
<b>7310</b>	<b>Selected Readings in Biblical Languages New Testament</b> Course consists of readings of biblical literature in languages of the New Testament. <b>PREREQUISITE:</b> BLAN 6320. <b>REPEAT:</b> May be repeated on a different topic. <b>FORMERLY:</b> BIST 7130.	<b>1-3 hrs.</b>
<b>7650</b>	<b>Guided Research and Student-Initiated Study</b> Course designed by student and professor to address some particular interest in the area of biblical studies or that addresses a particular need in the student's academic program in biblical studies. <b>CONSENT:</b> Instructor. <b>REPEAT:</b> May be repeated.	<b>1-3 hrs.</b>
<b>7910</b>	<b>Seminar</b> Focuses on directed research and discussion of selected problems in the field of biblical languages. <b>REPEAT:</b> May be repeated.	<b>3 hrs.</b>
<b>7950</b>	<b>Thesis</b> Preparation of a thesis under the guidance of department faculty. <b>NOTE:</b> Library approval required prior to completion of thesis. <b>PREREQUISITE:</b> BLAN 5900. <b>GRADE:</b> CR/NC.	<b>2 hrs.</b>
<b>7955</b>	<b>Thesis Continuation</b> Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. <b>CONSENT:</b> Instructor of Record. <b>PREREQUISITE:</b> BLAN 7950. <b>REPEAT:</b> May be repeated once. <b>GRADE:</b> CR/NC.	<b>1 hr.</b>

**OLDT – Old Testament Courses**

<b>5100</b>	<b>Introduction to Hebrew Bible</b> Story, Law, and Covenant are foundational categories without which the Bible cannot be understood. The Hebrew Scriptures are also paramount for interpreting the entire history of salvation. They contain the record of God's interaction with the nation of Israel, the giving of the Law, and the establishment of a covenant, which together are the centerpiece of the canonical collection. Course introduces students to those concepts with a focus on the Torah and the Neviim, that is, the Pentateuch and the Former Prophets, respectively. Prerequisite to OLDT 5150 and OLDT/PAST 6010.	<b>3 hrs.</b>
<b>5150</b>	<b>Faith and Existence Through the Prophetic and Wisdom Literature</b> Hebrew Scriptures are a rich collection of vibrant traditions. While they are primarily the recollection of ancient Israel's journey of faith, they have also served the Church as witness of God's creative and redemptive activity in the world. Course covers a broad swath of material, paying special attention to the way in which the texts describe the trajectories of ancient Israel's faith journey, especially the exploration and understanding of prophetic and wisdom traditions of ancient Israel. It also allows us to become participants in the project of collaborating with God in the enterprise of reconciliation. Introduction to a variety of reading methodologies particularly fitting to the distinct body of texts. <b>PREREQUISITE:</b> OLDT 5100.	<b>3 hrs.</b>
<b>5200</b>	<b>Missio Dei: Scriptural Foundations</b> Foundational course in the definition and demonstration of the Missio Dei in Scripture. The Missio Dei is key to understanding biblical reconciliation as both horizontal and vertical. Both the call and the activity of ministry should be understood in the context of Missio Dei. <b>SAME AS:</b> INTS/ NEWT 5200. <b>OFFERED:</b> Online only.	<b>3 hrs.</b>
<b>5310</b>	<b>Archaeology and History of the Ancient Near East</b> Introduces the basic sciences, theories, and practices of archaeology and how archaeological methods, research, and the study of human behavior help us understand the historical development and cultures of the ancient Middle Eastern world (Bronze Age through the first century). Covers both archaeological technique and methods, and how these sciences help understand the contextual world of the Bible through its neighbors (the Sumerians, Babylonians, Assyrians, Egyptians, Persians, Greeks, and Roman histories). <b>SAME AS:</b> NEWT 5310. <b>OFFERED:</b> Online or by arrangement.	<b>3 hrs.</b>
<b>5900</b>	<b>Research Design: Principles and Skills</b> Methods of research, bibliography, and design for project or thesis, with attention to form and principles of writing. <b>SAME AS:</b> BLAN/CHIS/INTS/NEWT/THST 5900.	<b>1 hr.</b>

## OLDT (cont.)

- 6010 Interpreting and Preaching the Prophets** 3 hrs.  
The prophets of Israel present major difficulties to modern interpreters. At the same time, their voice is ever fresh, their challenge to ancient Israel reverberates with contemporary validity to/for our own culture. The prophetic literature contains some of the greatest traditions that may open our understanding to what God truly requires of human beings everywhere and especially of the people of God. Course introduces critical issues in the interpretation of the prophets with the practical concern on how to preach the prophets today. **PREREQUISITE:** OLDT 5100 and PAST 5500. **SAME AS:** PAST 6010.
- 7650 Guided Research and Student-Initiated Study** 1-3 hrs.  
Course designed by student and professor to address some particular interest in the area of Old Testament studies or that addresses a particular need in the student's academic program in Old Testament studies. **CONSENT:** Instructor. **REPEAT:** May be repeated. **FORMERLY:** BIST 7650.
- 7910 Seminar** 3 hrs.  
Focus on directed research and discussion of selected problems in the field of Old Testament studies. **REPEAT:** May be repeated. **FORMERLY:** BIST 7910.
- 7950 Thesis** 2 hrs.  
Preparation of a thesis under the guidance of department faculty. **NOTE:** Library approval required prior to completion of thesis. **PREREQUISITE:** OLDT 5900. **GRADE:** CR./NC. **FORMERLY:** BIST 7950.
- 7955 Thesis Continuation** 1 hr.  
Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. **CONSENT:** Instructor of Record. **PREREQUISITE:** OLDT 7950. **REPEAT:** May be repeated once. **GRADE:** CR./NC. **FORMERLY:** BIST 7955.

## NEWT – New Testament Courses

- 5100 Introduction to the New Testament** 3 hrs.  
Survey of the canonical writings of the New Testament comprised of the Gospels, Epistles of Paul, Catholic Epistles, Johannine Letters, and the Apocalypse. Students will be introduced to methods of exegesis and will be evaluated on their ability to use methods to understand texts in a proper context so that they might be interpreted in an informed way for contemporary communities of faith. Focus on literary and theological motifs of each New Testament writing based upon Judeo-Christian perspectives of dominant concepts such as "Messianic age, love, law, grace, salvation, parousia, eschatology, and judgment. Special attention given to the Second Temple period, Jewish nationalism, and the Roman occupation of Palestine, early persecution in Judea and the spread of the Gospel throughout the Roman Empire. Prerequisite for NEWT 5150 and 6120.
- 5150 The Early Church and the Empire** 3 hrs.  
Investigation of the epistolary books of the New Testament as well as Revelation. Special emphasis on developing exegetical skills appropriate for these books. Consideration given to current exegetical issues (such as current understandings of Paul, first-century letter writing, and apocalypticism) and methods (such as historical and sociological criticisms). **PREREQUISITE:** NEWT 5100.
- 5200 Missio Dei: Scriptural Foundations** 3 hrs.  
Foundational course in the definition and demonstration of the Missio Dei in Scripture. The Missio Dei is key to understanding biblical reconciliation as both horizontal and vertical. Both the call and the activity of ministry should be understood in the context of Missio Dei. **SAME AS:** OLDT/INTS 5200. **OFFERED:** Online only.
- 5310 Archaeology and History of the Ancient Near East** 3 hrs.  
Introduction to the basic sciences, theories and practices of archaeology, and how archaeological methods, research, and the study of human behavior help us understand the historical development and cultures of the ancient Middle Eastern world (Bronze Age through the first century). Covers both archaeological technique and methods, and how these sciences help understand the contextual world of the Bible through its neighbors (the Sumerians, Babylonians, Assyrians, Egyptians, Persians, Greeks, and Roman histories). **SAME AS:** OLDT 5310. **OFFERED:** Online/as needed. May also be taken by arrangement.
- 5900 Research Design/Principles and Skills** 1 hr.  
Methods of research, bibliography, and design for project or thesis, with attention to form and principles of writing. **SAME AS:** BLAN/CHIS/INTS/OLDT/THST 5900.
- 6020 Interpreting and Preaching the Parables** 3 hrs.  
Structured around the Synoptic gospels and introduces students to interpretive methodologies, including biblical exegesis and hermeneutics and applied homiletical skills. While classical methods will be taught, students will also be exposed to newer forms of criticism including feminist, womanist, post-colonial, and post-structuralism. Emphasis on interpreting a text in its original context and moving forward to an application

## NEWT (cont.)

for contemporary listeners and the import of reception history as they learn to read texts with particular communities both past and present. As the parables of Jesus take center stage, students will be introduced to narrative preaching as a homiletical device and have the opportunity to hone their skills as not only students, but as preachers of the gospel. **PREREQUISITE:** NEWT 5100, PAST 5500. **SAME AS:** PAST 6020.

- |             |   |                 |
|-------------|---|-----------------|
| <b>7200</b> | <b>The Revelation</b><br>An overview of the text of the Apocalypse of John and an exploration of the historical and literary context in which the Apocalypse of John arose, with an emphasis on the apocalyptic genre. Also covers major interpretive problems found in the text and the effects of the Revelation on Christianity in the early patristic period and beyond. Students learn advanced skills in interpretation that they will demonstrate in a major exegesis paper. <b>PREREQUISITE:</b> NEWT 5100. <b>FORMERLY:</b> BIST 7051. | <b>3 hrs.</b>   |
| <b>7650</b> | <b>Guided Research and Student-Initiated Study</b><br>Course designed by student and professor to address some particular interest in the area of biblical studies or that addresses a particular need in the student's academic program in New Testament studies. <b>CONSENT:</b> Instructor. <b>REPEAT:</b> May be repeated. <b>FORMERLY:</b> BIST 7650.  | <b>1-3 hrs.</b> |
| <b>7910</b> | <b>Seminar</b><br>Focuses on directed research and discussion of selected problems in the field of New Testament studies. <b>REPEAT:</b> May be repeated. <b>FORMERLY:</b> BIST 7910.   | <b>3 hrs.</b>   |
| <b>7950</b> | <b>Thesis</b><br>Preparation of a thesis under the guidance of department faculty. <b>NOTE:</b> Library approval required prior to completion of thesis. <b>PREREQUISITE:</b> NEWT 5900. <b>GRADE:</b> CR./NC. <b>FORMERLY:</b> BIST 7950.  | <b>2 hrs.</b>   |
| <b>7955</b> | <b>Thesis Continuation</b><br>Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. <b>CONSENT:</b> Instructor of Record. <b>PREREQUISITE:</b> NEWT 7950. <b>REPEAT:</b> May be repeated once. <b>GRADE:</b> CR./NC. <b>FORMERLY:</b> BIST 7955.   | <b>1 hr.</b>    |

## Church History

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*Faculty: Jason Varner*

*Associate Faculty: Gary Agee, Walter Froese, Matthew Preston, Merle Strege*

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

### CHIS – Church History Courses

- |             |   |               |
|-------------|---|---------------|
| <b>5100</b> | <b>Church History</b><br>A survey of the history of Christianity from its inception through the present as viewed through the lens of biblical reconciliation. A foundational study committed to employing academically sound research and methods in pursuit of an integrated understanding of the social, intellectual, theological, and political elements of historic Christianity. | <b>3 hrs.</b> |
| <b>5900</b> | <b>Research Design: Principles and Skills</b><br>Methods of research, bibliography, and design for project or thesis, with attention to form and principles of writing. <b>SAME AS:</b> BLAN/INTS/NEWT/OLDT/THST 5900.  | <b>1 hr.</b>  |

**CHIS (cont.)**

<b>6010 Church of God History</b>	<b>3 hrs.</b>
A study of the background and history of the Church of God Reformation Movement, with emphasis on the role of the Church of God in world Christianity. <b>FORMERLY:</b> HCUS 6010. <b>SAME AS:</b> RLGN 2270.	
<b>6020 (Denominational) History and Background</b>	<b>3 hrs.</b>
Designed for students not affiliated with the Church of God. Name of denomination inserted at time of registration. <b>OFFERED:</b> On demand in a manner approved by the student's denomination.	
<b>6100 History of Christian Mission</b>	<b>3 hrs.</b>
Historical survey of missionary movements of the Christian faith beginning with the first century. Attention given to movements within the church that contributed in unusual ways to expansion into the non-Christian world, including monasticism, pietism, evangelical awakenings, and ecumenism. <b>PREREQUISITE:</b> CHIS 5100.	
<b>7010 The History of Early Christianity (through 451 CE)</b>	<b>3 hrs.</b>
Contextual study of Christianity's first four centuries, considering the varied expressions of the faith from its development as a relatively minor sect within Judaism in first century Palestine through its unlikely establishment as the religion of an empire. Key movements, scripture, liturgy and worship, important figures as well as the sometimes tumultuous and divisive theological controversies that divided Christians during this era will be examined. <b>PREREQUISITE:</b> CHIS 5100.	
<b>7020 Christianity in the Medieval Period (450-1500 CE)</b>	<b>3 hrs.</b>
A study of Christianity in its varied forms from the Fourth Ecumenical Council of Chalcedon into the Enlightenment period. Though the course will primarily focus on the Latin Christianity promoted from Rome and Orthodox Christianity promulgated from Constantinople, it will also give attention to outsiders whose worship of Christ challenged the theological/philosophical traditions of these two religious centers. Attention will also be given to how these Christian traditions made saints and engaged monarchs, popes, bishops, monks, mystics, and "heretics." Also germane to the study will be how sacred texts were read and how Christians related to non-Christian religions. <b>PREREQUISITE:</b> CHIS 5100.	
<b>7030 The History of Reformation Christianities (1500-1648 CE)</b>	<b>3 hrs.</b>
Various attempts to reform the Church of Rome gained widespread support through the 16th century, particularly in northern Europe where populations were open to the teaching of various Protestant leaders. Often these teachings led to schism. On the other hand, many remained at home in the Catholic tradition seeking to traverse well-worn paths of reform within the institutional church. This contextual study will explore the legacy of magisterial reformers, the Radical Reform movement, and Tridentine Catholicism. Moreover, the often-bloody conflicts resulting from the clash of these camps through the end of the Thirty Years' War will be examined. <b>PREREQUISITE:</b> CHIS 5100.	
<b>7040 The History of Global Christianity (1492 CE – Present)</b>	<b>3 hrs.</b>
The growing edge of Christianity can be found beyond the borders of Europe and North America. Increasingly, blocks of church leaders outside Europe and North America influence decisions made by their respective denominations. Course examines how Christianity, initially a missionary faith, engaged cultures around the world, along the way adding to the richness of this diverse, global faith tradition. <b>PREREQUISITE:</b> CHIS 5100.	
<b>7650 Guided Research and Student-Initiated Study</b>	<b>1-3 hrs.</b>
Designed by student and professor to address some particular area of interest in historical and intercultural studies or that addresses a particular need in the student's academic program in church history studies. <b>CONSENT:</b> Instructor. <b>REPEAT:</b> May be repeated.	
<b>7910 Seminar</b>	<b>3 hrs.</b>
Focuses on directed research and discussion of selected problems in the field of general church history. <b>REPEAT:</b> May be repeated.	
<b>7950 Thesis</b>	<b>2 hrs.</b>
Preparation of a thesis under the guidance of department faculty. <b>NOTE:</b> Library approval required prior to completion of thesis. <b>PREREQUISITE:</b> CHIS 5900. <b>GRADE:</b> CR./NC.	
<b>7955 Thesis Continuation</b>	<b>1 hr.</b>
Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. <b>CONSENT:</b> Instructor of Record. <b>PREREQUISITE:</b> CHIS 7950. <b>REPEAT:</b> May be repeated once. <b>GRADE:</b> CR./NC.	



# Intercultural Studies

Faculty: Jason Varner  
Associate Faculty: MaryAnn Hawkins

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

## INTS – Intercultural Studies Courses

<b>5100</b>	<b>Introduction to Cultural Studies</b> An introduction to the nature, organization, and function of human culture. Attention given to the dynamics of cultural change and the role of the church or mission as a change agent.	<b>3 hrs.</b>
<b>5110</b>	<b>Equality in Servant Leadership</b> Leadership is at the center of this course. The understanding of ministry gifts, servant leadership and gender, racial, and status equality are all addressed from within the framework of servant leadership as an activity of the Missio Dei. <b>SAME AS:</b> PAST 5110.	<b>3 hrs.</b>
<b>5200</b>	<b>Missio Dei: Scriptural Foundations</b> Foundational course in the definition and demonstration of the Missio Dei in Scripture. The Missio Dei is key to understanding biblical reconciliation as both horizontal and vertical. Both the call and the activity of ministry should be understood in the context of Missio Dei. <b>SAME AS:</b> OLD/NEW 5200. <b>OFFERED:</b> Online only.	<b>3 hrs.</b>
<b>5900</b>	<b>Research Design: Principles and Skills</b> Students learn methods of research, bibliography, and design for project or thesis, with attention to form and principles of writing. <b>SAME AS:</b> BLAN/CHIS/NEW/OLD/THST 5900.	<b>1 hr.</b>
<b>6010</b>	<b>Urban Contexts</b> The city has been an important context for the practice and propagation of the Kingdom of God. From the great cities of the Hebrew Scriptures, of Jerusalem and the cities where Paul planted churches, to the world-class cities of the 21st century, the sharing of the Good News has been key in the development or the destruction of the city. Participation of the individual and the community of faith in the Missio Dei in the city is the focus of this course. Taught in the context of a city experience — some years within the U.S. and other years overseas. <b>SAME AS:</b> CMIN 3340.	<b>3 hrs.</b>
<b>6150</b>	<b>Theologies of Liberation</b> A survey of liberation theologies with particular attention given to their historical development and thematic elaboration within the social and religious contexts of Latin America. <b>OFFERED:</b> Arranged.	<b>3 hrs.</b>
<b>6210</b>	<b>Theology and Leadership for a Multi-Ethnic World</b> An examination of key approaches to ministry leader development that address the challenge of racial and ethnic tensions in the church and community. Intends to aid ministers in preparing for and developing multi-ethnic leadership for diverse constituencies. Special emphasis on the role of today's leaders in developing effective models of leadership for promoting reconciliation, healing, and unity. <b>SAME AS:</b> THST 6210.	<b>3 hrs.</b>
<b>7000</b>	<b>Religions and Cultures</b> It has been demonstrated by multiple researchers that people are, and desire to be, spiritual. This desire for spirituality leads to participation in many different religions. This course examines Judaism, Christianity, Islam, Hinduism, and Buddhism as world religions, as well as the cultures that have practiced each religion. Focus not on Christian apologetics but on conversation — on understanding rather than defending.	<b>3 hrs.</b>
<b>7030</b>	<b>Mission in a Muslim Context</b> The meaning of "Islam" is "peace." However, peace is often the last thing we think of when we hear "Islam" or "Muslim." The course addresses not only the primary beliefs and practices of Muslims, but also considers how a Christian might live faithfully and fruitfully in a Muslim context. Taught in conjunction with the Crescent Project in Indianapolis and will include several off-campus class sessions.	<b>3 hrs.</b>
<b>7650</b>	<b>Guided Research and Student-Initiated Study</b> Designed by student and professor to address some particular area of interest in historical and intercultural studies or that addresses a particular need in the student's academic program in intercultural studies. <b>CONSENT:</b> Instructor. <b>REPEAT:</b> May be repeated.	<b>1-3 hrs.</b>
<b>7800</b>	<b>Missio Dei: Living Cross-Culturally</b> A supervised field internship that is student designed but must be a minimum of eight weeks in length and must take the student into a culture that is not their own. Required for all students anticipating career involvement in intercultural service. <b>REPEAT:</b> May be repeated. <b>GRADE:</b> CR./NC.	<b>2-3 hrs.</b>

## INTS (cont.)

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|---------------------------------|---|---------------|
| <b>7950 Thesis</b>              | Preparation of a thesis under the guidance of department faculty. NOTE: Library approval required prior to completion of thesis. <b>PREREQUISITE:</b> INTS 5900. <b>GRADE:</b> CR./NC.  | <b>2 hrs.</b> |
| <b>7955 Thesis Continuation</b> | Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. <b>CONSENT:</b> Instructor of Record. <b>PREREQUISITE:</b> INTS 7950. <b>REPEAT:</b> May be repeated once. <b>GRADE:</b> CR./NC. | <b>1 hr.</b>  |

## Pastoral Studies

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*Faculty: Leanne Ketcham, Alan Overstreet, Nathan Willowby*  
*Associate Faculty: Jeffrey Frymire, Arthur Kelly, Michelle, Mosier, Carron Odokara*

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

### PAST – Pastoral Studies Courses

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|---|--|---------------|
| <b>5101 Orientation and Ministry Formation</b>      | Explores both the nature and process of theological education and invites students into a lifelong commitment to spiritual and ministry formation. Includes some “nuts and bolts” for using the library, the Canvas classroom, and graduate writing. Students also participate in some assessment instruments as they move into an intentional process of discernment of their vocation and articulate personal goals related to their seminary education. Includes field education component. <b>NOTE:</b> Should be taken during a student's first year. <b>FORMERLY:</b> THST 5005 and PAST 5100.                                     | <b>3 hrs.</b> |
| <b>5110 Equality in Servant Leadership</b>          | Leadership is at the center of this course. The understanding of ministry gifts, servant leadership and gender, racial, and status equality are all addressed from within the framework of servant leadership as an activity of the Missio Dei. <b>SAME AS:</b> INTS 5110.   | <b>3 hrs.</b> |
| <b>5130 Psychology of Religious Behavior</b>        | Students explore psychological theories and theories of religiosity and religious behavior in an effort to better understand the human element in religion. In keeping with the ethos of the seminary, the course is taught from a Christian worldview with an eye toward deepening students' understanding, appreciation, and ministry of reconciliation toward people of diverse religious and cultural backgrounds.   | <b>3 hrs.</b> |
| <b>5180 Discipleship: Theory and Practice</b>       | Considers the biblically informed, theologically sound, effective methods of fulfilling the Great Commission in contemporary culture. Focus on issues in discipling in the postmodern era.   | <b>3 hrs.</b> |
| <b>5500 Introduction to Homiletics</b>              | A study of the preparation and delivery of sermons, contemporary methods of sermon building, and the spiritual formation of the preacher. <b>NOTE:</b> Includes Theological Field Education in the form of student preaching as a major course component. <b>PREREQUISITE:</b> OLDT 5100 or NEWT 5100.   | <b>3 hrs.</b> |
| <b>6010 Interpreting and Preaching the Prophets</b> | The prophets of Israel present major difficulties to modern interpreters. At the same time, their voice is ever fresh, their challenge to ancient Israel reverberates with contemporary validity to/for our own culture. The prophetic literature contains some of the greatest traditions that may open our understanding to what God truly requires of human beings everywhere and especially of the people of God. This course introduces critical issues in the interpretation of the prophets with the practical concern on how to preach the prophets today. <b>PREREQUISITE:</b> OLDT 5100, PAST 5500. <b>SAME AS:</b> OLDT 6010. | <b>3 hrs.</b> |

## PAST (cont.)

- 6020 Interpreting and Preaching the Parables** 3 hrs.  
Structured around the Synoptic gospels, this course introduces students to interpretive methodologies including biblical exegesis and hermeneutics as well as applied homiletical skills. While classical methods are taught, students are also exposed to newer forms of criticism including feminist, womanist, post-colonial, and post-structuralism. Emphasis on interpreting a text in its original context and moving forward to an application for contemporary listeners and the import of reception history as they learn to read texts with particular communities both past and present. As the parables of Jesus take center stage, students are introduced to narrative preaching as a homiletical device and have the opportunity to hone their skills as not only students, but as preachers of the gospel. **PREREQUISITE:** NEWT 5100, PAST 5500. **SAME AS:** NEWT 6020.
- 6150 Leading, Teaching, and Discipling Children** 3 hrs.  
A study of the psychology of children at various developmental levels, learning theory in education of the child, materials and methods for teaching-learning with children, and adequate programs for ministry with various age groups of children. Includes a field-education component. **OFFERED:** Summer only.
- 6160 Leading, Teaching, and Discipling Youth** 3 hrs.  
Explores the foundations and praxis of evangelism, discipleship, and leadership in the context of youth ministry. Includes attention to adolescent development and materials and methods for teaching-learning with youth. Approaches to planning and conducting youth ministry in the local church. Includes a field-education component. **OFFERED:** Summer only.
- 6170 Christian Education and Discipleship** 3 hrs.  
Explores various approaches to planning and conducting education ministry in the local church. Focus on teaching/learning that emphasizes creativity and intentionality in discipleship with children, adolescents, and adults. Includes a field-education component.
- 6370 Pastoral Care and Counseling** 3 hrs.  
A foundational pastoral care and counseling course exploring the multi-faceted dimensions of pastoral ministry in building healthy faith communities, caring for people in need, and leading a ministry of reconciliation. Includes a field-education component.
- 6380 Pastoral Care of Grieving Persons and Families** 3 hrs.  
Church leaders are positioned in the community as key individuals in doing grief work with their congregants and with the community in general. This course explores the theology of suffering, loss, and death; models for pastoral care of grief and loss in a multitude of circumstances; and models for public ministry, including the planning and conduct of funerals. **PREREQUISITE:** PAST 6370.
- 6490 Leadership and Church Administration** 3 hrs.  
Emphasis on the foundations (biblical and theological) and practical functions of administrative leadership in churches and Christian organizations. Materials focus on models of leadership structure, contemporary leadership challenges, and a theology of money and Christian organizational fundraising and stewardship. Contemporary congregational trends in leadership over multi-site, church planting, and relaunch congregations, personal leadership assessment, and applying these concepts to one's particular ministry context and vocation will also be covered.
- 7220 Advanced Pastoral Care Seminar** 3 hrs.  
Course topics will vary according to the needs and desires of the students. Topics to be considered include pastoral care and human sexuality, cultural dynamics, addiction, mental illness, abuse and post-traumatic stress, premarital counseling, and gender issues. **PREREQUISITE:** PAST 6370. **REPEAT:** May be repeated under a different topic.
- 7330 Pastoral Preaching** 3 hrs.  
Designed to prepare the minister to preach, with particular focus upon exegeting human contexts and addressing pastoral care needs in sermons. Particular attention given to building communities of care and reconciliation. **PREREQUISITE:** PAST 5500. **OFFERED:** Summer only.
- 7350 Finding Your Voice** 3 hrs.  
Based on the conviction that sermons are God's truth conveyed through human personality, this course explores issues of personhood, pastoral presence, authority, and diversity in preaching. **PREREQUISITE:** PAST 5500. **FORMERLY:** PAST 7250.
- 7430 Expository Preaching** 3 hrs.  
Designed to equip students for expository preaching by exploring principles and methods of exegesis and hermeneutics and applying them to biblical texts. **PREREQUISITE:** PAST 5500.
- 7470 Theology and Leadership of Worship** 3 hrs.  
An exploration of worship leadership: theologies and models. Focus on theology and leadership of worship and administration in a congregation. **OFFERED:** Online, summer only.

## PAST (cont.)

<b>7510 Marriage and Family Counseling</b>	<b>3 hrs.</b>
An exploration of Christian theology, pastoral care, and counseling as the foundation of strengthening healthy marriages and effectively intervening with dysfunctional couples and families. <b>PREREQUISITE:</b> PAST 6370. <b>OFFERED:</b> By arrangement.	
<b>7660 Guided Research and Student-Initiated Study</b>	<b>1-3 hrs.</b>
Designed by student and professor to address some particular area of interest in pastoral studies or that addresses a particular need in the student's academic program in pastoral studies. <b>CONSENT:</b> Instructor. <b>REPEAT:</b> May be repeated; no hour limit. <b>OFFERED:</b> By request only.	
<b>7820 Internship in Educational Ministry</b>	<b>3 hrs.</b>
An opportunity in field education, this is an in-service training experience in Christian education. <b>CONSENT:</b> Experience must be an approved assignment under supervision. <b>PREREQUISITE:</b> PAST 5180 or equivalent; middler or senior standing. <b>GRADE:</b> CR/NC. <b>OFFERED:</b> By request only.	
<b>7840 Clinical Pastoral Internship</b>	<b>3-9 hrs.</b>
Requires placement in a clinical setting for approximately 10 hours per week. Supervision of clinical experiences will be a key factor in learning. Hours are based on the number of hours of supervision. <b>PREREQUISITE:</b> THFE 6730. <b>CONSENT:</b> Interview with instructor. <b>OFFERED:</b> By request only. <b>REPEAT:</b> May be repeated.	
<b>7845 Clinical Pastoral Leadership</b>	<b>6 hrs.</b>
Requires placement in a clinical setting for approximately 10 hours per week. The experience should include spiritual leadership in organizations by providing: (a) leadership in a local faith community; (b) spiritual care of institutions including education, consultation, and employee development in the areas of organizational mission, vision and values, spiritual dimension of workplace environments, and spiritual dimensions of service; and (c) spiritual dimensions of lay or secular leadership. <b>PREREQUISITE:</b> THFE 6730. <b>CONSENT:</b> Interview with instructor.	
<b>7905 Capstone: Ministry Formation</b>	<b>3 hrs.</b>
This course corresponds directly to the Orientation and Ministry Formation course students take as they enter their seminary education. Self-assessment of where they are in their commitment to lifelong spiritual and ministry formation will be based on the goals each student wrote as part of the earlier class. Students will also retake some Assessment Instruments that were taken during the earlier class, which will bring cohesion as students move through seminary and into their ministry vocation. Includes Field Education requirement. <b>NOTE:</b> Should be taken during the final year of seminary education. <b>OFFERED:</b> Online only. <b>SAME AS:</b> THFE 7905.	

## Theological Field Education

*Faculty: Alan Overstreet*

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

### THFE – Theological Field Education Courses

<b>6730 Clinical Pastoral Education (CPE)</b>	<b>3 -9 hrs.</b>
An opportunity for pastoral care practice under the supervision of an educator sanctioned by the Association of Clinical Pastoral Education. Required for all students completing the MDIV. The CPE unit must be completed under the direction of a center accredited by the Association of Clinical Pastoral Education (ACPE). Students should search the directory at <a href="http://acpe.edu">acpe.edu</a> and apply at least a full term in advance. See the <a href="#">Tuition and Fees</a> section in this catalog for information on program fees for this course. <b>CONSENT:</b> Instructor permission required. <b>GRADE:</b> CR/NC.	
<b>7740 Level II Clinical Pastoral Education</b>	<b>9 hrs.</b>
Level II units must be completed in the context of a center accredited by the Association of Clinical Pastoral Education (ACPE). <b>PREREQUISITE:</b> THFE 6730. <b>GRADE:</b> CR/NC. <b>REPEAT:</b> May be repeated.	
<b>7810 Internship in Ministry</b>	<b>2-4 hrs.</b>
Students will complete this field education requirement in the context of an appropriate ministry setting approved by the professor of record. The internship may be summer placement or concurrent part-time placement during the school year. <b>CONSENT:</b> Instructor. <b>REPEAT:</b> May be repeated. <b>GRADE:</b> CR/NC.	

## THFE (cont.)

### 7905 Capstone: Ministry Formation

3 hrs.

This course corresponds directly to the Orientation and Ministry Formation course students take as they enter their seminary education. Self-assessment of where they are in their commitment to lifelong spiritual and ministry formation will be based on the goals each student wrote as part of the earlier class. Students will also retake some Assessment Instruments that were taken during the earlier class, which will bring cohesion as students move through seminary and into their ministry vocation. Includes Field Education requirement. **NOTE:** Should be taken during the final year of seminary education. **OFFERED:** Online only. **SAME AS:** PAST 7905.

## Theological & Philosophical Studies

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*Faculty: Gilbert Lozano, Jason Varner, Nathan Willowby*  
*Associate Faculty: Rustin Brian, James Lewis, Andrew Draper*

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

## THST – Theological Studies Courses

### 5110 Hermeneutics and Critical Reflection in Theological Education

3 hrs.

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

### 5120 Christian Theology

3 hrs.

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

### 5500 Christian Ethics

3 hrs.

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

### 5900 Research Design: Principles and Skills

1 hr.

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

**THST (cont.)**

- 6110 Toward Understanding the Doctrine of the Trinity** 3 hrs.  
The late theologian Stanley Grenz noted that one of the primary characteristics of 20th century theology was the revival of interest in the doctrine of the Trinity. Long confessed in orthodox Christianity as part of the Creeds but given little explication, rejected by modernists as irrelevant for contemporary faith, the doctrine of the Trinity had languished in the theological backwaters for over a century. Today, however, the doctrine of the Trinity has reemerged as a central construct for understanding Christian faith and life. This course investigates the historical, biblical, and practical aspects of confessing God as One yet Three: Father, Son, and Holy Spirit. Why did the early church come to make this confession? Does it conform to the biblical witness to God? What difference does it make in everyday Christian life and the life of the church? **OFFERED:** On rotation.
- 6120 Person and Work of Jesus the Christ** 3 hrs.  
Just as Jesus inquired of his disciples, Christians today are confronted with whom we believe Jesus of Nazareth to be. How was and is the life of a first-century Jew relevant for a 21st century person and church? To help redress these questions, this course will explore the biblical witness to Jesus of Nazareth, consider how the understanding of Jesus as fully human and fully God developed in the early church, and confront the reality of those called to newness of life in and through the person and work of Jesus whom we as Christians confess as the Christ. **OFFERED:** On rotation.
- 6130 Person and Work of the Holy Spirit** 3 hrs.  
To enable us to comprehend more fully the God who indwells and empowers us, this course will consider the past actions of the Spirit as witnessed to in Scripture and the church's tradition, as well as anticipate how God the Spirit will continue to shape our existence in the eschaton, with the hope of a more faithful understanding of the potential for new life in the present that God brings to us through the personal work and working person of the Holy Spirit. **OFFERED:** On rotation.
- 6210 Theology and Leadership for a Multi-Ethnic World** 3 hrs.  
An examination of key approaches to ministry leadership development that address the challenge of racial and ethnic tensions in the church and community. Intends to aid ministers in preparing for and developing multi-ethnic leadership for diverse constituencies. Special emphasis on the role of today's leaders in developing effective models of leadership for promoting reconciliation, healing, and unity. SAME AS: INTS 6210. **OFFERED:** By arrangement.
- 7010 Readings in Theological Classics** 3 hrs.  
Examines the work of one major Christian theologian. Possible writers include Augustine, Gregory of Nyssa, Catherine of Siena, Teresa of Avila, Luther, Calvin, Jacob Arminius, John Wesley, and Karl Barth.
- 7650 Guided Research and Student-Initiated Study** 1-3 hrs.  
Designed by student and professor to address some particular interest in the area of theology or that addresses a particular need in the student's academic program in theology. **PREREQUISITE:** THST 5120. **REPEAT:** May be repeated.
- 7750 MTS Exam Prep** 0 hrs.  
This course allows for preparation for the MTS exams to complete the Exam Track requirements of the MTS program. **GRADE:** CR/NC.
- 7910 Seminar** 3 hrs.  
A course that addresses a particular theological issue otherwise not covered in the curriculum. It will be conducted as a collegial discussion not as a lecture-based course. **PREREQUISITE:** THST 5120.
- 7950 Thesis** 2 hrs.  
Preparation of a thesis under the guidance of department faculty. NOTE: Library approval required prior to completion of thesis. **PREREQUISITE:** THST 5900. **GRADE:** CR/NC. **OFFERED:** On demand.
- 7955 Thesis Continuation** 1 hr.  
Students who have not completed their thesis within the semester in which they enrolled but carry their work forward into another semester must register for this 1-hour course. **CONSENT:** Instructor of Record. **PREREQUISITE:** THST 7950. **REPEAT:** May be repeated once. **GRADE:** CR/NC.

# ADMINISTRATION (as of 6/1/24)

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Courtney K. Taylor	Vice President
Brent A. Baker	Secretary
Suahil R. Housholder	Treasurer
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Andy Watkins	Director, Adult & Online Learning
Kim Wolfe	Director, Institutional Research & Effectiveness

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Kyle M. Schroeder	Indianapolis, Ind.
Douglas L. Talley	Fishers, Ind.
Erin M. Taylor	Alma, Mich.
Jessica S. Uitvlugt	Annandale, Va

### Members with Term Expiring in 2027:

Robert C. Byers	Edmond, Okla.
Charles R. Carroll	Nashville, Tenn.
Steven R. Davis	Pendleton, Ind.
Donna A. Harman	Reston, Va.
Charles J. Myricks, Jr.	Akron, Ohio
Guy F. Perry, Jr.	Indianapolis, Ind.
Jay B. Ricker	Pendleton, Ind.
Thomas J. Snyder	Anderson, Ind.
Beth S. Tharp	Anderson, Ind.

# Falls School of Business

## Graduate Faculty

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### FULL TIME FACULTY 2024-25

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

**Celesta S. Bates** [2021]

*Professor of Accounting;  
FSB Graduate Programs Director*  
BA, MBA, Butler University  
PhD, Indiana Wesleyan University

**Veronica Dougherty-Denny** [2023]

*Assistant Professor of Management*  
BS, MS, MBA, Indiana State University  
PhD (in progress), Indiana State University

**Emmett Allan Dulaney** [2006]

*Professor of Marketing;  
Director, DBA Program*  
BS, Ball State University  
MBA, DBA, Anderson University

**Alisson J. Eddleman** [2024]

*Assistant Professor of Management*  
BA, MBA, Liberty University  
DBA (in progress), Liberty University

**Jongdoo Lee** [2024]

*Assistant Professor of Finance*  
BS, Yonsei University  
MBA, University of Rochester  
PhD, George Washington University

**Lonnie J. Leeper** [2020]

*Dean, College of Business, Engineering, Science,  
& Technology; Associate Professor of Finance*  
BS, Purdue University  
MBA, DBA, Anderson University

**James E. Newton** [2020]

*Assistant Professor of Sport Marketing*  
BS, MBA, Kent State University

**Anna C. Rasco** [2024]

*Assistant Professor of Management*  
BA, MBA, Anderson University

**Thomas Reddington** [2022]

*Assistant Professor of Management*  
BS, Purdue University  
MBA, Anderson University  
DBA (ABD), Anderson University

**Hyeon Joon Shin** [2014]

*Professor of Economics*  
BA, Korea University  
MIS, Seoul National University  
MA Syracuse University  
PhD, Southern Illinois University

**Vanessa Tijerina, CPA** [2017]

*Associate Professor of Accounting*  
BA, MBA, Anderson University  
DBA, George Fox University



## ASSOCIATE GRADUATE BUSINESS FACULTY

**Kenneth D. Armstrong** (*Management*)

*Professor Emeritus of Business*  
BS, Olivet Nazarene University  
MBA, Central Michigan University  
PhD, Northwestern University

**Kevin J. Brown** (*Ethics*)

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

**Michael L. Bruce** (*Marketing*)

*Professor Emeritus of Marketing*  
BS, University of Texas  
BS, Greenville College  
MSM, Maryville University  
PhD, Saint Louis University

**Jeffrey M. Buck** (*Marketing*)

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

**Stephanie L. Bowie, CPA** (*Accounting*)

BS, IUPUI  
MBA, Anderson University

**Thomas A. Buckles** (*Marketing*)

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

**Michael E. Collette** (*Management*)

*Dean and Professor Emeritus of Management*  
BBA, MS, University of Wisconsin-Whitewater  
EdD, Indiana University

**Donald D. Daake** (*Management*)

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

**John M. DeFoggi** (*Marketing*)

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

**Samuel L. Dunn** (*Global Business*)

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

**Gregory G. Kaufinger** (*Accounting*)

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

**Doyle J. Lucas** (*Management*)

*Professor Emeritus of Management*  
BA, Anderson University  
MBA, Ball State University  
PhD, Indiana University

**Kathleen Mays** (*Management*)

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

**Scott E. Miller** (*Accounting*)

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

**Valory C. Myers** (*Marketing*)

BA, Ball State University  
MBA, Anderson University

**Dennis L. Proffitt** (*Finance*)

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

**Kent T. Saunders** (*Finance, Economics*)

BS, Ball State University  
MA, PhD, Clemson University

**Terry C. Truitt** (*Finance, Economics*)

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

**Michael D. Wiese** (*Marketing*)

*Professor Emeritus of Marketing*  
BS, Olivet Nazarene University  
MBA, Oral Roberts University  
PhD, Loyola University-Chicago

# School of Music, Theatre, & Dance

## Graduate Music Faculty

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### FULL TIME MUSIC FACULTY 2024-25

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

**Michelle L. Bade** [2021]  
*Associate Professor of Music*  
BME, Mount Union College  
MME, ME, University of Oklahoma  
DA (in progress), Ball State University

**Rebecca Ann Chappell** [1993]  
*Professor of Music*  
BA, Anderson University  
MM, Oklahoma City University  
DA, Ball State University

**Theodore Hicks** [2021]  
*Assistant Professor of Music*  
BM, Anderson University  
MM, DA (ABD), Ball State University

**Christopher Holmes** [2010]  
*Chair, School of Music, Theatre, & Dance;*  
*Associate Professor of Music*  
BM, University of Texas at Arlington  
MM, Baylor University  
PhD, Indiana University

**Adam Waller** [2018]  
*Director of Bands;*  
*Associate Professor of Music*  
BM, MM, DMA, Peabody Conservatory

### ASSOCIATE GRADUATE MUSIC FACULTY

**Janet Lynn Brewer**  
BA, Anderson University  
MS, University of Illinois  
MSLS, Simmons College  
PhD, University of Kentucky

**David Frego**  
BMus, Brandon University  
MM, MME, PhD, Florida State University

**Jenny Handshoe**  
BM, MME, Anderson University

**Roger Sams**  
BME, Bowling Green State University  
MME, Case Western Reserve University  
Orff Certification, Hamline University

**Linda Schubert**  
AB, University of Wisconsin  
MA, PhD, University of Michigan

**Joshua Southard**  
BM, Butler University  
MME, Anderson University

**Lisa Sullivan**  
BM, Butler University  
MAE, Ball State University

**Jeffrey Wright**  
*Professor Emeritus of Music*  
BM, Georgia State University  
MM, PhD, Northwestern University

# School of Theology & Christian Ministry

## Graduate Seminary Faculty

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### FULL TIME FACULTY 2024-25

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

**Leanne V. Ketcham** [2022]

*Assistant Professor of Preaching & Practical Theology*  
BS, Indiana Wesleyan University  
MDiv, Princeton Theological Seminary  
PhD, Emmanuel College at the University of Toronto

**Rodney Alan Kilgore** [2024]

*Assistant Professor of New Testament*  
BS, Olivet Nazarene University  
MDiv, Nazarene Theological Seminary  
MA, San Diego State University  
MAR, Yale Divinity School  
PhD, Baylor University

**Gilberto Lozano** [2007]

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

**Gene Alan Overstreet** [2002]

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

**Jason Robert Varner** [2016]

*Director, Peace and Conflict Transformation; Associate Professor of the History of Christianity*  
BA, MTS, Anderson University  
MLitt, PhD, University of St Andrews

**Nathan John Willowby** [2016]

*Dean, College of Christian Ministry, and Music, Theatre, & Dance; Associate Professor of Theology & Ethics*  
BA, Anderson University  
MDiv, Duke University Divinity School  
PhD, Marquette University

### ASSOCIATE SEMINARY FACULTY

**Gary Agee**

*Recruitment and Church Relations Specialist; Associate Faculty of Church History*  
BS Miami University  
MA Theology, Xavier University  
PhD Theology, University of Dayton

**Fredrick Wayne Burnett**

*Professor Emeritus of Religion*  
BA, Anderson University  
MDiv, Anderson University School of Theology  
DMin, MA, PhD, Vanderbilt University

**MaryAnn Hawkins**

*Professor Emerita of Intercultural Studies*  
BS, Bartlesville Wesleyan College;  
MA, Azusa Pacific University;  
PhD, Fuller Theological Seminary

**James W. Lewis**

*Professor Emeritus of Theological Ethics*  
B.S., M.B.A., Texas A&M University  
Ph.D., Duke University

**Merle D. Strege**

*Professor Emeritus of Historical Theology*  
BA, Anderson University  
MDiv, Anderson University School of Theology  
ThD, Graduate Theological Union

## ADJUNCT SEMINARY FACULTY

**Brandon Bruning** (*Biblical Languages*)  
BS, Butler University  
MTS, PhD, University of Notre Dame

**Rustin Brian** (*Theology & Ethics*)  
BA, Point Loma University  
MDiv, Nazarene Theological Seminary  
PhD, Garrett-Evangelical Theological Seminary

**Arthur Kelly** (*Pastoral Studies*)  
BA, Warner Pacific College  
MA, Lewis and Clark College

**Sarah Blake LaRose** (*Biblical Languages*)  
BA, Stephen F. Austin State University  
MDiv, DMin, Anderson University School of Theology

**David Markle** (*Pastoral Care, Preaching*)  
BA, Anderson University  
MDiv, Anderson University School of Theology  
DMin, Asbury Theological Seminary

**Michelle Mosier** (*Pastoral Studies*)  
BS, Mid-America Christian University  
MDiv, DMin, Anderson University School of Theology

**Carron Odokara** (*Pastoral Studies & Leadership*)  
BS, Kettering University  
MS, University of Michigan  
MDiv, Michigan Theological Seminary  
PhD, Eastern University

**Collet Varner** (*Pastoral Studies*)  
BA, MMin, MDiv, Anderson University  
DMin, Fuller Theological Seminary

## SEMINARY FACULTY EMERITI

**John H. Aukerman, EdD**  
*Professor Emeritus of Discipleship since 2016*

**Fredrick Wayne Burnett, DMin, PhD**  
*Professor Emeritus of Religion since 2024*

**Barry Lee Callen, DRel, EdD**  
*University Professor Emeritus of Christian Studies since 2005*

**Walter Froese, PhD**  
*Professor Emeritus of Church History since 2007*

**Dwight Grubbs, DMin**  
*Professor Emeritus of Applied Theology since 1995*

**Jerry C. Grubbs, EdD**  
*Professor Emeritus of Christian Education since 2001*

**MaryAnn Hawkins, PhD**  
*Professor Emerita of Intercultural Studies  
and Dean Emerita since 2021*

**Shane Kirkpatrick, PhD**  
*Professor Emeritus of Biblical Studies since 2023*

**Juanita Evans Leonard, PhD**  
*Professor Emerita of Christian Mission since 2006*

**James Wilton Lewis, PhD**  
*Professor Emeritus of Theology and Ethics since 2016*

**David L. Sebastian, DMin**  
*Dean Emeritus since 2014*

**Theodore A. Stoneberg, PhD**  
*Professor Emeritus of Pastoral Care since 2006*

**Douglas E. Welch, DMiss**  
*Professor Emeritus of Christian Mission since 1999*

# Campus Facilities

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## ACADEMIC AND ADMINISTRATIVE FACILITIES

- **Blackbird Media Lab:** Houses production rooms, a TV studio, cyclorama green screen, editing bays, offices, and class labs for the cinema media arts major and university marketing.
- **Dance Annex:** Houses three of the four dance studios, lockers, practice and conditioning space. All dance studios are equipped with L'Air sprung floors, mirrors, and barres.
- **Decker Hall:** Houses administrative offices, the Center for Student Life, the Center for Intercultural Engagement, Information Technology Services, the Mail Distribution Center, Create (dining venue), services for adult students, the esports lab, the Center for Security Studies and Cyber Defense, and several other offices and classrooms including the academic departments of computer science, English & modern languages, history & political science, mathematics, and teacher education.
- **Edwards Hall:** Houses classrooms, faculty & administrative offices, Adam W. Miller Chapel, and "The Common Place" student lounge.
- **Hardacre Hall:** Houses the Falls School of Business (including the Star Trading Room and Dunkin Digital Media Lab), the office of Marketing & Communications, University Police & Security Services, and HES Facilities Management.
- **Hartung Hall:** Houses several offices and classrooms, laboratories, a lecture hall, and the academic departments of biology; nursing; physical sciences and engineering; psychology; and social work and criminal justice.
- **Krannert Hall:** Houses classrooms, laboratories, practice and rehearsal rooms, recital venues, a MIDI lab, a recording studio, faculty studios, and the Wilson Galleries, as well as the academic departments of music, theatre, dance, and communication & design arts. The first floor of the facility houses the engineering center, including lab facilities for engineering students.
- **Robert A. Nicholson University Library:** A merger of the Wilson (undergraduate) and Byrd (seminary) libraries; houses the university's library collections, computer labs, group study rooms, the Kissinger Academic Center for Excellence (KACE), Student Accessibility Services (SAS), *Scholar's Nest* Honors Commons, the Archives for Anderson University and the Church of God (Anderson, Ind.), the Elizabeth and James York Reading Room, and various special collections.
- **Welcome Center:** Connected to Decker Hall; houses the offices of Admissions, Financial Aid and Scholarships, the University Registrar, and Educational Support Services.

## AUDITORIUMS AND PERFORMANCE FACILITIES

- **Byrum Hall:** Historic campus landmark once used for basketball games and physical education classes; currently houses a 530-seat proscenium theatre.
- **Reardon Auditorium:** Used primarily for chapel/convocation, performance events, and conferences. Seats 2,200.
- **York Performance Hall and Galleries:** Attached to Krannert Hall; serves as performance venue for student, faculty, and guest artist recitals. Seats 320 guests plus orchestra space for 45 and a choir loft for 75. Contains the Scheierman Galleries (Warner Sallman Collection) and The Jeeninga Museum of Near Eastern and Biblical Archeology.

## RECREATIONAL FACILITIES

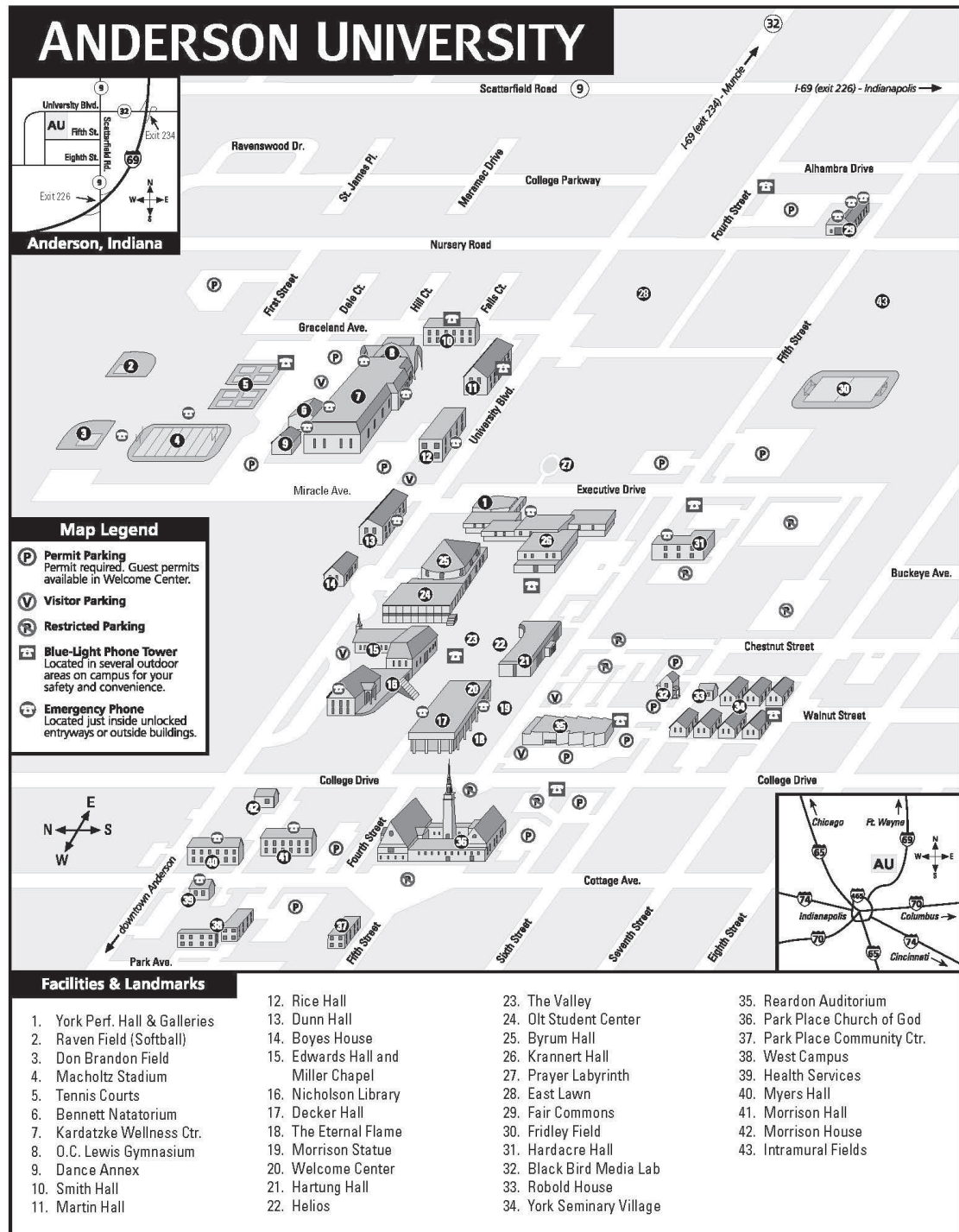
- **Athletic Complex:** Includes Macholtz Stadium (football, outdoor track and field, soccer and lacrosse), Don Brandon Field (baseball), Raven Softball Field, and tennis courts.
- **Bennett Natatorium:** Connected to Kardatzke Wellness Center; houses a six-lane, collegiate-size swimming pool and men's and women's locker areas. Houses the men's and women's swimming and diving teams.
- **Kardatzke Wellness Center:** Connected to O. C. Lewis Gymnasium and Bennett Natatorium; 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 is the location for the largest of the four dance studios (black box theatre).
- **O. C. Lewis Gymnasium:** Connected to Kardatzke Wellness Center; houses intercollegiate athletic facilities for men's and women's basketball and volleyball.
- **Fridley Soccer Field:** Home of the Raven men's and women's soccer teams.

## RESIDENTIAL FACILITIES

- **Dunn Hall:** Houses undergraduate men.
- **Fair Commons:** Apartment-style living for upper level undergraduate students.
- **Martin Hall:** Houses undergraduate women.
- **Morrison Hall:** Houses undergraduate women.
- **Myers Hall:** Suite-style living for upper level undergraduate students.
- **Smith Hall:** Houses undergraduate men.
- **York Seminary Village:** Apartment-style living for seminary students and their families.

## OTHER FACILITIES

- **Bolitho House:** Houses Health Services which provides immediate care, health counseling, referrals, and wellness education to students, faculty, and staff, in partnership with Community Health Network.
- **Boyes House:** Home of the Anderson University president and his family.
- **Olt Student Center:** Houses the Marketplace and the Raven's Haven (dining venues), Mocha Joe's (coffee bar), private dining rooms, The Alley (student lounge), the AU Campus Store, Student Government Association offices, and the Student Engagement Office.
- **Morrison House:** Houses the offices of spiritual life and counseling services.



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