

UNDERGRADUATE CATALOG

2025-2026



ANDERSON UNIVERSITY

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

Anderson University maintains compliance with applicable Federal and State statutes related to private institutions of higher education including the *Family Educational Rights and Privacy Act* (FERPA), as amended; the Student Right to Know Act, as amended; and the Solomon Amendment. In compliance with the Civil Rights Act of 1964 and 1991, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended, the university does not discriminate in its educational programs or admission 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, 1100 East Fifth St., Anderson, IN 46012, telephone (765) 641-4133; and Director for Student Accessibility Services, 1100 East Fifth St., Anderson, IN 46012, telephone (765) 641-4223.

Table of Contents

Letter from the President	5
General Information	5
Academic Degrees	8
Campus Facilities	9
Campus Map	11
Admission and Financial Information	12
Academic Policies	18
Academic Organization	28
Pre-Professional Programs	31
Courses of Instruction	32
Liberal Arts Framework	33
Adult Learning	36
Associate Degrees	36

UNDERGRADUATE PROGRAMS

[College of Arts & Sciences](#)

[School of Music & Performing Arts](#) 37

- [Bachelor of Music \(BMus\)](#)
 - [Voice Performance](#) 38
 - [Instrumental Performance](#) 38
 - [Music Education](#) 38
 - [Musical Theatre](#) 39
- [Bachelor of Arts \(BA\)](#)
 - [Music](#) 39
 - [Music Business](#) 40
 - [Musical Theatre](#) 40
 - [Theatre](#) 41
 - [Worship Arts](#) 40
- [Minors](#)
 - [Dance](#) 41
 - [Music](#) 41
 - [Music Performance](#) 41
 - [Theatre](#) 42
- Course Listings: [DANC](#), [MUBS](#), [MUED](#), [MUPF](#), [MUSC](#), [MUTR](#), [THEA](#) 42

[Department of Computer Science & Mathematics](#) 60

- [Computer Science](#) 60
- [Cybersecurity](#) 61
- [Data Science](#) 62
- [Mathematics](#) 63
- Course Listings: [CPSC](#), [MATH](#) 64

[Department of Humanities](#) 70

- [Cinema & Media Arts](#) 70
- [Communication](#) 70
- [English](#) 72
- [History](#) 73
- [Modern Languages](#) 75
- Course Listings: [ARTH](#), [ARTS](#), [COMM](#), [ENGL](#), [FREN](#), [GERM](#), [HIST](#), [MLAN](#) 76

[Department of Natural Sciences](#) 90

- [Biology](#) 90
- [Biochemistry](#) 91
- [Physics](#) 91
- Course Listings: [BIOL](#), [CHEM](#), [PHYS](#) 92

[Department of Psychology](#) 97

- Course Listings: [PSYC](#) 98

<u>Department of Social Sciences</u>	102
• <u>Criminal Justice</u>	102
• <u>Political Science</u>	103
• <u>Security Studies</u>	105
• <u>Social Work</u>	106
• <u>Sociology</u>	107
• Course Listings: <u>CRIM</u> , <u>POSC</u> , <u>SOCI</u> , <u>SOWK</u>	107
<u>Multi-Disciplinary Programs</u>	
• <u>Honors Program</u>	117
• <u>Liberal Arts & Intercultural Studies</u>	119
• <u>Professional Development & General Studies</u>	120
• <u>Statistics</u>	121
• <u>Women's Studies</u>	121
<u>College of Professional Studies</u>	
<u>Falls School of Business</u>	122
• <u>Accounting</u>	123
• <u>Business Administration</u>	123
• <u>Business & Integrative Leadership</u>	126
• Course Listings: <u>ACCT</u> , <u>BSNS</u> , <u>ECON</u> , <u>LEAD</u>	127
<u>School of Nursing</u>	137
• Course Listings: <u>NURS</u>	138
<u>Department of Engineering</u>	142
• <u>Civil Engineering</u>	142
• <u>Computer Engineering</u>	143
• <u>Electrical Engineering</u>	143
• <u>Mechanical Engineering</u>	144
• <u>Mechatronics Engineering</u>	144
• <u>Humanitarian Engineering</u>	145
• Course Listings (<u>ENGR</u>)	145
<u>Department of Kinesiology</u>	150
• <u>Exercise Science</u>	150
• <u>Sport and Recreational Leadership</u>	152
• <u>Activity Program</u>	152
• Course Listings: <u>PEHS</u> , <u>EXSC</u> , <u>PETE</u> , <u>SPRL</u>	153
<u>Department of Teacher Education</u>	158
• <u>Education Teaching Majors</u>	160
• <u>Transition to Teaching (T2T) Program</u>	162
• Course Listings: <u>EDUC</u> , <u>EDUC T2T</u> , <u>SPED</u>	163
<u>College of Theological, Graduate, & Online Studies</u>	
<u>School of Theology & Christian Ministry</u>	170
• Majors	171
◦ <u>Christian Ministries</u>	
◦ <u>Ministry Studies</u>	
◦ <u>Youth Ministries</u>	
• Complementary Majors	172
◦ <u>Christian Ministries</u>	
◦ <u>Christian Spiritual Formation</u>	
• Minors	173
◦ <u>Biblical Studies</u>	
◦ <u>Christian Ministries</u>	
◦ <u>Christian Spiritual Formation</u>	
◦ <u>Ethics</u>	
◦ <u>History of Christianity</u>	
◦ <u>Philosophy</u>	
◦ <u>Religion</u>	
• Course Listings: <u>BIBL</u> , <u>CMIN</u> , <u>PHIL</u> , <u>RLGN</u>	174
<u>Peace & Conflict Transformation Program</u>	181

GRADUATE PROGRAMS

• Graduate Business Programs	182
• Graduate Music Program	183
• Graduate Seminary Programs	184
Academic Support	185
Academic Enrichment	186
Administration	189
Full-Time Faculty	190
Faculty Emeriti	193
Academic & Student Support	195

Letter from the President

I want to welcome you to Anderson University, a place where faith and education come together to shape the leaders of tomorrow. I am honored that you have chosen this university to continue your education. I believe our university offers you the opportunity to study with some of the best faculty in higher education.

For over a century, Anderson University has demonstrated to its students that it is a place to pursue academic excellence and spiritual growth. We are a caring community in the heart of Indiana, dedicated to equipping you to be a lifelong learner, live a life of character, and cultivate a desire to serve others. Many of our graduates go on to lead businesses, ministries, and organizations that drive economic and social progress across the country and beyond.

I am grateful that you have chosen Anderson University for your educational journey. Our university is committed to helping you achieve your goals and pursue your dreams. Once again, welcome to Anderson University. We are excited to connect, collaborate, and build a brighter future together.

Scott H. Moats, PhD
President

General Information

HISTORICAL PERSPECTIVE

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

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

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

Anderson University has grown to comprise an undergraduate liberal arts program organized into three colleges, including a graduate seminary. The university offers several graduate degree programs, including the Doctor of Business Administration (DBA), Master of Business Administration (MBA), Master of Organizational Leadership (MOL), Master of Music Education (MME), Master of Divinity (MDiv), Master of Arts in Christian Ministry (MACM), and a Master of Theological Studies (MTS).

More than 1,200 students and 150 instructional and professional staff make up the academic community. The university is governed by a board of trustees ratified by the General Assembly of the Church of God, administered by a president and other officers, and staffed by individuals dedicated to the mission of Christian higher education.

MISSION

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

LIVING THE MISSION

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

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

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

Approved by the Anderson University Board of Trustees, 2007

ETHOS STATEMENT

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*

COMMITMENT TO ACADEMIC INQUIRY

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

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

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

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

ACCREDITATIONS AND RELATIONSHIPS

Anderson University is accredited by the Higher Learning Commission; hlcommission.org; phone (312) 263-0456. The graduate seminary within the School of Theology also is accredited by the Association of Theological Schools ([ATS](#)), 10 Summit Park Drive, Pittsburgh, PA 15275-1103; phone (412) 788-6505.

In addition, professional and program accreditation has been granted by the Accreditation Board for Engineering and Technology ([ABET](#)), the Association of Collegiate Business Schools and Programs ([ACBSP](#)), the Council for the Accreditation of Educator Preparation ([CAEP](#)), the Council on Collegiate Nursing Education ([CCNE](#)), and the Council on Social Work Education ([CSWE](#)). Anderson University is an accredited institutional member of the National Association of Schools of Music ([NASM](#)).

Anderson University also holds membership in the American Association of Colleges for Teacher Education ([AACTE](#)), the Association of Governing Boards of Universities and Colleges ([AGB](#)), the Association of Hispanic Theological Education ([AETH](#)), the [College Board](#), the Council for Adult and Experiential Learning ([CAEL](#)), the Community-Engaged Alliance ([CEA](#)), the Council for Christian Colleges and Universities ([CCCCU](#)), the Council for Higher Education Accreditation ([CHEA](#)), the Council of Independent Colleges ([CIC](#)), the Independent Colleges of Indiana ([ICI](#)), the Indiana Academy of the Social Sciences ([IASS](#)), the Indiana Association of Colleges for Teacher Education ([IACTE](#)), the Indiana Center for Nursing ([ICN](#)), the Indiana Space Grant Consortium ([INSGC](#)), the Lilly Network of Church-Related Colleges and Universities ([LFP](#)), the National Association of Independent Colleges and Universities ([NAICU](#)), the National Council for State Authorization Reciprocity Agreements ([NC-SARA](#)), and the Network for Vocation in Undergraduate Education ([NetVUE](#)). Anderson University has been designated as a National Center of Academic Excellence in Cybersecurity ([NCAE-C](#)), a program run by the National Security Agency (NSA) recognizing institutions with strong cybersecurity programs.

Anderson University students come from a wide variety of backgrounds and geographic locations. The university is authorized under federal law to enroll nonimmigrant alien students. International students enrich the community with their own points of view and culture. Consequently, students find themselves immersed in a cosmopolitan environment alive with opportunities for learning. It is expected that students will be accepted on their own merits, without respect to wealth, position, sex, or color.

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

In welcoming students of all nationalities, races, and faiths, Anderson University aspires to treat each student as an individual. All student services are closely coordinated in an attempt to deal with each individual as a "whole person." A significant objective is to increase the student's self-insight and self-discovery and to assist in the intellectual, social, aspirational, and spiritual development of the student.

INSTITUTIONAL ASSESSMENT

In its efforts to continuously 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. These endeavors are embedded into the courses and occur at the institutional level addressing the liberal arts curriculum as well as the departmental level evaluating the outcomes of the major. Data generated from these assessment activities are analyzed and recommendations developed to improve the educational activities of the university.

Academic Degrees

DEGREE PROGRAMS

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

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

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

ASSOCIATE'S DEGREE

- Complete a minimum of 60 hours, as specified in the departmental concentration listing. Distribution of a portion of these hours must be in the liberal arts program as specified by the program department.
- Determine a departmental concentration of specific courses in an area of study.
- Achieve a minimum GPA of 2.0.
- Achieve a minimum GPA of 2.0 for all courses specified in the area of concentration.
- All full-time students must attend chapel/convocation each semester in residence.
- Meet residence requirements listed elsewhere.

It is the responsibility of the student to plan for and complete graduation requirements. Students with questions should consult with the appropriate academic advisor, the [Office of the Registrar](#), or college dean.

ASSOCIATE'S DEGREE AS SECOND DEGREE

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

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

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

BACHELOR'S DEGREE

- Complete 120 hours.
- Achieve a minimum GPA of 2.0 (out of 4.0).
- Complete requirements of all components in the liberal arts program (see the [Liberal Arts Framework](#) section in this catalog).
- Declare a major, as specified in the departmental listing, with a minimum overall GPA of 2.0 in the major.
- All full-time students must attend chapel/convocation each semester in residence.
- Meet residence requirements (see the [Academic Policies](#) section of this catalog).

It is the responsibility of the student to plan for and complete graduation requirements. Students with questions should confer with their academic advisor, the [Office of the Registrar](#), or dean of the appropriate college.

BACHELOR'S DEGREE AS SECOND DEGREE

Students already holding a bachelor's degree from another institution may earn the Bachelor of Arts degree, the Bachelor of Science in Nursing, the Bachelor of Music, or the Bachelor of Science degree from Anderson University by completing a minimum of 30 additional hours. Complete the core curriculum requirements for the degree sought, and complete all the requirements for the major field of study. A different degree and major must be chosen from the previous degree; not more than 12 hours from the previous degree may be used in building the new major. A projected program for the Anderson University degree should be planned by the student and advisor and approved by the University Registrar no later than the third week of the semester in which the work is begun.

Students holding a bachelor's degree from Anderson University may pursue a second bachelor's degree by completing the requirements listed above. Students holding a BA, BS, BMUS, or BSN degree from Anderson University may not earn a second degree, but they may earn additional majors after graduation. Students holding other Anderson University bachelor's degrees may earn additional majors after graduation but must complete all liberal arts requirements that normally accompany the new major. Students desiring to pursue additional majors and/or minors should consult the [Office of the Registrar](#).

TWO DEGREES CONCURRENTLY

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

Note: A second degree is not awarded to students who are pursuing a complementary major.

Campus Facilities

ACADEMIC AND ADMINISTRATIVE FACILITIES

- **Black Bird Media Lab:** Houses a professional-grade TV studio and control room, cyclorama green screen, editing suites, screening room, offices, and production gear room designed to inspire innovation and bring visionary projects to life for the cinema media arts major.
- **Decker Hall:** Houses executive and administrative offices, the Center for Student Life, the Center for Spiritual & Intercultural Life, Information Technology Services, the Mail Distribution Center, Work Life Engagement (human resources), the esports lab, the Center for Security Studies and Cyber Defense (CSSCD), Campus Police & Security, as well as the academic departments of Computer Science & Mathematics, Social Sciences (including the Situation Room), Teacher Education (including an on-site Reading Clinic), and the Falls School of Business (including the Star Trading Room).
- **Edwards Hall:** Houses the Adam W. Miller Chapel, classrooms, faculty and administrative offices for the School of Theology & Christian Ministry, and "The Common Place" (student lounge).
- **Hartung Hall:** Houses Counseling Services, as well as several offices and classrooms, laboratories, a lecture hall, and the academic departments of Engineering, Natural Sciences, Psychology, and the School of Nursing.
- **Krannert Hall:** Houses classrooms, laboratories, practice and rehearsal rooms, recital venues, a MIDI lab, a recording studio, faculty studios, and the Wilson Gallery, as well as the School of Music & Performing Arts and the Department of Humanities. 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; the Nicholson Library houses the university's library collections, computer labs, group study rooms, the Office of Academic Success, the Kissinger Academic Center for Excellence (KACE), Student Accessibility Services (SAS), the Center for Career & Calling, the *Scholar's Nest* Honors Commons, the Archives for Anderson University and the Church of God (Anderson, Ind.), the Elizabeth & James York Reading Room, and various special collections.
- **Welcome Center:** Connected to Decker Hall; houses the offices of Admission, Financial Aid & Scholarships, the University Registrar, and the Executive Director for Student Success.

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, and also serves as the venue for commencement exercises. 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 Jeeninga Museum of Near Eastern and Biblical Archeology and the Scheierman Gallery (Warner Sallman Collection).

RECREATIONAL FACILITIES

- **Athletic Complex:** Includes Macholtz Stadium (football, outdoor track and field), 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 academic Department of Kinesiology.
- **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.
- **Smith Hall:** Houses undergraduate men.

OTHER FACILITIES

- **Boyes House:** Home of the Anderson University president and his family.
- **Morrison House:** Houses the offices of facilities management partner HES.
- **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, and the Student Engagement and Student Government Association offices.

Campus Map

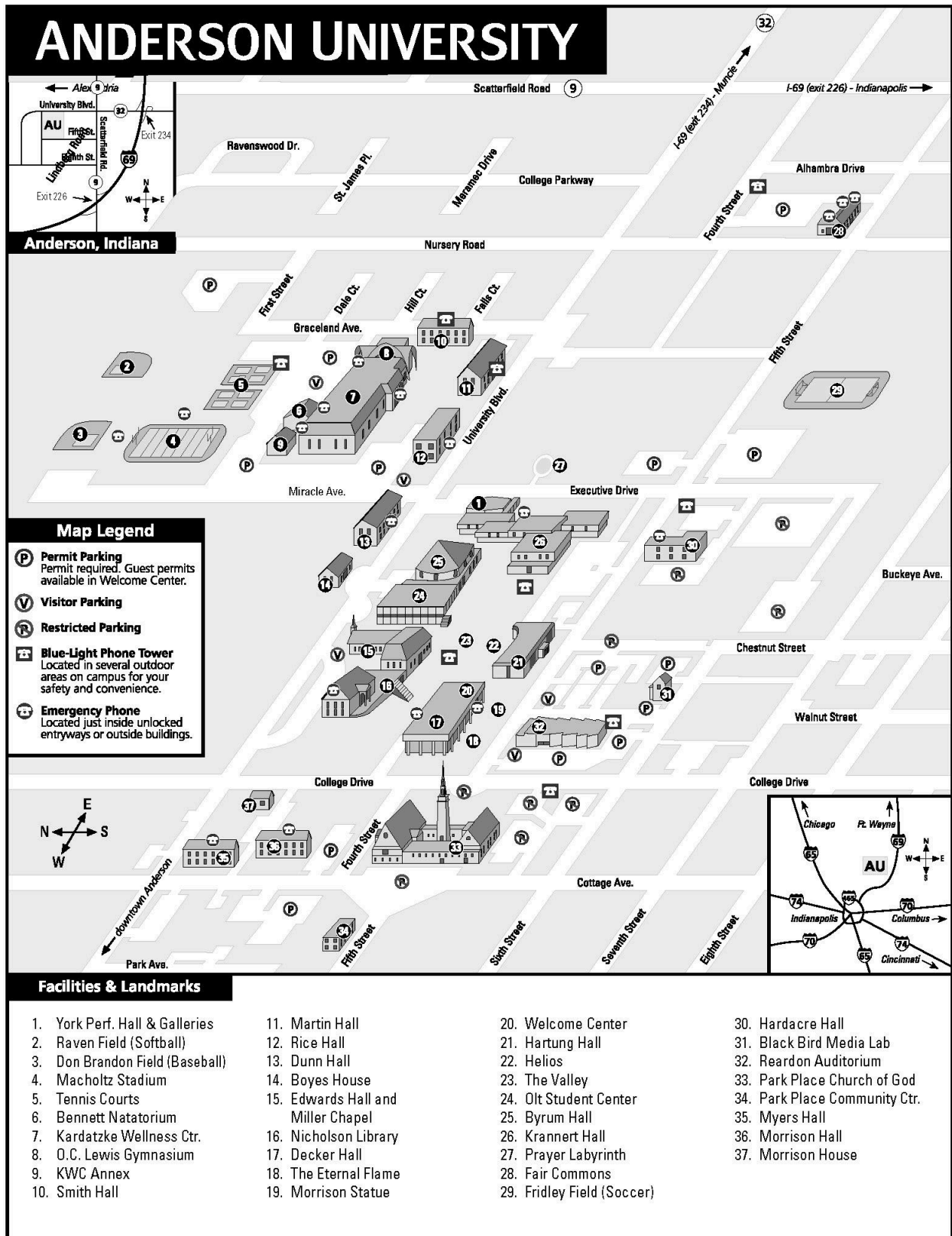


Image 1- Campus Map

Admission and Financial Information

ADMISSION POLICY (UNDERGRADUATE)

Anderson University seeks to admit students who are interested in higher education from a Christian faith perspective and have demonstrated potential for completing the academic degree they plan to pursue. This policy speaks to general admission to the university and not academic program specific admission which is handled separately by the respective departments.

Behavior that is inconsistent with university standards may result in revocation of admission. Note also that the admission decision may be held until after resolution of any pending legal charges against an applicant have been resolved.

ADMISSION REQUIREMENTS (DOMESTIC)

- Application for admission online or through the [Common App](#) (no application fee required)
- Official high school transcript with completion of Standard Core 40, Core 40 with Honors, Core 40 with Technical Honors Diploma; however, an initial admission decision may be made using an unofficial transcript.
- Optional SAT/ACT or CLT Test scores (We accept self-reported scores, the student score report, official scores from testing center or scores listed on your official high school transcript)

Factors given consideration in the admission decision include previous academic performance in high school or college, academic ability as indicated by the SAT/ACT/CLT, GPA, class rank, weighted GPAs, college prep curriculum, other factors such as character; work ethic; community, school, and church involvement, and other personal or extenuating circumstances.

Final high school transcripts showing a date of graduation are required to be sent to Anderson University from the school directly to verify completion and legitimacy. If a transcript is called into question, a letter from the high school certifying graduation and or credits may be required.

Admission decisions may include the following:

- **Admit with Distinction & Invited to participate in Honors Day:** ≥ 3.75 GPA
- **Admit with Distinction:** >3.5
- **Standard Admission:** ≥ 2.75 GPA
- **Alpha Admit:** Students may be admitted into the [Alpha Program](#) by the Admission Leadership or the Admission Committee. Such students may be only minimally prepared to meet the rigors of college-level coursework, but show promise. The Alpha Program provides students with academic support and skills development necessary for college success. Students admitted into the Alpha Program are limited to 12-15 hours during their first semester and are assigned to enroll in LART 1010 (Strategies for Academic Success), a 3 credit-hour class focused on academic student and life skills necessary for college success.
- **Deny:** Students denied admission who wish to reapply at a later date are recommended to complete one semester of full-time study at a regionally accredited community college, with a minimum of 12 non-remedial credits earned with a 2.0 or higher grade point average.

FIRST-TIME FRESHMEN

At Anderson University, we practice a holistic application review. We consider each student's background, academic credentials and personal story. Anderson University maintains a rolling admission cycle. Applicants are encouraged to apply early to maximize institutional scholarship opportunities.

A requirement to become degree-seeking at AU is to provide evidence of high school completion. A standard high school diploma, or successful completion of the General Education Development test ([GED®](#)) or of a Home School Program of Study required for admission.

Anderson University has elected to employ a test-optional admission process. The test-optional alternative allows for the consideration of student strengths that may be demonstrated in areas other than standardized test scores.

INTERNATIONAL STUDENTS

Undergraduate international students should meet the same academic requirements for admission as other students. International student application materials are as follows:

Requirements for Admission to Anderson University (International)

- Application for admission online or through the [Common App](#) (application fee required)

Official Transcript Requirements

To ensure your application is complete, please follow these guidelines for submitting official high school, college, or university transcripts:

- **Language:** Transcripts must be in English.
- **Grade Point Average (GPA):** Transcripts must include a calculated GPA.
- **Foreign Credential Evaluation (FCE):**
 - If your transcripts are from an institution outside the United States, they must be evaluated by an official Foreign Credential Evaluation (FCE) service.
 - The FCE must be conducted by a member of the **National Association of Credential Evaluation Services (NACES)**. For more information, visit the [NACES](#) website.
 - The evaluation must be **course-by-course** to ensure accurate assessment of academic qualifications.
 - All costs associated with FCE services are the student's responsibility.

English Proficiency

- Students are required to show English Proficiency and must choose one of the following test providers:
 - IBT [TOEFL](#) (Internet-Based) = minimum score of 78
 - PBT TOEFL (Paper-Based) = minimum score of 564
 - CBT TOEFL (Computer-Based) = minimum score of 210
 - Essentials TOEFL = minimum score of 8 or higher MAY be considered
 - [IELTS](#) = Minimum Requirement: 6.0
 - [Duolingo](#) = Minimum Requirement: 105
- English proficiency may be waived if:
 - A student resides in a primarily English-speaking country. View our full list of included countries [HERE](#).
 - A student's high school education was taught in English.
 - A copy of applicant's passport

Credits earned through educational institutions located outside of the United States will be considered for acceptance after an appropriate evaluation. Educational institutions must be recognized by the Ministry of Education (or other accrediting body) of the respective country in order for credit to be accepted. Students may be required to send their documents to an evaluation agency for a course-by-course evaluation report. An official copy of this report should be sent directly to the Anderson University Registrar. This report will be reviewed to determine acceptable transfer credit.

Completing the Immigration Status/Application Form I-20

International applicants to Anderson University must submit a copy of their passport, an affidavit of support, and evidence of financial ability as instructed by the AU Admission Office. Anderson University will process the documentation, create the Form I-20 in the U.S. Citizenship and Immigration Services (SEVIS) portal, and provide a copy of the Form I-20 to the applicant.

The estimated total cost used on the Form I-20 for undergraduate students combines the cost of tuition, room, board, fees, books, and incidentals. Once the applicant receives the Form I-20 from Anderson University, the applicant must pay the SEVIS fee and then schedule an appointment with the nearest U.S. embassy or consulate to apply for a visa. Once this appointment has been scheduled, the information should be shared with the AU Admission team.

APPEALING THE ADMISSION DECISION

Any student who is denied admission or readmission, or is granted a conditional admission or readmission, may appeal that decision by filing a written request for review. The student should include with that request any additional supporting information not previously available, particularly information of an academic nature. Admission appeals should be submitted to the Office of Admission for review by the Admission Committee. No appeals will be processed or granted after the first day of classes.

AUDIT ENROLLMENT

Auditing a class at Anderson University is a policy extended to full and part time Anderson students as a means of enriching degree seeking students. Please see the [Auditing a Course](#) section in the [Academic Policies](#) section for more details about how to audit a class.

DUAL ENROLLMENT ADMISSION ([LAUNCH Program](#))

Anderson University offers a dual enrollment program (called LAUNCH) that provides opportunities to high school students who wish to supplement and enrich their secondary school programs. Enrollment is permitted on a space-available basis in courses at a special dual enrollment rate. Depending on the class, there could be an additional class fee or textbook cost. The LAUNCH program is not available for online courses. Placement exams may be required.

To be eligible to participate in the program, typically students must be high school juniors and seniors who have at least a 3.0 GPA, are recommended by their high school guidance counselor, and who agree to abide by the Lifestyle Statement at Anderson University. Individual cases, however, may be evaluated based on exceptional merit.

A dual-enrolled student may enroll for a maximum of six credit hours per semester (typically two classes), not to exceed a total of 24 hours for the program. Full credit is awarded for all courses satisfactorily completed according to the university's established requirements and procedures. Failure to maintain satisfactory academic progress, defined as a grade of C or higher in a dual enrollment course within the Launch program, may result in dismissal from the program.

Anderson University retains the final right of approval for all aspects of the dual enrollment program. Should the student enroll following high school graduation, the grade earned in their classes as a dual enrollment student at Anderson University will be applied to their University grade point average. Dual enrollment students can request both official and unofficial transcripts from the University Registrar's Office to provide to their high school counselors for credit purposes.

DEFERRAL AND GAP YEAR POLICY

A gap year is defined as a full academic year taken off, most commonly between high school and college, to pursue personal growth, professional experience, service, or travel. Anderson University permits admitted students to request a deferral of enrollment until the beginning of the next academic year.

Request Process

Students seeking to defer admission must submit the official Deferral Request Form no later than two weeks before the first day of classes for the term to which they were originally admitted. Requests submitted after this deadline will not be considered, and a new application will be required for future enrollment.

Deferral requests may be subject to program-specific limitations. Some academic programs admit students only during designated terms or may close to new applicants, making deferral unavailable in those cases.

Enrollment and Financial Aid Implications

Students who have already taken steps toward enrollment — such as registering for classes or applying for housing — must formally cancel any arrangements prior to the deferral. Financial aid packages do not carry over and will be recalculated for the new entry term in accordance with federal, state, and institutional policies.

If, during the deferral period, the student enrolls in any postsecondary coursework and earns academic credit, the deferral will be nullified. The student must then reapply as a transfer applicant and submit official transcripts from each institution attended. This includes academic credit earned through the [Community College of the Air Force](#).

Contact

Questions regarding deferrals may be directed to the Office of Admission at 765-641-4080 or info@anderson.edu.

ENROLLMENT DEPOSIT

Anderson University requires a \$200 enrollment deposit from students planning to attend AU. The full, one-time, \$200 enrollment deposit is applied directly to the student's university student account toward the cost of tuition. National Decision Day for colleges and universities is May 1 each year. The Anderson University enrollment deposit is fully refundable until May 1. Anderson University understands that some students and their families may be facing financial challenges and paying a \$200 enrollment deposit may not be possible. Students may apply for a deposit waiver by contacting their admission counselor.

FELONIES

Anderson University is committed to creating a safe learning environment and as such, complies with federal safety requirements. In addition, the university requires all applicants who have been convicted of a felony or have a pending felony charge to disclose such information. Students who are charged with or convicted of a felony following admission are required to immediately report the charge or conviction to the Office of Admission or to the Center for Student Life.

Information regarding felony convictions or pending charges will be reviewed and a recommendation made regarding applicant's enrollment suitability. If the university discovers an undisclosed felony or pending felony charge, the Office of Admission reserves the right to revoke admission, even if the student has matriculated into current student status.

MARKETING, RECRUITING, AND ADVERTISING

As a member of the [National Association for College Admission Counselors](#) (NACAC), Anderson University follows the NACAC Code of Ethics and Professional Practices in the recruitment of all students. In addition to following NACAC's Code of Ethics and Professional Practices, Anderson University will ensure compliance with program integrity requirements consistent with the regulations issued by the Department of Education (34 C.F.R 668.71-668.75 and 668.14) related to restrictions on misrepresentation, recruitment, and payment of incentive compensation. This applies to the educational institution itself and its agents including third party lead generators, marketing firms, or companies that own or operate the educational institutions.

READMISSION

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

- Official transcripts of all college work taken since the last date of attendance at Anderson University must be submitted.
- All students applying for readmission must be approved by a committee process before readmission can be granted.

TRANSFER STUDENTS

Anderson University welcomes applications from transfer students. Full-time transfer admission is generally reserved for students:

- who have attended another institution after high school graduation, and
- who have earned 12 or more transferable hours of 100 level courses or higher with a minimum 2.0 grade point average.

In determining eligibility for hours of full-time enrollment, Anderson University evaluates the candidate's high school and university records and related educational experiences. Students with less than 12 hours of transferable credit of 100-level courses may be considered for full-time transfer enrollment based on exceptional high school and college credentials, time since last college attendance, and life experiences.

- Applicants with 12 college credits earned below a 2.0 grade point average will be considered for admission by committee. If the committee concludes that the student is admissible, the student will be admitted on probation and limited to enrolling in 12 credit hours per semester for at least one semester or until a 2.0 grade point average is achieved at Anderson University
- Transcripts from ALL post-secondary institutions attended must be submitted, regardless of whether credits were earned or the student withdrew prior to credit being awarded.
- Official transcripts are those that are received by Anderson University directly from the institution(s) awarding the original credit. Official transcripts are used for admission purposes only and are not returnable or transferable. An initial transfer admission decision may be made using an unofficial transcript.
- Official transcripts will be evaluated for credit transfer upon receipt. Courses earning a C- or better from regionally accredited institutions will be evaluated for credit by the Office of the University Registrar. Anderson University is part of the [Core Transfer Library](#) for students to do a preliminary self-assessment of transferable credits.
- The admission committee reserves the right to conditionally admit students transferring with a grade point average below 2.0 on academic probation with a limit of 12 hours per semester for one semester or until a 2.0 grade point average is achieved. These students will be assigned an academic success coach upon matriculation to the university.

FEES

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

The following charges are the basic budget costs per semester for the 2025-26 academic year:

Tuition	\$18,800
Room	3,600
Meal Plan	3,060
Fees	650
Total	\$26,110

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

The university meal plan offers students various dining options around campus, including the *Marketplace* (main cafeteria), *Raven's Haven* (Chick-fil-A), *Mocha Joe's* (student-run coffee venue), *Just Baked* (hot food vending machine) and *Create* (grab and go). Menu selection and hours of service vary to accommodate students' needs and schedules. Additional information can be found at dineoncampus.com/anderson.

In addition to these basic costs, students should budget \$2,500-\$3,000 each semester for books, additional meals, and incidental expenses. Stated rates are subject to change.

Although all tuition, room, and board charges are due and can be paid at the beginning of each semester, monthly payment plans are available. Information regarding payment plans is sent to all new and returning students. Additional information may be requested by email studentaccounts@anderson.edu, by phone (765) 641-4001, or by visiting the Business Office (Decker Hall lower level).

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

FINANCIAL AID

Financial aid is offered to Anderson University students through a combination of aid programs available from institutional, federal, state, and local sources. Students receive individual financial aid offers based on their financial aid eligibility from these sources. The financial aid offer is generally made up of two components of aid: non-repayable assistance (grants or scholarships) and self-help assistance (student loans and employment).

To be considered for need-based institutional, federal, or state financial assistance, students must submit a [Free Application for Federal Student Aid](#) (FAFSA). Financial aid is awarded annually. The FAFSA typically opens each year on October 1. Aid requests are considered throughout the school year from the available funds remaining. Students should include the University's school code (**001785**) to ensure that the Office of Financial Aid and Scholarships is able to determine their financial aid eligibility. To be eligible for state of Indiana scholarships and grants, the FAFSA must be submitted by the state of Indiana deadline (typically April 15) prior to the beginning of the fall semester. Additional documentation may be requested in order to process a student financial aid.

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

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. A review of a student's SAP status will be made at the end of each semester, including a summer term if the student is enrolled in a summer term.

- **Maximum Number of Attempted Hours.** Students are eligible to receive financial aid, provided all other requirements of the SAP Policy have been met, 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 towards 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, or if it is no longer mathematically possible for the student to complete their degree within the maximum number of attempted hours allowed, the student will be denied eligibility for financial aid.
- **Minimum Cumulative Grade Point Average (GPA) Required.** Students are eligible to receive financial aid, provided all other requirements of the SAP Policy have been met, so long as they maintain the minimum cumulative GPA as listed below. Students who fall below the minimum cumulative GPA will be placed on a "Warning" status for financial aid. Students on a Warning status must increase their cumulative GPA to meet SAP eligibility requirements by the end of the following semester. If SAP eligibility requirements are not met at the end of the following semester, the student will be denied their eligibility for financial aid. (See Financial Aid Appeals below). Withdrawn classes and transfer credits are not used in the determination of the student's grade point average. Repeated classes will be used in the determination of the grade point average. Any Incomplete (I) that is changed to another grade will be reviewed at the next semester review.

Hours Earned Minimum Cumulative GPA:

- 1-29 completed credit hours = 1.60 minimum GPA
- 30-59 hours completed credit hours = 1.80 minimum GPA
- 60 or more completed credit hours = 2.00 minimum GPA

- **Minimum Number of Earned Hours Required.** Students are eligible to receive financial aid, provided all other requirements of the SAP Policy have been met, so long as they earn at least 67% of attempted hours. Students who do not earn at least 67% of their attempted hours will be placed on a “Warning” status for financial aid. Students on a Warning status must meet SAP eligibility requirements by the end of the following semester. If SAP eligibility requirements are not met at the end of the following semester, the student will be denied their eligibility for financial aid. (See Financial Aid Appeals below). Withdrawn classes in which students receive a grade of “W” (withdraw), repeated classes, classes in which they have Incompletes (I), and transfer credits are all considered attempted hours. Any Incomplete (I) that is changed to another grade will be reviewed at the next semester review.

Students who fail to meet SAP are not eligible to receive financial aid but are eligible for reinstatement of their financial aid following the completion of at least twelve (12) credit hours and by earning at least a 2.0 GPA for those hours. Such coursework can be completed at any accredited college or university. To request reinstatement of eligibility students will be required to submit a copy of their most recent transcript which shows the completion of at least twelve (12) credit hours with at least a 2.0 GPA along with an approved academic plan.

A student may appeal under any condition that constitutes an extenuating and/or mitigating circumstance and where such circumstances contributed to their failure to meet the university's standard of SAP.

Additional policies and procedures are available from the Office of Financial Aid and Scholarships or online at <https://anderson.edu/admissions/financial-aid/resources/>.

REFUND POLICY

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. Reductions for withdrawals or schedule revisions occurring on or before the end of:

- first week of classes — 90% reduction
- second week of classes — 90% reduction
- third week of classes — 75% reduction
- fourth week of classes — no reduction

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 Dean of Student Life. Questions of adjustment for reducing the number of hours should be directed to the Office of the University Registrar.

VETERANS BENEFITS

Anderson University attempts to make a good-faith effort to comply with Executive Order 13607: establishing principles of excellence for educational institutions serving service members, veterans, spouses, and other family members. These principles were established to strengthen oversight, enforcement, and accountability of education programs and to ensure all service members, veterans, and their families have the necessary information they need to make informed decisions concerning their educational goals. In addition, we advise service members to speak with an education services officer or counselor within 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 the Veterans Administration Educational benefits in regularly scheduled credit courses leading to standard college degrees.

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

VA Chapter 31 and Chapter 33 Post 9/11 GI Bill®– 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 & Employment (Ch. 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.

Current and admitted students who have questions about VA benefits may also address inquiries to the Office of the University Registrar or to the Office of Financial Aid and Scholarships.

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 Policies

Please contact the [Office of the Registrar](#) for the most up-to-date information regarding academic policies. Further academic policy information is also available on the university website.

ACADEMIC FORGIVENESS

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

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

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

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

ACADEMIC INTEGRITY

Anderson University seeks to support and promote qualities of academic honesty and personal integrity and regards cheating, plagiarism and all other forms of academic dishonesty as serious offenses against the University community. Such offenses will be dealt with in an appropriate manner.

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:

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.
2. Failure to acknowledge properly authorities quoted, cited, or consulted in the preparation of written work (plagiarism).
3. The use of any resources during an examination without permission of the instructor.
4. The getting or giving of unauthorized help on assignments.
5. Tampering with experimental data to obtain a "desired" result or creating results for experiments not done (dry labbing).
6. Tampering with or destroying the academic work of others.
7. Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor.
8. Lying about these or other academic matters.

Students who are guilty of such academic violations can expect to be penalized. An instructor whose definition of cheating may differ from that stated above has the responsibility and obligation to inform students, in writing, at the beginning of the course. Those instructors who fail to do so have no basis for disciplinary action in instances of purported student dishonesty outside of the provisions stated above.

The course instructor shall have the authority to deal with instances of academic dishonesty within the framework of the following guidelines.

1. Faculty members must report any student who has significantly violated the policy on academic integrity to the Office of the Provost using the Academic Integrity Violation report form. Following two reports against a particular student, action will be initiated under provisions of the judicial code and may lead to dismissal of the student from the university.
2. The maximum assessable penalty for a first offense shall not exceed double the original value of the assignment plus no option to make up the work in question.
3. Alternate courses of action may include, but are not limited to, the following:
 - a. Work may be redone for full or partial credit.
 - b. Alternate assignments may be given for full or partial credit.
 - c. Work may not be redone and no credit will be given for that particular assignment.

The student has the right to appeal actions under this policy through the regular channels as established by the grade appeal process.

Grounds for appeal are:

1. insufficient evidence of dishonesty;
2. penalties assessed in excess of those allowed under the above guidelines; or
3. provisions of grade appeal cited in the Student Handbook.

In all instances of academic dishonesty, instructors are urged to counsel offenders and, if necessary, refer them to the Provost for more extensive conversations.

ACADEMIC LEAVE OF ABSENCE

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

The Leave of Absence Policy applies to:

- students who are pursuing a degree from Anderson University but leave the university for a semester to participate in a study-abroad program, internship, or practicum, which is not done with an AU matriculation
- students who, due to circumstances beyond their control (such as the need to care for ill parents or the onset of a personal illness or military training), must suspend their enrollment in classes for a semester

A leave of absence may be granted for one semester but, depending on the specific circumstances, may be granted for a full academic year if the student intends to return to Anderson University for the completion of their degree. To qualify, students must be in good academic and financial standing and must complete the required application forms.

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

Due to Visa restrictions, international students are not eligible for academic leave and should consult with their Designated School Official (DSO). For more information, contact the Center for Student Life.

ACADEMIC LOAD

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

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

- Students with a 3.25 GPA may register for 19 hours
- Students with a 3.5 GPA may register for 20 hours
- Students with a 3.75 GPA may register for 21 hours

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

ACADEMIC NOTICE

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

In general, students on academic notice may not participate in any extracurricular activities. The provost has the final authority over the conditions placed upon students on academic notice.

Before attending classes, students on academic notice are expected to sign an academic support contract with the director of educational support services. The contract may include, but is not limited to, such items as study assistance; restrictions on work commitments, housing, course load; being assigned to [LART 1000](#); and class attendance.

ACADEMIC PROGRESSION

Any student not achieving acceptable standards may be barred from returning to Anderson University for a period of at least one semester. Students who are readmitted after having been barred once are expected to attain a 2.0 current GPA in their next 12 hours and must continue to achieve or make substantial progress toward the stated minimum standards in order to continue. Readmitted students come in under academic notice status. If the student is barred a second time, it will be for at least two years. Any subsequent readmission will be regarded as a final opportunity to continue studies at Anderson University.

The provost may request the Academic Review Committee to review and make recommendations regarding cases when necessary. Extenuating circumstances may justify the continuation of students whose cumulative GPA falls below the stated standards.

ACADEMIC STANDING

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

<u>Hours Earned</u>	<u>GPA</u>
1-29	1.6
30-59	1.8
60 or more	2.0

ADVANCED PLACEMENT

Advanced placement and/or credit may be earned through placement examination for a maximum of 30 credits. The four examinations Anderson University recognizes, subject to approval by the academic departments, are:

- the [College Board Advanced Placement \(AP\) Program](#)
- the [College Level Examination Program \(CLEP\)](#)
- the [Cambridge International Examinations](#) (GCE A level)
- the [International Baccalaureate \(IB\) Program](#)

Credit received by examination is tuition- free and applies toward graduation requirements. Contact the [Office of the Registrar](#) for additional information.

AUDITING A COURSE

As a means of enrichment to the degree-seeking student, Anderson University recognizes the following ways of auditing a course:

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

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

3. **Auditing with payment of a fee:** A student who does not meet the specific requirements as outlined above may, upon payment of the audit fee, audit a course as outlined under "A" or "B" above. Full-time students are entitled to audit one course per semester at no additional charge. Other students will be charged the current fee.

The courses will appear on the transcript with a grade of "AU" and will not count toward academic credit. **Auditing is a policy privilege extended to full- and part-time AU students only.**

CLASS ATTENDANCE

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

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

CLASS LEVEL IDENTIFICATION

Class identification at Anderson University is determined as follows:

- **Freshman:** A student who has completed fewer than 24 hours of college credit.
- **Sophomore:** A student who has completed 24-51 hours of college credit.
- **Junior:** A student who has completed 52-87 hours of college credit.
- **Senior:** A student who has completed 88 or more hours of college credit.
- **Lower-Division:** Freshman and sophomore students.
- **Upper-Division:** Junior and senior students.
- **Part-time:** A student carrying 1-11 hours.
- **Special:** Audit, guest student, or high school student. Also includes children or adults who are taking music lessons but are not enrolled in academic work at the university level.

COURSE REPETITION

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

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

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

CREDIT HOUR POLICY

Anderson University's definition of a credit hour formalizes compliance with federal and accreditation expectations and helps to provide consistency throughout the University. In general, academic courses constitute between 35-45 hours of learning engagement for each credit hour earned. For example, one credit is equivalent to 50 minutes (minimum) of class time (direct instruction) and a minimum of two hours of out of class student work per week. Therefore, a three-credit course will typically meet 150 minutes per week for 15 weeks (37.50 hours, direct faculty instruction). Credit hour guidelines for various modalities are as follows:

Classroom Instruction (Face-to-Face)

- **Lecture/Seminar:** Courses focus on principles, concepts or ideas, lecture, discussion and demonstration. A semester credit hour is earned across 15 weeks for three 50-minute sessions per week or two 75-minute sessions per week of direct faculty instruction with a minimum of two hours of student learning engagement outside of class per week throughout the semester. For example, a typical three-credit hour course meets for three, 50-minute sessions or two, 75-minute sessions a week for fifteen weeks. Most lecture and seminar courses are awarded 3 credits.

- **Accelerated:** Courses offered within the standard 15-week term but in an accelerated format (e.g. 7 or 8 weeks). The content and substantive learning outcomes are the same. These courses must meet the definition of standard lecture contact time and out of class engaged learning within the time frame the accelerated version is offered.

Practical Application

- **Laboratory:** Courses where the major focus is on “hands on” experience to support student learning (use of equipment, activities, tools, machines generally found in a laboratory). One to two Laboratory credits represents a minimum of 1 hour per week of lecture or discussion plus a minimum of 2-4 hours of scheduled supervised or independent laboratory work.
- **Studio:** Courses taught as applied study on a private or semi-private basis. Students receive anywhere from one to two credits for applied music courses. Private instruction ranges from 30 to 60 minutes with independent practice as prescribed by the instructor.
- **Internship/Field Experience:** Courses developed for independent learning and the development and application of job related or practical skills in a particular discipline. These courses allow for observation, participation, and fieldwork, and are generally offered off campus. Internship time includes a combination of supervised time by approved experts outside the university, student assignments, and time supervised by a university instructor.
- **Practicum/Student Teaching:** Courses developed for independent learning and the development and application of job-related or practical skills in a particular discipline. These courses allow for observation, participation, client evaluation, fieldwork, and are offered off campus. Internship time includes a combination of supervised time by approved experts outside the university, student assignments, and time supervised by a university instructor (see above).
- **Clinical Placement:** Supervised experiences where students are afforded an opportunity to apply skills and techniques acquired from assessment and intervention-oriented course material. Number of hours varies by academic program based on clinical placement site hour requirements and student assignments (see above).

An equivalent amount of work is required in courses and academic activities where direct instruction is not the primary mode of learning, such as independent study, and directed study, online, and hybrid courses. Credits will be awarded on the basis of documented learning objectives, expected learning outcomes, and student workload expectations within a specified period of academically engaged time.

- **Independent Study:** Courses that permit a student to study a subject or topic in considerable depth beyond the scope of a regular course. Students meet periodically, as agreed upon with the faculty member, for the duration of the course. University faculty provides guidance, critique, and review of the student's work. Students demonstrate competency through the completion of a final assessment either by submitting a final paper, project or portfolio, etc. as required by the faculty member. Credit hours are assigned based on approximately 35-45 hours of learning engagement per credit hour for the amount of activity associated with the course, faculty supervision, and amount of student outside work.
- **Directed Study:** Courses that are regular courses, not available in the semester and that the student has not been able to schedule in the regular sequence. Scope, assignments, and requirements for a directed study course are the same as for the regular course with the same course number, title, and description. Students meet with the instructor as arranged, completing approximately 35-45 hours of learning engagement per credit hour which may include face-to-face instruction, independent work, online discussion, and written assignments or tests.
- **Hybrid:** A course is considered hybrid (or blended) when it is composed of both online learning and classroom learning and incorporates the best features of both environments to meet the learning objectives of the course. No less than 51% of the course is to be scheduled as face-to-face, and no more than 49% of the course is to be scheduled as online. For a three-credit course, no less than 76.50 minutes (1.275 hours) a week can be scheduled face-to-face and no more than 73.50 minutes (1.225 hours) per a week can be scheduled online equaling a total of 150 minutes of instruction per week.
- **Online (Asynchronous):** Courses where “instructors and students do not meet in the same space”. Regardless of mode of instruction, courses should be consistent in terms of quality, assessment, learning outcomes, requirements, etc. as courses offered face-to-face with the same department prefix, number, and course title. Faculty must demonstrate active academic engagement through interactive methods, including but not limited to, interactive tutorials, group discussions, virtual study/project groups, discussion boards, chat rooms, etc. Simply logging on, either by faculty or students, does not constitute active student learning. Credit hours assigned to a course delivered online must equal the number of credit hours for the same course delivered face-to-face.

Revised Expanded Policy: March 18, 2019

DEAN'S LIST

Full-time students (enrolled in 12 or more **graded** hours) who earn a semester GPA of 3.5 to 3.99 qualify for the Dean's List. Full-time students who earn a perfect 4.0 semester GPA qualify for the Dean's List with the additional honor of “Special Distinction.”

GRADING

Grades, Hours, and Credit Points:

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

Grade reports are issued by the [Office of the Registrar](#) in the following terms:

A, A-	Achievement of superior quality in course objectives
B+, B, B-	Achievement of excellent quality in course objectives
C+, C, C-	Achievement of average or somewhat above average quality in course objectives
D+, D	Basically unsatisfactory achievement but of sufficient quality to meet minimum requirements
F	Clearly unsatisfactory or below minimal achievement of course objectives
I	Incomplete. Allows completion of delayed work by written agreement between instructor and student. Must be on file with the university registrar before grades are processed; becomes F at the end of the fifth week of the following semester if not completed.
IP	In progress
NR	Faculty did not record a grade.
W	Withdrew
WF	Withdrawn failing
AW	Administrative Withdrawal
S	Work completed at C- level or above
U	Work completed at D+ level or below
CR	Work completed at a satisfactory level
NC	Work completed at an unsatisfactory level

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

Credit points per hour:	A	=	4.0
	A-	=	3.67
	B+	=	3.33
	B	=	3.0
	B-	=	2.67
	C+	=	2.33
	C	=	2.0
	C-	=	1.67
	D+	=	1.33
	D	=	1.0

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

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

Grade Point Average:

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

When the course is repeated, only the hours and credit points for the latest grade assigned for that course are counted in the total hours attempted and total credit points. The following example shows how semester GPA and cumulative GPA are calculated:

Course	Hours Attempted	Grade	Credit Points
ENGL 1110	3	C	6.0
SOCI 2010	3	B	9.0
BIOL 2210	4	A-	14.68
PSYC 2000	3	D	3.0
<u>HIST 2030</u>	<u>3</u>	<u>F</u>	<u>0.0</u>
Semester Total	16		32.68

Previous Semesters	27		74.0
Cumulative Total	43		106.68
Semester Credit Points:	32.68	Cumulative Credit Points:	106.68
÷ Hours Attempted:	16	÷ Hours Attempted:	43
= Semester GPA:	2.04	= Cumulative GPA:	2.48

The GPA is truncated (not rounded). For example, a 2.999 GPA is still a 2.99, NOT a 3.0.

Grade Appeal:

At times, students might believe there is adequate reason for grade reconsideration. Students with such grievances have the right to make an appeal and receive a fair hearing. The following are the only grounds for which a course grade may be appealed:

- An obvious error in the calculation of the grade
- The assignment of a course grade to a particular student by application of more exacting or demanding standards than were applied to other students in the course
- The assignment of a course grade to a particular student on some basis other than performance in the course
- The assignment of a course grade by a substantial departure from the instructor's previously announced standards.

The following procedure outlines the steps in the grade-appeal process:

- **STEP 1:** Students are expected to attempt to resolve the issue through consultation with the instructor. The grade appeal process must be initiated by the student by email as soon as possible, but no later than 15 calendar days after grades have been posted by the University Registrar. Extenuating circumstances are possible in which it would not be feasible or advisable to register an appeal with the instructor. In such unusual circumstances, students may present their appeal directly to the chair of the department in which the course was offered.
- **STEP 2:** Students who are unable to reach a satisfactory agreement with the instructor or who, for reasons stated previously, have not conferred with the instructor, may file a written petition by contacting the University Registrar. The University Registrar will direct the written petition to the appropriate department chair or program director, requesting the chair or director review the appeal. If the department chair is the instructor who issued the grade being appealed, then the written petition will be sent by the University Registrar to the appropriate college dean. Such a petition is to be filed within five calendar days after the discussion with the instructor, or if the contact has been by email, within five calendar days following the receipt of the instructor's reply. In filing appeals, students must state their appeal clearly, indicate the date(s) on which they consulted with the instructor, and state briefly their interpretation of the outcome of the discussion.
- **STEP 3:** Upon receiving a petition for a grade appeal, the department chair or program director might seek additional information from the student (through interview or by email) in an attempt to understand as fully as possible, the nature of and the justification for the appeal. The department chair or program director will then confer with the faculty member and, at his or her discretion, may talk with the instructor and student together.
- **STEP 4:** If the department chair or program director is unable to resolve the issue to the student's satisfaction, he or she will ask the chairperson of the Academic Policies & Appeals Committee to call a special meeting of the committee to review all the information available, to give a hearing to the student (through interview or by email) at the discretion of the committee, and also to the instructor. The committee may consult with other students who were in the same course and also with other faculty member(s) in the instructor's department.
- **STEP 5:** When the Academic Policies & Appeals Committee has made a thorough review of the case and has reached a decision about the appeal presented, it shall make its decision and recommendations known, in writing, to the student, to the instructor of the course, to the college dean, and to the department chair or program director.

The committee may make appropriate recommendations regarding procedures to the instructor. If a semester grade is in question, the committee may recommend to the instructor that a change of grade be considered. In unusual circumstances, the provost and college dean may initiate such a change if the instructor will not do so and there appears to be compelling reasons for such action. The decision of the committee is final.

Credit/Non-Credit Grading:

Some courses are offered only as credit or non-credit. As such, they appear in the master schedule of classes with a CR/NC registration. The hours taken are credited toward graduation but will not be considered in determining the grade point average (or included in considering eligibility for the Dean's List).

Satisfactory/Unsatisfactory Grading:

In addition to registering for courses on a regular-grade basis, students also have the option of registering on a satisfactory/unsatisfactory (S/U) basis.

The S/U option seeks to facilitate intellectual exploration in search of a major, in support of a major, or in pursuit of a personal interest; to offer the flexibility of a grading process which most appropriately relates to the objectives of a

particular course; and to provide an opportunity, without grade-point consideration, for students to assess their own interests and abilities. This encourages greater communication between students and faculty concerning the meaning of evaluation. Conditions for taking classes satisfactory/unsatisfactory are as follows:

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

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

GRADUATION PROCEDURES

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

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

An Application for Graduation must be filed with the [Office of the Registrar](#) by the following deadlines to allow sufficient time for processing:

- December and May graduates: by the last Friday in April
- August graduates: by the first Monday in October

DIRECTED OR INDEPENDENT STUDY

On occasion a student may need or desire to take a course out of schedule (i.e. Directed Study) or to do individual work on a project or topic (i.e. Independent Study) under the supervision of a faculty member.

Directed Study: When a student is unable to take a required catalog course as regularly scheduled the student may petition to the faculty member to take the course as a Directed Study. The same course objectives are used with the only difference being that the student completes the course independently under the direction of the faculty member.

Independent Study: Students interested in pursuing academic credit for an individually constructed course under the supervision of a faculty member may request to develop an Independent Study syllabus. An Independent Study requires a syllabus/learning contract, mutually constructed by the student and faculty member, and must have permission from the faculty member, department chair, academic advisor, and dean. Students may schedule a maximum of 8 hours of independent study applicable to a major, 4 hours to a minor, and no more than 4 hours in a given semester.

INSTITUTIONAL EXAM

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

Results from Anderson University institutional examinations are considered for purposes of advanced standing or advanced placement.

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

INTERNSHIPS

So as to comply with federal and state regulations and to address concerns for university liability, the University requires students to register for an internship prior to the start of the internship and within university deadlines. Granting credit for internships requires enrollment in the class during the semester/term in which participation in the internship occurs.

If an internship extends to more than one semester or term, the student's registration must reflect the credit hours earned each semester or term. This policy satisfies the need to limit university liability and to comply with governmental regulations concerning financial aid.

LATIN HONORS

Students earning a cumulative GPA of 3.7 or above will graduate *cum laude*; 3.8 and above, *magna cum laude*; and 3.9 and above, *summa cum laude*. Such honors are open only to students who have earned the qualifying GPA with a minimum of 60 hours at Anderson University.

PROGRAM AND POLICY CHANGES

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

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

RESIDENCY REQUIREMENT

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

TRANSCRIPTS

Students wanting transcripts of their university work must submit a written request to the [Office of the Registrar](#), giving at least one week's notice. The appropriate fee is to be included with the request. All financial obligations to the university must be arranged to the satisfaction of the Business Office before transcripts will be released directly to an individual. Transcripts may be sent directly to an employer, potential employer, or an educational institution without financial obligations being met. Transcripts may be ordered online at getmytranscript.org.

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

The [Office of the Registrar](#) will evaluate and determine the applicability of all college credits being transferred from other institutions. Students who transfer a substantial number of hours from other institutions are required to complete at least 50% of their majors, minors, or professional fields at Anderson University. Generally, credit is accepted without condition for courses with a grade of C- or above from traditional institutions holding either a regional or Council for Higher Education Accreditation (CHEA). Students should consult with the Office of the University Registrar concerning policy on acceptance of credit from non-traditional institutions and institutions not holding regional accreditation.

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

All international students seeking to transfer credit to the university from outside the United States are required to 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. Note: All expenses associated with foreign transcript evaluations are the student's responsibility.

Transfer courses may be considered applicable to the liberal arts requirement for advanced writing or speech competency (writing/speaking-intensive) if either the transcript indicates that the course(s) were counted toward the other institution's advanced writing or speaking-intensive requirements which meet or exceed Anderson University requirements (see requirements in the Liberal Arts Program section in this catalog), or the student can produce a syllabus that clearly shows how the course(s) satisfies Anderson University's requirements. No more than 64 semester credit hours earned from an Associate Degree may be applied to any Anderson University baccalaureate degree. The transfer credit process can only be initiated for students who have applied to AU.

Associate of Arts and Associate of Science Degree Transfer Policy:

Any student transferring to Anderson University from a regionally-accredited or CHEA-recognized college/ university with an Associate of Arts or Associate of Science degree and has completed at least 24 credits in the Liberal Arts will have satisfied the Anderson University Liberal Arts Core requirements with the noted exceptions of the religion requirements (Biblical Literacy and Christian Ways of Knowing) and the liberal arts requirements that are embedded in the majors (Writing-Intensive, Speaking-Intensive, and Experiential requirements). Associate degree transfer students must complete at least 60 hours at Anderson University and reach 120 credits to graduate. This policy only applies to students who hold an Associate Degree prior to matriculating to Anderson University. For more information, contact the [Office of the Registrar](#).

Transfer of Credit – Current Students:

Students currently enrolled at AU should obtain permission from the [University Registrar](#) to take courses elsewhere if they intend to transfer that coursework to AU. Courses need to be taken at a regionally accredited college or university.

A syllabus or catalog description from the other institution is required to determine the applicability of the intended coursework toward the liberal arts or program requirements. Students who have a declared major need departmental approval as well as approval from the University Registrar for a course to apply to the major or minor.

A final grade of C- or above must be earned in order for transfer credit to be received. Grades for courses taken at other institutions will not appear on your AU transcript, but credit hours may count toward graduation requirements. The Anderson University Course Repetition Policy requires that the same course must be taken at AU to adjust the GPA.

WITHDRAWAL FROM COURSES

Student-Initiated Withdrawal:

Official withdrawal from all courses must be completed by submission of the appropriate form. The official withdrawal date will be the date that the form is submitted. In extenuating circumstances, a student may initiate complete withdrawal from all courses by phone or by letter to the [Office of the Registrar](#). Questions about the policy for complete withdrawal should be directed to the [Office of the Registrar](#).

Students desiring to drop an individual course may do so by filling out the appropriate Etrieve form. Deadlines and drop fees should be noted. Questions regarding dropping a course should be directed to the student's academic advisor or may be directed to the registrar's office.

University-Initiated Withdrawal:

The university has the authority to withdraw a student from the university and to revoke the student's registration at any time during the academic year. There are two types of university-initiated withdrawals:

- **WF (withdrawn failing):** A grade of WF is assigned by the faculty at any time before the tenth week of the semester or by the dean of student life whenever it is deemed appropriate. The WF grade is assigned either when a student has stopped attending classes without officially withdrawing or when a student is withdrawn for disciplinary reasons. For purposes of GPA calculation, a WF is equivalent to an F.
- **AW (administrative withdrawal):** A grade of AW is assigned by the administration or by the dean of student life when circumstances do not warrant a failing grade or whenever it is deemed appropriate. The AW grade is not computed in the student's GPA and therefore involves no academic penalty. The recording of this grade must be authorized by the University Registrar.

STUDENT HANDBOOK

In addition to academic policies, students are also expected to follow the campus policies and procedures contained in the Student Handbook which is published annually by the [Center for Student Life](#). The handbook also serves as a resource to connect students with faculty and staff working to help them succeed. Some of the policies included in the student handbook include:

- Chapel Attendance
- Residence Life
- Title IX
- Housing
- Community Standards

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

- Financial Aid
- Student Services
- Campus Security

For a complete list of Student Life policies, procedures, and resources, please refer to the Student Handbook, available online at anderson.edu/student-life/handbook.

Academic Organization

The academic programs of Anderson University are grouped into four colleges, each with a dean who serves as chief operational officer regarding its programs and personnel:

- ***College of Arts and Sciences***
 - School of Music & Performing Arts
 - Department of Computer Science & Mathematics
 - Department of Humanities
 - Department of Natural Sciences
 - Department of Psychology
 - Department of Social Sciences
 - Interdisciplinary Programs
 - Honors Program
 - General Studies
 - ASPIRE Advising
 - Liberal Arts
- ***College of Professional Studies***
 - Falls School of Business
 - School of Nursing
 - Department of Engineering
 - Department of Kinesiology
 - Department of Teacher Education
- ***College of Theological, Graduate, and Online Studies***
 - School of Theology & Christian Ministry
 - Department of Ministry Education in Spanish
 - Graduate Programs
 - Music Education (MME)
 - Business (DBA, MBA, MOL)
 - Theology (MACM, MDiv, MTS)
 - Co-Curricular Centers
 - The Massey Center for Compelling Preaching
 - Peace & Conflict Transformation (PACT)
 - Center for Public Service (CPS)

MAJORS AND MINORS

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

Students are responsible for planning and completing the requirements of their majors, minors, and cognates. A GPA of at least 2.0 is required for all courses applied to the major or area of concentration.

Students completing two or more majors (including complementary majors) must earn a minimum of 15 hours that are unique to each major. To be awarded a major, students must complete at least 50% of all coursework in residence at Anderson University.

DECLARATION OF MAJOR AND MINOR

Students should file a declaration of major and minor or cognate utilizing the appropriate Etrieve form. For planning the proper sequence of courses, students should declare a major as soon as possible.

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

To change majors or minors, students must file the appropriate Etrieve form at the earliest possible date.

ADMISSION TO A PARTICULAR MAJOR

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

MAJORS

Majors are defined as a concentration of at least 30 hours of related courses, designed to provide individual depth within a discipline or a recognized field of study. *Unless otherwise noted, all majors lead to the Bachelor of Arts (BA) degree.*

Majors include the following:

- [Accounting](#)
- [Actuarial Science](#)
- [Biochemistry \(BA or BS\)](#)
- [Biology \(BA or BS\)](#)
- [Business Analytics](#)
- [Business & Integrative Leadership](#)
- [Christian Ministries](#)
- [Cinema and Media Arts](#)
- [Civil Engineering \(BS\)](#)
- [Computer Engineering \(BS\)](#)
- [Computer Science \(BA\) or Computer Science \(BS\)](#)
- [Criminal Justice](#)
- [Cybersecurity](#)
- [Data Science \(BA\) or Data Science \(BS\)](#)
- [Education \(non-licensure\)](#)
- [Electrical Engineering \(BS\)](#)
- [Engineering Management](#)
- [Exercise Science](#)
- [Finance](#)
- [History](#)
- [Instrumental Performance \(BMus\)](#)
- [International Relations](#)
- [Literary Studies](#)
- [Management](#)
- [Marketing](#)
- [Mathematics \(BA\) or Mathematics \(BS\)](#)
- [Mechanical Engineering \(BS\)](#)
- [Mechatronics Engineering \(BS\)](#)
- [Ministry Studies](#)
- [Multimedia Journalism](#)
- [Music](#)
- [Music Business](#)
- [Musical Theatre \(BA\) or Musical Theatre \(BMus\)](#)
- [National Security](#)
- [Nursing \(BSN\)](#)
- [Political Science](#)
- [Political Science/Philosophy/Economics](#)
- [Professional Development](#)
- [Psychology](#)
- [Public History](#)
- [Public Relations](#)
- [Social Work](#)
- [Sport & Recreational Leadership](#)
- [Sports Management](#)
- [Teaching Majors](#) (listed below)
- [Theatre](#)
- [Voice Performance \(BMus\)](#)
- [Worship Arts](#)
- [Writing](#)
- [Youth Ministries](#)

TEACHING MAJORS

A teaching major is a grouping of 87-102 hours, typically involving more than one department, for purposes of specialization and teacher certification. *Unless otherwise noted, all teaching majors lead to the Bachelor of Arts (BA) degree.* Teaching majors include:

- [Elementary Education](#)
- [English Language Arts](#)
- [Mathematics](#)
- [Music Education \(BMus\)](#)
- [Social Studies](#)

THREE-YEAR MAJORS

The following majors can be completed in three years of full-time, year-round work:

- [Accounting](#)
- [Biology \(BA\)](#)
- [Christian Ministries](#)
- [Computer Science \(BA\)](#)
- [Criminal Justice](#)
- [Cybersecurity](#)
- [Data Science \(BA\)](#)
- [Elementary Education](#)
- [Exercise Science](#)
- [Finance](#)
- [History](#)
- [Literary Studies](#)
- [Management](#)
- [Marketing](#)
- [Mathematics \(BA\) or Mathematics \(BS\)](#)
- [Music Business](#)
- [Political Science](#)
- [Psychology](#)
- [Public Relations](#)
- [Sports Management](#)
- [Writing](#)
- [Youth Ministries](#)

COMPLEMENTARY MAJORS

A complementary major is a group of related courses (26-54 hours) that must be taken along with one of the majors listed in the preceding [Majors](#) section. It is intended to enhance the primary major and may not stand alone, nor coupled with another complementary major, to fulfill graduation requirements. Complementary majors include the following:

- [Business Administration](#)
- [Christian Ministries](#)
- [Christian Spiritual Formation](#)
- [Computer Science](#)
- [Data Science](#)
- [Financial Planning](#)
- [Humanitarian Engineering](#)
- [Multimedia Journalism](#)
- [Psychology](#)
- [Public Relations](#)
- [Youth Leadership](#)

NON-CATALOG MAJORS

A student may construct and pursue a major course of study not listed in the catalog to achieve a goal of personal significance. Such a major must be strong enough to justify inclusion in the catalog if student demand is sufficient and institutional resources are adequate, and may only be taken as a complement to a primary major. If such a major is interdepartmental or interdisciplinary, it must have the approval of all departments involved and also the college dean.

MINORS

A minor is defined as a clustering of related courses intended to provide individual depth in an area other than a student's major. It is a grouping of 15-18 hours in a single discipline or recognized field of study and must include 12 hours which do not overlap with any other requirement (i.e. another major or minor requirement). A GPA of at least 2.0 is required for all courses applied to the minor. To be awarded a minor, students must complete at least 50% of all coursework in residence at Anderson University. In some cases, a student may wish to complete a second major in lieu of a minor. A student may present a major and a minor in a department offering more than one major. This minor must be in a different field and must include a minimum of 12 hours not applicable to one or more majors. Minors include the following:

- [Accounting](#)
- [Athletic Coaching](#)
- [Biblical Studies](#)
- [Biology](#)
- [Christian Ministries](#)
- [Christian Spiritual Formation](#)
- [Cinema and Media Arts](#)
- [Communication](#)
- [Computer Science](#)
- [Criminal Justice](#)
- [Cybersecurity](#)
- [Dance](#)
- [Data Science](#)
- [Economics](#)
- [Education](#)
- [English Studies](#)
- [Entrepreneurship](#)
- [Ethics](#)
- [Event Planning & Management](#)
- [Finance](#)
- [Global Business](#)
- [History](#)
- [History of Christianity](#)
- [Humanitarian Engineering](#)
- [International Relations](#)
- [Journalism](#)
- [Legal Studies](#)
- [Literary Studies](#)
- [Management](#)
- [Marketing](#)
- [Mathematics](#)
- [Music](#)
- [Music Performance](#)
- [Nutrition](#)
- [Peace & Conflict Transformation](#)
- [Philosophy](#)
- [Physics](#)
- [Political Science](#)
- [Psychology](#)
- [Public History](#)
- [Public Relations](#)
- [Religion](#)
- [Social Media](#)
- [Social Work](#)
- [Sociology](#)
- [Spanish Studies](#)
- [Special Education](#)
- [Sports Management](#)
- [Sport & Recreational Leadership](#)
- [Statistics](#)
- [Theatre](#)
- [Women's Studies](#)
- [Writing](#)

ASSOCIATE DEGREES

- **Associate of Arts with a Concentration in Criminal Justice.** For more information, see the [Department of Social Sciences](#) section of the catalog.
- **Associate of Science with Concentration in any area** approved by the academic advisor. Online students may choose from concentrations in Business, Business Administration & Leadership, History, Ministry Studies, or Sociology. For more information, contact the Dean of the College of Arts & Sciences.

COGNATES

A cognate is defined as a cluster of courses designed to enrich or provide breadth to an academic major. It consists of 15-18 hours in two or more disciplines and may include no more than 4 hours in courses applied to other requirements. A grade point average of at least 2.0 is required for all courses applied to the cognate.

Cognates are generally individually designed and are developed with the approval of the chair of the department offering the related major, as well as the college dean.

Pre-Professional Programs

PHYSICAL THERAPY

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

PRE-HEALTH PROFESSIONAL PROGRAMS

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

Although most pre-health profession students major in biology, biochemistry, or exercise science, in most cases any major may be chosen as long as the particular health profession program and course requirements are met. The length and specific coursework for each program varies depending on the field and the individual professional school selected.

Each pre-health professional program is designed to give students a broad, Christian, liberal arts preparation for service in the health field of choice. The program usually consists of the following components:

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

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

The success of Anderson University's pre-health profession programs can be measured in a variety of ways. AU has an excellent placement record during the past 20 years. Of those students receiving strong committee recommendations, nearly all have been accepted.

PRE-LAW

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

Taking classes across the curriculum helps students develop the analytical, writing, research, and oral communication skills necessary to succeed in law school and beyond. These classes also help students acquire the knowledge of history, politics, societies, cultures, economies, and philosophies that make success in law school more likely.

Interested students should consider the minor in legal studies and consult with AU's pre-law advisor as early as possible.

PRE-SEMINARY STUDIES

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

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

Details of admission requirements for the Anderson University School of Theology & Christian Ministry should be considered in the planning of undergraduate junior and senior years.

Courses of Instruction

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.

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

LEVEL

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

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

TITLE

Designates the course number and title for the course (e.g., 3070 Genetics, listed under the BIOL caption heading).

CREDIT HOURS

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

ADDITIONAL INFORMATION

The **course description**, listed directly beneath the course title, provides details about themes, topics, and issues covered by the course, as well as additional information:

- **EXPECTATION:** Indicates skills or experiences which students are expected to have achieved or demonstrated before taking the course. Also indicates restrictions regarding who may take the course (i.e. departmental exams, minimum grade in a prerequisite course, etc.).
- **CONSENT:** Indicates whether students must obtain consent to take the course. If no designation is listed, no special consent is required.
- **PREREQUISITE:** Indicates required class standing, required major, or course(s) which must be completed before the course may be taken.
- **COREQUISITE:** Indicates required class standing, required major, or other course(s) which must be taken in the same semester as the course.
- **REPEAT:** Indicates when a course may be repeated for credit. May also include limitations on the number of times the course may be repeated or maximum total credits that may be counted.
- **GRADE:** Indicates when CR/NC grading is in effect. No listing indicates standard A-F grading.
- **SAME AS:** Indicates when the course shares the same description and requirements as another course in the catalog.
- **OFFERED:** Indicates the semester and/or year in which the course will be offered, or other terms by which the course will be offered (i.e. with sufficient demand). If no designation is listed, the course is typically offered every year.

Liberal Arts Framework

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

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

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

LIBERAL ARTS CORE CURRICULUM

Anderson University has designed its Christ-centered Liberal Arts Core Curriculum to cultivate students’ skills, deepen their insight, and foster an appreciation for a broad range of disciplines. The curriculum also seeks to form students in intellectual humility, moral discernment, and a lifelong commitment to the virtues of faith, truth, and service. These requirements are organized into two components: the 30-hour **Raven Core** and the 14 to 17-hour **AU Experience**.

RAVEN CORE (30 hrs.)

Those who have completed the Indiana College Core (ICC) are exempt from the Raven Core requirements, but still must satisfy the [AU Experience](#) requirements.

Foundational Skills:

- **Written Communication (Maximum 6 hrs.)**
Courses designed for students to develop their writing and research skills.
At least one required course in this category
- **Speaking & Listening (Maximum 6 hrs.)**
Courses designed to develop oral communication skills.
At least one required course in this category
- **Quantitative Reasoning (Maximum 8 hrs.)**
Courses that pertain to the art of problem-solving by means of critical thinking, logic, and quantitative methods.
At least one required course in this category

Ways of Knowing:

- **Scientific Ways of Knowing (Maximum 8 hrs.)**
These courses present students with a way of understanding the natural laws that govern the behavior of the material world, focusing on knowledge that is quantifiable and accessible through human senses and human reason.
At least one required course in this category
- **Social & Behavioral Ways of Knowing (Maximum 12 hrs.)**
These courses present students with ways of understanding human behavior in either individual or social contexts. Emphasis is placed on the application of a scientific perspective to explain human conduct, including related theoretical views and the development of empirical knowledge through research.
At least one required course in this category
- **Humanistic & Artistic Ways of Knowing (Maximum 12 hrs.)**
These courses present students with a way of understanding the deepest levels of human experience as expressed in history, language, literature, and music.
At least one required course in this category

AU EXPERIENCE (14-17 hrs.)

- **The First-Year-Experience (1 hr.)**
Designed to help students adjust to the campus community. Students work both independently and with their classmates to “Reflect, Connect, and Grow” intellectually, socially, and spiritually as whole people in the Anderson University community, while also obtaining the necessary practical knowledge to meet their college goals.
LART 1050
- **Biblical Literacy (3 hrs.)**
Designed to accomplish two goals: (1) to foster the student’s development of a critically based knowledge of the content of the Bible and (2) to assist students in becoming fluent in the interpretation of Scripture.
BIBL 2000
- **Christian Ways of Knowing (3 hrs.)**
Included in the Anderson University community is a faith perspective that is prepared to raise questions of truth, value, meaning, and morality. Therefore, we foster an atmosphere of free inquiry, consistent with the sponsoring church’s tradition that prizes hospitality as a Christian virtue. These courses explore the role of religion in human experience.
One required course in this category
- **Personal Wellness (2-3 hrs.)**
Examine the relationships of physical activity, leisure, diet, and health and fitness to total personal development of wellness.
One required course in this category
- **Civil Discourse & Conflict Transformation (2-3 hrs.)**
Courses designed for students to develop their civil discourse and conflict transformation skills.
One required course in this category
- **Global Ways of Knowing (3-4 hrs.)**
The combination of these courses presents students with ways of understanding human diversity through the development of intercultural perspectives.

Also, embedded within each major are the following competencies:

- **Writing Intensive**
- **Speaking Intensive**
- **Experiential Ways of Knowing**

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

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

Please note:

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

The First-Year-Experience Seminar (LART 1050) must be taken within the first 24 credit hours at Anderson University. Students must continue to take LART 1050 as offered until this requirement is met.

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

Upper-division courses (numbered 3000 or above) are designed primarily for juniors and seniors and may assume some prior introductory understanding.

For details on how Honors Program (HNRS) courses apply to the Liberal Arts Core Curriculum, refer to the [Honors Program](#) section of this catalog.

LEARNING OUTCOMES

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

- **Critical reasoning/thinking:** Opportunities will be provided to develop intellectual curiosity, independence of thought, and an ability to formulate and test positions on major questions.
- **Communication:** Opportunities will be provided for students to speak and write both within their major fields of study and more general areas with clarity and precision. The experiences will develop an ability to listen and respond effectively to the expression of ideas by others, and they will have the technological and bibliographic skills needed for the development of defensible positions.
- **Cross-disciplinary view:** Opportunities will be provided for students to develop a variety of perspectives on major issues, events, and questions.
- **Christian commitments and practices:** Opportunities will be provided for students to explore the relationship between Christian commitments and practices and personal and global questions and issues. They will be encouraged to explore their obligation for service in personal and professional areas of life and have a sensitivity to their relationship to God, the church, and society.
- **Intercultural perspectives:** Opportunities provided for students to develop an understanding of people from diverse cultural groups, races, genders, socio-economic backgrounds, political opinions, languages, and religious experiences.
- **Preparation for service:** Opportunities will be provided for students to develop the knowledge, skills, and dispositions required in graduate or professional education or the job market. We consciously bring together the liberal arts, professional preparation, and biblical faith and understanding to assist students to serve in diverse local, national, and global societies.

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

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

Adult Learning

Adult education at Anderson University provides meaningful learning experiences for students age 23 and older by offering quality programs designed with the adult learner in mind. Adult students may select from daytime, evening, or online courses. Anderson University is committed to offering accessible and affordable programs that are relevant in the current workforce and economy. Adult learners are supported with dedicated advisors and success coaches.

DEGREE PROGRAMS

Adult students may pursue any traditional degree programs offered by the university. In addition, the following online programs are designed specifically for adult studies:

- [Associate of Arts degree in Criminal Justice](#)
- [Associate of Science degree in General Studies](#)
- [Bachelor of Arts degree in Business & Integrative Leadership](#)
- [Bachelor of Arts degree in Criminal Justice](#)
- [Bachelor of Arts degree in Ministry Studies](#)

ADULT STUDENT TUITION

Adult students pay a flat rate per semester hour for tuition (with the exception of the [Transition to Teaching \(T2T\)](#) program). Additional information for adult students can be found online at anderson.edu/admissions/adult.

Associate Degrees

ASSOCIATE OF ARTS: CRIMINAL JUSTICE (60 hrs.)

This two-year Associate of Arts degree program is designed for students pursuing careers in criminal justice, as well as for individuals already employed in the criminal justice field. The curriculum provides foundational courses in criminal justice and approximately one-half of the hours required for the four-year [Bachelor of Arts degree](#) program. The curriculum assumes proficiency in writing at the ENGL 1110 level.

- BIBL 2000; SOCI 2010 or SOCI 2020; SOCI 2450
- CRIM 2510, 2520, 3110
- 9 hours from additional CRIM courses
- 12-14 hours from the [Liberal Arts Core Curriculum](#); no more than one course from any one component and no more than 4 hours from courses offered by the department.
- Remaining hours from additional courses in any caption; no more than 31 hours from CRIM-captioned courses.
- Students must complete 60 hours and also meet other graduation requirements as listed in this catalog.

ASSOCIATE OF SCIENCE (60 hrs.)

This two-year Associate of Science degree provides foundational courses for the university's bachelor's degrees.

- 15-18 hours in a concentration area in any discipline approved by the program director. Online students may select concentrations in Business, Business Administration & Leadership, History, Ministry Studies, or Sociology.
- At least 30 hours of [Liberal Arts Core Curriculum](#) requirements from the following categories:
 - ENGL 1110
 - ENGL 1120
 - COMM 1000
 - Quantitative Reasoning
 - BIBL 2000
 - Personal Wellness
 - Scientific Ways of Knowing
 - Humanistic & Artistic Ways of Knowing
 - Social & Behavioral Ways of Knowing
- Completion of 60 hours as well as other graduation requirements listed in this catalog.

See also: [Professional Development & General Studies](#) section in this catalog.

College of Arts & Sciences

Dean Deborah Miller Fox

SCHOOL OF MUSIC & PERFORMING ARTS

Dr. Christopher Holmes, chair

Faculty: Prof. Bade, Dr. Ballman, Dr. Chappell, Prof. Hicks, Dr. Holmes, Dr. Waller

Prof. Bacon, Dr. Cavalcante, Prof. Denniston, Prof. Edie, Prof. Ellery, Prof. Evans, Prof. Everett, Dr. Fan, Prof. Hawkey, Prof. Hetrick, Prof. Hill, Dr. Jin, Prof. Johnson, Dr. Kelley, Prof. King, Prof. Kiser, Prof. Kniffin, Prof. Kumi, Prof. Lancaster, Prof. Masek, Prof. Maxfield, Prof. Powell, Prof. Recendez, Prof. Rice, Prof. Robbins, Dr. Rodgers, Prof. A. Shaver, Prof. C. Shaver, Prof. Shuntich, Prof. Silveus, Prof. Smith, Prof. Snyder, Prof. Thiemet, Dr. Wallace, Dr. Wright, Prof. M. Yetter, Dr. York

The purpose of the School of Music & Performing Arts is to promote the artistic, intellectual, and personal growth of students through the performance and study of music, theatre, and dance within a community of artists and scholars.

The School of Music & Performing Arts offers Bachelor of Music degrees in music education, musical theatre, voice performance, and instrumental performance; Bachelor of Arts degrees in music, music business, musical theatre, theatre, and worship arts; and minors in dance, music, music performance, and theatre. The School of Music & Performing Arts also endeavors to give all students opportunities for creative experiences in the performing arts by encouraging the development of artistry and scholarship through classes, private music study, and performance.

Students intending to become music majors, musical theatre majors, or theatre majors should consult the School of Music & Performing Arts website for audition forms and requirements. All prospective music and musical theatre majors must complete an audition for admission to the School of Music & Performing Arts. All freshmen must complete the freshman music curriculum with grades of C- or better before registering for upper-level music courses.

FRESHMAN CURRICULUM FOR MUSIC

The freshman curriculum in music consists of the following courses (12 hrs.):

- 6 hours from MUSC 1010, 1020 (theory)
- 2 hours from MUSC 1030, 1040 (aural comprehension)
- 4 hours from MUPF 1050, 1060 (keyboard class)

The freshman curriculum for music may be attempted only twice. Withdrawal from a freshman course counts as one attempt to pass the course. Transfer students must take examinations to determine class placement in freshman courses and must pass the freshman curriculum with grades of C- or better by the end of their fourth semester of college study, or second semester at AU, in order to continue in the major. Students who wish to begin a major in music after completing their fourth semester of college study must complete the freshman curriculum with grades of C- or better on the first attempt. Students who wish to retake a course in the music freshman curriculum after their fourth semester of college study must petition the chair of the School of Music & Performing Arts in writing for permission to do so.

UPPER-DIVISION PERFORMANCE EVALUATION (UDPE)

Students in music or musical theatre are required to pass the Upper-Division Performance Evaluation (UDPE) to advance to 3000- and 4000-level private music study, perform a junior or senior recital, continue a performance emphasis, or register for music education methods courses or student teaching. Students usually take the UDPE at the end of the sophomore year.

MUSIC ENSEMBLES

All music majors must participate in approved major ensembles each semester of enrollment (see Music Handbook for a list of approved major ensembles). Music minors are required to participate in ensembles for four semesters. Students participate in an ensemble for 1 hour of credit (or zero credit if taking 18 hours of other courses).

PRIVATE MUSIC STUDY

Music majors earn 1-3 hours of credit by taking weekly one-hour private lessons. Elective students earn 1 hour of credit by taking weekly half-hour or one-hour lessons. Participation in studio classes, studio recitals, and general student recitals is part of private study at Anderson University.

BACHELOR OF MUSIC DEGREE

VOICE PERFORMANCE MAJOR (80 hrs.)

- MUSC 1010, 1020, 1030, 1040, 2010, 2020, 2030, 2040, 2110, 2330, 3120, 3130
- MUED 2470
- MUBS 3470
- 4 hours from MUPF 1050, 1060, 1710, 2030, 2040, 2710
- MUPF 4910

Pedagogy and Literature:

- MUED 2510, 2520, 3350
- MUSC 3390

Applied Study:

- 18 hours of private study in the primary performance area, including a half recital in the junior year and a full recital in the senior year

Related Skills:

- THEA 2110, 2120, 2210
- 4 hours from MUPF 1150, 1160, 1170
- 3 hours from DANC technique courses

Majors are required to take French or German to fulfill modern language requirements.

INSTRUMENTAL PERFORMANCE MAJOR (80 hrs.)

- MUSC 1010, 1020, 1030, 1040, 2010, 2020, 2030, 2040, 2110, 2330, 3040, 3120, 3130
- MUED 2470, 3480
- MUBS 3470
- 2 hours from MUSC 3030, 3100, 4900; MUBS 2050
- 6 hours from MUPF 1050, 1060, 1710, 2030, 2040

Pedagogy and Literature (select one track):

- Piano Track: MUED 3370; MUSC 3380; MUPF 2060
- Instrumental Track: MUSC 3650 (2 hours in literature study); MUED 3330; MUPF 2060

Applied Study:

- 22 hours of private study in the primary performance area, including a half recital in the junior year and a full recital in the senior year
- 7 hours of major ensembles
- 2 hours of chamber ensembles

MUSIC EDUCATION MAJOR, GRADES P-12, ALL AREAS (101 hrs.)

- MUSC 1010, 1020, 1030, 1040, 2010, 2020, 2030, 2040, 2110, 2330, 3030, 3040
- 6 hours from MUSC 3110, 3120, 3130
- MUPF 1050, 1060
- 2 hours from MUPF 1710, 2030, 2040
- MUED 1000, 1100, 1200, 1300, 1400, 2470, 3100, 3110, 3120, 3130, 3470, 3480, 4700
- 2 hours from MUED 3330, 3350, 3370
- 2 hours from MUED 2510, 2520, 3460
- 8 hours of applied music lessons, including a half recital
- EDUC 2100, 2110, 3120, 4010; EDUC 4710, 4715; SPED 2400

MUSICAL THEATRE MAJOR (80 hrs.)

- MUSC 1010, 1020, 1030, 1040, 2010, 2030, 2110, 2330, 3180
- 3 hours from MUSC 3120, 3130
- 2 hours from MUPF 1050, 1060, 1710, 2710, 2030
- 10 hours of applied music lessons in voice, including 2 hours of MUPF 4540
- MUPF 1170 (6 semesters)
- MUED 2510
- Major Ensemble (8 semesters)
- MUTR 2410, 2420, 3210, 3220, 3410, 4500, 4910
- THEA 2110, 2120, 2210, 2220, 3110, 3120
- 6 hours in the following dance technique areas:
 - At least 2 hours from DANC 1120, 2120, 3120 (Tap)
 - At least 2 hours from DANC 1320, 2320, 3320 (Jazz)
 - At least 2 hours from DANC 1420, 2420, 3420 (Ballet)
- DANC 2110
- Majors are encouraged to take DANC 1580 and THEA 3400

BACHELOR OF ARTS DEGREE IN MUSIC

MUSIC (50 hrs.)

Select one of the following options:

Performance Option

- MUSC 1010, 1020, 1030, 1040, 2010, 2110, 2330, 3120, 3130
- MUSC 4950 or 4955
- MUPF 1050, 1060
- 4 hours of applied music lessons
- 8 hours of music ensembles
- 2 hours from MUED 3330, 3350, 3370
- 4 additional hours of applied music lessons
- 9 hours of approved voice performance or instrumental electives

Theory and History Option

- MUSC 1010, 1020, 1030, 1040, 2010, 2110, 2330, 3120, 3130
- MUSC 4950 or 4955
- MUPF 1050, 1060
- 4 hours of applied music lessons
- 8 hours of music ensembles
- MUSC 2020, 2030, 2040, 3110
- 7 hours of electives from:
 - MUPF 1900-4900
 - MUSC 3030, 3040, 3100, 3650, 4650, 4900
 - MUED 2470
 - Applied music lessons

Composition Option

- MUSC 1010, 1020, 1030, 1040, 2010, 2110, 2330, 3120, 3130
- MUSC 4950 or 4955
- MUPF 1050, 1060
- 4 hours of applied music lessons
- 8 hours of music ensembles
- MUSC 2020, 3040
- 4 hours from MUPF 1900-4900
- 6 hours of electives from:
 - MUSC 2030, 2040, 3030, 3100, 3110, 3650, 4650, 4900
 - MUED 2470
 - Applied music lessons

MUSICAL THEATRE (45 hrs.)

- MUSC 1010, 1020, 1030, 1040
- MUTR 2410, 2420, 3210, 3220
- THEA 2110, 2120, 2210, 3110
- MUPF 4910
- 2 hours of MUPF 1170
- 6 hours of voice study from MUPF 2700 or 4700
- 2 hours of piano study from MUPF 1050, 1060, 1710, 1720, 2030
- 2 hours of ballet study from DANC 1420-3420
- 1 hour of jazz dance study from DANC 1320-3320
- 2 hours of dance study from DANC 2110, 1120-3120

WORSHIP ARTS (53 hrs.)

- MUSC 1010, 1030, 3150, 3160, 3800
- MUED 2470
- MUPF 1050, 1410
- 4 hours of applied music lessons
- 4 hours of music ensembles
- MUBS 2020, 3450
- THEA 2350
- DANC 1580, 1590
- COMM 2140, 2200
- 12 hours from:
 - CMIN 2000, 2270, 3050
 - RLGN/HIST 3060, 3420
 - RLGN 3040

BACHELOR OF ARTS DEGREE IN MUSIC BUSINESS (53 hrs.)**Music Core Courses (23 hrs.)**

- MUSC 1010, 1020, 1030, 1040, 2210
- MUPF 1050, 1060
- 4 hours of applied music lessons (MUPF)
- 4 hours of ensembles (MUPF)

Music Business Core (18 hrs.)

- MUBS 2010, 2020, 3310, 3350, 4800, 4900

Music Business Electives (12 hrs. from the following)

- MUBS 2070, 2450, 3100, 3210, 3220, 3370, 3380, 3450, 3470, 4500, 4850, 4870, 4950
- MUPF 2905, 4905
- BSNS 4400
- CRIM 2520

BACHELOR OF ARTS DEGREE IN THEATRE (42 hrs.)

Required Courses (34 hrs.)

- THEA 2110, 2210, 2220, 2410, 3010, 3020, 3400, 3500, 3550, 4800
- 8 hours of THEA 2890

Elective Courses (8 hrs. from the following)

- THEA 2120, 2420, 3110, 3120
- MUPF 1070-1390 (up to 2 credit hours)
- MUPF 2700 (up to 2 credit hours)
- MUPF 4910
- DANC technique courses

MINORS

DANCE MINOR (18 hrs.)

- 1 hour of DANC 1150
- 1 hour of DANC 1160
- DANC 1580, 1590
- DANC 3010 or 3020
- 4 hours from DANC 1220-4220 (modern technique)
- 4 hours from DANC 1420-4420 (ballet technique)
- 2 hours from DANC 1320-4320 (jazz technique)

MUSIC MINOR (18 hrs.)

- MUSC 1010, 1020, 1030, 1040, 2110
- 4 hours from MUPF 1050, 1060, and/or private piano
- 2 hours of applied study (private and/or class)
- 2 hours of music ensembles

MUSIC PERFORMANCE MINOR

Admission by audition on the primary instrument to ensure adequate performance level.

Select one of the following two tracks:

Track for Music Majors (15-16 hrs.)

- 6-8 hours of additional applied study, including a half recital
- MUED 2470
- Additional hours from one of the following sequences:
 - **Singers:** MUED 2510, 2520, 3350; 2 hours from MUPF 1150, 1160, 1170
 - **Pianists:** MUED 3370; MUSC 3380; 3 hours from MUPF 1190, 1210, 1520, 1530
 - **Instrumentalists:** 5 hours from MUPF 1190, 1230, 1250, 1360, 1370, 1380, 1390

Track for Non-Music Majors (18 hrs.)

- MUSC 1010, 1020, 1030, 1040
- MUPF 1050 or 1060 or 2 hours of private piano
- 8 hours of private study in the primary performance area, including a half recital

MUSC 2110 is recommended.

THEATRE MINOR (17 hrs.)

- THEA 2110, 2210, 3400
 - One course from THEA 3010, 3020, 4900
 - One course from THEA 3500, 3550
 - At least 2 hours from THEA 2890
-

MUSC

Theory of Music Courses

1000 Music Literacy	Development of basic skills and concepts in reading and writing music notation with emphasis on meter, rhythm, scales, keys, chords, and intervals.	2 hrs. (2, 0)
1010 Theory I	Introduction to the study of diatonic harmony and voice-leading and review of fundamental musical concepts. Emphasis on formal analysis of baroque music. OFFERED: Sem. I.	3 hrs. (3, 0)
1020 Theory II	Continuing study of diatonic harmony and voice-leading with an introduction to chromatic harmony. Emphasis on formal analysis of classical music. PREREQUISITE: MUSC 1010. OFFERED: Sem. II.	3 hrs. (3, 0)
1030 Aural Comprehension I	Development of skills in sight-reading and ear-training for diatonic materials of tonal music. Emphasis on melodic, harmonic, and rhythmic dimensions. COREQUISITE: MUSC 1010. OFFERED: Sem. I.	1 hr. (2, 0)
1040 Aural Comprehension II	Continuing development of skills in sight-reading and ear-training for diatonic tonal music with introduction of basic chromatic materials. Emphasis on melodic, harmonic, and rhythmic dimensions with consideration of textural and timbral aspects. COREQUISITE: MUSC 1020. OFFERED: Sem. II.	1 hr. (2, 0)
2010 Theory III	In-depth study of chromatic harmony and voice-leading. Emphasis on formal analysis of 19th-century music. PREREQUISITE: MUSC 1020. OFFERED: Sem. I.	3 hrs. (3, 0)
2020 Theory IV	Survey of compositional techniques in 20th-century music. Emphasis on learning and applying new analytic strategies developed for contemporary music. PREREQUISITE: MUSC 2010. OFFERED: Sem. II.	3 hrs. (3, 0)
2030 Aural Comprehension III	Continued development of ear-training in melodic, rhythmic, and harmonic structures. Emphasis on chromatic materials. COREQUISITE: MUSC 2010. OFFERED: Sem. I.	1 hr. (2, 0)
2040 Aural Comprehension IV	Continued development of ear-training in melodic, rhythmic, and harmonic structures. Emphasis on 20th-century materials. COREQUISITE: MUSC 2020. OFFERED: Sem. II.	1 hr. (2, 0)
3030 Choral Arranging	Methods and techniques of arranging and scoring for choral ensembles of various sizes and voicings. Includes use of computer notation software. PREREQUISITE: MUSC 1020, 1040. OFFERED: Sem. I.	2 hrs. (2, 0)
3040 Orchestration	Study of characteristics of orchestral instruments. Introduction to band, symphonic, and jazz scoring. Practical experience in arranging for small combinations and full instrumental groups. Includes use of computer notation software. PREREQUISITE: MUSC 1020, 1040. OFFERED: Sem. II.	2 hrs. (2, 0)
3100 Counterpoint	A survey of melodic and voice-leading procedures for music of the late 16th and 18th centuries. Focuses on solving contrapuntal problems and composing pieces in historical styles. PREREQUISITE: MUSC 1020, 1040.	2 hrs. (2, 0)

MUSC

Music History and Literature Courses

- 2110 Introduction to Music Literature** 2 hrs. (2, 0)
Introductory study of music literature. *Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* Required for music majors. **EXPECTATION:** Ability to read standard music notation. **OFFERED:** Sem. II (even years).
- 2200 Art as Experience** 3 hrs. (3, 0)
An interdisciplinary introduction to performing and visual arts through first-hand experiences attending live performances and, when possible, participating in the activity and talking with the artists. Includes study of aesthetics, history, and craft. **OFFERED:** With sufficient demand.
- 2210 Music, the Arts, and Culture** 3 hrs. (3, 0)
An examination of major works of Western art music that employ elements of art, literature, film, drama, and dance, with emphasis on opera, oratorio, choral symphony, program symphony, ballet, and film music genres. A study of the processes by which selected works were conceived, composed, prepared, performed, received, and understood as expressions of the human experience. Does not count toward a music major. **OFFERED:** Sem. I, II.
- 2220 Music in Society** 2 hrs. (2, 0)
Provides a basis for understanding and appreciating artistic musical expression. Does not count toward a music major. **OFFERED:** Sem. I, II.
- 2330 Introduction to World Music** 3 hrs. (3, 0)
Provides a framework for experiencing and understanding music from a variety of cultures, Western and non-Western. Focus on belief systems, social organization, cultural contexts, and musical materials for the purpose of identifying similarities and differences between cultures. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **EXPECTATION:** Ability to read standard music notation. **OFFERED:** Sem. I (odd years).
- 3110 History of Music: Medieval/Renaissance** 3 hrs. (3, 0)
General historical survey of music from classical antiquity through the Renaissance. **PREREQUISITE:** MUSC 2110. **OFFERED:** Sem. I.
- 3120 History of Music: Baroque/Classic** 3 hrs. (3, 0)
General historical survey of music from 1650 to 1800. *Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** MUSC 2110. **OFFERED:** Sem. I (odd years).
- 3130 History of Music: 19th and 20th Centuries** 3 hrs. (3, 0)
General historical survey of Western Art music from the 19th century to the present. *Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** MUSC 2110. **OFFERED:** Sem. I (even years).
- 3170 History of Music: Popular Music in the 20th Century** 3 hrs. (3, 0)
General historical survey of popular music from the late 19th century to the present, with emphasis on Western popular music. **PREREQUISITE:** MUSC 2110. **OFFERED:** Sem. II.
- 3180 History of Music: Musical Theatre** 3 hrs. (3, 0)
General historical survey of lyric theatre — opera, operetta, revue, musical theatre — from the 17th century to the present. **PREREQUISITE:** MUSC 2110. **OFFERED:** Sem. II.
- 3380 Piano Literature** 2 hrs. (2, 0)
Introduction to piano literature by historical style periods. **PREREQUISITE:** MUPF 1710, 2710. **OFFERED:** Sem. II.
- 3390 Song Literature** 3 hrs. (3, 0)
A study of English, Italian, German, French, and American song literature since the late Renaissance. Emphasis on stylistic interpretation and vocal appropriateness. Music performed by class participants. Recordings are also utilized. **PREREQUISITE:** Four semesters of voice study. **OFFERED:** Sem. I.

MUSC

Church Music Courses

- 3150 Art, Faith, and Culture** **3 hrs. (3, 0)**
Philosophical, sociological, historical, and theological perspectives on music and worship in the church with emphasis on understanding the role of music in expressions of faith. **OFFERED:** Sem. I.
- 3160 Sacred Music: Past and Current Uses** **3 hrs. (3, 0)**
Survey of how sacred song has been and is currently used in worship settings in a variety of times and cultures. Emphasis on the administration, selection, rehearsal, and use of sacred music in the 21st century church. **OFFERED:** Sem. II.
- 3800 Internship in Church Music** **3 hrs. (arranged)**
In-depth experience in a local church with an experienced minister involved full time in church music. **PREREQUISITE:** MUSC 1010, 1030. **GRADE:** CR/NC. **REPEAT:** May be repeated (total credit not to exceed 3 hours). **OFFERED:** Each semester.

MUSC

Additional Music Courses

- 1650 Independent Study** **1-4 hrs. (arranged)**
Opportunities for individualized study as agreed upon by student and faculty member. **REPEAT:** May be repeated for credit.
- 2650 Independent Study** **1-4 hrs. (arranged)**
Opportunities for individualized study as agreed upon by student and faculty member. **REPEAT:** May be repeated for credit.
- 3650 Independent Study** **1-4 hrs. (arranged)**
Opportunities for individualized study as agreed upon by student and faculty member. **REPEAT:** May be repeated for credit.
- 4650 Independent Study** **1-4 hrs. (arranged)**
Opportunities for individualized study as agreed upon by student and faculty member. **REPEAT:** May be repeated for credit.
- 4660 International Experience in the Arts** **1-4 hrs. (arranged)**
Designed to provide academic credit for coursework and assignments completed in conjunction with an international experience offered through the TRI-S program. **REPEAT:** May be repeated for credit.
- 4900 Seminar in Selected Topics** **1-4 hrs. (arranged)**
Special music course offerings as determined by faculty. **REPEAT:** May be repeated for credit.
- 4950 Senior Project** **3 hrs. (3, 0)**
Senior capstone performance or creative project for the Bachelor of Arts in Music. A proposal for the senior project must be submitted for approval. Refer to the School of Music & Performing Arts Handbook for guidelines and deadlines. **CONSENT:** Department. **OFFERED:** Each semester.
- 4955 Senior Presentation** **3 hrs. (3, 0)**
Senior capstone presentation for the Bachelor of Arts in Music. A proposal for the senior presentation must be submitted for approval. Refer to the School of Music & Performing Arts Handbook for guidelines and deadlines. **CONSENT:** Department. **OFFERED:** Each semester.

MUBS

Music Business Courses

- 2010 Introduction to the Music Business** **3 hrs. (3, 0)**
Overview of major players in the recording industry: record labels, Billboard charts, music distribution, and professional trade organizations. Also explores types of producers, artist management, booking, and concert promotion. **OFFERED:** Sem. I.
- 2020 Introduction to Music Publishing** **3 hrs. (3, 0)**
Overview of major players in the publishing industry. Copyright basics and revenue streams, including licensing music for recordings, performances, ringtones, television, film, video games, etc. **OFFERED:** Sem. II.
- 2050 Jazz and Commercial Arranging** **2 hrs. (2, 0)**
Techniques of arranging for large and small studio/jazz ensembles. **PREREQUISITE:** MUSC 1020, 1040. **OFFERED:** With sufficient demand.
- 2070 Songwriting** **2 hrs. (2, 0)**
Techniques, philosophy, and principles of composing songs for various markets with emphasis on communication through effective lyrics. Also discusses related aspects of publishing, marketing, promotion, and copyright law. **PREREQUISITE:** MUSC 1010, 1030. **OFFERED:** Sem. I.
- 3100 Artist Development** **2 hrs. (2, 0)**
Explores the development of the musical artist within the context of the music industry. Investigates the many forces of the music business that influence and shape the artist and the artistic product. **PREREQUISITE:** MUBS 2010, 2020. **OFFERED:** Sem. II.
- 3210 Recording Techniques** **3 hrs. (3, 1)**
Introduction to audio technology, studio recording equipment, signal flow, studio session procedures, and recording production. **OFFERED:** Sem. I.
- 3220 Advanced Recording Techniques** **2 hrs. (2, 1)**
Guided experiences in audio recording techniques. Emphasis on recording projects using digital multi-track recording; MIDI sequencing; digital signal processing; and computer-based editing, mixing, and mastering. **OFFERED:** Sem. II.
- 3310 Legal Aspects of the Music Business** **2 hrs. (2, 0)**
Selected topics in copyright management, music licensing, and publishing contracts. **PREREQUISITE:** MUBS 2010, 2020. **SAME AS:** BSNS 3320.
- 3350 Music Marketing** **3 hrs. (3, 0)**
Students will identify the mix tools that are available for a music marketer to use when developing a music brand and affiliate marketing plan. Students will learn the theoretical and practical mechanisms involved in understanding the needs, wants and classifications of music consumption and will gain an appreciation of how internal competencies and the external environment impact the execution of music marketing plans. **PREREQUISITE:** MUBS 2010, 2020. **SAME AS:** BSNS 3330. **OFFERED:** Sem. I.
- 3370 Record Production** **2 hrs. (2, 0)**
Examines the role of the producer and music production techniques required to create a successful recording. **PREREQUISITE OR COREQUISITE:** MUBS 3220. **OFFERED:** Sem. II.
- 3380 Concert Booking and Promotion** **2 hrs. (2, 0)**
Examines the role of the concert promoter, booking agents, and support organizations. **PREREQUISITE:** MUBS 2010, 2020. **OFFERED:** Sem. II.
- 3450 Live Sound Production** **2 hrs. (2, 0)**
Students explore the acoustical, musical, and technical aspects of live performance to learn how to present the best possible sound to an audience. Emphasizes instrumental and vocal sound production, microphones, equalization, and dynamics processing, enabling students to build their own mixes that conform to a high standard for sonic quality, blend, and authenticity. **OFFERED:** With sufficient demand.
- 3470 DIY for Musicians** **2 hrs. (2, 0)**
Practical application of skills necessary for a successful career as a musician, songwriter, or producer. Explores developing a career plan, finding employment opportunities, networking, and the creation of professional quality promotional materials. **PREREQUISITE:** Upper-division standing; music major or minor. **OFFERED:** Every year.
- 3500 Current Topics in Music Business** **1 hr. (1, 0)**
Guided writing assignments and class presentations focusing on current topics of interest to students of the music business. The writing process will involve developing a topic proposal, an abstract, an annotated list of sources, and a project outline, as well as composing a moderate-length term paper to be presented to the class. **PREREQUISITE:** MUBS 2010, 2020. **OFFERED:** With sufficient demand.

MUBS (cont.)

- 3550 Audio Enhancement and Authentication** **3 hrs. (3, 0)**
Students explore digital evidence tools, including Electric Frequency Analysis (ENF) for validating audio recordings, adaptive filters for noise reduction, and discrete Fourier transforms to aid in the recovery of digital audio. Emphasizes authenticity of audio evidence and enhancement to improve speech intelligibility, audibility of low-level sounds, and identification of sonic evidence. **OFFERED:** With sufficient demand.
- 4500 Songwriter Showcase** **1 hr. (arranged)**
Senior songwriters present a showcase of original works. **CONSENT:** Instructor.
- 4800 Internship in Music Business** **1-3 hrs. (arranged)**
In-depth experience in the selected music industry tailored to the ability and needs of the student. **PREREQUISITE:** MUBS 2010, 2020. **REPEAT:** May be repeated. **GRADE:** CR/NC. **OFFERED:** Sem. I, II; Summer.
- 4850 Practicum in Audio Forensics** **3 hrs. (3, 0)**
Capstone audio forensics project for Music Business majors focusing on audio forensics. A project proposal must be submitted to the department for approval and should include the collection, interpretation, and presentation of audio evidence from a sound recording. **OFFERED:** Sem. I, II; Summer.
- 4870 Practicum in Record Production** **3 hrs. (3, 0)**
Capstone recording project for Music Business majors focusing on record production. A project proposal must be submitted to the department for approval and should include tracking, editing, mixing, and mastering of a recording to be commercially released. **OFFERED:** Sem. I, II; Summer.
- 4900 Recording Label Seminar** **1-2 hrs. (1-2, 0)**
Senior capstone course for music business majors. Focuses on selection, recording, management, and promotion of record label artists and projects. **EXPECTATION:** Typically taken for two semesters in the senior year. **REPEAT:** May be repeated (total credit toward the music business major not to exceed 4 hours). **PREREQUISITE:** MUBS 2010, 2020. **OFFERED:** Sem. I, II.
- 4950 Recording Project** **3 hrs. (3, 0)**
Senior capstone recording project for students focusing on audio forensics/record production in the Music Business major. The recording project must be specific to the track, and a proposal must be submitted to the department for approval. **PREREQUISITE:** MUBS 3210, 3220. **OFFERED:** Sem. I, II.

MUBS

Additional Music Business Courses

- 1650 Independent Study** **1-4 hrs. (arranged)**
Opportunities for individualized study as agreed upon by student and faculty member. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 2650 Independent Study** **1-4 hrs. (arranged)**
Opportunities for individualized study as agreed upon by student and faculty member. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 3650 Independent Study** **1-4 hrs. (arranged)**
Opportunities for individualized study as agreed upon by student and faculty member. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 4650 Independent Study** **1-4 hrs. (arranged)**
Opportunities for individualized study as agreed upon by student and faculty member. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 4660 International Experience in the Arts** **1-4 hrs. (arranged)**
Designed to provide academic credit for coursework and assignments completed in conjunction with an international experience offered through the TRI-S program. **REPEAT:** May be repeated (total credit not to exceed 4 hours).

MUED

Music Education Courses

1000 Introduction to Music Education Overview of the professional opportunities and challenges of teaching music in public and private schools. Includes field experiences. Grade of C or better required. OFFERED: Sem. II.	2 hrs. (2, 0)
1100 String Techniques OFFERED: Sem. I.	1 hr. (2, 0)
1200 Woodwind Techniques OFFERED: Sem. I.	1 hr. (2, 0)
1300 Brass Techniques OFFERED: Sem. II.	1 hr. (2, 0)
1400 Percussion Techniques OFFERED: Sem. II.	1 hr. (2, 0)
2110 Music for the Elementary Classroom Basic skills, materials, and methods for using music to aid child development, enhance learning, and encourage creativity in the elementary classroom. PREREQUISITE: Elementary education major. OFFERED: Each semester.	2 hrs. (2, 0)
2470 Introduction to Conducting Fundamentals of conducting, including beat patterns and styles, baton technique, starts, stops, cues, symmetric and asymmetric meters, dynamic shaping, use of left hand, and score reading. PREREQUISITE: MUSC 1010. OFFERED: Sem. I.	2 hrs. (3, 0)
2510 Singer's Diction I Fundamentals and usage of the International Phonetic Alphabet as applied to Italian and German. OFFERED: Sem. II.	2 hrs. (2, 0)
2520 Singer's Diction II Fundamentals and usage of the International Phonetic Alphabet as applied to French and English. OFFERED: Sem. I.	2 hrs. (2, 0)
3100 Music in the Middle School Materials and methods used for middle school general music and beginning choral and instrumental instruction. Includes study of early adolescent student development as it relates to music. Grade of C or better required. EXPECTATION: Successful completion of UDPE . OFFERED: Sem. I.	3 hrs. (3, 0)
3110 Music in the Elementary School Materials and methods of teaching music in the elementary school. Observation opportunities for music majors. EXPECTATION: Successful completion of UDPE . OFFERED: Sem. I.	3 hrs. (3, 0)
3120 Vocal Music in the Secondary School Materials and methods of teaching choral music in the secondary school. Observation opportunities for music majors. EXPECTATION: Successful completion of UDPE . OFFERED: Sem. II.	3 hrs. (3, 0)
3130 Instrumental Music Education Materials and methods available for instrumental groups at elementary and secondary levels. Observation opportunities for music majors. EXPECTATION: Successful completion of UDPE . COREQUISITE: EDUC 4710. OFFERED: Sem. I.	3 hrs. (3, 0)
3330 Instrumental Pedagogy Basic principles of instrumental playing, materials, and methods for teaching various instruments from elementary to advanced students. EXPECTATION: Successful completion of UDPE . PREREQUISITE: MUED 1100, 1200, 1300. OFFERED: Sem. II.	2 hrs. (2, 0)
3350 Voice Pedagogy Preparation in methods used in the art of singing through the organization of vocal terminology and techniques. Includes teaching experience. EXPECTATION: Successful completion of UDPE . OFFERED: Sem. I.	2 hrs. (2, 0)
3360 Issues in Voice Pedagogy Seminar focuses on special problems and topics in voice pedagogy from MUED 3350. Includes class voice instruction, mentored voice teaching experiences, master-class techniques, and studio management. COREQUISITE: MUED 3350. OFFERED: Sem. I.	1 hr. (1, 0)
3370 Piano Pedagogy Representative methods and materials for early years of keyboard study. Includes teaching experience. EXPECTATION: Successful completion of UDPE . OFFERED: Sem. I.	2 hrs. (2, 0)

MUED (cont.)

- 3460 Advanced Instrumental Techniques** 2 hrs. (2, 0)
Focuses on performance techniques and pedagogy related to technically demanding instruments. Designed to give students an in-depth understanding of highly specialized instruments. EXPECTATION: Successful completion of [UDPE](#). PREREQUISITE: MUED 1200, 1300. OFFERED: Sem. I.
- 3470 Advanced Choral Conducting** 2 hrs. (3, 0)
Advanced conducting technique, choral diction, choral tone, body alignment, breathing technique, interpretation, rehearsal technique, and stylistic elements. PREREQUISITE: MUSC 2020, MUED 2470. OFFERED: Sem. II.
- 3480 Advanced Instrumental Conducting** 2 hrs. (3, 0)
Baton technique, score reading, performance, rehearsal techniques, psychology of conducting. EXPECTATION: Ability to play an orchestral instrument. PREREQUISITE: MUED 2470. OFFERED: Sem. I.
- 3930 Seminar in German Diction** 1 hr. (1, 0)
Seminar focuses on special problems and topics in German lyric diction. Conducted in a master-class format, the seminar includes both oral and written participation. PREREQUISITE: MUED 2510, 2520. OFFERED: With sufficient demand.
- 3940 Seminar in French Diction** 1 hr. (1, 0)
Seminar focuses on special problems and topics in French lyric diction. Conducted in a master-class format, the seminar includes both oral and written participation. PREREQUISITE: MUED 2510, 2520. OFFERED: With sufficient demand.
- 4700 Methods of Teaching Music in the Public Schools** 2 hrs. (2, 0)
Taught in conjunction with the professional semester. Materials and methods adapted to the specific areas and levels in which students are involved in student teaching. PREREQUISITE: MUED 3110, 3120, 3130. OFFERED: Each semester.

MUED

Additional Music Education Courses

- 1650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member. REPEAT: May be repeated (total credit not to exceed 4 hours).
- 2650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member. REPEAT: May be repeated (total credit not to exceed 4 hours).
- 3650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member. REPEAT: May be repeated (total credit not to exceed 4 hours).
- 4650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member. REPEAT: May be repeated (total credit not to exceed 4 hours).
- 4660 International Experience in the Arts** 1-4 hrs. (arranged)
Designed to provide academic credit for coursework and assignments completed in conjunction with an international experience offered through the TRI-S program. REPEAT: May be repeated (total credit not to exceed 4 hours).

MUPF

Music Performance Courses

Private Study — Half Recitals (25-30 minutes)

3540	Voice Recital	1 hr. (1, 1)
3550	Keyboard Recital	1 hr. (1, 1)
3560	String/Guitar/Harp Recital	1 hr. (1, 1)
3570	Woodwind Recital	1 hr. (1, 1)
3580	Brass Recital	1 hr. (1, 1)
3590	Percussion Recital	1 hr. (1, 1)

REPEAT: May be repeated.

Private Study — Full Recitals (50-60 minutes)

4540	Voice Recital	2 hrs. (2, 1)
4550	Keyboard Recital	2 hrs. (2, 1)
4560	String/Guitar/Harp Recital	2 hrs. (2, 1)
4570	Woodwind Recital	2 hrs. (2, 1)
4580	Brass Recital	2 hrs. (2, 1)
4590	Percussion Recital	2 hrs. (2, 1)

REPEAT: May be repeated.

Applied Lessons — Half-Hour, Lower-Division Study

1700	Voice	1 hr. (1, 1)
1710	Piano	1 hr. (1, 1)
1720	Harpsichord	1 hr. (1, 1)
1730	Organ	1 hr. (1, 1)
1740	Violin	1 hr. (1, 1)
1750	Viola	1 hr. (1, 1)
1760	Cello	1 hr. (1, 1)
1770	Bass	1 hr. (1, 1)
1780	Flute/Piccolo	1 hr. (1, 1)
1790	Clarinet	1 hr. (1, 1)
1800	Oboe/English Horn	1 hr. (1, 1)
1810	Bassoon	1 hr. (1, 1)
1820	Saxophone	1 hr. (1, 1)
1830	Trumpet/Cornet	1 hr. (1, 1)
1840	French Horn	1 hr. (1, 1)
1850	Trombone	1 hr. (1, 1)
1860	Baritone/Euphonium	1 hr. (1, 1)
1870	Tuba	1 hr. (1, 1)
1880	Percussion	1 hr. (1, 1)
1885	Harp	1 hr. (1, 1)
1890	Guitar	1 hr. (1, 1)
1900	Composition	1 hr. (1, 1)
1905	Songwriting	1 hr. (1, 1)

REPEAT: May be repeated.

MUPF (cont.)

Applied Lessons — Half-Hour, Upper-Division Study

3700	Voice	1 hr. (1, 1)
3710	Piano	1 hr. (1, 1)
3720	Harpsichord	1 hr. (1, 1)
3730	Organ	1 hr. (1, 1)
3740	Violin	1 hr. (1, 1)
3750	Viola	1 hr. (1, 1)
3760	Cello	1 hr. (1, 1)
3770	Bass	1 hr. (1, 1)
3780	Flute/Piccolo	1 hr. (1, 1)
3790	Clarinet	1 hr. (1, 1)
3800	Oboe/English Horn	1 hr. (1, 1)
3810	Bassoon	1 hr. (1, 1)
3820	Saxophone	1 hr. (1, 1)
3830	Trumpet/Cornet	1 hr. (1, 1)
3840	French Horn	1 hr. (1, 1)
3850	Trombone	1 hr. (1, 1)
3860	Baritone/Euphonium	1 hr. (1, 1)
3870	Tuba	1 hr. (1, 1)
3880	Percussion	1 hr. (1, 1)
3885	Harp	1 hr. (1, 1)
3890	Guitar	1 hr. (1, 1)
3900	Composition	1 hr. (1, 1)
3905	Songwriting	1 hr. (1, 1)

REPEAT: May be repeated.

Applied Lessons — One Hour, Lower-Division Study

2700	Voice	1-3 hrs. (1-3, 0)
2710	Piano	1-3 hrs. (1-3, 0)
2720	Harpsichord	1-3 hrs. (1-3, 0)
2730	Organ	1-3 hrs. (1-3, 0)
2740	Violin	1-3 hrs. (1-3, 0)
2750	Viola	1-3 hrs. (1-3, 0)
2760	Cello	1-3 hrs. (1-3, 0)
2770	Bass	1-3 hrs. (1-3, 0)
2780	Flute/Piccolo	1-3 hrs. (1-3, 0)
2790	Clarinet	1-3 hrs. (1-3, 0)
2800	Oboe/English Horn	1-3 hrs. (1-3, 0)
2810	Bassoon	1-3 hrs. (1-3, 0)
2820	Saxophone	1-3 hrs. (1-3, 0)
2830	Trumpet/Cornet	1-3 hrs. (1-3, 0)
2840	French Horn	1-3 hrs. (1-3, 0)
2850	Trombone	1-3 hrs. (1-3, 0)
2860	Baritone/Euphonium	1-3 hrs. (1-3, 0)
2870	Tuba	1-3 hrs. (1-3, 0)
2880	Percussion	1-3 hrs. (1-3, 0)
2885	Harp	1-3 hrs. (1-3, 0)
2890	Guitar	1-3 hrs. (1-3, 0)
2900	Composition	1-3 hrs. (1-3, 0)
2905	Songwriting	1-3 hrs. (1-3, 0)

REPEAT: May be repeated.

MUPF (cont.)

Applied Lessons — One Hour, Upper-Division Study

REPEAT: May be repeated.

4700	Voice	1-3 hrs. (1-3, 0)
4710	Piano	1-3 hrs. (1-3, 0)
4720	Harpsichord	1-3 hrs. (1-3, 0)
4730	Organ	1-3 hrs. (1-3, 0)
4740	Violin	1-3 hrs. (1-3, 0)
4750	Viola	1-3 hrs. (1-3, 0)
4760	Cello	1-3 hrs. (1-3, 0)
4770	Bass	1-3 hrs. (1-3, 0)
4780	Flute/Piccolo	1-3 hrs. (1-3, 0)
4790	Clarinet	1-3 hrs. (1-3, 0)
4800	Oboe/English Horn	1-3 hrs. (1-3, 0)
4810	Bassoon	1-3 hrs. (1-3, 0)
4820	Saxophone	1-3 hrs. (1-3, 0)
4830	Trumpet/Cornet	1-3 hrs. (1-3, 0)
4840	French Horn	1-3 hrs. (1-3, 0)
4850	Trombone	1-3 hrs. (1-3, 0)
4860	Baritone/Euphonium	1-3 hrs. (1-3, 0)
4870	Tuba	1-3 hrs. (1-3, 0)
4880	Percussion	1-3 hrs. (1-3, 0)
4885	Harp	1-3 hrs. (1-3, 0)
4890	Guitar	1-3 hrs. (1-3, 0)
4900	Composition	1-3 hrs. (1-3, 0)
4905	Songwriting	1-3 hrs. (1-3, 0)

Class Study

1010 Class Lessons in Voice I	1 hr. (1, 0)
OFFERED: Sem. I.	
1020 Class Lessons in Voice II	1 hr. (1, 0)
OFFERED: Sem. II.	
1030 Class Lessons in Piano I	1 hr. (1, 0)
Beginning piano for students not majoring or minoring in music. Enrollment limited to the number of available keyboards. OFFERED: Sem. I, II.	
1040 Class Lessons in Piano II	1 hr. (1, 0)
Beginning piano for students not majoring or minoring in music. Enrollment limited to the number of available keyboards. OFFERED: With sufficient demand.	
1050 Keyboard Class I	2 hrs. (2, 0)
For majors and minors with limited piano background. OFFERED: Sem. I, II.	
1060 Keyboard Class II	2 hrs. (2, 0)
For majors and minors who have completed MUPF 1050 with a grade of C- or better, are enrolled in private piano, or have exempted MUPF 1050 by examination. EXPECTATION: Grade of C- or better in MUPF 1050 or exempted by examination. OFFERED: Each semester.	
1410 Class Lessons in Guitar I	1 hr. (1, 0)
REPEAT: May be repeated. OFFERED: Each semester.	
1420 Class Lessons in Guitar II	1 hr. (1, 0)
REPEAT: May be repeated. OFFERED: Each semester.	
1500 World Drumming	1 hr. (1, 0)
Experiences in learning history and performance techniques of world percussion. Areas of study will include Latin-American, Afro-Cuban, African, and Brazilian drumming, along with cultural and folkloric history. No previous percussion experience or instrument required.	

MUPF (cont.)

1520 Accompanying I	0-1 hrs. (1, 0)
Study in the art of keyboard accompaniment for voice or instrumental solos and small ensembles. REPEAT: May be repeated. OFFERED: Sem. I.	
1530 Accompanying II	0-1 hrs. (1, 0)
Study the art of keyboard accompaniment for voice or instrumental solos and small ensembles. REPEAT: May be repeated. OFFERED: Sem. II.	
2030 Advanced Small-Group Piano I	1 hr. (1, 0)
OFFERED: With sufficient demand.	
2040 Advanced Small-Group Piano II	1 hr. (1, 0)
OFFERED: With sufficient demand.	
2060 Improvisation	2 hrs. (2, 0)
Study of techniques and materials for improvisation through performance. OFFERED: With sufficient demand.	
2140 Embodied Performing: Introduction to the Alexander Technique	2 hrs. (2, 0)
Covers the principles, history, practical and performance-related application of the Alexander Technique. Body mapping, performance practice, and self-care explored through the lens of the Alexander Technique. SAME AS: MUTR 2140, THEA 2140, DANC 2140. OFFERED: Sem. I.	
4910 Seminar in Audition Techniques	2 hrs. (2, 0)
Seminar on the techniques of the audition process. Auditions covered include graduate school, opera, concert/oratorio, and musical theatre. Conducted in a master-class format, the seminar includes both oral and written participation. REPEAT: May be repeated. SAME AS: MUTR 4910. OFFERED: Sem. I.	

Ensembles

CONSENT: By audition

REPEAT: May be repeated.

1070	Vola Voce (SSAA Choir)	0-1 hrs. (arranged)
1080	Chorale (SATB Choir)	0-1 hrs. (arranged)
1090	University Choir	0-1 hrs. (arranged)
1110	Gospel Choir	0-1 hrs. (arranged)
1150	Opera Production	0-1 hrs. (arranged)
1160	Musical Theatre Production	0-1 hrs. (arranged)
1170	Intro to Musical Theatre Performance (SAME AS: MUTR 1170)	0-1 hrs. (arranged)
1180	Vox Corvi (TTBB Choir)	0-1 hrs. (arranged)
1190	Instrumental Ensemble	0-1 hrs. (arranged)
1210	Duo Piano	0-1 hrs. (arranged)
1220	Athletic Bands	0-1 hrs. (arranged)
1230	Jazz Combo	0-1 hrs. (arranged)
1250	Chamber Winds	0-1 hrs. (arranged)
1260	Concert Band	0-1 hrs. (arranged)
1270	Symphonic Wind Ensemble	0-1 hrs. (arranged)
1280	Jazz Ensemble	0-1 hrs. (arranged)
1290	Anderson Symphony Orchestra	0-1 hrs. (arranged)
1310	Anderson Symphonic Choir	0-1 hrs. (arranged)
1330	Orchestra	0-1 hrs. (arranged)
1350	Guitar Ensemble	0-1 hrs. (arranged)
1360	Brass Ensemble	0-1 hrs. (arranged)
1370	Woodwind Ensemble	0-1 hrs. (arranged)
1380	String Ensemble	0-1 hrs. (arranged)
1390	Percussion Ensemble	0-1 hrs. (arranged)
1430	Handbell Ensemble	0-1 hrs. (arranged)

MUPF

Additional Music Performance Courses

- 1650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member.
REPEAT: May be repeated (total credit not to exceed 4 hours).
- 2650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member.
REPEAT: May be repeated (total credit not to exceed 4 hours).
- 3650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member.
REPEAT: May be repeated (total credit not to exceed 4 hours).
- 4650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member.
REPEAT: May be repeated (total credit not to exceed 4 hours).
- 4660 International Experience in the Arts** 1-4 hrs. (arranged)
Designed to provide academic credit for coursework and assignments completed in conjunction with an international experience offered through the TRI-S program. REPEAT: May be repeated.

MUTR

Musical Theatre Courses

- 1170 Intro to Musical Theatre Performance** 2 hrs. (2,0)
This course prepares students for the artistic demands of the musical stage by developing their singing, musicality, performance, and professional skills with an emphasis on disciplinary standards and industry expectations. Students engage in diverse performance opportunities while focusing on self-discovery, authenticity, and collaboration. OFFERED: Sem. I, II.
- 1650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member.
REPEAT: May be repeated (total credit not to exceed 4 hours).
- 2140 Embodied Performing: Introduction to the Alexander Technique** 2 hrs. (2, 0)
Covers the principles, history, practical and performance-related application of the Alexander Technique. Body mapping, performance practice, and self-care explored through the lens of the Alexander Technique. SAME AS: MUPF 2140, THEA 2140, DANC 2140. OFFERED: Sem. I.
- 2250 Stage Diction I — Fundamentals** 2 hrs. (2, 0)
Introduces and develops speech techniques for the actor, specifically in the areas of relaxation, posture and alignment, respiration, phonation, registration, resonance, and articulation. SAME AS: THEA 2250. OFFERED: Sem. II.
- 2410 Movement for the Actor** 2 hrs. (2, 0)
Introduction to movement techniques for the actor. This course is designed for a student to enhance their abilities as a performing artist, actor, public speaker, educator, and more. Areas of focus include freeing the body, developing a connection to the student's own body, kinesthetic awareness, relaxation, and alignment. OFFERED: Sem. I.
- 2420 Voice Production for the Actor** 2 hrs. (2, 0)
Introduction to voice and speech for the actor. Techniques are used to introduce the actor to their instrument and build effective communication skills without extraneous effort. OFFERED: Sem. II.
- 2650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member.
REPEAT: May be repeated (total credit not to exceed 4 hours).
- 3210 Musical Theatre I** 3 hrs. (3, 0)
In depth work on solos chosen from the musical theatre canon in order to guide each individual student build a process for singing and acting simultaneously. The techniques learned and tools gained will help students deliver a more active, truthful, and specific performance. OFFERED: Sem. I.

MUTR (cont.)

- 3220 Musical Theatre II** 3 hrs. (3, 0)
Building on the foundations of Musical Theatre 1, this course moves from solo work to musical theatre scenes with duets, focusing on the analysis of each scene pushing the text forward toward the song. **PREREQUISITE:** MUTR/THEA 3210. **OFFERED:** Sem. II.
- 3410 Voice and Movement for the Actor III** 2 hrs. (2, 0)
Advanced speech techniques for the actor. Continued exploration of connecting text to breath in context with awareness of the whole body. Areas of focus include the Alexander Technique, International Phonetic Alphabet (IPA), and beginning dialects. **SAME AS:** THEA 3410. **OFFERED:** Sem. II.
- 3650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 4500 Musical Theatre Showcase** 2 hrs. (2, 0)
Overview studio course for graduating musical theatre majors. Coursework involves repertoire from genres of musical theatre appropriate for each individual. Culminates in a showcase performance presented at the end of the semester. **SAME AS:** THEA 4500. **OFFERED:** Sem. II.
- 4650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 4660 International Experience in the Arts** 1-4 hrs. (arranged)
Designed to provide academic credit for coursework and assignments completed in conjunction with an international experience offered through the TRI-S program. **REPEAT:** May be repeated for credit.
- 4910 Seminar in Audition Techniques** 2 hrs. (2, 0)
Covers the techniques of the audition process, including graduate school, theatre/musical theatre summer stock, Shakespeare, television, and film. Conducted in a master-class format, requiring both oral and written participation. **REPEAT:** May be repeated for credit. **SAME AS:** MUPF 4910. **OFFERED:** Sem. I.

THEA

Theatre Courses

- 1650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 2110 Acting I** 3 hrs. (3, 0)
Introduces fundamentals of the acting process through exercises and scene study. **OFFERED:** Sem. I.
- 2120 Acting II** 3 hrs. (3, 0)
Using a combination of contemporary and classical plays, students will continue developing their skills and techniques as actors; while exploring processes that work for each individual, students will work on: specificity in applying actions, experimenting with genres and styles, spontaneity within scene work, and continuing the work of performing truthfully on stage. **PREREQUISITE:** THEA 2110. **OFFERED:** Sem. II.
- 2140 Embodied Performing: Introduction to the Alexander Technique** 2 hrs. (2, 0)
Covers the principles, history, practical and performance-related application of the Alexander Technique. Body mapping, performance practice, and self-care explored through the lens of the Alexander Technique. **SAME AS:** MUPF 2140, MUTR 2140, DANC 2140. **OFFERED:** Sem. I.
- 2210 Stagecraft** 3 hrs. (3, 0)
Introduces basic stagecraft practices through lectures, labs, and practical experience, including safe and proper use of power and hand tools, scenery building, scene painting, theatrical lighting, basic stage management, properties, and sound. **OFFERED:** Sem. I.
- 2220 Theatre Genres and Analysis** 2 hrs. (2, 0)
Introduction to the concepts and techniques of script analysis through the study of the historical genres of theatre. **OFFERED:** Sem. I.
- 2230 Special Topics in Theatre** 3 hrs. (3, 0)
This rotating course offers students an expansive exploration of theatre, encompassing a wide array of topics that reflect the diversity and richness of the arts. Special Topics in Theatre is designed for both majors and non-majors, offering a comprehensive overview that cultivates an appreciation for the world of theatre. **OFFERED:** Sem. II.

THEA (cont.)

- 2250 Stage Diction I — Fundamentals** 2 hrs. (2, 0)
Introduces and develops speech techniques for the actor, especially in the areas of relaxation, posture and alignment, respiration, phonation, registration, resonance, and articulation. **SAME AS:** MUTR 2250. **OFFERED:** Sem. II.
- 2350 Introduction to Acting** 2 hrs. (2, 0)
Introduces fundamental principles of performance, with emphasis on Spolin-styled theatre games and developing competent improvisational skills. Open to all students. **OFFERED:** Sem. I, II.
- 2410 Movement for the Actor** 2 hrs. (2, 0)
Introduction to movement techniques for the actor. This course is designed for a student to enhance their abilities as a performing artist, actor, public speaker, educator, and more. Areas of focus include freeing the body, developing a connection to the student's own body, kinesthetic awareness, relaxation, and alignment. **OFFERED:** Sem. I.
- 2420 Voice Production for the Actor** 2 hrs. (2, 0)
Introduction to voice and speech for the actor. Techniques are used to introduce the actor to their instrument and build effective communication skills without extraneous effort. **OFFERED:** Sem. II.
- 2500 Appreciation of Theatre** 2 hrs. (2, 0)
Development of dramatic literacy through examination of a wide variety of dramatic themes and forms. Study and participation in dramatic criticism and theory. **OFFERED:** With sufficient demand.
- 2650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member.
REPEAT: May be repeated (total credit not to exceed 4 hours).
- 2890 Acting/Production Practicum** 1 hr. (arranged)
Practical experience in theatre, particularly related to productions in the university's theatrical season. Open to all students. **REPEAT:** May be repeated (total credit not to exceed 8 hours). **OFFERED:** Sem. I, II.
- 3010 History of Theatre I: Beginnings to Romantics** 3 hrs. (3, 0)
Chronological survey of the various arts, crafts, theory/criticism, and literature of Western theatre from its earliest origins to the mid-1500s. Open to all students.
- 3020 History of Theatre II: Romantics to Present** 3 hrs. (3, 0)
Chronological survey of the various arts, crafts, theory/criticism, and literature of Western theatre from the mid-1500s to the present. Attention also given to film and performance art. Open to all students.
- 3110 Acting III** 3 hrs. (3, 0)
This course is designed to broaden and enhance the skills students have previously learned, through a deeper understanding of scene analysis, physicalization, and improvisation. This class continues to focus on the doing through both contemporary and classical works, while strengthening student's acting skills in listening, imagination, impulse driven responses, and the connection they have to their body.
PREREQUISITE: THEA 2120. **OFFERED:** Sem. I.
- 3120 Acting IV** 3 hrs. (3, 0)
Advanced studies in acting focusing on classical texts and heightened language, including Shakespeare, Restoration, Shaw, Ibsen, and Chekhov. **OFFERED:** Sem. II.
- 3300 Acting Methods** 3 hrs. (3, 3)
Designed for majors who have demonstrated superior performance skills. Focus will be on the American method school of acting, utilizing extensive scene study. **OFFERED:** With sufficient demand.
- 3400 Directing** 3 hrs. (3, 0)
Covers directing techniques and theories for the theatre, including selecting, analyzing, casting, and rehearsing plays for production. **OFFERED:** With sufficient demand.
- 3410 Voice and Movement for the Actor III** 2 hrs. (2, 0)
Advanced speech techniques for the actor. Continued exploration of connecting text to breath in context with awareness of the whole body. Areas of focus include the Alexander Technique, International Phonetic Alphabet (IPA), and beginning dialects. **SAME AS:** MUTR 3410. **OFFERED:** Sem. II.
- 3500 Scene Design** 3 hrs. (3, 2)
Study of theories and practices of set design for the stage, including modern construction practices. Open to all students. **OFFERED:** Sem. II.
- 3550 Lighting Design** 3 hrs. (3, 2)
Study of theories and practices of theatrical lighting. Open to all students. **OFFERED:** Sem. II.

THEA (cont.)

- 3650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member.
REPEAT: May be repeated (total credit not to exceed 4 hours).
- 4500 Musical Theatre Showcase** 2 hrs. (2, 0)
Overview studio course for graduating musical theatre majors. Coursework involves repertoire from genres of musical theatre appropriate for each individual. Culminates in a showcase performance presented at the end of the semester. **SAME AS:** MUTR 4500. **OFFERED:** Sem. II.
- 4650 Independent Study** 1-4 hrs. (arranged)
Opportunities for individualized study as agreed upon by student and faculty member.
REPEAT: May be repeated (total credit not to exceed 4 hours).
- 4660 International Experience in the Arts** 1-4 hrs. (arranged)
Designed to provide academic credit for coursework and assignments completed in conjunction with an international experience offered through the TRI-S program. **REPEAT:** May be repeated.
- 4800 Senior Project** 1-4 hrs. (arranged)
Students complete a portfolio and present a final performance/production. The latter requirement also may be filled through an approved internship with a professional theatre company. Students wishing to advance to a Master of Arts program may also complete a paper for presentation at an approved conference. **EXPECTATION:** All required coursework. **OFFERED:** With sufficient demand.
- 4900 Seminar in Theatre Studies** 3 hrs. (3, 0)
Specialized focus on various periods of theatrical history, performance genres, and/or theory. Topics vary. **CONSENT:** Instructor consent required for non-departmental majors. **REPEAT:** May be repeated. **OFFERED:** With sufficient demand.
- 4910 Seminar in Performance Practices** 3 hrs. (3, 1)
Specialized focus on both the study and practice of various performance skills/arts. Topics vary. **CONSENT:** Instructor consent required for non-departmental majors. **REPEAT:** May be repeated. **OFFERED:** With sufficient demand.

DANC

Dance Courses

- 1120 Tap I** 1 hr. (2, 0)
Introduces students to a wide variety of movement and a foundation for developing basic skills and tap technique. Tap shoes required. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II.
- 1150 Dance Repertory** 0-1 hrs. (arranged)
Performance ensemble and practical technical training for participation in annual staged dance productions, a department holiday concert, and touring. Auditions for performances are open to all students. **COREQUISITE:** Concurrent enrollment in a technique course required. **GRADE:** CR/NC. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II.
- 1160 Dance Production** 0-1 hrs. (arranged)
Students provide technical, organizational, and practical assistance with mainstage productions. Open to all students. **GRADE:** CR/NC. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II.
- 1220 Modern I** 2 hrs. (2, 0)
Introduces students to a wide variety of movement and creates a foundation for development of basic skills and technique. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II.
- 1320 Jazz I** 1 hr. (3, 0)
Introduces a wide variety of movement and creates a foundation for development of basic skills and jazz technique. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II.
- 1420 Ballet I** 2 hrs. (2, 0)
Introduces a foundation for the development of basic skills and ballet technique. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II.
- 1580 Dance Improvisation I** 1 hr. (2, 0)
Introduces spontaneous creation through words, sketches, sounds, and movement. Explores the topics of "body in space" and use of "negative space." Focuses on individual improvisation, body awareness, and the student's ability to work within a given structure, time, and space. Group improvisation introduced at the end of the course. Open to all students; no dance experience necessary. **OFFERED:** Sem. I.

DANC (cont.)

- 1590 Dance Composition I** 2 hrs. (2, 0)
Introduces the basics of composition and choreography for solo work, including Laban's space, time and effort/ energy principles. Evolving use of compositional tools including symmetry, asymmetry, unison, counterpoint, canon, round, retrograde, chaos, tempo, and syncopation. Includes basics of musical phrase work, theatrical staging, and directing. **OFFERED:** Sem. II.
- 1650 Independent Study** 1-4 hrs. (arranged)
Expanded experience in a topic area of student choice with approval from the dance area coordinator. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 2110 Musical Theatre Dance Forms** 1 hr. (2, 0)
Designed for the singing actor. Focuses on development of a repertoire of fundamental "singer-mover" dance steps while learning the historical range of styles from vaudeville to contemporary music theatre. **REPEAT:** May be repeated. **OFFERED:** Sem. II.
- 2120 Tap II** 1 hr. (2, 0)
Continuation of Tap I, designed for the intermediate to advanced student with at least one semester of tap. Introduce students to more in-depth exercises designed to promote vocabulary and skill level, as well as the development of performance technique. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II.
- 2140 Embodied Performing: Introduction to the Alexander Technique** 2 hrs. (2, 0)
Covers the principles, history, practical and performance-related application of the Alexander Technique. Body mapping, performance practice, and self-care explored through the lens of the Alexander Technique. **SAME AS:** MUPF 2140, MUTR 2140, THEA 2140. **OFFERED:** Sem. I.
- 2220 Modern II** 2 hrs. (2, 0)
A continuation of Modern I designed for the intermediate-level dancer. Advances techniques and basic principles of modern dance.
- 2320 Jazz II** 1 hr. (3, 0)
A continuation of Jazz Dance I designed for the intermediate dancer. Introduces more complex styles, skills, and principles of jazz technique.
- 2420 Ballet II** 2 hrs. (2, 0)
A continuation of Ballet I designed for the intermediate dancer. Develops advancing technique, fine motor control, style, and skills.
- 2580 Dance Improvisation II** 1 hr. (2, 0)
Focuses on the concept of "bodies in space" and develops the ability to sense the relative position of neighboring parts and bodies. Students sharpen their ability to improvise within a group setting while remaining aware of motif, structure, and cohesiveness. Introduces use of contact improvisation. **PREREQUISITE:** DANC 1580. **OFFERED:** Sem. I.
- 2590 Dance Composition II** 2 hrs. (2, 0)
Further exploration of choreographic concepts of Laban's time, space, shape, energy, and dynamics. Focus on small group composition. **PREREQUISITE:** DANC 1590. **OFFERED:** Sem. II.
- 2650 Independent Study** 1-4 hrs. (arranged)
Expanded experience in a topic area of student choice with approval from the dance area coordinator. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 2850 Practice in Teaching** 1 hr. (1, 0)
Students gain experience with teaching students in a laboratory setting, developing and using rubrics and syllabi. Students are evaluated by instructors and peers, and engage in self-evaluation and reflection. Students will develop the means to guide students in experiential, analytical, and creative exercises. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **OFFERED:** Sem. II.
- 3000 Global Dance Forms** 3 hrs. (3, 0)
Dance, symbolism, and the mind-body-spirit triad are used to explore diverse cultures and the inseparable nature of art, life, and sacred and secular practices. No previous dance experience required. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I.
- 3010 Dance History I** 3 hrs. (3, 0)
The history of Western dance from Biblical and Grecian dance to the early 20th century, including the rise of ballet, Baroque dance, Romantic and Classical ballet, and the artistic diaspora following the Bolshevik Revolution in Russia. **OFFERED:** Sem. II.

DANC (cont.)

- 3020 Dance History II** **3 hrs. (3, 0)**
The history of Western theatrical dance from 1900 to the present day, exploring the major artistic movements and philosophies that gave rise to forms such as Neoclassical Ballet, Modern Dance, Tap, Jazz, Musical Theater, Postmodernism, and Hip Hop, among others. **OFFERED:** Sem. II, 2025-26.
- 3050 Dance Pedagogy I** **3 hrs. (3, 0)**
Explores the basic structures and theories of teaching beginning and intermediate modern and ballet techniques, responsible flexibility/strength training, communicating with related constituencies, and issues of gender, diversity, and cultural sensitivity in the dance class. **OFFERED:** Sem. I, 2025-26.
- 3055 Dance Pedagogy II** **3 hrs. (3, 0)**
Explores pedagogical approaches for teaching intermediate and advanced modern and ballet techniques, physical/social adolescent development, classroom management/assessment strategies, mindful awareness of the specific needs of male and female dancers, and non-European dance form appreciation and application. **PREREQUISITE:** DANC 3050. **OFFERED:** Sem. II, 2025-26.
- 3060 Movement Analysis** **3 hrs. (3, 0)**
Uses a system of observation and notation to aid students in understanding dance, health, and the science of movement. Also explores the neural control mechanisms by which humans plan and execute movement through the integration of the nervous, sensory, and muscular systems. **PREREQUISITE:** DANC 4500 OR BIOL 2410. **OFFERED:** Sem. II.
- 3120 Tap III** **1 hr. (2, 0)**
A continuation of Tap II, this advanced course includes syncopated rhythms, progressive step combinations and “hoofers” and “tapper” stylistic expression. **REPEAT:** May be repeated. **OFFERED:** Sem. I.
- 3220 Modern III** **2 hrs. (2, 0)**
A continuation of Modern II, this intermediate course includes the application of more complex technique principles, with a focus on select techniques including Graham, Horton, and Humphrey/Limón. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II.
- 3320 Jazz Dance III** **1 hr. (3, 0)**
A continuation of Jazz II, this advanced course covers syncopated rhythms, progressive step combinations, regional stylistic differences and prepares students for jazz improvisation and commercial dance practices. **REPEAT:** May be repeated. **OFFERED:** With sufficient demand.
- 3420 Ballet III** **2 hrs. (2, 0)**
A continuation of Ballet II, this advanced course presents a deeper kinesthetic understanding of ballet fundamentals and sharpens physical technique through extension of line, upper body coordination, complex rhythm forms of movement, and advanced petite, grand allegro and variations. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II.
- 3510 Period Dance** **2 hrs. (2, 0)**
Explores European and American social dance forms. Participation and studio execution of movement from representative historical periods up to the present day. No dance experience necessary. **REPEAT:** May be repeated. **OFFERED:** Sem. II, 2025-26.
- 3520 Pointe** **1 hr. (2, 0)**
Study of basic and advanced technique of pointe work. Designed for the student with several years of ballet training. Includes pointe exercises at the barre, center work, and variations. **COREQUISITE:** DANC 2420, 3420, or 4420. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II.
- 3530 Partnering for Ballet and Modern Dance** **1 hr. (2, 0)**
Study of the basic technique of partnering work, including pas de deux in ballet and effort/energy lifts/weight sharing in modern dance. **EXPECTATION:** For students at intermediate- or advanced-level in ballet and modern dance technique. **REPEAT:** May be repeated. **OFFERED:** Sem. I, 2025-26.
- 3580 Dance Improvisation III** **1 hr. (2, 0)**
Explores the technique of contact improvisation. Students continue to develop their sense of space, time, and proprioception while exploring the levels of physical relationships, communication and the physical laws that govern gravity, momentum and inertia to form a continuous motion conversation. **PREREQUISITE:** DANC 2580. **REPEAT:** May be repeated. **OFFERED:** Sem. I, 2025-26.
- 3590 Dance Composition III** **2 hrs. (2, 0)**
Explores the ideas of rise and fall, arching themes, storylines, abstraction, choreography for hire, and site-specific works. Includes character development, relationships between dancers, music selection. **PREREQUISITE:** DANC 2590. **OFFERED:** Sem. II, 2025-26.

DANC (cont.)

- 3650 Independent Study** 1-4 hrs. (arranged)
Expanded experience in a topic area of student choice with approval from the dance area coordinator. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 4060 Motor Control** 3 hrs. (3, 0)
Explores the neural control mechanisms by which humans plan and execute movement through the integration of the nervous, sensory, and muscular systems. Students study how the brain organizes, stores, and accesses information to create and coordinate a range of motor skills. **OFFERED:** Sem. II, 2025-26.
- 4220 Modern IV** 2 hrs. (2, 0)
A continuation of Modern III, this advanced course emphasizes speed, retention, variation, and advanced study in the techniques of Graham, Horton, and Humphrey/Limón. **PREREQUISITE:** DANC 3220. **REPEAT:** May be repeated. **OFFERED:** With sufficient demand.
- 4320 Jazz Dance IV** 1 hr. (3, 0)
A continuation of Jazz III, this advanced course emphasizes technique and improvement of dance rhythms, dynamics, special awareness, and projection as a means of creating style, aesthetic, and performance quality. **REPEAT:** May be repeated for credit. **PREREQUISITE:** DANC 3320. **OFFERED:** With sufficient demand.
- 4420 Ballet IV** 2 hrs. (2, 0)
A continuation of Ballet III, this advanced course emphasizes foot and arm movement and body placement using barre, center work, and choreography. Complex retention and high-performance quality required at all times. **PREREQUISITE:** DANC 3420. **REPEAT:** May be repeated. **OFFERED:** With sufficient demand.
- 4500 Dance Anatomy and Kinesiology** 3 hrs. (3, 0)
Basic principles of anatomy and kinesiology and an investigation of the human body and how it works through dance and movement. Importance placed on functionality of joints, ligaments, tendons, and of musculoskeletal, sensory, and nervous systems. **OFFERED:** Sem. I.
- 4590 Dance Composition IV** 2 hrs. (2, 0)
Topics include non-rhythmical music, ambient music, environmental music, improvisation as a choreographic tool, and site-specific works. Students craft original works, culminating in a student dance concert. **PREREQUISITE:** DANC 3590. **OFFERED:** Sem. II.
- 4650 Independent Study** 1-4 hrs. (arranged)
Expanded experience in a topic area of student choice with approval from the dance area coordinator. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 4660 International Experience in the Arts** 1-4 hrs. (arranged)
Designed to provide academic credit for coursework and assignments completed in conjunction with an international experience offered through the TRI-S program. **REPEAT:** May be repeated.
- 4800 Internship in Dance** 1-3 hrs. (arranged)
In-depth experience in a selected dance-related business tailored to the abilities and needs of the individual student. **PREREQUISITE:** Upper-division standing. **REPEAT:** May be repeated (total credit not to exceed 3 hours). **OFFERED:** With sufficient demand.
- 4900 Seminar in Selected Topics** 1-4 hrs. (arranged)
Special dance courses as determined by the faculty. **REPEAT:** May be repeated.
- 4910 Seminar in Professional Praxis for Dancers** 2 hrs. (2, 0)
Focus on preparation for the professional world. Topics covered include graduate school, dance company, and musical theatre. Conducted in a masterclass format, the seminar includes both oral and written participation, and the completion of a professional portfolio. **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I.

DEPARTMENT OF COMPUTER SCIENCE & MATHEMATICS

Dr. Justin Lambright, chair

*Faculty: Prof. Burch, Dr. Coon, Prof. Craton,
Dr. Lambright, Dr. Preston, Dr. Van Groningen*

COMPUTER SCIENCE

The mission of the Department of Computer Science is to provide students with a strong foundation in the field, build a love for lifelong learning, and ignite a desire to use their skills in service to the church and to society. The Department of Computer Science offers three standard majors — computer science (Bachelor of Science and Bachelor of Arts), data science (Bachelor of Science and Bachelor of Arts), and cybersecurity (Bachelor of Arts), which is an interdisciplinary major offered in conjunction with the security studies program. Also, for students wishing to add a concentration of coursework in these subjects to an existing major, two complementary majors are offered — computer science and data science. The knowledge and skills gained in these majors are uniquely suited to allow our students to be servant leaders in their communities. Anderson University computer science, cybersecurity, and data science students are immersed in project-based experiential learning in both the classroom and the community.

Students develop and apply their knowledge outside the classroom by completing on-campus internships with area companies or the Center for Security Studies and Cyber Defense, working with Anderson University Information Technology Services, and working within the Department of Computer Science to install and maintain servers, network, and lab computers. Additional off-campus opportunities include internships with companies in the surrounding counties. Anderson University students in these majors are recognized by employers as having the key abilities necessary in quality employees: integrity, Christ-centered servant leadership, strong written and oral communication skills, problem-solving abilities, excellent computer science skills, and an eagerness to learn what is needed to solve problems.

The curriculum for a bachelor's degree in computer science at Anderson University follows the current Association of Computing Machinery ([ACM](#)) curriculum guidelines, incorporates software engineering throughout the curriculum, and provides students with the opportunity to use a wide array of software development technologies. During the freshman and sophomore years, students build the foundation of computer science knowledge while also developing the soft skills that employers value from a liberal arts education. Juniors and seniors focus on applying principles of this foundational knowledge and software engineering to advanced topics, including cybersecurity, computer networks, and operating systems. Teamwork, problem solving, and communication skills (written and oral) are emphasized throughout the program. Projects are oriented toward service to the surrounding community and the university when possible.

A major in computer science allows graduates to pursue jobs in the technology sector, including software development, testing, information technology support, and web development, among many other opportunities. Students who intend to continue their education in graduate school or focus on computationally complex problems in the computer science industry should complete the requirements for the Bachelor of Science in computer science, which adds foundational courses in math and science as well as requiring an additional computer science course.

A complementary major allows graduates to apply computer science in the specific area of their primary major; nearly any area of study can benefit from the use of computer science principles. The minor in computer science is designed for students who intend to use computer skills within a major to assist in the study of that major. Students are encouraged to speak with computer science faculty when selecting elective credit in order to choose courses that are most applicable to their concentration.

Students majoring in computer science are urged to complete additional coursework in mathematics, accounting, business administration, physics, cybersecurity, or related areas.

COMPUTER SCIENCE MAJOR, BACHELOR OF ARTS (59 hrs.)

- CPSC 2020, 2030, 2100, 2330, 2420, 2430, 2500
- MATH 2200/CPSC 2250
- CPSC 2150, 3410, 4420, 4430
- 3 credit hours from CPSC 4480 or 4800
- MATH 2010 or MATH 2120
- 10 credit hours from courses numbered CPSC/ENGR/MATH/PHYS 2000 and above

COMPUTER SCIENCE MAJOR, BACHELOR OF SCIENCE (72 hrs.)

- CPSC 2020, 2030, 2100, 2330, 2420, 2430, 2500
- MATH 2200/CPSC 2250
- CPSC 2150, 3410, 4420, 4430
- 3 credit hours from CPSC 4480 or 4800
- MATH 2010, 2020, 2120, 3010
- POSC 2420
- 10 credit hours from courses numbered CPSC/ENGR/MATH 2000 and above or/PHYS 2240 and above

COMPUTER SCIENCE COMPLEMENTARY MAJOR (32 hrs.)

- CPSC 2020, 2030, 2100, 2500
- 4 credit hours from one of the following courses: MATH 2010, 2020, 2200, or MATH 2120 and POSC 2420
- 12 credit hours from any course CPSC 2000 or above, as approved in a plan of study by the computer science advisor

COMPUTER SCIENCE MINOR (16 hrs.)

- CPSC 2020, 2030
- 8 credit hours of additional credit from CPSC 2000 and above

CYBERSECURITY

The cybersecurity major is an interdisciplinary major and is aligned to meet the standards required for designation by the Department of Homeland Security and National Security Agency as a [National Center of Academic Excellence in Cybersecurity \(NCAE-C\)](#). The program has been recognized with the [Center of Academic Excellence in Cyber Defense \(CAE-CD\) designation](#).

CYBERSECURITY MAJOR (64 hrs.)

Foundation (31 hrs.):

- CPSC 1080, 2020, 2080, 2300
- MATH 2120, MATH 2200/CPSC 2250
- POSC 2020, 2200, 2400, 2420

Professional Core (18 hrs.):

- CPSC 2150, 3410, 3480, 4060, 4070
- 3 credit hours from CPSC 4480 or 4820

National Security Policy (6 hrs.):

- POSC/CRIM 3350
- POSC 3370

Electives (6 hrs.) from:

- CPSC 2000 and above
- CRIM 2520
- POSC 3250, 3310
- PSYC 3080, 3330

Ethics (3 hrs.):

- PHIL/RLGN 3250

CYBERSECURITY MINOR (16 hrs.)

Core (10 hrs.):

- CPSC 2020 - Fundamentals of Computational Thinking and Programming (4)
- CPSC 2080 - Introduction to Cybersecurity (3)
- POSC 2020 - Introduction to World Politics (3)

Electives (6 hrs.) from:

- CPSC 2300 - System Administration (3)
- CPSC 3380 - Applied Cryptography and Security (4)
- CPSC 3410 - Computer Networks (4)
- CPSC 4480 - Technical Certification (1)
- POSC 2200 - Public Policy (3)
- POSC 3350 - Homeland Security (3)
- Up to 4 credits from CPSC 2550 or 3550 (Selected Topics)

DATA SCIENCE

The curriculum for a Bachelor of Science degree in data science at Anderson University follows the current Association of Computing Machinery (ACM) curriculum guidelines for data science programs. Both the Bachelor of Science and the Bachelor of Arts major in data science prepares graduates to pursue a life of curiosity, exploration, and knowledge creation. Graduates of these programs will have developed an intuition for discovering meaning in data and will have the skills needed to provide value and purpose in almost any field. The Bachelor of Science data science major prepares students with the advanced mathematical foundations to pursue graduate school or tackle the most challenging problems in industry, while the Bachelor of Arts focuses on the application of the knowledge and techniques of data science to problems in a wide variety of fields.

The complementary major in data science provides students with the foundational understanding to be able to utilize data science techniques and tools within their primary major. The techniques of data science are applicable to a broad range of different domains, so that nearly any major can be enhanced by a complementary major in data science. The minor in data science provides an initial foundation for understanding the functionality of data science tools, and is intended to serve as the first step towards the use of data science techniques in the student's major field of study.

DATA SCIENCE MAJOR, BACHELOR OF ARTS (64 hrs.)

- MATH 2010, 2120, 3010 and POSC 2420
- CPSC 2020, 2030, 2040, 2080, 2100, 2330, 2500
- BSNS 2310, CPSC 2150, 3520, 3540 or 4100, and 4430
- 3 credit hours from CPSC 4480 or 4840
- 3 credit hours from selected Communication Electives ([see below](#))
- 3 credit hours from selected Domain Electives ([see below](#))
- A minor or major in an application domain ([see below](#))

DATA SCIENCE MAJOR, BACHELOR OF SCIENCE (81 hrs.)

- CPSC 2020, 2030, 2040, 2080, 2100, 2150, 2330, 2500, 3520, 3540, 4100, 4430
- MATH 2010, 2020, 3010, 3020, 3200, 4010, 4020
- POSC 2420
- BSNS 2310
- 3 credit hours from CPSC 4480 or 4840
- 3 credit hours from selected Communication Electives ([see below](#))
- 3 credit hours from selected Domain Electives ([see below](#))
- A minor or major in an application domain ([see below](#))

DATA SCIENCE COMPLEMENTARY MAJOR (37 hrs.)

- CPSC 2020, 2030, 2040, 2100
- MATH 2010, 2120
- POSC 2420
- BSNS 2310
- 3 credit hours from CPSC 3520, 3540, 4100
- 3 credit hours from selected Communication Electives ([see below](#))
- 3 credit hours from selected Domain Electives ([see below](#))

DATA SCIENCE MINOR (17 hrs.)

- CPSC 2020, 2040, 2100
- MATH 2120
- POSC 2420

Eligible Data Science Communication Electives:

- COMM 2200, ENGL 3140, ENGL 3160, or a course approved by the data science advisor

Eligible Data Science Minors:

- Students are required to minor in an application domain, as approved by a data science advisor.
- Suggested minors include Accounting, Biology, Chemistry, Criminal Justice, Management, Marketing, Physics, Psychology, Social Media, and Sport Marketing.

Eligible Data Science Domain Electives:

- One course at the level of 3000 or above in the domain area is required, as approved by the data science advisor.
- The following courses are pre-approved for students in the corresponding domain:
 - ACCT 3110
 - BIBL 2050
 - BIOL 4050
 - BSNS 2450, 3240
 - CHEM 3100, 4110
 - ENGR 4120
 - HIST 2300
 - MATH 3400
 - PHYS 4220, 4410
 - POSC 3140, 3360
 - PSYC 3240
 - RLGN 3120
 - SOCI 3700

MATHEMATICS

The program in mathematics has three major objectives: to provide the non-specialist with some understanding of the contributions of mathematics to cultural development; to offer students in natural, social, and behavioral sciences the mathematics necessary for understanding their own fields of interest; and to prepare mathematics majors for graduate study, for teaching at the secondary level, or for work in business and industry.

Students considering careers in mathematics should realize that the emphasis in mathematics courses changes as progress is made through the undergraduate program. The early emphasis on problem solving is later subordinated to the task of formulating and dealing effectively with mathematical structures and abstract ideas.

Students who have pursued accelerated mathematics programs in high school may request advanced placement. Such requests should be made through correspondence with the department chair before registration. Credit, if granted for high school work in calculus or statistics, is through the Advanced Placement Program of the College Entrance Board. Consult with the chair of the Department of Mathematics or the Office of the University Registrar for details.

Students who plan to major in mathematics or actuarial studies should consult the chair of the department as soon as possible.

ACTUARIAL SCIENCE MAJOR, BACHELOR OF ARTS (66 hrs.)

- MATH 2010, 2020, 2120, 3010, 3020, 3200, 3400, 4000, 4010, 4020
- ACCT 2010, 2020
- BSNS 2510, 3390, 4150, 4390
- CPSC 2020
- ECON 2010, 2020, 3410
- POSC 2420

MATHEMATICS MAJOR, BACHELOR OF ARTS (41 hrs.)

- MATH 2010, 2020, 2200, 3010, 3020, 4000
- Probability/Statistics Elective: One course from MATH 2120, 4010, or 4020
- Elective: One course from MATH 4100, or 4200
- 9 credit hours from MATH 2000 or above
- CPSC 2020
- MATH 4700 does not apply toward the major

MATHEMATICS MAJOR, BACHELOR OF SCIENCE (49 hrs.)

- MATH 2010, 2020, 2200, 3010, 3020, 3200, 4000, 4200
- **Probability/Statistics Elective:** Select one from MATH 2120, 4010, 4020
- **Mathematics Elective:** Select one from MATH 3100, 3200, 3300, 3400, 4100
- CPSC 2020
- ENGR 2310
- PHYS 2240
- An additional 4 credit hours from:
 - CHEM 2110 or above
 - CPSC 2030 or above
 - PHYS 2250 or above
 - BIOL 2210 or above

MATHEMATICS TEACHING MAJOR, BACHELOR OF ARTS (44 hrs.)

- MATH 2010, 2020, 2200, 2300, 3010, 3020, 3200, 4000, 4010, 4200
- MATH 2120 or 4020
- CPSC 2020
- MATH 4700
- In addition to these requirements, students pursuing a teaching major must also meet additional requirements listed in the [Department of Teacher Education](#) section of this catalog.

MATHEMATICS MINOR (16 hrs.)

- MATH 2010, 2020
- Additional hours from MATH courses numbered 2120 or above

CPSC Courses

Note: For all courses with a CPSC caption, a laptop is required.

- 1030 Computer Science for Educators** 2 hrs. (2, 0)
Computer Science for Educators provides elementary educators with the necessary knowledge and skills to integrate computer science and computational thinking into their teaching practice. The course focuses on the core concepts and practices of computer science, as well as the importance of fostering an inclusive computing culture in the classroom. This course is aligned with the following Indiana Department of Education's (IDOE) computer science standards: Data and Information (DI); Computing Devices and Systems (CD); Programs and Algorithms (PA); Networking and the Internet (NI). **EXPECTATION:** Designed particularly for education majors and does not apply toward majors or minors in Computer Science. **OFFERED:** Sem. I.
- 1080 Introduction to Computing** 3 hrs. (2, 1)
This course builds students' foundational understanding of computers and their practical applications. It covers essential hardware and software concepts, with an emphasis on productivity tools like Microsoft Excel and introductory computer networking concepts. The course also provides an overview of major computer components. Students who have already completed six credits in CPSC courses are not eligible for credit in this course. **OFFERED:** Sem. I.
- 2020 Fundamentals of Computational Thinking and Programming** 4 hrs. (3, 2)
An introduction to concepts in the field of computer science, the skills of computational thinking, and the craft of computer programming. Topics include a survey of problem-solving and algorithm development, data types and variables, collections, control-of-flow structures, methods and parameters, file processing, and objects. Emphasis on effective testing and debugging, and an introduction to the command line environment is presented. *Applies to the Quantitative Reasoning [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I, II.
- 2030 Object-Oriented Analysis and Design** 4 hrs. (3, 1)
Builds upon the topics covered in Fundamentals of Computational Thinking and Programming with an emphasis on writing classes and a focus on object-oriented programming. Topics include the theory and application of encapsulation, abstraction, inheritance, and polymorphism. An introduction to version control is presented. **PREREQUISITE:** Grade of C- or better in CPSC 2020. **OFFERED:** Sem. II.
- 2040 Foundations of Data Science** 4 hrs. (3, 1)
Students will gain practical knowledge of Data Science using the Python programming language. Topics covered will include data wrangling, storage, analysis, and visualization. Basic applications of statistical inference will be covered using Jupyter Lab, pandas, numpy, scipy, and sklearn. **PREREQUISITE:** CPSC 2020. **OFFERED:** Sem. II, 2026-27.
- 2080 Introduction to Cybersecurity** 4 hrs. (3, 2)
Introduces cybersecurity beginning with the foundational concepts and security principles then proceeding to threat, vulnerability, and risk management. Students will work with different offensive and defensive cyber tools to identify, protect, detect, respond, and recover critical infrastructure. **OFFERED:** Sem. I.
- 2100 Database Programming** 4 hrs. (4, 0)
Study of relational database management systems and information storage and retrieval techniques. Topics include ERD and UML modeling, normalization, and SQL programming, stored procedures, triggers, views, transaction processing, concurrency control. **PREREQUISITE:** CPSC 2020. **OFFERED:** Sem. I, 2026-27.
- 2150 Technology and Society** 2 hrs. (2, 0)
This course examines the impact of technology on society and introduces foundational concepts in professional development. Through critical discussions on digital culture and emerging technologies like artificial intelligence, students will explore ethical and societal implications alongside practical skills for their professional lives. Topics include privacy, misinformation, media influence, and the responsibilities of technology professionals. Students will also engage in practical measures to prepare them for internships and career opportunities. **PREREQUISITE:** Sophomore Standing

CPSC (cont.)

- 2180 Scripting and Systems** 2 hrs. (1, 2)
Teaches students to develop scripts for managing systems and automating operations. Students in the class will write scripts for command environments in Windows and Linux operating systems. The course introduces fundamental scripting goals and programming concepts like algorithms, data structures, type checking, loops, conditional logic, functions, parameters, and regular expressions. **PREREQUISITE:** Grade of C- or better in CPSC 2020. **OFFERED:** Sem. II.
- 2250 Discrete Mathematical Structures** 4 hrs. (4, 0)
Topics include Boolean algebra, computer logic, relations and functions, logic and proof techniques, combinatorics, algebraic structures, and graph theory. **SAME AS:** MATH 2200. **OFFERED:** Sem. II.
- 2300 System Administration** 3 hrs. (2, 2)
Students will learn systems administration principles and practices focusing on both Windows and Linux based environments. Students will be exposed to hardware and software components of modern computing systems (desktop, server, IOT, virtual and cloud), data storage devices, data in use and transmission, networking and security components, as well as operating system kernel, configuration hardening, vulnerability, and patch management. **OFFERED:** Sem. II.
- 2330 Web Application Development** 4 hrs. (4, 0)
Introduces students to a broad range of web application software development tools and technologies. Includes coverage of HTML 5, CSS, and JavaScript. Topics include client and server side web page development, the creation of asynchronous web applications, database access and MVC software design. **PREREQUISITE:** CPSC 2020. **OFFERED:** Sem. I, 2025-26.
- 2420 Computer Architecture** 2 hrs. (1, 2)
Principles of computer architecture are introduced, including instruction and data representation, fundamentals of assembly language, and low-level operating systems concepts, including registers, memory addressing, caching, the operating system stack, and bus architecture. **PREREQUISITE:** CPSC 2030 or ENGR 2310. **OFFERED:** Sem. I, 2026-27.
- 2430 Programming Languages and Compilers** 2 hrs. (1, 2)
A survey of programming languages and methods of translation. Topics include programming paradigms, language syntax and lexical analysis, language design choices, and design of compilers. **PREREQUISITE:** CPSC 2500. **OFFERED:** Sem. II, 2025-26.
- 2500 Data Structures and Algorithms** 4 hrs. (3, 2)
In-depth study of data structures and algorithms, including stacks, queues, and trees through the use of abstract data types to facilitate problem solving. Searching and sorting techniques will be applied to appropriate data structures. **PREREQUISITE:** Grade of C- or better in CPSC 2030 or ENGR 2310. **OFFERED:** Sem. I.
- 2550 Selected Topics** 2-4 hrs. (arranged)
Courses offered periodically on selected topics related to computer science or cybersecurity, and intended for both non-majors and majors within the department. Prerequisites vary according to course content. **REPEAT:** Different topics can be counted towards major electives (up to 6 total credit hours). **OFFERED:** With sufficient demand.
- 3300 Numerical Analysis** 3 hrs. (3, 0)
Introduction to numerical algorithms fundamental to scientific and mathematical computer use. Solutions of transcendental, polynomial, and differential equations; matrix algebra; linear programming; numerical integration and differentiation; Monte Carlo methods; and curve fitting. **PREREQUISITE:** CPSC 2020, MATH 2020. **SAME AS:** MATH 3300. **OFFERED:** With sufficient demand.
- 3380 Applied Cryptography and Security** 4 hrs. (3, 2)
Covers topics in applied cryptography (symmetric and asymmetric), public-key infrastructure, hashing, digital signatures, VPN, confidentiality and identity mechanisms, as well as common cryptographic failures. Protocols for securing data, applications, and network transmissions are covered in hands-on labs. Covers the technical skills necessary to understand cryptographic standards and assess their implementation. The current state of technology and cybersecurity is also discussed. **PREREQUISITE:** MATH 2200 or MATH 2010. **OFFERED:** Sem. I.
- 3410 Computer Networks** 4 hrs. (3, 2)
Students will learn the fundamental concepts, technologies, components, and issues related to communications and data networks. The course topics include networking models (OSI and IP), media (wired, wireless, optical), architectures (PAN, LAN/WAN, DMZ, VLAN, subnetting), devices (routers, switches, firewalls), and protocols (IP, TCP, UDP, ICMP). The fundamental concepts behind network security and network related threats are presented. Practical network software programming is covered with hands-on experience in the lab. **PREREQUISITE:** CPSC 2020. **OFFERED:** Sem. I.

CPSC (cont.)

- 3480 Network Security** 3 hrs. (2, 2)
This class provides students with an understanding of the concepts used in designing a secure network, defending a network, and a familiarity with the tools and techniques that can be used to protect a network from cyber threats. Issues in network forensics are addressed. Students will use packet capturing and logging to diagnose real-world network and security issues. **PREREQUISITE:** CPSC 2300 and CPSC 3410. **OFFERED:** Sem. II.
- 3500 Design and Analysis of Computer Algorithms** 4 hrs. (4, 0)
A study of techniques used in advanced algorithms, including algorithmic approaches such as brute-force, greedy, and divide-and-conquer algorithms, as well as recursive backtracking and dynamic programming. Supporting data structures like trees and graphs are studied, as well as search methods and related algorithms. In addition, the differences between P, NP, and NP-complete problems are discussed. **PREREQUISITE:** CPSC 2500. **OFFERED:** With sufficient demand.
- 3520 Introduction to Artificial Intelligence** 3 hrs. (2, 1)
Introduces a range of topics in artificial intelligence including classical search algorithms, knowledge bases and logical inference, and Bayesian networks and statistical inference. Emphasis is given to applications of these techniques. Students are required to implement many of the algorithms discussed throughout the course in the form of multiple larger projects. **PREREQUISITE:** CPSC 2020, MATH 2010 or MATH 2120. **EXPECTATION:** Strong mathematical background. **OFFERED:** Sem. II, 2026-27.
- 3540 Introduction to Machine Learning** 3 hrs. (2, 1)
This course provides a comprehensive introduction to machine learning (ML), covering foundational concepts, methods, and applications. Students will learn to define machine learning, understand various algorithms, and identify suitable problem types while gaining hands-on experience with essential ML tools and frameworks. Key topics include supervised learning (decision trees, support vector machines, and neural networks), unsupervised learning (clustering and dimensionality reduction), natural language processing, reinforcement learning, and an introduction to deep learning architectures. Emphasis is given to applications of these approaches to learning. Students are required to implement many of the algorithms discussed throughout the course in the form of multiple larger projects. **PREREQUISITE:** CPSC 2040, MATH 2010, MATH 2120. **RECOMMENDED:** MATH 3010. **OFFERED:** Sem. II, 2025-26.
- 3550 Special Topics** 2-4 hrs. (arranged)
Courses offered periodically on special topics related to computer science or cybersecurity, intended for majors within the department. Prerequisites vary according to course content. **REPEAT:** Different topics can be counted towards major electives (up to 6 total credit hours). **OFFERED:** With sufficient demand.
- 3650 Independent Study** 2-4 hrs. (arranged)
Independent study under faculty direction. **CONSENT:** Instructor. **REPEAT:** May be repeated.
- 4060 Penetration Testing** 3 hrs. (2, 2)
This course builds upon foundational cybersecurity concepts, with an emphasis on governance, risk, and compliance. It addresses organizational and customer requirements, scoping, and fostering an ethical hacking mindset. Students will develop applied skills to assess cyberthreats and defend against them, exploring topics such as information gathering, vulnerability scanning, cyberattacks and exploits, and reporting and communication. Additionally, the course introduces advanced techniques in AI-enabled offensive cybersecurity operations as well as adversarial attacks on machine learning models. Ethical and legal implications of AI-enabled cyber offense will be discussed, with an emphasis on aligning offensive AI techniques with existing cybersecurity frameworks. **COREQUISITE:** CPSC 3480. **OFFERED:** Sem. II, 2026-27.
- 4070 Cybersecurity Analysis and Digital Forensics** 3 hrs. (2, 2)
This course provides an in-depth exploration of cybersecurity analysis and digital forensics, equipping students with the skills and techniques needed to investigate cyber incidents and analyze digital evidence. Key topics include threat intelligence, vulnerability management, security operations, incident response, compliance monitoring, data acquisition, evidence preservation, forensic imaging, and data analysis. The curriculum combines theory with hands-on exercises that simulate real-world investigations, offering practical experience in forensic investigations, legal report preparation, and the use of industry-standard tools to recover, examine, and interpret digital evidence. **COREQUISITE:** CPSC 3480. **OFFERED:** Sem. II, 2025-26.
- 4100 Advanced Databases** 3 hrs. (2, 1)
This course delves into advanced data management techniques with a strong focus on NoSQL databases, distributed architectures, and the principles of building scalable and reliable database systems. Topics include key-value stores, document-based databases, data partitioning, replication strategies, and consistency models. Students will explore fault tolerance, distributed transactions, and the CAP theorem in depth. Emphasizes applying research and planning to provide robust and efficient solutions to common complex big data issues. **PREREQUISITE:** CPSC 2100. **OFFERED:** With sufficient demand.

CPSC (cont.)

- 4420 Operating Systems** 4 hrs. (3, 2)
Focuses on the fundamentals of operating systems (OS), including how the OS manages processes, memory, I/O, and file management. Process and thread management are emphasized, including synchronization, communication, races, and deadlocks. Virtual memory, virtualization/hypervisors, and disk management are also discussed. With each topic, the security implications and design considerations are thoroughly discussed. **PREREQUISITE:** CPSC 2420 and CPSC 2500. **OFFERED:** Sem. II.
- 4430 Software Engineering** 4 hrs. (3, 2)
A study of the principles of software design and development through the development of a large group project. Topics include requirements specification, project design and scheduling, security issues, verification, and validation. Software tools will be used for static code analysis, vulnerability scanning, and fuzzing. An emphasis is put on writing secure, high quality software that will work as expected in all circumstances and not be easily susceptible to vulnerabilities. **PREREQUISITE:** CPSC 2330 and CPSC 2500. **RECOMMENDED:** CPSC 2100. **OFFERED:** Sem. I.
- 4480 Technical Certification** 1 hr. (arranged)
Students study for an industry-relevant certification exam using prior course experiences and online resources. Students must take the certification exam to earn credit for the course. Eligible certification exams include CompTIA Security+, CompTIA PenTest+, AWS Certified Developer - Associate, Microsoft Certified: Azure Developer Associate, Microsoft Technology Associate: Database Fundamentals, or a certification deemed equivalent by faculty. **NOTE:** Students are responsible for required course materials and exam fee. **REPEAT:** May be repeated once for a second certification. **PREREQUISITE:** Junior standing. **GRADE:** CR/NC.
- 4800 Software Engineering Internship** 2-4 hrs. (arranged)
Participation under professional supervision in business and industry that includes experience working on software development, QA testing, and/or database development in a production environment. **REPEAT:** May be repeated once for a second internship. **CONSENT:** Instructor. **GRADE:** CR/NC.
- 4810 Data Science Internship** 2-4 hrs. (arranged)
Participation under professional supervision in business and industry that includes experience working on analytics, machine learning, and/or visualization in a production environment. **REPEAT:** May be repeated once for a second internship. **CONSENT:** Instructor. **GRADE:** CR/NC.
- 4820 Cybersecurity Internship** 2-4 hrs. (arranged)
Participation under professional supervision in business and industry that includes experience working on incident response, risk and compliance, threat intelligence, and/or security operations in a production environment. **REPEAT:** May be repeated once for a second internship. **CONSENT:** Instructor. **GRADE:** CR/NC.
- 4950 Senior Seminar: Professional Development** 1 hr. (1, 0)
Primarily discussion-based course which will further develop the oral communication skills of the student. Students will engage in career-readiness through the preparation of a resume, the development of a portfolio of accomplished work, the presentation of technical work, whiteboard questions, mock interviews, and networking with guest speakers and alumni. **PREREQUISITE:** Senior standing. **OFFERED:** Sem. I.
- 4960 Senior Seminar: Ethics** 1 hr. (1, 0)
Primarily discussion-based course which will further develop the critical-thinking skills and writing abilities of the student. Topics involved include a discussion of current topics in the fields of computer science and data science as well as a discussion of applied ethical issues. **PREREQUISITE:** Senior standing. **OFFERED:** Sem. II.
- 4970 Senior Project** 2-4 hrs. (arranged)
Application of relevant industry principles (software engineering, data engineering, information security, etc.) through the development of a significant project. May be completed individually or in a small group of students also enrolled in the course. **CONSENT:** Instructor. **GRADE:** CR/NC.

MATH Courses

- 1000 Introductory Algebra** 2 hrs. (2, 0)
Basic algebra course designed to prepare students for college-level mathematics courses. Topics include whole numbers, fractions, decimals and percentages, ratios and proportions, polynomials, algebraic solutions of linear and quadratic equations, word problems, and systems of equations. Does not apply toward mathematics major or minor. **GRADE:** CR/NC. **OFFERED:** With sufficient demand.
- 1100 Elementary Mathematics-Numeration Systems** 4 hrs. (4, 0)
Elementary foundations course for students preparing to teach in a K-6 classroom setting Includes deductive reasoning, the algebra of sets, numeration systems, properties of natural numbers, integers, rational numbers, real numbers, and data analysis. *Applies to the Quantitative Reasoning [Raven Core] component of the [Liberal Arts Core Curriculum](#).* Does not apply toward mathematics major or minor. **OFFERED:** Sem. I.

MATH (cont.)

- 1110 Elementary Mathematics-Geometry** 3 hrs. (3, 0)
Includes point-set geometry, linear and angular measurement concepts, area and volume, transformational geometry, and probability. Designed particularly for students to teach in a K-6 classroom setting. Does not apply toward a mathematics major or minor. **OFFERED:** Sem. II.
- 1220 Advanced Algebra and Trigonometry** 3 hrs. (3, 0)
Designed in order to fully prepare students for MATH 2010. Topics include right triangle trigonometry, trigonometric identities and equations, complex numbers, laws of sines and cosines, trigonometric, exponential, and logarithmic functions, analytic geometry, and conic sections. Does not apply toward mathematics major or minor. **OFFERED:** With sufficient demand.
- 1250 Explorations in Mathematics** 3 hrs. (3, 0)
Designed for students to explore different areas of college-level mathematics. Students will appreciate the relevance of mathematics through real-life applications. Emphasis will be placed on critical reasoning, problem solving, and the clear communication of mathematical ideas. Topics will be chosen from mathematics of finance, mathematical modeling, probability and statistics, voting theory, infinity, and logic. *Applies to the Quantitative Reasoning [Raven Core] component of the [Liberal Arts Core Curriculum](#).* Does not apply toward a mathematics major or minor. **OFFERED:** Sem. I, II.
- 1300 Finite Mathematics** 3 hrs. (3, 0)
Topics include introduction to counting techniques, probability, systems of linear equations and matrices, linear programming, Markov chains, and the mathematics of finance. Does not apply toward mathematics major or minor. *Applies to the Quantitative Reasoning [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I, II.
- 2010 Calculus I** 4 hrs. (4, 0)
Introduction to plane analytic geometry, functions, limits, continuity, differentiation of algebraic and trigonometric functions, application of the derivative, and indefinite and definite integrals. *Applies to the Quantitative Reasoning [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **EXPECTATION:** Two years of high school algebra, plane geometry, and trigonometry, MATH 1220, or passing score on Calculus Readiness Exam. **OFFERED:** Sem. I, II.
- 2020 Calculus II** 4 hrs. (4, 0)
Continuation of MATH 2010. Attention given to methods of integration of algebraic and transcendental functions, curves given in polar coordinates, curves given by parametric equations, applications of integration, introduction to ordinary differential equations, and infinite sequences and series. **PRE-REQUISITE:** Grade of at least C- in MATH 2010. An appropriate AP score may waive the requirement (see department chair). **OFFERED:** Sem. II.
- 2120 Introductory Statistics with Applications** 3 hrs. (3, 0)
Descriptive statistics; binomial, normal, and chi-square distributions; sampling distributions; estimation; hypothesis testing; simple linear regression; and analysis of variance. *Applies to the Quantitative Reasoning [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **EXPECTATION:** Two years of high school algebra. **OFFERED:** Sem. II.
- 2200 Discrete Mathematical Structures** 4 hrs. (4, 0)
Topics include Boolean algebra, computer logic, relations and functions, logic and proof techniques, combinatorics, algebraic structures, and graph theory. **SAME AS:** CPSC 2250. **OFFERED:** Sem. II.
- 2300 College Geometry** 3 hrs. (3, 0)
Presents an axiomatic basis for Euclidean geometry and provides insight into the interdependence of various theorems and axioms. Topics include incidence and order properties, congruence, absolute and non-Euclidean geometry, the parallel postulate, and the real numbers and geometry. **PREREQUISITE:** MATH 2010. **OFFERED:** Sem. II, 2026-27.
- 3010 Linear Algebra** 4 hrs. (4, 0)
Introduction to algebra and geometry of \mathbb{R}^3 and its extension to \mathbb{R}^n . Topics include vector spaces and linear transformations, systems of linear equations and their solutions, matrices and determinants, eigenvalues, eigenvectors. Applications of these topics will also be demonstrated. **EXPECTATION:** Grade of at least C- in MATH 2010. **OFFERED:** Sem. I.
- 3020 Calculus III** 4 hrs. (4, 0)
Continuation of MATH 2020. Attention given to multi-dimensional calculus and its applications. Topics include partial differentiation, multiple integration, three-dimensional analytic geometry, and vector calculus. **EXPECTATION:** Grade of at least C- in MATH 2020; grade of at least C- in MATH 3010. **OFFERED:** Sem. II.

MATH (cont.)

- 3100 Differential Equations** 3 hrs. (3, 0)
Methods of solving ordinary differential equations and their applications to life sciences, physics, and chemistry. Topics covered will include first and second order homogeneous and nonhomogeneous equations, first order systems, Laplace transforms, series solutions, and an introduction to partial differential equations. **PREREQUISITE:** Grade of at least C- in MATH 2020. **OFFERED:** Sem. II.
- 3200 Mathematical Models** 3 hrs. (3, 0)
Formation and study of mathematical models used in business, social, and biological sciences. Mathematical topics include N-person games, networks, Markov processes, application of graphs and digraphs, apportionment, and group decision-making. **OFFERED:** Sem. I, 2025-26.
- 3300 Numerical Analysis** 3 hrs. (3, 0)
Introduction to numerical algorithms fundamental to scientific and mathematical computer use. Includes root finding methods; polynomial interpolation; numerical integration and differentiation; matrix equations; numerical solutions to differential equations. **PREREQUISITE:** CPSC 2020, MATH 2020. **SAME AS:** CPSC 3300. **OFFERED:** With sufficient demand.
- 3400 Mathematics of Finance** 3 hrs. (3, 0)
Designed to introduce the fundamental concepts of financial mathematics with an emphasis on interest theory. Topics include mathematical foundations of the following: present and accumulated values, annuities, loans, bonds, financial markets, arbitrage, and financial derivatives. Serves as a foundation for the second actuarial exam (FM/2). **PREREQUISITE:** MATH 2020. **OFFERED:** Sem. I, 2025-26.
- 4000 Problem Seminar** 2 hrs. (2, 0)
Introduction to research techniques based on problems from parts of the regular curriculum such as calculus, linear algebra, probability, and statistics. Emphasis on problems from the required core of the curriculum — problems that are integrative in nature. *Applies to the writing-intensive requirement of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I.
- 4010 Probability** 3 hrs. (3, 0)
Probability distributions, expectation, mean, variance, moment generating functions, special distributions, unbiasedness, maximum likelihood, confidence intervals, and hypothesis testing. **PREREQUISITE:** MATH 2020. **OFFERED:** Sem. I, 2026-27.
- 4020 Advanced Statistics** 3 hrs. (3, 0)
Point estimation including descriptive statistics, order statistics, and likelihood estimators, confidence intervals, hypothesis tests, power, resampling, regression, chi-squared, ANOVA. **PREREQUISITE:** MATH 2020. **OFFERED:** Sem. II, 2026-27.
- 4100 Real Analysis** 3 hrs. (3, 0)
Careful study of the real number system with attention given to the study of real-valued functions, metric spaces, sequences, continuity, differentiation, and integration. **PREREQUISITE:** MATH 3010. **OFFERED:** With sufficient demand.
- 4200 Abstract Algebra** 3 hrs. (3, 0)
Consideration of fundamental concepts of modern algebra. Includes groups, rings, integral domains, and fields along with isomorphisms, homomorphisms, normal subgroups, and quotient groups. **PREREQUISITE:** MATH 3010. **OFFERED:** Sem. I, 2026-27.
- 4650 Independent Study** 1-3 hrs. (arranged)
Selected topics in higher mathematics. **REPEAT:** May be repeated (total combined credit in MATH 4650 and 4900 may not exceed 12 hrs.). **CONSENT:** Department Chair.
- 4700 Methods in Teaching Mathematics** 3 hrs. (3, 0)
Prepares Mathematics Education majors in the development of teaching methodologies appropriate to mathematics. Designed for Mathematics Education majors; does not apply toward the math major or minor. **PREREQUISITE:** MATH 3020. **COREQUISITE:** EDUC 4120 or 4710. **OFFERED:** Sem. I, 2027-28.
- 4900 Seminar** 1-3 hrs. (arranged)
Seminars in algebra, analysis, topology, set theory, complex variables, non-Euclidean geometry, and applied mathematics. **REPEAT:** May be repeated (total combined credit in MATH 4650 and 4900 may not exceed 12 hrs.). **CONSENT:** Department chair. **OFFERED:** With sufficient demand.

DEPARTMENT OF HUMANITIES

Dr. Stefanie Leiter, chair

*Faculty: Dr. Bruning, Dr. Dirck, Prof. Elliott, Dr. T Fox, Dr. Leiter, Prof. Lugar, Prof. Kneeland, Dr. Leiter, Dean Miller Fox, Dr. Murphy, Dr. Parks, Dr. Rogers, Dr. Varner
Also: Prof. Bremer, Prof. K Craton, Prof. Gibson, Prof. Gifford, Prof. Jackson, Prof. Kelly, Prof. Rinas, Prof. Robinson, Prof. Russell, Prof. States, Prof. Stevens*

CINEMA AND MEDIA ARTS

The Cinema and Media Arts major emphasizes the art of storytelling as the foundation for creating visual media. Instruction in audio, video, and cinema production prepares majors for careers in scriptwriting, production, management, and related areas. Students create and showcase their original work through the Black Bird Media Lab and the Black Bird Film Festival, and they have the opportunity to spend a semester in Hollywood through the CCCU's Los Angeles Film Studies Center.

CINEMA AND MEDIA ARTS MAJOR (52 hrs.)

- COMM 2000, 2020, 2060, 2160, 2200, 2320, 2420, 3120, 3200, 3220, 3420, 4000
- 4 hours from COMM 2860
- 2-4 hours from COMM 4800
- Remaining hours from COMM 3050, 3160, 4120, 4900; ENGL 3140; THEA 2110, 2210

CINEMA AND MEDIA ARTS MINOR (18 hrs.)

- COMM 2020, 2060, 2160, 2200
- COMM 2320 or 2420
- 2 hours from COMM 2860

COMMUNICATION

We are committed to preparing students for an active and faithful life of stewardship within their chosen disciplines. Recognizing the close connection between creativity and the Creator, we seek to do this work with integrity, free and open inquiry, discipline, collaboration, and excellence. Programs in this area enable students to bring both breadth and depth to their professions, and they provide students with the opportunity to gain knowledge and learn skills and techniques.

COMMUNICATION MINOR (18 hrs.)

- Any COMM-captioned courses except 4750, 4500 and 4800

Multimedia Journalism

Prepares students for careers in reporting, writing and editing in both the print and electronic media environments. Practical experiences include producing news stories in classes, writing for the professional press, interning at a variety of news organizations, and working on newscast and online content for the student-operated news organization, the Andersonian.

MULTIMEDIA JOURNALISM MAJOR (42 hrs.)

- COMM 2000, 2020, 2060, 2130, 2140, 2200, 3130, 3200, 3230, 3370, 4000
- 4 hours from COMM 2850
- 2-4 hours from COMM 4800
- Remaining hours from COMM 2240, 2860 (1-4 hrs.), 3050, 3310

MULTIMEDIA JOURNALISM COMPLEMENTARY MAJOR (30 hrs.)

- COMM 2000, 2060, 2130, 2200, 3130, 3230
- 3 hours from COMM 2850
- 1 hour from COMM 2860
- 2 hours from COMM 4800
- Remaining hours from COMM 2140 or 3370; 3050; 3200 or 4000; 3310

JOURNALISM MINOR (18 hrs.)

- COMM 2130, 3130, 3230
- 3 hours from COMM 2850
- COMM 2140 or 2200
- COMM 3200 or 4000

Public Relations

The field of public relations focuses broadly on strategically building and maintaining relationships with the various constituencies that are important to organizations. In the public relations major, students learn foundations, media writing, campaigns, research, ethics, social media, and event planning. Students may choose one of three tracks: public relations, public relations with a concentration in event planning, and public relations with a concentration in social media. This program offers an option to complete the major in three years rather than the traditional four. Classes are complemented by experiential learning through internships and the student-operated PR agency, Fifth Street Communications. The program also houses a chapter of the Public Relations Student Society of America (PRSSA). Public relations majors are required to maintain a PRSSA membership, with dues assessed yearly.

PUBLIC RELATIONS MAJOR (52 hrs.)

- COMM 2000, 2130, 2140, 2200, 2240, 3050, 3200, 3240, 3250, 3310, 3340, 3370, 3440, 4000
- 3 hours from COMM 2840
- 1 hour from COMM 2850
- 2-4 hours from COMM 4800
- At least one of the following: COMM 3130, 3230
- Remaining hours from BSNS 2810; COMM 3130, 3230, 3310, 4900; HIST 2350

PR with Concentration in Event Planning and Management (52 hrs.)

- BSNS 2810
- COMM 2000, 2130, 2140, 2200, 2240, 3050, 3200, 3240, 3250, 3310, 3340, 3370, 3440, 4000, 4340
- 3 hours from COMM 2840
- 1 hour from COMM 3860
- 2-4 hours from COMM 4800
- Remaining hours from BSNS 3150; COMM 3230, 3860 (2-4 hrs.)

PR with Concentration in Social Media (52 hrs.)

- BSNS 2810, 4400
- COMM 2000, 2130, 2140, 2200, 2240, 3050, 3200, 3240, 3250, 3310, 3340, 3370, 3440, 4000
- 3 hours from COMM 2840
- 1 hour from COMM 2850
- 2-4 hours from COMM 4800
- Remaining hours from BSNS 3550; COMM 3230; ENGL 3140

PUBLIC RELATIONS COMPLEMENTARY MAJOR (35 hrs.)

- COMM 2000, 2130, 2240, 3050, 3240, 3250, 3340, 3370, 3440
- 2 hours from COMM 2840
- 2 hours from COMM 4800
- At least one of the following: COMM 3130 or 3230
- Remaining hours from COMM 2140, 2200, 3130, 3200, 3230, 3310, 4000

PUBLIC RELATIONS MINOR (18 hrs.)

- COMM 2130, 2240, 2840
- COMM 3240 or 3340
- COMM 3250 or 3440
- Remaining hours from COMM 2140, 3050, 3310, 3370

EVENT PLANNING & MANAGEMENT MINOR (15-16 hrs.)

- BSNS 2810
- COMM 2240, 3250, 3370, 4340
- 1-2 hours from COMM 3860

ENGLISH

The academic programs hosted by the English program pursue two objectives: to facilitate students' study of literature within the context of the great humanities and to support students' professional preparation.

Courses in the Literary Studies major develop a dialogue between the past and the present across political, cultural, linguistic, and ideological barriers, covering American, British, and global literature. The study of literature, as it reflects human activity, helps us to understand human values, motives, identity, and social structures. Introductory courses develop necessary skills for critical reading, analytical thinking, scholarly research, linguistic study, and literary interpretation.

Courses in the Writing major engage students through advanced training in expository, argumentative, poetic, and narrative writing techniques. The department also offers lower-division writing courses to develop basic skill competencies necessary for success in college-level work.

Courses in the English Language Arts Teaching major prepare students to teach composition and literature in middle school or high school classrooms. Courses fulfill requirements for content knowledge and meet standards established by state licensing boards and accreditation bodies.

Additionally, the English Program hosts minors in English Studies and Writing, which are designed to complement any other major on campus.

MAJORS

ENGLISH LANGUAGE ARTS TEACHING MAJOR (44 hrs.)

Core requirements (38 hrs.):

- ENGL 2220, 2400, 3000, 3140 or 3160, 3320, 3540, 3560, 3570, 3580, 3590, 3880, 4700, COMM 4750, MLAN 2000 or ENGL 3050

Remaining requirements (6 hrs.):

- One course from each of the following sets (6 hrs.):
 - ENGL 3110 or 3120 or 2580
 - ENGL 3180 or 3190

Teacher Education requirements

- In addition to the above requirements, students pursuing a teaching major must also meet additional requirements listed in the [Department of Teacher Education](#) section of this catalog.

LITERARY STUDIES MAJOR (35 hrs.)

- Literature (18 hrs.)
 - ENGL 2400
 - Select five courses from the following: ENGL 2220, 3540, 3560, 3570, 3580, 3320
- Language (3 hrs.)
 - ENGL 3000 or MLAN 2000
- ENGL 4910 (3 hrs.)
- Electives (11 hrs.)
 - Select from any 2000-level or higher ENGL course, including ENGL 3870, 3880

Credit for internship experience (ENGL 4880) of up to 3 hours may be applied toward the major and must be approved in advance by the English program director or department chair.

The department strongly recommends adding a Writing major (35 hours) or minor (15 hours) to increase one's competency in writing. The Literary Studies major and Writing major must have a minimum of 15 hours that are unique to each. The Literary Studies major and Writing minor may share up to 3 hours in common.

ENGL 1110, 1120, and 4700 do not apply to the major.

WRITING MAJOR (35 hrs.)

The writing major provides the student with opportunities to develop advanced writing competencies in a range of creative and professional writing arenas.

- 18-25 hours from ENGL 2500, 2510, 2580, 3000, 3110, 3120, 3140, 3160, 3180, 3190, 3870, 3880, COMM 3220 or COMM 3260
- 3-8 hours from any other ENGL course level 2000 or higher, not listed above.
- ENGL 4800: 1-3 hours of writing internship experience (required of all writing majors and must be approved in advance by the English Program director or department chair).
- 3-4 hours from ARTS 1250, COMM 2240
- ENGL 4910

Please note if a student chooses to also pursue the Literary Studies major, the Writing major and the Literary Studies major may share in common up to 15 credit hours. In practice, however, given each major's requirements, it is likely that they will share fewer hours in common.

MINORS

ENGLISH STUDIES MINOR (15 hrs.)

A flexible, generalized minor that provides students with the opportunity to take any combination of English courses 2000-level or above. Courses may be selected from the following:

- Literature courses: ENGL 2220, 2400, 3320, 3540, 3560, 3570, 3580
- Language courses: ENGL 3000, MLAN 2000, or ENGL 3050
- Writing and experiential courses: 2500/2510 (corequisites), 2580, 3110, 3120, 3140, 3160, 3180, 3190, 3870, 3880, 4800, 4910

English 1000, 1100, 1110, 1120 and 4700 do not apply to the English Studies minor.

LITERARY STUDIES MINOR (15 hrs.)

- ENGL 2400
- One or more courses from each group:
 - British Literature: ENGL 3320, 3540, 3560
 - American Literature: ENGL 3570, 3580
 - 3000-level writing courses: ENGL 3110, 3120, 3140, 3160, 3180, 3190

ENGL 1000, 1110, 1120, and 4700 do not apply to the Literary Studies minor.

WRITING MINOR (15 hrs.)

Courses may be selected from the following:

- ENGL 2500, 2510, 2580, 3000, 3110, 3120, 3140, 3160, 3180, 3190, 3870
- COMM 2130 or SPAN 3010 or MUBS 2070

HISTORY

The traditional model of education in history has been to prepare history majors for possible graduate-level work and offering history and education majors the necessary comprehensive understanding of history subjects to pursue careers in education. Such is the model for both lower- and upper-level coursework in history, not only at Anderson University but nearly all liberal arts universities.

This is as it should be, and we certainly do not neglect these goals. However, the history faculty of Anderson University believe it critical for students to think holistically and deliberately integrate into our traditional historical fare broader theoretical issues and life skills — particularly communication and critical-thinking skills — that students will find useful and marketable.

Accordingly, our course offerings pursue three primary goals:

- **Historical content and critical-thinking skills:** The traditional matter of a history course focuses on major events, themes, people, etc. Students will continue to receive a strong and comprehensive education in the bread-and-butter topics that have always defined the history discipline.
- **Theoretical content and critical-thinking skills:** Particularly in upper-division history courses, the broader themes and issues which are rooted in historical events and issues also focus to speak directly to present as well as past concerns, such as the promise and problems of democracy, the nature of community, global affairs, and the various challenges related to writing and understanding biography.
- **Writing and communication skills:** Upper-level history courses in particular place an emphasis on developing the student's communication skills but with different variations for each course, such as traditional term papers; a series of brief, shorter papers culminating in a larger project; personal interviews; ethical and professional use of electronic communications such as Twitter; archival research; and/or writing projects pursued in coordination with experiential and technology-driven components.

The history degree prepares students for graduate and law school; careers in public service, museums, archives, and nonprofit associations; education; and many other diverse fields.

HISTORY MAJOR (36 hrs.)

Foundational Courses (18 hrs.)

- HIST 2000, 2300, 2350, 4930
- HIST 2030 or 2040
- HIST 2110 or 2120
- 2 hours from HIST 4800

American History Courses (6 hrs.)

- Two courses from HIST 3420, 3440, 3455, 3470, 3510, 3520, 3540, 3560, 4030

European History Courses (6 hrs.)

- Two courses from HIST 3100, 3135, 3150, 3190, 3220, 3280

World History Courses (6 hrs.)

- Two courses from HIST 3240, 3250, 3260, 3300, 3360, 3370, 3425

HISTORY MINOR (15 hrs.)

- At least two courses selected from HIST 3000- and 4000-level listings
- HIST 4700 does not apply toward the minor

PUBLIC HISTORY

The public history major and minor prepares students who wish to work in the field of history outside the classroom, in settings where history is encountered by the public: museums, community history centers, national parks and historical sites, and many more settings. Public historians — museum staff and curators, government historians, archivists, historical site interpreters, preservationists — come from a variety of disciplines.

Preparation for work in public history is therefore, and necessarily, interdisciplinary, as it prepares individuals to preserve and transmit our past to the non-academic public.

PUBLIC HISTORY MAJOR (59-60 hrs.)

- Completion of the History Major (36 hrs.)
- ARTH 3040
- COMM 2200, 2240
- HIST 3480, 3490
- Two courses (5-6 hrs.) from: BSNS 2710, 2810; COMM 3250
- One course (3 hrs.) from: COMM 3370, BSNS 4400

PUBLIC HISTORY MINOR (18 hrs.)

Required (12 hrs.)

- ARTH 3480,
- HIST 2350, 3490, 4800 (3-hr. internship)

Remaining from at least two of the following (6 hrs.)

- ARTH 3040
- BSNS 2710
- MUSC 2210
- BIBL 3310
- COMM 2200, 2240, 3370

SOCIAL STUDIES TEACHING

To fulfill the requirements for teaching social studies at the senior high/middle school level, students must complete specific courses in two teaching fields and in professional education. The required teaching fields are historical perspectives and government & citizenship. Students are strongly encouraged to pursue a third field of licensure in economics, psychology, sociology, or special education.

All courses listed for historical perspectives, and some courses listed for government & citizenship, economics, psychology, and sociology, meet the standards for social studies teaching as established by the National Council for the Social Studies, thus preparing candidates to teach the following criteria:

- | | |
|---|---|
| ✓ culture and cultural diversity | ✓ power, authority, and governance |
| ✓ continuity and change | ✓ production, distribution, and consumption |
| ✓ people, places, and environment | ✓ science, technology, and society |
| ✓ individual development and identity | ✓ global connections |
| ✓ individuals, groups, and institutions | ✓ civic ideals and practices |

SOCIAL STUDIES TEACHING MAJOR (51 hrs.)

Foundational courses (12 hrs.)

- HIST 4700
- ECON 2010
- PSYC 2000
- SOCI 2010

Government & Citizenship (12 hrs.)

- 12 hours of Political Science
 - POSC 2020, 2100, 2580
 - Remaining hours from POSC 2120, 3010, 3250 (recommended)

Historical Perspectives (27 hrs.)

- 12 hours of U.S. History:
 - HIST 2110, 2120
 - Remaining hours from HIST 3420, 3425, 3440, 3455, 3470, 3510, 3540, 4030
- 6 hours of European History:
 - HIST 2030 or 2040
 - Remaining hours from HIST 3010, 3100, 3135, 3150, 3190, 3220, 3240
- 6 hours of Global History:
 - HIST 2000
 - Remaining hours from 3260, 3280, 3300, 3320, 3360, 3370, 3425
- Additional 3-hour course from 3000 level of either European History or Global History

Teacher Education Requirements

- In addition to these requirements, students pursuing a teaching major must also meet additional requirements listed in the [Department of Teacher Education](#) section of this catalog.

Social Studies Secondary Education majors should fulfill the *Humanistic & Artistic Ways of Knowing* [Raven Core] component of the [Liberal Arts Core Curriculum](#) by successfully completing ENGL 3590.

MODERN LANGUAGES

In an increasingly interdependent world, the study of other languages and cultures has become a fundamental part of every student's education. Knowledge of at least two languages and familiarity with cultures and societies different from one's own not only equip university graduates to take responsible and active roles as world citizens but also enhances their effectiveness in a range of professions, including, but not limited to: business, computer science, education, film, government, health care, journalism, law, missions, and social work.

SPANISH STUDIES MINOR (15 HRS.)

- Two SPAN courses taken in sequence (8 hrs.)
- SPAN 210x Spanish for the Professions course (3 hrs.)
- MLAN 2000 Language and Society or additional SPAN captioned course (4 hrs.)

ARTH (History) Courses

- 3040 Great Themes in Global Art History** 3 hrs. (3, 0)
Important themes of art and architecture in non-Western and non-Eurocentric cultural contexts. Lectures and immersive museum experiences focus on African, Asian, Islamic, Latin American, and Pre-Columbian art. **OFFERED:** Sem. I, 2025-26.
- 3050 Western Art History** 3 hrs. (3, 0)
Survey of the prevailing theories, significant figures, styles, movements and topics in Western art through lecture and immersive museum experiences. Students identify significant characteristics of Western art and expand their knowledge of the debates regarding art theory and criticism. **OFFERED:** Sem. I, 2026-27.

ARTS (Studio) Courses

- 1210 Drawing for Liberal Arts** 3 hrs. (3, 0)
Introduction to the basics of drawing with an emphasis on the elements of space, value, line, and form.
- 1230 Painting for Liberal Arts** 3 hrs. (3, 0)
Introduction to concepts and processes of painting. Basic problems of space, image and color are explored. **OFFERED:** Sem. II, 2025-26.
- 1250 Graphic Design for Liberal Arts** 3 hrs. (3, 0)
Study of graphic design history, color theory, design rules, and graphic design software. Students create theme-based projects. .
- 2010 Introduction to Drawing** 3 hrs. (3, 3)
Covers a variety of skills and subject matter attempting to develop visual understanding and sensitivity. Formal art elements relevant to drawing; exploration of various graphic media. Main concerns are concepts of processes and seeing as related to drawing.
- 2011 Two-Dimensional Design** 3 hrs. (3, 3)
A series of directed studio problems, using a variety of media, concerned with the elements of form and the principles of organization in two-dimensional visual forms. Emphasis on composition, such as Gestalt principles, structural arrangements, and visual communication theories. Students are introduced to a design/research process that is applied to course assignments and to the departmental sketchbook/journal requirement.
- 2060 Illustration** 3 hrs. (3, 3)
Builds on the visual concepts in Introduction to Drawing. Emphasis on problem solving through structured, illustrative projects that engage the relationship of form and concept.
- 2100 Introduction to Visual Design Studio** 3 hrs. (3, 2)
Introduction to problem-solving in visual communication. Students engage in hands-on design and computer activities, develop creative thinking strategies, and devise solutions to visual communication design challenges. Intended for Visual Communication Design majors.
- 3110 Visual Design Studio I** 3 hrs. (3, 3)
An introduction to the practice of graphic design. Students engage in studio problems that explore the communicative potential of visual symbol-making. The meaningful interrelation of text and image is investigated through the integration of drawing, photography, illustration, and typography. Students also begin to develop an individual design methodology that includes textual and visual research, explorative design thinking, appropriate visual/ verbal presentation approaches, and critique skills. **PREREQUISITE:** ARTS 2011. **OFFERED:** Sem. I, 2025-26.
- 3114 Visual Design Studio II** 3 hrs. (3, 3)
Utilizes visual research and design thinking introduced in Visual Design Studio I. Through the execution of projects employing layout, illustration and photo-imaging software, students examine aspects of the complexities of visual communication. **PREREQUISITE:** ARTS 2011. **OFFERED:** Sem. 1, 2026-27.
- 3310 Typography Studio** 3 hrs. (3, 3)
Introduction to history, aesthetics, and process of typography. Examines layout formats and the interrelationships of text, display types, composition, and content. Study of letter forms and designing with type. **PREREQUISITE:** ARTS 2011. **OFFERED:** Sem. I, 2025-26.
- 4114 Design for Digital Media** 3 hrs. (3, 3)
Advanced study and application of systems, principles, and procedures underlying the practice of graphic design as related to digitally based projects. Introduction to interactive digital media technology and the impact upon design professions. Students encounter the complexities of working with clients and vendors in the realization of designed electronic materials and virtual environments.

ARTS (cont.)

Interdisciplinary design teams work to structure design problems to develop well-conceptualized solutions. **PREREQUISITE:** ARTS 3310. **OFFERED:** Sem. II, 2025-26.

- 4310 Design Thinking** 3 hrs. (3, 3)
Further investigation of effective visual communication with an emphasis on problem solving, conceptual development, and visual logic. Students develop design methodology while exploring various facets of the design process. **PREREQUISITE:** ARTS 3110 or 3114, 3310..
- 4420 Design Methodology** 3 hrs. (3, 3)
Research and communication theory and practice related to practicum experiences. Series of meetings and discussions with visiting experts. **PREREQUISITE:** ARTS 3310. **OFFERED:** Sem. II, 2025-26.
- 4450 Special Topics in Graphic Design** 3 hrs. (3, 3)
Opportunity to explore in depth a specialization in the graphic design industry that is outside the design core. Topics may include design within nontraditional media, book layout and illustration, and packaging design. **PREREQUISITE:** ARTS 3110 or 3114, 3310.
- 4650 Special Projects in Art (Two-Dimensional)** 1-4 hrs. (arranged)
Exploration of specific problems in students' areas of concentration, carried out independently with the instructor. Does not count toward the visual communication design major. **EXPECTATION:** Appropriate introductory and intermediate-level experience. **CONSENT:** Instructor. **REPEAT:** May be repeated (total credit not to exceed 4 hours).
- 4820 Internship** 1-4 hrs. (arranged)
Practical experiences in the professional field, typically up to 20 hours per week. Students learn employers' job methods relating to creative design applications, production responsibilities, and client contact. **CONSENT:** Instructor. **REPEAT:** May be repeated (2 hrs. required in the major; an additional 2 hrs. may be taken). **PREREQUISITE:** ARTS 3310. **OFFERED:** Sem. I, II; Summer.
- 4930 Comprehensive Projects I** 2 hrs. (2, 0)
Development of paper utilizing inquiry-based research approach. Exhibition planning. **PREREQUISITE:** ARTS 3310.
- 4950 Comprehensive Projects II** 4 hrs. (4, 2)
Students prepare portfolios, written inquiry papers, an oral presentation on their work, and concluding exhibitions. **PREREQUISITE:** ARTS 3310. **OFFERED:** Sem. II.

COMM Courses

- 1000 Introduction to Speech Communication** 3 hrs. (3, 0)
Exploration and practice of public speaking with respect to topic selection, research, organization, and presentation. Students deliver speeches extemporaneously and by manuscript in the informative, persuasive, and commemorative modes. Emphasis on verbal and nonverbal aspects of speaking. *Applies to the Speaking and Listening [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **EXPECTATION:** Should be taken during the first year. **OFFERED:** Sem. I, II; Summer.
- 2000 Media and Society** 3 hrs. (3, 0)
Examination of major print and electronic media in terms of historical development, functions, structures, and issues. Entry course to majors in public relations, journalism, and cinema and media arts. **OFFERED:** Sem. II.
- 2020 Audio Concepts and Production** 3 hrs. (3, 1)
Introduction to the basic tools, disciplines, and concepts of audio production. Using current audio hardware and software, students will develop skills in announcing, recording, mixing, and digital editing. **OFFERED:** Sem. II.
- 2060 Video/Cinema Concepts** 3 hrs. (2, 2)
Introduction to the disciplines, concepts, hardware, and software of video/cinema production. Topics and practices include theory of video/cinema, visual space, camera operation, graphics, digital editing, directing, and producing. Both multi-camera and single-camera production opportunities. **OFFERED:** Sem. I.
- 2130 Writing for the Media** 3 hrs. (3, 0)
Research and writing in a variety of media, with an emphasis on news, features, public relations, and commercial copy. **OFFERED:** Sem. II.

COMM (cont.)

2140	Producing Multimedia Content Intro to multimedia production for non-CMA majors. Includes on- and off-camera presentation techniques, use of a teleprompter, single- and multi-camera productions, audio and video editing, and podcast production. OFFERED: Sem. I, 2026-27.	3 hrs. (3, 2)
2160	The Art of Storytelling Introduction to theme, plot, story arc, character, and narrative view as told through cinema and media arts. Particular emphasis on screenwriting. Additional topics include finding stories, adapting to the audience, and proper written form for different media. Includes daily writing assignments. OFFERED: Sem. II.	3 hrs. (3, 0)
2200	Visual Communication Introduction to typography, color theory, photography, and design principles for print, Internet, and video/ cinema communication. Instruction in the appropriate production technologies. OFFERED: Sem. I, II.	3 hrs. (3, 0)
2240	Public Relations Foundations Introduction to public relations: history, environment, processes, tools, and practices. Concepts are reinforced through current-event discussions and the development of a basic public relations plan. OFFERED: Sem. I.	3 hrs. (3, 0)
2320	Multicamera and Studio Production Intermediate course on the multicamera and studio production process with an emphasis on producing, directing, and viewing the process as a collaborative effort. Programs include sports, sitcom and other genres. Students rotate through all crew positions. PREREQUISITE: COMM 2060. OFFERED: Sem. II, 2025-26.	4 hrs. (3, 2)
2420	Field, Soundstage, and Postproduction Intermediate practice of the single camera video/cinema production process in the field. Involves pre-production planning, producing, directing, cinematography, and digital editing. PREREQUISITE: COMM 2060. OFFERED: Sem. II, 2026-27.	4 hrs. (3, 2)
2840	Fifth Street Communications Staff Practical experience in a student-staffed public relations agency primarily serving not-for-profit organizations. Emphasis on researching client needs, developing appropriate and high-quality communication deliverables, and providing outstanding customer service. PREREQUISITE: COMM 2130, 2240. REPEAT: May be repeated (total credit not to exceed 4 hours). OFFERED: Sem. I, II.	1 hr. (arranged)
2850	Andersonian Staff Involves working in staff positions on the student-operated news organization, the Andersonian. Staff members plan, report, write, and edit content for the online platform. REPEAT: May be repeated (total credit not to exceed 4 hours). OFFERED: Sem. I, II.	1 hr. (1, 0)
2860	Black Bird Media Lab Students work as producers, directors, writers, cinematographers and editors on film and video projects. PREREQUISITE: COMM 2060. REPEAT: May be repeated (total credit not to exceed 4 hours). OFFERED: Sem. I, II.	1hr. (1, 0)
3050	Global Communication Hybrid course focusing on international and intercultural aspects of communication. Includes a spring break international travel option that allows for in-depth study of the subject matter. <i>Applies to the Global Ways of Knowing [AU Experience] component of the Liberal Arts Core Curriculum.</i> OFFERED: Sem. II, 2025-26.	3 hrs. (3, 0)
3120	The Business of Cinema and Media Arts A survey of the distribution of radio and television programs and film through traditional and new media. Topics include structures, sales, programming, audience measurement, promotions, and distribution. PREREQUISITE: Upper-division standing. OFFERED: Sem. I, 2025-26.	3 hrs. (3, 0)
3130	Advanced Newswriting and Reporting Study of advanced research, interviewing, and newswriting techniques, with emphasis on print and multimedia formats. PREREQUISITE: COMM 2130. OFFERED: Sem. I, 2026-27.	3 hrs. (3, 0)
3160	Motion Graphics Design, creation, and technique related to motion graphics for television and cinema. Primary tools are Photoshop and After Effects. Includes 2D and 3D animation, compositing and visual effects. OFFERED: Sem. II, 2026-27.	3 hrs. (3, 0)

COMM (cont.)

- 3200 Communication Ethics** 3 hrs. (3, 0)
An examination of ethical standards and decision-making processes in journalism, public relations, advertising, and entertainment media. *Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I, 2025-26.
- 3220 Screenwriting** 3 hrs. (3, 0)
Development of concepts and scripts in comedy, drama and other genres. **OFFERED:** Sem. I, 2026-27.
- 3230 Advanced Feature and Digital Writing** 3 hrs. (3, 0)
Strategic conception and creation of feature-oriented content for distribution in traditional print as well as digital outlets. **PREREQUISITE:** COMM 2130. **OFFERED:** Sem. I, 2025-26.
- 3240 Public Relations Campaigns** 3 hrs. (3, 0)
Planning and implementation of public relations principles and strategies in a variety of campaign situations. Focus may be on the development of specialized campaigns in areas such as business, healthcare, travel and government. **PREREQUISITE:** COMM 2240. **OFFERED:** Sem. II, 2025-26.
- 3250 Event Planning and Management** 2 hrs. (2, 0)
Introduction to event planning, execution, and evaluation. Includes concepts and principles of event management and project management, as well as practical application of learned concepts. Emphasis on understanding and using planning tools to meet organizational goals. **OFFERED:** Sem. II.
- 3310 Interpersonal Communication** 3 hrs. (3, 0)
Analyzes how individuals relate to one another in various interpersonal situations (dyadic, family, small groups, etc.) and the communication skills needed for those situations. Includes topics such as self-disclosure, group dynamics, gender differences, and critical listening. *Applies to the Speaking & Listening [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Summer 2026, Sem. II, 2026-27.
- 3340 Public Relations Writing** 3 hrs. (3, 0)
Writing of effective public relations materials, use of persuasion techniques, and study of procedures for dissemination of public information. **PREREQUISITE:** COMM 2130, 2240. **OFFERED:** Sem. II, 2026-27.
- 3370 Communicating through Social Media** 3 hrs. (3, 0)
Study of social media communication strategy and execution; topics include modifying messages for various media, managing online reputation, understanding and developing social media policies, and measurement and evaluation. Projects include development of social media messages and strategy. **OFFERED:** Sem. I, 2026-27.
- 3420 Cinema Studies** 3 hrs. (3, 0)
An overview of motion pictures, including history, elements of production, and the critique. Involves the review of several major motion pictures and the context of their creation. **OFFERED:** Sem. I, 2026-27.
- 3440 Public Relations Research** 2 hrs. (2, 0)
Introduction to media and communication research methods, including reviewing secondary research, developing surveys, performing communication audits, and conducting interviews and focus groups. Emphasis is on understanding the types of research, identifying benefits and risks of each type, and choosing the correct type of research given time and cost constraints. **PREREQUISITE:** COMM 2240. **OFFERED:** Sem. I, 2026-27.
- 3860 Practicum in Event Management** 1-2 hrs. (arranged)
Application of principles of successful event planning and management. Students work with a local organization to implement and evaluate an event. **PREREQUISITE:** COMM 3250. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **OFFERED:** Sem. I, II; Summer.
- 4000 Communication Law** 3 hrs. (3, 0)
Provides an understanding and appreciation of American legal traditions surrounding freedom of speech and of the press as well as an examination of libel, slander, privacy, copyright, trademark, entertainment law, and free press/fair trial issues. **PREREQUISITE:** COMM 2000; upper-division standing. **OFFERED:** Sem. II, 2026-27.
- 4120 Advanced Video Production** 3 hrs. (3, 1)
Capstone teleproduction course with advanced theory and practice. Students will produce content for air on local or national television and for submission at film festivals. **PREREQUISITE:** COMM 2420; upper-division standing. **OFFERED:** Sem. I, 2025-26.
- 4340 Executing Effective Events** 3 hrs. (3, 0)
Researching, designing, organizing and assessing events. Emphasis on communication, promotion, tools and techniques. Students develop a communication plan and implement an event. **PREREQUISITE:** COMM 3250. **OFFERED:** Sem. I, 2025-26.

COMM (cont.)

- 4500 Communication Capstone** 3 hrs. (3, 0)
Intended for seniors in the online communication major. Involves a comprehensive project that draws on the knowledge, skills, concepts, and methods acquired throughout the curriculum. Using a research, action, communication, and evaluation model, students create a strategic communication plan for their workplace or another community organization. Students will give an oral presentation of their projects. **CONSENT:** Instructor. **OFFERED:** Sem. I, II; Summer.
- 4750 Strategies for Teaching Speech** 1 hr. (arranged)
Surveys the content of a secondary-level speech class, evaluation methods, and extra-curricular activities related to the speech classroom. **OFFERED:** Sem. I.
- 4800 Internship** 1-4 hrs. (arranged)
Opportunity for advanced work off campus in the area of specialization at a radio or TV station, production or film-related company, newspaper, magazine, public relations agency, or other relevant environment. **CONSENT:** Instructor. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **OFFERED:** Sem. I, II; Summer.
- 4900 Seminar in Communication** 3 hrs. (3, 0)
Intensive study of selected topics in historical or contemporary communication. Topics vary. **REPEAT:** May be repeated.

ENGL Courses

- 1000 Composition Studio** 1 hr. (1, 0)
Provides additional support and instruction for students enrolled in ENGL 1110 through one-on-one instruction with a member of the English faculty and writing tutors. **GRADING:** C/NC. **PREREQUISITE:** Placement. **COREQUISITE:** ENGL 1110. **REPEAT:** May be repeated.
- 1100 Rhetoric and Composition - Basic** 4 hrs. (4, 0)
Designed for students who need supplemental help with writing skills. Focuses on theory and practice of expository writing based on experience and observation. Emphasizes development of functional and flexible writing processes for a range of purposes and audiences. Includes assigned readings. Requires attention to sentence style, diction. Grade of C- or better required. **PERMISSION:** English Program Director.
- 1110 Rhetoric and Composition** 3 hrs. (3, 0)
Focuses on theory and practice of expository writing based on experience and observation. Emphasizes development of functional and flexible writing processes for a range of purposes and audiences. Includes assigned readings. *Applies to the Written Communication [Raven Core] component of the [Liberal Arts Core Curriculum](#).* Grade of C- or better required.
- 1120 Rhetoric and Research** 3 hrs. (3, 0)
Focuses on theory and practice of writing based on external sources. Emphasizes library, electronic, and primary research sources and methods. *Applies to the Written Communication [Raven Core] component of the [Liberal Arts Core Curriculum](#).* Grade of C- or better required. **EXPECTATION:** Grade of C- or better in ENGL 1110.
- 2220 Global Literature** 3 hrs. (3, 0)
Surveys representative 20th-century and contemporary literature from the several inhabited continents. Seeks to explore both the diversity and commonality of the global community in the social, political, ethical, and cultural dimensions. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. II, 2025-26.
- 2400 Introduction to Literary Studies** 3 hrs. (3, 0)
Examines works in English, American, and world literature to help students learn to read poetry, fiction, and drama for maximum enjoyment, appreciation, and understanding. Emphasis on critical analysis of literature and applying these skills in written work as well as discussion. Major scholarly approaches to literature introduced. Strongly recommended as the first literature course in the major. **OFFERED:** Sem. I.
- 2500 Appreciation of the Writing Craft** 2 hrs. (2, 0)
Defines and analyzes the fundamental elements and writing techniques of various creative genres, such as short fiction, poetry, literary nonfiction, and/or drama. *Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* Strongly recommended as a prerequisite to ENGL 3110, 3120, or 3180. **EXPECTATION:** Grade of C- or above in ENGL 1120. **OFFERED:** Sem. II.

ENGL (cont.)

- 2510 Creative Writing Workshop** 1 hr. (1, 0)
Offers students a workshop setting in which to experiment with writing techniques to produce original poetry, short fiction, drama, or literary nonfiction. **EXPECTATION:** Grade of C- or above in ENGL 1120. **COREQUISITE:** ENGL 2500. **OFFERED:** Sem. II.
- 2580 The Spiritual Practice of Writing** 3 hrs. (3, 0)
Examines the techniques writers use in the practice of writing as a spiritual discipline. Advances students' understanding of this discipline as it is exercised in a variety of literary forms, including poetry, personal essay, spiritual meditation, prayer, and devotions, and provides opportunities for students to practice these literary techniques in their own spiritual writing.
- 3000 Grammar and Style** 3 hrs. (3, 0)
Studies the English language by focusing on contemporary descriptive grammar and morphology. Students will apply course concepts to improve their own writing style. Course designed for writing majors and teaching majors. **OFFERED:** Sem. I, 2025-26.
- 3050 History of the English Language** 3 hrs. (3, 0)
Investigates the origins and development of the English language. Particular emphasis on social and political forces that have influenced the development of the language. **EXPECTATION:** Grade of C- or above in ENGL 1120. **OFFERED:** With sufficient demand.
- 3110 Creative Writing: Fiction** 3 hrs. (3, 0)
Emphasizes techniques writers use in various modes of short fiction. Attention to the vocabulary and techniques of the fiction writer's craft applied theoretically in analysis of published literary short stories and applied practically in students' own creative endeavors in short fiction. **EXPECTATION:** Grade of C- or above in ENGL 1120. ENGL 2500 strongly recommended as a prerequisite. **OFFERED:** Sem. II, 2025-26.
- 3120 Creative Writing: Poetry** 3 hrs. (3, 0)
Emphasizes techniques writers use in various modes of poetry. Attention to the vocabulary and techniques of poet's craft applied theoretically in analysis of published literary poetry and applied practically in students' own creative endeavors in poetry. **EXPECTATION:** Grade of C- or above in ENGL 1120. ENGL 2500 strongly recommended as a prerequisite. **OFFERED:** Sem. II, 2025-26.
- 3140 Writing and Digital Media** 3 hrs. (3, 0)
Advances students' professional writing skills by developing four key digital literacies: interacting with, analyzing, researching, and producing digital media. Includes a focus on rhetorical and professional writing theory. Students will examine the role language plays in digital spaces and will gain skills to produce quality writing in digital spaces. **EXPECTATION:** Grade of C- or above in ENGL 1120.
- 3160 Professional Writing and Editing** 3 hrs. (3, 0)
Focuses on reader-centered approaches to develop skills necessary in professions that require strong writing and editing ability. Designed for students of varied academic majors and occupational interests. **EXPECTATION:** Grade of C- or above in ENGL 1120. **OFFERED:** Sem. I, 2025-26.
- 3180 Composing Nonfiction** 3 hrs. (3, 0)
Explores the processes of nonfiction writing and the variety of "forms" that are available to nonfiction writers. Matters of style and voice will be examined closely. **EXPECTATION:** ENGL 2500 strongly recommended as a prerequisite. **EXPECTATION:** Grade of C- or above in ENGL 1120. .
- 3190 Composing Arguments** 3 hrs. (3, 0)
Explores various models of argument, including persuasion, advocacy, consensus building, and classical rhetoric. Focuses on analyzing and composing multiple genres. Examines audience accommodation, research, tone, and revision. **EXPECTATION:** Grade of C- or above in ENGL 1120. **OFFERED:** Sem. II, 2025-26.
- 3320 Shakespeare** 3 hrs. (3, 0)
Analyzes the poetry and several representative dramas within their historical context. Areas of emphasis will include Ovidian influences, early modern culture, and pedagogy. **EXPECTATION:** Grade of C- or above in ENGL 1120. .
- 3540 Studies in Early British Literature** 3 hrs. (3, 0)
Surveys masterpieces of medieval and early modern British literature. The focus and themes of the course, as well as authors and texts, will vary with each iteration of the course. Readings highlight the imagination, poetics, and politics of authors such as Chaucer, Kempe, Shakespeare, Donne, Milton, and Behn, among others. **EXPECTATION:** Grade of C- or above in ENGL 1120. **OFFERED:** Sem. I, 2026-27.

ENGL (cont.)

- 3560 Studies in Later British Literature** 3 hrs. (3, 0)
Surveys masterpieces of Romantic, Victorian, and Modern British literature. The focus and themes of the course, as well as authors and texts, will vary with each iteration of the course. Readings highlight the imagination, poetics, and politics of authors such as Wordsworth, Austen, Dickens, Yeats, Woolf, Pinter, among others. **EXPECTATION:** Grade of C- or above in ENGL 1120. **OFFERED:** Sem. II, 2025-26.
- 3570 Studies in American Literature** 3 hrs. (3, 0)
Surveys masterpieces of early and Modern American literature. The focus and themes of the course, as well as authors and texts, will vary with each iteration of the course. Readings highlight the imagination, poetics, and politics of authors such as Hawthorne, Melville, Wharton, Chopin, Hemingway, Faulkner, Baldwin, Morrison, Wilson, among others. **EXPECTATION:** Grade of C- or above in ENGL 1120. **OFFERED:** Sem. I, 2025-26.
- 3580 American Ethnic Literature** 3 hrs. (3, 0)
Examines contemporary American poetry, fiction, and nonfiction, focusing on themes prominent in the literature of cross-cultural authors, such as assimilation, cultural adaptation, discrimination, identity formation, intergenerational family conflicts, oppression in the homeland, and linguistic challenges. Required for language arts teaching majors. **EXPECTATION:** Grade of C- or above in ENGL 1120. **OFFERED:** Sem. II.
- 3590 Teaching Diversity through Young Adult Literature** 3 hrs. (3, 0)
Provides secondary, middle, and upper elementary pre-service teachers with a wide variety of experiences in reading, analyzing, and discussing texts written specifically for young adults. **EXPECTATION:** Grade of C- or above in ENGL 1120. Grade of C or better required for education majors. Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#). **OFFERED:** Sem. II.
- 3870 Literary Arts Practicum** 1 hr. (arranged)
Allows students to work with a faculty consultant in producing an annual campus literary arts magazine. Activities include selecting materials, editing, promoting, and selling the magazine. **EXPECTATION:** Grade of C- or above in ENGL 1120. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **GRADE:** CR/NC. **OFFERED:** Sem. I, II.
- 3880 Writing Tutor Practicum** 1 hr. (arranged)
Prepares students to be exceptional writing tutors, including in the Kissinger Academic Center for Excellence. Students will examine the various strategies of writing tutoring and how a writing center can best serve the needs of diverse student populations. **EXPECTATION:** Grade of C- or above in ENGL 1120. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **CONSENT:** Instructor. **OFFERED:** Sem. I, II.
- 4000 Special Topics in Literature** 3 hrs. (3, 0)
Examines discrete literary areas and topics not included in the current offerings. Previous topics have included the literature of the American South, American nature writing, the fiction of Thomas Hardy, and Christian writers. **PREREQUISITE:** Grade of C- or above in ENGL 1120. **REPEAT:** May be repeated (total credit not to exceed 6 hours). **OFFERED:** On demand.
- 4650 Independent Study** 1-4 hrs. (arranged)
Individualized projects for upper-division students. **PREREQUISITE:** Upper-division standing.
- 4700 Methods of Teaching English** 3 hrs. (3, 0)
Surveys methods, materials, and resources used in teaching composition, language, and literature in middle schools and high schools. **COREQUISITE:** EDUC 4710. **EXPECTATION:** Should be taken in conjunction with COMM 4750. **OFFERED:** Sem. I.
- 4800 Internship in Writing** 1-3 hrs. (arranged)
With approval of department chair and cooperating business or nonprofit enterprise, allows the student to choose from a variety of paid and non-paid experiences in writing, preparing them for jobs in which the ability to write well is a major component. **CONSENT:** Department.
- 4910 Senior Capstone Seminar** 3 hrs. (3, 0)
Requires all senior-level Literary Studies majors and Writing majors to complete a comprehensive project that draws on the knowledge, skills, concepts, and methods accumulated through study in the other courses taken for the major. The project prepares them for work in graduate school, professional organizations, the literary marketplace, or corporate settings. **PREREQUISITE:** Senior standing with a major in literary studies or writing. **OFFERED:** Sem. I.

HIST Courses

- 2000 World History** 3 hrs. (3, 0)
Examination of the history of the non-Western world of Asia, the Middle East, Africa, and Latin America. Material includes the interaction of non-Western cultures with Europe and the United States, particularly from the 1500s to the present. Emphasizes patterns of development; religion and culture; political, economic, and social issues; and historical and current problems. Required of all social studies teaching majors. **OFFERED:** Sem. II, Summer.
- 2030 Western Civilization I** 3 hrs. (3, 0)
Examination of major themes in the development of Western civilization. Special attention is given to intellectual and cultural heritage of the classical world and to the transmission of the classical heritage to the modern world. *Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I.
- 2040 Western Civilization II** 3 hrs. (3, 0)
Examination of major themes in the development of Western civilization. Special attention is given to the expansion of the West, the development of modern political ideologies, and the historical impact of economic modernization. Examines the period from the 16th century to the present. *Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. II.
- 2110 American History I** 3 hrs. (3, 0)
American civilization from the first English settlements through the Civil War: artistic, intellectual, literary, social, economic, political, and religious currents in American life. Required of all social studies majors. *Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I, II.
- 2120 American History II** 3 hrs. (3, 0)
American civilization from Reconstruction to present: artistic, literary, intellectual, social, economic, political, and religious currents in American life. Required of all social studies majors. *Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I, II.
- 2300 Historical Inquiry** 3 hrs. (3, 0)
Examines various approaches to historical research, major bibliographical tools, varieties of history, and philosophies of history. *Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I.
- 2350 Foundation of Public History** 3 hrs. (3, 0)
Required introduction for students whose major is history or public history, examining the role and function of the public historian, the conditions of the primary settings in which history is presented to the broader public, and contemporary theory and practice in the discipline. **OFFERED:** Sem. II.
- 3010 History of Political Thought** 3 hrs. (3, 0)
Examination of major works in the development of political thought from ancient Greece through the 20th century. Theorists studied include Plato, Aristotle, St. Augustine, Machiavelli, Hobbes, Locke, Rousseau, and Mill. Particular emphasis is placed on the practical consequences of ideas for contemporary leaders in politics and society. **PREREQUISITE:** Sophomore standing. **SAME AS:** PHIL/POSC 3010. **OFFERED:** Sem. II, 2025-26.
- 3060 History of Christianity** 3 hrs. (3, 0)
Comprehensive survey of the history of Christianity. An effort is made to trace main lines of development and to understand them in light of their inner dynamics and general environment. **SAME AS:** RLGN 3060. **OFFERED:** Sem. I.
- 3100 Ancient History** 3 hrs. (3, 0)
Study of ancient Greek and Roman civilizations. Particular attention is devoted to social and political history of both societies and to a consideration of their lasting cultural bequest to the West. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. II, 2025-26.
- 3135 Medievalism and Reform: Europe from Charlemagne to Luther** 3 hrs. (3, 0)
European civilization beginning with the medieval recovery from Rome's collapse to the Reformation and the age of religious wars. Treating the millennium between the Carolingian monarchs and the age of the great reformers, the course examines the emergence of new states, the first Agricultural Revolution, the creation of the vibrant culture of Christendom, the Crusades and Black Death, and the burst of cultural, political and economic vitality characteristic of the Renaissance and Reformation. **SAME AS:** RLGN 3135. **OFFERED:** Sem II, 2026-27.

HIST (cont.)

- 3150 Europe since 1870** 3 hrs. (3, 0)
Political, economic, and intellectual developments in recent Europe. Also examines the unique characteristics of modern European culture and artistic development. **OFFERED:** Sem. II, 2026-27.
- 3190 Jewish Holocaust and its Historical Context** 3 hrs. (3, 0)
Examines the destruction of European Jewry by the government of Nazi Germany from 1933 to 1945. Topics include the history of anti-Semitism in Europe, National Socialist racial ideology, Jewish resistance, attitudes of churches toward Nazi policies, development of death camps as the “final solution,” and non-Jewish victims of Holocaust terror. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I, II.
- 3220 The Age of World Wars, 1900-1950** 3 hrs. (3, 0)
Examines the onset, course, and consequences of the two world wars that devastated Europe in the first half of the 20th century; the roles of the United States in the wars and America's emergence as a global power; the transformation of the position of women in Western societies; the beginning of the era of colonial liberation; the ideological division of the West for half a century; and genocides in Armenia, the Ukraine, and Nazi-occupied Europe and the foundation of the state of Israel in the aftermath of the Holocaust. **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I, 2026-27.
- 3240 History of Russia and the Soviet Union** 3 hrs. (3, 0)
Examines the development of the Muscovite state and the rise of the Russian “federation” and tsarist system, imperial ambitions and an unruly empire, the influence of the Orthodox Church and its symbiotic relationship with the government, Russian literature and music as a reflection of Russian culture, the revolutions of 1905 and 1917 and the subsequent rise of the Soviet Union, the Cold War, and the downfall of the Soviet Union and its consequent splintering into 15 separate republics. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I, 2025-26.
- 3250 History of the Cold War** 3 hrs. (3, 0)
Examines at length the roots of the Cold War; the tension between the United States and the Soviet Union, particularly after the conclusion of World War II, and the causes of the continued strained relations; the national and cultural influence of the Cold War (the Red Scare and the space race, to name just two); the impact of the Cold War on global relations and decolonization in the Third World, and the benefits and/or limitations of alignment; the historiography of Cold War schools of thought; why and how the Cold War ended; and the long-term impact of the Cold War. Particular emphasis on the need to understand, in a non-biased manner, the positions and influences of the nations involved. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. II, 2025-26.
- 3260 Women in the World, 1800 to Present** 3 hrs. (3, 0)
Covers a broad history of the role of women throughout the world from approximately the end of the 18th century to modern times. A brief examination of the lives of western women will provide a basis for discussion of the political, cultural, economic, and theological influences on women in Asia, Africa, and the Middle East specifically, with additional attention being paid to women in Latin America and India. Considerable time will be spent discussing the changing roles of women over the course of two centuries. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I, II.
- 3280 The Age of Global Empires** 3 hrs. (3, 0)
Considers European expansion in the 19th century and the consequences of that interaction on three continents — Europe, Asia, and Africa. Examines French, British, American, Dutch, and Italian empires; gauges the impact of Western intrusion upon indigenous societies; and considers the ways in which the colonized peoples understood what was happening, as well as the outside world's impact upon the West. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. II, 2026-27.
- 3300 Middle East** 3 hrs. (3, 0)
Survey of Middle Eastern history since the rise of Islam. Emphasis on the 18th century to the present, including the impact of the West on the Middle East. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I, 2026-27.
- 3320 World Religions** 3 hrs. (3, 0)
Introduction to the major tenets and cultural expressions of selected religions, such as Islam, Taoism, Buddhism, Jainism, Hinduism, Judaism, and Christianity. Religions are compared and contrasted thematically, structurally, and culturally. Emphasis on the interdependence of religions and cultures, and on what it means to be a responsible citizen in a globalized world. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **SAME AS:** RLGN 3320. **OFFERED:** Sem. I.

HIST (cont.)

- 3360 History of Modern Asia** 3 hrs. (3, 0)
Focuses on the histories of China, Japan, Korea, India, and Vietnam, including the foundational values (religions, philosophies, and customs) of each culture; their political and economic structures; their struggles to retain autonomy against Western encroachment as well as their inter-Asian rivalries and cooperation; the challenges of preserving historical traditions and values in a modern world, particularly when tempted by the rapid technological advancement of the 19th century; 20th century conflicts (including two world wars, the Korean War, the Vietnam War, and the Cold War); and current issues faced by these countries in the 21st century. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* OFFERED: Sem. I, 2026-27.
- 3370 General History of Latin America** 3 hrs. (3, 0)
Pre-Columbian civilizations and the results of their clash with European cultures, formation of Latin American culture and character, past and present movements for political and economic independence, and the role of the United States in shaping the current socioeconomic situation. **PREREQUISITE:** Upper-division standing. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* OFFERED: Sem. II, 2026-27.
- 3420 American Religious History** 3 hrs. (3, 0)
Comprehensive survey of diverse American religious experiences in the past and present. A study of various historic forms of Christianity, Judaism, Eastern faiths, and indigenous American religions, as well as unifying religious forces, such as "civil religion." **SAME AS:** RLGN 3420. OFFERED: Sem. I, 2025-26.
- 3425 Slavery and Freedom in the Modern World, 1800 to the Present** 3 hrs. (3, 0)
Examines the institutions of slavery and their demise during the "Age of Emancipation" in the 19th century, focusing particular attention on the emancipation process in the United States, England, Brazil, and the Caribbean. Also connects these historical events and debates to modern debates regarding liberty, forced labor and Christian ethics in the modern era. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* OFFERED: Sem. II, 2025-26.
- 3440 Civil War and Reconstruction** 3 hrs. (3, 0)
Examines the coming of the Civil War, the major figures in the North and the South, issues related to the conduct of the war, and the reconstruction of the nation following its conclusion. **PREREQUISITE:** Upper-division standing. OFFERED: Sem. I, 2026-27.
- 3455 United States from Gilded Age to the Present** 3 hrs. (3, 0)
Provides an in-depth examination from a topical perspective of U.S. history from the Gilded Age to the present. Examples of topics include the influence of mass media (radio, television, and social media) on elections; two world wars and the dynamics of alliances; and America's changing views of immigration. **PREREQUISITE:** Upper-division standing. OFFERED: Sem. II, 2026-27.
- 3470 The American West** 3 hrs. (3, 0)
A comprehensive examination of the history of the American West from the Louisiana Purchase to present day. Introduces issues of American expansion and settlement, relations with Native Americans and other peoples of color, and patterns of economic and cultural interaction and conquest in the Trans-Mississippi region. **PREREQUISITE:** Upper-division standing. OFFERED: With sufficient demand.
- 3480 Introduction to Archival Theory and Practice** 3 hrs. (3,0)
A comprehensive course providing a broad range of knowledge and practical skills for those desiring work in a variety of fields, to include museums, archives, and government research. Includes an introduction to the history of archives and how they fit into library and museum institutions; acquisition, evaluation, and arrangement of archival material; cataloging, digital methods, and the use of archival programs; records management and terminology of archivists. **PREREQUISITE:** Upper-division standing. OFFERED: Sem. I, 2025-26.
- 3490 Archival Presentation and Preservation** 3 hrs. (3,0)
Introduces the foundations of preservation and exhibit strategies; causes of deterioration of museum objects and best practices for preventing or limiting loss; preservation of collections; museum and other historical venues as a means to educate and challenge the public; the use of space and visual presentation for exhibits. **PREREQUISITE:** Upper-division standing. OFFERED: Sem. I, 2025-26.
- 3510 Law, the Constitution, and War in American History, 1787 to present** 3 hrs. (3, 0)
Examines the historical development of legal and constitutional issues surrounding American warfare, paying close attention to the history of wartime civil liberties, questions regarding the legal definitions of war, treason, citizenship and enemy combatants, and the many challenges posed by the nation's economic, cultural, and political mobilization for large-scale conventional wars (the Civil War and the two world wars) and asymmetrical conflicts such as the U.S. interventions in Southeast Asia and the Middle East. OFFERED: Sem. I, 2025-26.

HIST (cont.)

- 3520 History of the Vietnam War** 3 hrs. (3, 0)
Explores U.S. foreign policy toward Vietnam, the diplomatic history of the conflict, the deepening commitment of U.S. forces, the experiences of U.S. Armed Forces personnel, and the full-scale war waged in the country. This will include domestic responses to the war, particularly the massive protest movement that the war generated and its effect on politics in this country. **OFFERED:** Sem. II, 2026-27.
- 3540 Civil Rights Movement in the United States** 3 hrs. (3, 0)
Examines the growth and dynamics of the African-American Civil Rights Movement, one of the most influential mass movements in American history. Emphasis on the economic, social, and cultural changes that have influenced the civil rights struggles as well as historical conceptions of race that have plagued this country. **OFFERED:** With sufficient demand.
- 3560 History of Sports in America** 3 hrs. (3, 0)
A comprehensive examination of the origins, history and development of sports as a basic component of modern American cultural, social, political and economic life. Sports is a valuable lens through which students may examine larger trends in American race relations, modern capitalism and labor relations, and the development of the idea of leisure activity in an increasingly urban and suburban American landscape. Sports history is a subject of considerable interest to students, and it is also a useful way to introduce them to larger trends in the study of American history. **OFFERED:** With sufficient demand.
- 4030 History of the American Family** 3 hrs. (3, 0)
Explores the historical development of American families with changes in gender roles, sexuality, race, and life stages. This will include looking at the concepts of manhood, womanhood, and childhood over time and the changed meaning of the family, roles, and obligations of each member. Contemporary issues will include the definition of the family as well as the notions underpinning current conceptions of what a traditional family is. **OFFERED:** With sufficient demand.
- 4650 Advanced Readings and Research** 2-3 hrs. (2-3, 0)
Includes general reading and discussion covering the major or related field and intensive study of a specific subject in the major field. Area of study is determined by the student and instructor with departmental approval. **EXPECTATION:** Cumulative GPA of 3.0 or higher. Special consideration may be given to students in other majors with 3.0 or higher GPAs in their major field. **PREREQUISITE:** Upper-division standing. **CONSENT:** Instructor. **OFFERED:** Sem. I, II.
- 4700 Methods of Teaching Social Studies** 3 hrs. (3, 0)
Prepares Social Studies Secondary Education majors in the development of teaching methodology appropriate to the social sciences. Designed only for Social Studies Secondary Education majors; does not apply toward the history major or minor. **COREQUISITE:** EDUC 4710. **OFFERED:** Sem. I.
- 4800 Internship in Public History** 1-4 hrs. (arranged)
Offers practical experience in an active public history setting, integrating classroom study, research, and discussion with mentor-guided hands-on work in the field. **CONSENT:** Instructor. **PREREQUISITE:** Upper-division standing. HIST 2350 and an additional 15 hours in HIST-captioned courses. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **GRADE:** CR/NC. **OFFERED:** Sem. I, II; Summer.
- 4900 Historical Problems and Interpretations (American, European, Asian)** 4 hrs. (4, 0)
In-depth examination of specific problem areas and interpretations of history. In seminar context, issues dealt with in terms of specific areas of interpretation and illustration. **REPEAT:** May be repeated (total credit not to exceed 12 hours). **OFFERED:** Sem. I, II.
- 4915 Honors Research** 1-3 hrs. (arranged)
Required for students who intend to graduate with departmental honors. Research project designed and executed by the student in consultation with and under the direction of the instructor. **EXPECTATION:** Cumulative GPA of 3.0 or higher and a GPA of 3.5 or higher in courses counting toward the major. **PREREQUISITE:** Senior standing. **CONSENT:** Department Chair. **OFFERED:** Sem. I, II.
- 4930 Senior Seminar** 1 hr. (1, 0)
Capstone course for the major. Students will integrate concepts, knowledge, skills, methods, approaches, and practical experience from their major studies. **PREREQUISITE:** Senior standing. **OFFERED:** Sem. II.

MLAN Courses

- 2000 Language and Society** 4 hrs. (4, 0)
Introduces the study of language in the context of historical, grammatical, biological, and social issues. Our nationalities, our family histories, our speech communities, our social standings, and our education all influence the ways in which we use language. Examines the many ways people use and manipulate language according to their individual background to make themselves understood and/or to achieve specific goals in different social settings. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* OFFERED: Sem. II.
- 3400 The French- and Spanish-Speaking Caribbean** 3 hrs. (3, 0)
Explores the dynamic convergence of cultures, races, and religions that comprise the French- and Spanish-speaking Caribbean. Primary focus on the cultures of Haiti, the French Antilles, Cuba, Puerto Rico, and the Dominican Republic, through their history, literature, language, politics, art, and religious expression. Emphasis on the complex interrelation of these elements, which have formed the contemporary identity of the region. Taught in English. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* OFFERED: Sem. II.
- 4900 Senior Seminar in Cultural Studies** 3 hrs. (3, 0)
Addresses openness to truth and Christian commitments and practices from a global perspective of modern languages and cultures. Includes required readings, in-depth discussions, and a major project and presentation. Taught in English. **CONSENT:** Instructor. OFFERED: Sem. I.

FREN Courses

- 1010 Elementary French I** 4 hrs. (3, 1)
Emphasizes development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Francophone cultures. Requires individual online or outside laboratory work. **PREREQUISITE:** Placement. OFFERED: Sem. I.
- 1020 Elementary French II** 4 hrs. (3, 1)
Emphasizes development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Francophone cultures. Requires individual online or outside laboratory work. **PREREQUISITE:** FREN 1010 or placement. OFFERED: Sem. II.

GERM Courses

- 1010 Elementary German I** 4 hrs. (3, 1)
Emphasizes development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Germanic cultures. Requires individual online or outside laboratory work. **PREREQUISITE:** Placement. OFFERED: Sem. I.
- 1020 Elementary German II** 4 hrs. (3, 1)
Emphasizes continued development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Germanic cultures. Requires individual online or outside laboratory work. **PREREQUISITE:** GERM 1010 or placement. OFFERED: Sem. II.
- 2010 Intermediate German I** 4 hrs. (3, 1)
Communicative tasks and culture-oriented readings. Continued development of basic skills in reading, writing, listening, and speaking. Requires individual online or outside laboratory work. **PREREQUISITE:** GERM 1020 or placement. OFFERED: With sufficient demand.

SPAN Courses

- 1010 Elementary Spanish I** 4 hrs. (3, 1)
Emphasizes development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Spanish-speaking cultures. Requires individual online or outside laboratory work. *Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Placement. OFFERED: Sem. I, II.
- 1020 Elementary Spanish II** 4 hrs. (3, 1)
Emphasizes continued development of fundamental language skills (listening, speaking, reading, and writing) and appreciation of Spanish-speaking cultures. Requires individual online or outside laboratory work. *Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** SPAN 1010 or placement. OFFERED: Sem. I, II.

SPAN (cont.)

- 2010 Intermediate Spanish I** 4 hrs. (3, 1)
Increases language proficiency in the areas of listening, speaking, reading, and writing. Also emphasizes increased understanding of the diverse Spanish-speaking cultures. Requires individual online or outside laboratory work. **PREREQUISITE:** SPAN 1020 or placement. **OFFERED:** Sem. I, II.
- 2020 Intermediate Spanish II** 4 hrs. (3, 1)
Increases language proficiency in the areas of listening, speaking, reading, and writing, so that learners can speak with ease about past, present, and future experiences relevant to a variety of settings in Spanish. Also emphasizes understanding the diverse Spanish-speaking cultures through authentic materials. Introduction to literary readings. Requires individual online or outside laboratory work. **PREREQUISITE:** SPAN 2010 or placement. **OFFERED:** Sem. I, II.
- 210x Spanish for the Professions** 3 hrs.
Designed for students who will interact with Spanish-speakers in their careers, these courses will give students the linguistic and cultural knowledge needed to communicate on the job in Spanish at the intermediate level. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **EXPECTATION:** SPAN 2010 or equivalent proficiency.
- 2101 Spanish for Health Care** 3 hrs. (3, 0)
OFFERED: Sem. II.
 - 2102 Spanish for Ministry** 3 hrs. (3, 0)
OFFERED: With sufficient demand.
 - 2103 Spanish for Social Work and Criminal Justice** 3 hrs. (3, 0)
OFFERED: With sufficient demand.
 - 2104 Spanish for Business** 3 hrs. (3, 0)
OFFERED: With sufficient demand.
- 3010 Spanish Composition** 4 hrs. (4, 0)
Builds upon intermediate Spanish by investigating the identities, communities, and life experiences of Hispanic cultures around the globe. It builds bilingual literacy via authentic readings, short films, and music at the advanced level while emphasizing reading and professional writing. **PREREQUISITE:** SPAN 2020 or placement. **OFFERED:** Sem. I, II.
- 3020 Spanish Conversation** 4 hrs. (3, 1)
Designed to increase students' abilities to deal orally and culturally with a variety of subjects related to everyday life, employment, and current events. Includes review of Spanish grammar, development of more fluent command of oral patterns, and more active control of vocabulary. Practice with native Spanish speakers required in a practicum setting. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** SPAN 2020. **OFFERED:** Sem. II.
- 3140 Spanish Phonetics** 3 hrs. (2, 1)
Provides a survey of topics in Spanish phonetics and phonology, designed to help the non-native speaker develop more accurate pronunciation and intonation. Introduction to phonetic transcription, basic concepts of linguistic science, and contrasts with English pronunciation patterns. Requires speaking and listening activities outside of class. **PREREQUISITE:** SPAN 2020. **OFFERED:** Sem. II.
- 3200 Advanced Spanish Grammar and Translation** 3 hrs. (3, 0)
In-depth review of grammar with the goal of refining students' understanding and use of written Spanish. Includes oral and written exercises, vocabulary-building exercises, and translations. Emphasis on finer points of Spanish grammar as compared to English. **PREREQUISITE:** SPAN 3010, 3020. **OFFERED:** With sufficient demand.
- 3240 Strategies for Advanced Spanish Proficiency** 1-2 hrs. (1-2, 0)
To increase communicative proficiency in Spanish in multiple domains (speaking, listening, reading, writing) and to provide the life-long learner with strategies for maintaining and continuing to grow in these language skills. Includes speaking practice with a native speaker language coach and the development and implementation of an action plan for the semester, individualized according to the needs and preferences of each student. **REPEAT:** May be repeated with instructor permission (total credit not to exceed 2 hours). **PREREQUISITE:** SPAN 3010 or 3020.
- 3400 Spanish Civilization and Culture** 3 hrs. (3, 0)
Geography and cultural history of Spain. Present political situation, education, art, music, and everyday life. **PREREQUISITE:** SPAN 3010, 3020. **OFFERED:** Sem. II.

SPAN (cont.)

- 3440 Latin American Civilization** 3 hrs. (3, 0)
Survey of Spanish-American culture, pre-Columbian to the present. Socioeconomic problems and relationships with the United States. **PREREQUISITE:** SPAN 3010, 3020.
- 4300 Literature of the Hispanic World** 3-4 hrs. (3-4, 0)
Survey of the most influential literary texts from Spain and Latin America which investigates the relationship of mutual influence that exists between literature, culture, and historical events. **PREREQUISITE:** SPAN 3010, 3020. **OFFERED:** Sem. I.
- 4500 Special Topics** 3-4 hrs. (3-4, 0)
Group study on selected topics. **CONSENT:** Department Chair.
- 4550 Intensive Experience in Spanish** 1-6 hrs. (arranged)
Participation in an internship, practicum, or other intensive language experience to be approved by the department that provides the student with linguistic and cultural challenges that will improve their listening, speaking and cross-cultural proficiencies and competencies. **EXPECTATION:** Completion of or enrollment in at least one hour of SPAN 3240. **REPEAT:** May be repeated to fulfill the study abroad requirement for a total of 6 hours. **PREREQUISITE:** SPAN 3010, 3020. **OFFERED:** Sem. I, II.
- 4650 Directed Individual Study** 1-4 hrs. (arranged)
Readings or special interest project to help majors coordinate their work in other Spanish courses. May be completed in a Spanish-speaking country. **CONSENT:** Department chair.
- 4660 Directed Individual Study** 1-4 hrs. (arranged)
Readings or special interest project to help majors coordinate their work in other Spanish courses. May be completed in a Spanish-speaking country. **CONSENT:** Department chair.

Note on placement and credit:

Students who place into SPAN 2020 or SPAN 3010 level and successfully pass these courses with a C- or above may request retroactive credit for SPAN 2010 or SPAN 2020. The retroactive credit will appear on the Anderson University transcript as SPAN 2015 and SPAN 2025 for purposes of differentiation within the liberal arts core processing system.

DEPARTMENT OF NATURAL SCIENCES

Dr. Tyler Williamson, chair

Faculty: Dr. Bankole, Dr. Carr, Dr. R. Taylor, Dr. Williamson

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

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

For those students wanting to go on to graduate school or medical school, a BS in Biology or Biochemistry is strongly recommended. For more information regarding these programs, contact the department chair or visit the departmental office (Hartung 206).

The ecology/environmental concentration is greatly enhanced through Anderson University's participation in programs offered by the [Au Sable Institute](#). The institute has field stations in northern Michigan, Vara Blanca (Costa Rica), and Tamil Nadu (South India), as well as offering online courses. Each station offers field courses (mostly during the summer) in ecology and environmental science appropriate to its location. Students taking courses from Au Sable remain Anderson University students. Since the university has been identified as an institution eligible for financial grants, qualified students may be awarded Au Sable fellowships and scholarships. Interested students should contact Dr. Scott Carr for further application information.

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

BIOLOGY

BIOLOGY MAJOR, BACHELOR OF ARTS (49 hrs.)

- 29 hours from BIOL 2210, 2220, 2240, 3030, 3510, 4050, 4070, 4910, 4920
- 8 hours from additional upper-division BIOL courses (completion of both BIOL 2410 and 2420 will substitute for 4 hours of upper-division biology)
- CHEM 2110, 2120, 2210

BIOL 2230 does not apply toward the major.

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

BIOLOGY MAJOR, BACHELOR OF SCIENCE (73 hrs.)

- 29 hours from BIOL 2210, 2220, 2240, 3030, 3510, 4050, 4070, 4910, 4920
- 12 hours from additional upper-division BIOL courses (completion of both BIOL 2410 and 2420 will substitute for 4 hours of upper-division biology)
- CHEM 2110, 2120, 2210, 2220
- PHYS 2140 or 2240, 2150 or 2250
- MATH 2120 or PSYC 2440
- 4 hours additional MATH at 2000 level or above; MATH 2010 highly recommended

BIOL 2230 does not apply toward the major.

BIOLOGY MINOR (16 hrs.)

- BIOL 2210, 2220
- 8 hours from BIOL courses numbered 2230 and above

BIOLOGY TEACHING TRACK (3+1)

Students who wish to pursue a career in teaching should complete the Biology BA degree following the three-year plan. After graduating with their BA, students will complete the one-year Anderson University [Transition to Teaching \(T2T\)](#) post-baccalaureate licensure program. By obtaining a degree in Biology, students will have the content expertise required to teach secondary level courses in this field of study. The one-year T2T program will then provide students the additional pedagogical training required to become a licensed secondary (5-12) educator.

BIOCHEMISTRY

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

BIOCHEMISTRY MAJOR, BACHELOR OF ARTS (56 hrs.)

- CHEM 2110, 2120, 2210, 2220, 3100, 4510, 4520
- BIOL/CHEM 4210
- BIOL/CHEM 4220
- BIOL/CHEM/PHYS 4910, 4920
- BIOL 2210, 2220, 2240, 4050, 4310
- Elective hours from CHEM 3140, 4090, 4110; BIOL 3030, 4120

It is suggested that students pursuing pre-medicine should elect BIOL 3030, 4120. They should also take PHYS 2140, 2150 or MATH 2010, 2020, PHYS 2240, 2250.

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

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

BIOCHEMISTRY MAJOR, BACHELOR OF SCIENCE (76 hrs.)

- CHEM 2110, 2120, 2210, 2220, 3100, 4110, 4510, 4520
- BIOL 2210, 2220, 2240, 3030, 4050, 4310
- BIOL/CHEM 4210
- BIOL/CHEM 4220
- BIOL/CHEM/PHYS 4910, 4920
- PHYS 2140 or 2240
- PHYS 2150 or 2250
- MATH 2010
- MATH 2120 or PSYC 2440

PHYSICS

The purpose of study in physics is to obtain an understanding of the nature and order of the physical world while being exposed to the logical application of scientific methods in discovering this order.

PHYSICS MINOR (16 hrs.)

- PHYS 2240, 2250
- Remaining 8 hours from
 - PHYS 1020, 1240
 - ENGR 2010, 2070, 2110, 2200, 2310, 3240
 - CPSC 2020, 2040

BIOL Courses

- 1000 Principles of Modern Biology** 4 hrs. (3, 2)
Fundamental ideas in the science of biology, including molecules, cells, genetics, ecology, the diversity of life, and the human body. *Applies to the Scientific Ways of Knowing [Raven Core] component of the Liberal Arts Core Curriculum.* OFFERED: Sem. I; Summer.
- 2010 Medical Terminology** 2 hrs. (2, 0)
Course objective is to make students familiar with the common root words, prefixes, and suffixes of terms used in the medical fields. The material to be covered includes anatomical, procedural, diagnostic, disease, and pharmacology terms. OFFERED: Sem. I, II, Summer.
- 2040 Personal and Community Health** 3 hrs. (3, 0)
Health problems of individuals, home, school, and community. Covers nutrition, child growth, personality development, home living, and the human body. Includes application of exercise to the maintenance of individual and community health. **SAME AS:** SOWK 2040. OFFERED: Sem. I.
- 2070 Humans and the Environment** 4 hrs. (3, 2)
Students are exposed to basic concepts of ecology and to select environmental issues and are encouraged to engage in vigorous discussion and to think critically about our impact on the environment. The perspective of Christian environmental stewardship is emphasized throughout the course.
- 2080 Flora of Indiana** 4 hrs. (3, 2)
Taxonomic study (identification, classification, and nomenclature) of flowering plants of Indiana.
- 2210 Foundations of Modern Biology I** 4 hrs. (3, 2)
Basic principles of cell structure and function, genetics, evolution, biodiversity, and ecology using animal and human models. Through these themes, the student becomes familiar with major animal groups, their salient characteristics, environmental interactions, and postulated evolutionary relationships. *Applies to the Scientific Ways of Knowing [Raven Core] component of the Liberal Arts Core Curriculum.* OFFERED: Sem. I.
- 2220 Foundations of Modern Biology II** 4 hrs. (3, 2)
Concepts of cell structure and function, cell metabolism, genetics, organismal structure and function, and principles of ecology using plant models. Through these themes, the student becomes familiar with major plant groups, their salient characteristics, environmental interactions, and postulated evolutionary relationships. **PREREQUISITE:** BIOL 2210. OFFERED: Sem. II.
- 2230 Microbes and Disease** 4 hrs. (3, 2)
Introduction to the science of microbiology using clinical microbiology as a model. Some emphasis on general areas such as microbial classification, genetics, physiology, and ecology, with concentration on subjects related to disease-microorganism relationships: classification, culture and identification of pathogenic organisms, control processes (antisepsis, disinfection, antibiotics), infection patterns, control of disease, and elementary immunology. *Applies to the Scientific Ways of Knowing [Raven Core] component of the Liberal Arts Core Curriculum.* **PREREQUISITE:** BIOL 2220 or 2420. OFFERED: Sem. I.
- 2240 Cell Biology** 4 hrs. (3, 3)
Introduction to fundamental concepts of cellular and molecular biology. Integrated lab and classroom curriculum introduce the subject in four parts: (1) fundamentals of biochemistry, (2) the flow of genetic information in the cell, (3) cellular anatomy and physiology, and (4) cell regulation. **PREREQUISITE:** BIOL 2220. OFFERED: Sem. II.
- 2310 Field Biology in Spring** 4 hrs. (4, 0)
Springtime plants and animals, their field identification, field biology, behavior and landscape context, with a focus on spring flora, amphibia, and birds. Focuses on observation and sounds of life in the field occurring between the end of the spring college semester and the end of spring high school semester to provide prospective teachers and naturalists with an opportunity to investigate the natural history of this time of year. OFFERED: At [Au Sable Institute](#).
- 2410 Human Anatomy and Physiology I** 4 hrs. (3, 2)
Topics include cell form and function and organization of human cells into tissues, organs, and organ systems. Emphasis on skeletal tissues, muscles, and the nervous and endocrine systems, along with pathological conditions that alter the normal functions of these organ systems and how these alterations affect the organism as a whole. Lecture and laboratory experiences emphasize how the structure and function of each topic is interrelated (that function follows form). OFFERED: Sem. I, Summer.
- 2420 Human Anatomy and Physiology II** 4 hrs. (3, 2)
Topics include cell form and function as well as the human digestive, cardiovascular, respiratory, urinary, and reproductive systems. Emphasis given to pathological conditions that alter the normal functions of these organ systems and how these alterations affect the organism as a whole. Lecture and laboratory experiences emphasize how the structure and function of each topic is interrelated (that function follows form). **PREREQUISITE:** BIOL 2410 or CHEM 1000. OFFERED: Sem. II, Summer.

BIOL (cont.)

- 3030 Microbiology** 4 hrs. (3, 4)
Introduction to microbiology using a study of various microbes. Biochemical, genetic, and ecological aspects of Archaea, prokaryotes, viruses, fungi, and protozoans will be covered. One unit will cover human pathology and immunology. **PREREQUISITE:** BIOL 2220. **OFFERED:** Sem. I.
- 3050 Advanced Topics in Microbiology** 2 hrs. (2, 0-3)
Topics important to the understanding and practice of microbiology will be covered in a seminar/laboratory format customized to the topic being discussed. Includes latest developments in the topic areas of immunology, virology, and mycology. **REPEAT:** May be repeated under a different topic. **PREREQUISITE:** BIOL 3030. **OFFERED:** With sufficient demand.
- 3080 Animal Ecology** 4 hrs. (4, 0)
Interrelationships between animals and their biotic and physical environments, emphasizing animal population dynamics in old growth pine forests and bogs. This field-intensive course centers on the ecology of northern Michigan fauna from a stewardship perspective. Included are individual student projects. **PREREQUISITE:** BIOL 2220. **OFFERED:** At [Au Sable Institute](#).
- 3170 Comparative Vertebrate Anatomy** 5 hrs. (3, 4)
Lecture emphasizes major themes of vertebrate structure, function, and development, such as the vertebrate transition to land, adaptations for terrestrial life, the evolutionary relationship between birds and theropod dinosaurs, and the evolution of flight. Laboratory emphasizes comparative morphology of representative chordate types. **PREREQUISITE:** BIOL 2220. **OFFERED:** With sufficient demand.
- 3270 Human Gross Anatomy and Histology** 5 hrs. (3, 4)
Detailed study of gross anatomy, microscopic and ultramicroscopic structures of tissues and organs of the human body. Laboratory emphasizes examination of the gross to microscopic structure through various techniques. Relationship of structure and function emphasized. **PREREQUISITE:** BIOL 3030. **OFFERED:** Sem. I, 2025-26.
- 3310 Entomology** 4 hrs. (3, 2)
Study of insects, with an emphasis upon their identification and role in the environment. **PREREQUISITE:** BIOL 2220. **OFFERED:** With sufficient demand.
- 3420 Fish Biology and Ecology** 4 hrs. (3, 2)
Covers in detail the systematics, evolution, and anatomy of fishes. Students will be exposed to selected topics in fish physiology, ecology, and behavior. Fishery issues will be touched upon as time permits. The lab component includes identification and classification of fishes using specimens from the university's collections, as well as comparative dissections of sharks and representative teleosts. **PREREQUISITE:** BIOL 2220. **OFFERED:** With sufficient demand.
- 3510 Bioethics** 3 hrs. (3, 0)
Seminar course examines ethical questions that arise in the relationships among life sciences, biotechnology, medicine, politics, law, philosophy, and theology. Topics and case studies are selected and discussed in terms of the ethical issues they present. These issues include beginning of life, death and dying, human and animal testing, and environmental stewardship. *Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Junior standing. **OFFERED:** Sem. I.
- 4050 Genetics** 4 hrs. (4, 2)
Study of the principles of genetics, including Mendelian, molecular, microbial, developmental, and behavioral genetics, as well as cytogenetics and genomics. Laboratory experiences range from classical to molecular procedures and concepts. **PREREQUISITE:** BIOL 2240. **OFFERED:** Sem. I.
- 4070 Ecology and Evolutionary Biology** 4 hrs. (3, 2)
Covers essential concepts and principles in ecology and evolutionary biology, including natural selection, genetic drift, speciation, energy flow, nutrient cycling, and physiological and community ecology. The course has four main goals: the first is (1) to provide an overview of the current status of the science of ecology; (2) to provide some exposure to current environmental concerns; (3) to engage in thoughtful, informed discussion of some of the controversies in modern ecology, and (4) to expose students to some field methods. **PREREQUISITE:** BIOL 4050. **OFFERED:** Sem. II.
- 4120 Mammalian Physiology** 4 hrs. (3, 3)
A study of the function and interrelationships of various tissues, organs, and organ systems, with emphasis on homeostatic mechanisms. **PREREQUISITE:** BIOL 2240. **OFFERED:** Sem. I, 2026-27.
- 4210 Biochemistry I** 4 hrs. (3, 3)
Introduction to fundamental principles of biochemistry. Lectures and project-oriented laboratories emphasize concepts of macromolecular structure, aspects of enzymology, and intermediary metabolism. **PREREQUISITE:** BIOL 2240, CHEM 2220. **SAME AS:** CHEM 4210. **OFFERED:** Sem. I.

BIOL (cont.)

- 4220 Biochemistry II** 4 hrs. (3, 2)
Further discussion of particular metabolic pathways in animals and plants with an overall emphasis on control of metabolism and regulation of pathways. **PREREQUISITE:** BIOL/CHEM 4210. **SAME AS:** CHEM 4220. **OFFERED:** Sem. II, 2025-26.
- 4310 Molecular Biochemistry and Genetics** 4 hrs. (3, 4)
Emphasizes molecular and biotechnology aspects of the fields of biochemistry and genetics. This is a laboratory-intensive course on techniques involved in biotechnology for the cloning and investigation of gene function, and is designed to train students in the types of techniques used in the current biotechnology industry. **PREREQUISITE:** BIOL 4050. **PREREQUISITE or COREQUISITE:** CHEM 2220. **EXPECTATION:** BIOL/CHEM 4210 strongly recommended. **OFFERED:** Sem. II, 2026-27.
- 4650 Independent Study** 1-4 hrs. (arranged)
Independently executed investigations, normally by students with upper-division standing. **REPEAT:** May be repeated (total credit not to exceed 12 hours).
- 4910 Science Seminar I** 1 hr. (1, 0)
Techniques and practice of written and oral technical communication with respect to experimental or library research projects. Required of all science majors. *Both BIOL 4910 and 4920 must be completed to receive advanced writing competency (writing-intensive) and speaking-intensive credit.* **PREREQUISITE:** Science major. **SAME AS:** CHEM/PHYS 4910. **OFFERED:** Sem. I.
- 4920 Science Seminar II** 1 hr. (1, 0)
Techniques and practice of written and oral technical communication with respect to experimental or library research projects. Required of all science majors. *Both BIOL 4910 and 4920 must be completed to receive advanced writing competency (writing-intensive) and speaking-intensive credit.* **EXPECTATION:** 4910 Science Seminar I should be completed. **PREREQUISITE:** Science major. **SAME AS:** CHEM/PHYS 4920. **OFFERED:** Sem. II.

CHEM Courses

- 1000 Introduction to Chemistry** 4 hrs. (3, 2)
A survey approach to the study of chemistry examining the methods of science as applied to the study of inorganic, organic, and biochemistry. Emphasis on understanding chemical principles and their application to the environment, with some use of numerical computations. Not applicable toward chemistry major or minor. *Applies to the Scientific Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. II.
- 2110 General Chemistry I** 4 hrs. (3, 2.5)
Basic introduction to theory and practice of chemical principles with emphasis on atomic structure, chemical bonding, stoichiometry, thermochemistry, and physical states of matter. *Applies to the Scientific Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **EXPECTATION:** Students entering general chemistry typically have at least one year of high school chemistry and two years of high school algebra. **OFFERED:** Sem. I.
- 2120 General Chemistry II** 4 hrs. (3, 2.5)
Further studies of chemical principles including kinetics, oxidation-reduction and acid-base reactions, inorganic complexes, and nuclear chemistry. **PREREQUISITE:** CHEM 2110 or equivalent. **OFFERED:** Sem. II.
- 2210 Organic Chemistry I** 4 hrs. (3, 3)
Bonding theory, composition, and constitution of carbon frameworks and functional groups, nomenclature, stereochemistry, and introduction to reactions and reaction mechanisms. **PREREQUISITE:** CHEM 2110. **OFFERED:** Sem. I.
- 2220 Organic Chemistry II** 4 hrs. (3, 3)
Reactions, mechanisms, and synthesis of various functional groups. Spectroscopy, including NMR, IR, and UV-VIS. **PREREQUISITE:** CHEM 2210. **OFFERED:** Sem. II.
- 3100 Analytical Chemistry** 4 hrs. (3, 3)
Review of equilibrium and its relationship to gravimetric and volumetric analysis. Statistical methods and an introduction to environmental chemistry. Several instrumental techniques are introduced. **PREREQUISITE:** CHEM 2110. **OFFERED:** Sem. II.
- 3140 Instrumental Analysis** 4 hrs. (3, 3)
A study of modern instrumental methods, including UV-VIS, AAS, GC, GC/MS, HPLC, IR, NMR, Voltammetry, and X-ray, with special emphasis on chromatography. **PREREQUISITE:** CHEM 3100. **OFFERED:** With sufficient demand.

CHEM (cont.)

- 4090 Inorganic Chemistry** 4 hrs. (3, 3)
Molecular structure and bonding, symmetry, structures of solids, d-metal complexes, band theory, organometallics, and advanced topics. **PREREQUISITE:** CHEM 2110 and 2220. **OFFERED:** With sufficient demand.
- 4100 Organic Spectroscopy** 4 hrs. (3, 3)
A look at the instrumentation used to identify organic compounds. An emphasis is placed on identifying organic compounds from various spectra. Students will gain hands-on experience in FT-NMR (¹H, ¹³C, ²D), FT-IR, GC-MS, UV-Vis, and the interpretation of their spectra. **PREREQUISITE:** CHEM 2210. **OFFERED:** With sufficient demand.
- 4110 Thermodynamics and Kinetics** 4 hrs. (3, 2)
Emphasis on engineering concepts related to classical thermodynamics. Provides the tools necessary in designing and analyzing thermal systems and processes. Topics covered include internal energy, enthalpy, entropy, and conservation of energy. **PREREQUISITE:** PHYS 2240, CHEM 2110, MATH 3100.
- 4120 Quantum Theory** 4 hrs. (4, 0)
Provides a background and introduction to quantum theory, as well as applications to various systems such as the hydrogen atom. Additionally, students are exposed to problem solving techniques, such as perturbation theory and the variational method, as well as their applications to a range of physical systems. **PREREQUISITE:** CHEM 2210. **SAME AS:** PHYS 4130. **OFFERED:** With sufficient demand.
- 4210 Biochemistry I** 4 hrs. (3, 4)
Introduction to fundamental principles of biochemistry. Lectures and project-oriented laboratories emphasize concepts of macromolecular structure, aspects of enzymology, and intermediary metabolism. **PREREQUISITE:** BIOL 2240, CHEM 2220. **SAME AS:** BIOL 4210. **OFFERED:** Sem. I.
- 4220 Biochemistry II** 4 hrs. (3, 2)
Further discussion of particular metabolic pathways in animals and plants with an overall emphasis on control of metabolism and regulation of pathways. **PREREQUISITE:** BIOL/CHEM 4210. **SAME AS:** BIOL 4220. **OFFERED:** Sem. II.
- 4510 Senior Physical Science Practicum I** 1 hr. (1, 0)
Assessment of the student's development as a chemistry/biochemistry major. In addition, students will study and discuss nuances, potential careers, résumé building and job seeking, graduate schools, laboratory safety, and the relationship of science and Christianity. Required of all chemistry/biochemistry majors. **SAME AS:** PHYS 4510. **OFFERED:** Sem. I.
- 4520 Senior Physical Science Practicum II** 1 hr. (1, 0)
Assessment of student's development as a chemistry/biochemistry major. Continuation of Senior Physical Science Practicum I. An introduction to the scientific literature and grant writing. Required of all chemistry/ biochemistry majors. **EXPECTATION:** Completion of CHEM 4510. **SAME AS:** PHYS 4520. **OFFERED:** Sem. II.
- 4650 Independent Study** 1-4 hrs. (arranged)
Individual study or research in advanced areas of interest. **PREREQUISITE:** At least second year standing in the department. **CONSENT:** Chemistry faculty advisor. **REPEAT:** May be repeated (total credit toward the major not to exceed 8 hours).
- 4910 Science Seminar I** 1 hr. (1, 0)
Techniques and practice of written and oral technical communication with respect to experimental or library research projects. Required of all science majors. *To receive advanced writing competency (writing-intensive) credit, both CHEM 4910 and 4920 must be completed.* **PREREQUISITE:** Science major. **SAME AS:** BIOL/PHYS 4910. **OFFERED:** Sem. I.
- 4920 Science Seminar II** 1 hr. (1, 0)
Techniques and practice of written and oral technical communication with respect to experimental or library research projects. Required of all science majors. *To receive advanced writing competency (writing-intensive) credit, both CHEM 4910 and 4920 must be completed.* **EXPECTATION:** Completion of CHEM 4910. **PREREQUISITE:** Science major. **SAME AS:** BIOL/PHYS 4920. **OFFERED:** Sem. II.

PHYS Courses

- 1020 Earth and Space Science** 4 hrs. (3, 2)
Introduction to the study of geology, weather, and space science, with an emphasis on the phenomena that pertain to the earth's crust and atmosphere and the methods used to form our understanding of these dynamic systems. *Applies to the Scientific Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* OFFERED: Sem. I.
- 1030 Teaching STEM in the Elementary Classroom** 3 hrs. (0, 4)
Introduces concepts in Science, Technology, Engineering, and Mathematics (STEM). Equips students to create and execute their own hands-on experiences exploring these concepts. Taken almost exclusively by education majors in order to prepare them to address these important topics in their careers. OFFERED: With sufficient demand.
- 1240 Introduction to Astronomy** 4 hrs. (3, 2)
Introduction to understanding planets, stars, and galaxies of our universe with emphasis on what they are, how they live and die, and how they are studied. Students will also gain an appreciation for the night sky and the type of observations that can be made. OFFERED: With sufficient demand.
- 2140 General Physics I (Algebra Based)** 4 hrs. (3, 2)
Introduces major concepts of physics and their mathematical foundations, with a primary emphasis on Newtonian mechanics. *Applies to the Scientific Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* EXPECTATION: Sufficient knowledge of college algebra. OFFERED: Sem. II.
- 2150 General Physics II (Algebra Based)** 4 hrs. (3, 2)
Continuation of General Physics I, with a primary emphasis on electricity, magnetism, optics, and modern physics. EXPECTATION: Sufficient knowledge of college algebra; completion of PHYS 2140 or equivalent. OFFERED: Sem. I.
- 2240 General Physics I (Calculus Based)** 4 hrs. (3, 4)
Introduces major concepts of physics and their mathematical foundations, with a primary emphasis on momentum, energy, and rotational dynamics. *Applies to the Scientific Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* EXPECTATION: At least one year of high school physics. COREQUISITE: MATH 2010. OFFERED: Sem. II.
- 2250 General Physics II (Calculus Based)** 4 hrs. (3, 2)
Continuation of General Physics I, with a primary emphasis on electricity, magnetism, and optics. PREREQUISITE: PHYS 2240 and MATH 2020, both with a C- or better. OFFERED: Sem. I.
- 4650 Independent Study** 1-4 hrs. (arranged)
Individual research in advanced areas of interest. REPEAT: May be repeated (total credit not to exceed 8 hours). OFFERED: With sufficient demand.

DEPARTMENT OF PSYCHOLOGY

Dr. Stull, chair

*Faculty: Dr. Blunt, Dr. Griffith, Dr. Priest, Dr. Stull;
Dr. Farnen (emeritus)*

Psychology is the scientific study of the brain, mind, and behavior. It is approached from physiological, cognitive, and social perspectives. Psychologists apply the scientific method (including statistics and experimental design) to the study of brain function, perception, memory, development, social influence, attitudes, organizational behavior, abnormal behavior, and the treatment of disorders. This requires the development of skills in critical thinking, quantitative reasoning, speaking, writing, and ethical decision-making.

Each course seeks to integrate psychological theories and data with biblically based principles. Psychology majors have pursued successful careers in research, counseling, teaching, medicine, business, and law. The department's web page can be found at anderson.edu/academics/psychology.

MAJORS

PSYCHOLOGY MAJOR (30 hrs.)

Requirements:

- 3 hours of PSYC 2000
- 3 hours of PSYC 2010
- 1 hour of PSYC 4900

15 additional hours from upper-level PSYC courses, including:

- At least 12 hours from PSYC 3010, 3030, 3040, 3060, 3100, 3120, 3200, 3210, 3240, 3330, 3400, 3450, 4030, 4100, 4110, 4140, 4150, 4510/4520, 4650
- At least 3 hours from any 3000- and 4000-level PSYC courses
- PSYC 4900 does NOT count toward these 15 hours.

Remaining hours from any additional PSYC courses.

COMPLEMENTARY MAJORS

PSYCHOLOGY COMPLEMENTARY MAJOR (26 hrs.)

The complementary major does not stand alone to fulfill graduation requirements, but it is a useful complement to students who are seeking a better understanding of themselves and others. The structure of the complementary major is flexible but has these requirements:

- Required courses: PSYC 2000, 2010, 4900
- At least 12 hours from PSYC 3010, 3030, 3040, 3060, 3100, 3120, 3200, 3210, 3240, 3330, 3400, 3450, 4030, 4100, 4110, 4140, 4150, 4510/4520, 4650
- Remaining hours from additional PSYC courses

YOUTH LEADERSHIP COMPLEMENTARY MAJOR (28 hrs.)

Youth Leadership does not stand alone to fulfill graduation requirements, but it is a valuable complement to such majors as youth ministries, social work, criminal justice, psychology, and other majors involving interaction with youth. This major is also an excellent complement for students who enjoy working with youth but whose careers will be in fields that may not involve interaction with youth.

- PSYC 2000, 2100, 2510, 2850, 4210, 4800
- SOCI 3100
- Select two courses from: CMIN 2260, 3260; CRIM 3030; PSYC 3040, 3200; SOCI 2100, 3050

MINOR

PSYCHOLOGY MINOR (16 hrs.)

- Required course: PSYC 2000
- At least 6 hours from 3000- and 4000-level PSYC courses

DEPARTMENTAL HONORS

Departmental honors are awarded only to those students who meet the requirements below and are recommended by the department faculty. The number of students receiving departmental honors is limited by Anderson University policies and Psychology Department recommendations. Psychology students seeking honors must submit an application in order to be considered.

Minimum requirements for applying include the following: (1) completion of 36 hours of psychology courses, including at least one upper-division course from each full-time faculty member; (2) cumulative GPA of at least 3.0; and (3) GPA of at least 3.5 in the psychology major. From this pool of applicants, the department faculty will award honors as student performance merits.

PSYC Courses

- | | | |
|-------------|--|----------------------|
| 2000 | General Psychology
An introduction to the scientific study of mental processes and behavior. Topics include history, biological basis of behavior, sensation, perception, development, learning, memory, motivation, emotion, social, abnormal, and counseling. <i>Applies to the Social & Behavioral Ways of Knowing [Raven Core] component of the Liberal Arts Core Curriculum.</i> Required of all psychology majors and minors. OFFERED: Sem. I, II. | 3 hrs. (3, 0) |
| 2010 | Research Methods in Psychology
An introduction to psychological research methods and discipline-specific writing, with an emphasis on in-class exercises. Required of all psychology majors. PREREQUISITE: Psychology major or minor. OFFERED: Sem. I, II. | 3 hrs. (3, 0) |
| 2050 | Psychological Propaedeutics
An introduction to the philosophical foundations of psychology. Topics include will, mind, sense, cognition, dreams, mental faculties, imagination, memory, and the unconscious. OFFERED: With sufficient demand. | 4 hrs. (4, 0) |
| 2100 | Interpersonal Relationships
An introduction to the social skills that increase interpersonal effectiveness in courtship, marriage, work, and play. Methods used may involve role playing, personal feedback, video recording, and group discussion. <i>Applies to the Speaking and Listening [Raven Core] component of the Liberal Arts Core Curriculum.</i> GRADE: CR/NC. OFFERED: Sem. I, II. | 4 hrs. (4, 0) |
| 2110 | Educational Psychology
An introduction to the application of psychological principles to the challenges of teaching and learning. Examines the theoretical and applied aspects of learning, motivation, human development, personality, and measurement and evaluation. <i>Applies to the Social & Behavioral Ways of Knowing [Raven Core] component of the Liberal Arts Core Curriculum.</i> SAME AS: EDUC 2110. OFFERED: Sem. I, II. | 3 hrs. (2, 0) |
| 2440 | Applied Statistics and Introduction to Research
An examination of basic statistical techniques with emphasis on interpreting research literature, practical applications in psychology, business and political science, and use and interpretation of appropriate computer software. <i>Applies to the Quantitative Reasoning [Raven Core] component of the Liberal Arts Core Curriculum.</i> EXPECTATION: Basic mathematics proficiency at a high school level. OFFERED: Sem. II. | 4 hrs. (4, 0) |
| 2510 | Developmental Psychology
An introduction to the study of psychological growth and development of the individual from a lifespan approach. Child and adolescent development will be emphasized. A holistic approach to physical, cognitive, affective, and personality development; parenting; and stages of grief and dying are used. Theorists considered may include Piaget, Erikson, Kohlberg, Mahler, and Kubler-Ross. PREREQUISITE: PSYC 2000. OFFERED: Sem. I, II. | 4 hrs. (4, 0) |
| 2850 | Practicum in Leadership Skills
An introduction to training assertiveness, communication, helping, and negotiation skills. Students receive direct feedback on their performance and gain experience in co-leadership and team building. Required for youth leadership [complementary] majors. CONSENT: Instructor. PREREQUISITE: PSYC 2100. GRADE: CR/NC. SAME AS: EDUC/SOCI 2850. OFFERED: Sem. I, II. | 2 hrs. (1, 2) |

PSYC (cont.)

- 3010 Social Psychology** 4 hrs. (4, 0)
An examination of the behavior of individuals in society, including the study of attitudes, beliefs, prejudice, aggression, leadership, and altruism. **PREREQUISITE:** PSYC 2000. **SAME AS:** SOCI/PUBH 3030. **OFFERED:** Sem. II.
- 3030 Psychiatric Rehabilitation** 3 hrs. (3, 0)
Involves exploring mental health services used to help individuals with severe mental illnesses achieve the best outcomes possible. Focus on evidence-based practices, but discusses a variety of other factors shaping how services are provided, including cultural factors, stigma, and the role of advocacy groups. A repeated theme will be to ask how to implement humane, practical, feasible, culturally competent, cost-effective, and replicable services. **PREREQUISITE:** PSYC 2000. **OFFERED:** Sem. II, 2027-28 (alternating years).
- 3040 Group and Institutional Dynamics** 3 hrs. (3, 0)
A practical approach to the theory and training of small and large groups and their leadership. Focus on leading groups in schools, churches, hospitals, agencies, and industry. Group types covered include discussion, task, and personal-development groups. **PREREQUISITE:** PSYC 2000. **GRADE:** CR/NC. **OFFERED:** Sem. I.
- 3060 The Emotions** 4 hrs. (4, 0)
Our emotions influence almost every part of our lives, including our perceptions, decision-making, and relationships with others. The course briefly examines motivation and how emotion differs from it and the various theories of emotion. It also examines the complex components of emotion, from antecedent event, through appraisal and arousal, to attribution and action. Numerous specific emotions are examined in light of this. **PREREQUISITE:** PSYC 2000. **OFFERED:** Sem. I.
- 3080 Forensic Psychology** 2 hrs. (2, 0)
Forensic Psychology is an introductory course designed to provide a comprehensive study of the varied and expanding field of psychology and the law. Topics and guest speakers will address many applications of psychological principles to the legal system, including to criminal behavior, legal processes, and correctional practices. **SAME AS:** CRIM 3080. **OFFERED:** Sem. II.
- 3100 Human Brain Dysfunction** 4 hrs. (4, 0)
Within a framework of neuropsychology, an introduction to brain dysfunction, including language disruption, memory disruption, and the effects of stroke, tumor, and traumatic brain injury. **PREREQUISITE:** PSYC 2000. **OFFERED:** Sem. II, 2026-27 (alternating years).
- 3120 Abnormal Psychology** 4 hrs. (4, 0)
An exploration of differing perspectives on abnormal behavior and how these impact the resulting classification and treatments. **PREREQUISITE:** PSYC 2000. **OFFERED:** Sem. I.
- 3200 Living the Christian Faith in a Post-Christian World** 3 hrs. (3, 0)
An examination of the interface of biblical principles as developed through the inductive study of contemporary approaches to understanding the world. Emphasizes the impact of such principles on faith and action. *Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I.
- 3210 Behavioral Neuroscience** 4 hrs. (3, 2)
Introduces the biological foundations of animal and human behavior, including human neuropsychology, the study of brain disease, and how the environment (including toxins) contributes to changes in the brain. The laboratory component stresses the human brain and the student's ability to recognize its various components. **PREREQUISITE:** PSYC 2000. **EXPECTATION:** PSYC 2010 strongly recommended. **OFFERED:** Sem. I.
- 3220 Organizational Behavior and Theory** 3 hrs. (3, 0)
Stresses behavior in relation to organizational theories, knowledge, and the application of theories related to individual, group, and organizational performance. Emphasis on understanding the managerial process from a behavioral perspective. **PREREQUISITE:** PSYC 2000. **SAME AS:** BSNS 4010. **OFFERED:** Sem. II.
- 3240 Experimental Design** 4 hrs. (4, 0)
An introduction to complex analysis of variance and covariance. Focuses on intermediate statistical methods of data analysis. The class is for students planning to do graduate work in psychology. **PREREQUISITE:** PSYC 2440 or MATH 2120. **OFFERED:** Sem. II, 2026-27 (alternating years).
- 3310 Psychological Tests** 3 hrs. (3, 0)
An introduction to the principles and practices of individual and group testing in aptitude, intelligence, interest, and personality. Theory, construction, evaluation, interpretation, uses, and limits of psychological tests are emphasized. Specific topics include reliability, validity, norms, test construction, and selection. **PREREQUISITE:** PSYC 2000. **EXPECTATION:** PSYC 2440 strongly recommended. **OFFERED:** With sufficient demand.

PSYC (cont.)

- 3330 Cognitive Psychology** 4 hrs. (4, 0)
An examination of the theoretical and empirical consideration of cognitive processes. Topics include attention, memory, problem-solving, and language. Corresponding topics from neuroscience will also be included. **PREREQUISITE:** PSYC 2000. **OFFERED:** Sem. II.
- 3400 Memory** 4 hrs. (4, 0)
Introduces the theory and application of human learning and memory. Students will learn evidence-based best practices for learning and apply this knowledge to class, work or athletics. Memory failures such as forgetting, blocking, and the intrusion of unwanted memories will be examined and solutions discussed. Christian perspectives of memory will be considered. **PREREQUISITE:** PSYC 2000. **OFFERED:** Sem. II, 2025-26 (alternating years).
- 3450 Health Psychology** 4 hrs. (4, 0)
Involves the application of psychological principles and research into the enhancement of health and to the prevention and treatment of illness. Examines how biological, psychological, and social factors interact with and impact an individual's ability to make decisions that promote good health and help prevent illness. Topics may include the role of stress in illness, specific illnesses (e.g. cancer, heart disease), and strategies for modifying lifestyle factors (e.g. smoking, weight control). **PREREQUISITE:** PSYC 2000. **OFFERED:** Sem. I.
- 3500 Thought Life and Spiritual Growth** 2 hrs. (2, 0)
Utilizes cognitive theory and spiritual principles to inform one's interpersonal and professional growth. Presents a convergence model of cognitive precepts and Judeo-Christian spiritual principles that can be utilized in such transformation. A theoretical context will be provided and experiential techniques will be modeled for application. *Applies to the Personal Wellness [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **SAME AS:** SOCI 3500. **OFFERED:** Sem. I, 2025-26 and 2027-28.
- 4030 Counseling and Psychotherapy** 4 hrs. (4, 0)
An examination of several approaches to treating abnormal behavior with an emphasis on developing practical competence. **PREREQUISITE:** PSYC 2000, 3120. **OFFERED:** Sem. II.
- 4100 Leadership and Training Skills** 2 hrs. (2, 0)
Equips students to lead small interpersonal skill-training groups using the skills of working with a co-leader, team building, promoting a positive learning environment, agenda monitoring, and remaining task focused. Students will learn to train others in the skills of communication, assertion, helping, and negotiation. **CONSENT:** Instructor. **PREREQUISITE:** PSYC 2850. **REPEAT:** May be repeated once for credit. **GRADE:** CR/NC. **OFFERED:** Sem. I, II.
- 4110 History and Systems** 3 hrs. (3, 0)
The study of the evolution of thought in psychology from its inception as an experimental science to the development of its significant systems, issues, experiments, and theories of today. Provides good preparation for the Graduate Record Examination in psychology. **PREREQUISITE:** PSYC 2000. **OFFERED:** With sufficient demand.
- 4140 Personality Theory** 4 hrs. (4, 0)
A critical evaluation of major theories of personality based on selected philosophical and theological perspectives. Theorists considered include Freud, Sartre, Jung, and Lacan. **PREREQUISITE:** PSYC 2000. **OFFERED:** With sufficient demand.
- 4150 Philosophical Issues for the Psychologist** 3 hrs. (3, 0)
An examination of the differing methodological approaches of psychology and theology. The interface of science and a Christian perspective is explored. **PREREQUISITE:** PSYC 2000. **OFFERED:** With sufficient demand.
- 4210 Capstone: Psychological Issues for Youth** 4 hrs. (4, 0)
A unifying experience for all youth leadership [complementary] majors to integrate their understanding of the problems of youth, potential methods of prevention and guidance, and special topics unique to this age group. Students will prepare presentations for use during their internship. **PREREQUISITE:** PSYC 2000, 2510, 2850; SOCI 3100. **OFFERED:** Sem. I.
- 4510 Capstone Research I** 3 hrs. (3, 0)
Yearlong course (semesters I and II) provides an opportunity for students to design, propose, and implement individual research projects. Students are expected to present their research findings to an appropriate audience. **NOTE:** Students should be prepared to cover part of their project costs and any conference registration fees. **CONSENT:** Instructor. **REPEAT:** May be repeated once for credit.

PSYC (cont.)

- 4520 Capstone Research II** 2 hrs. (1, 2)
Continuation of Capstone Research I. Yearlong course (semesters I and II) provides an opportunity for students to design, propose, and implement individual research projects. Students are expected to present their research findings to an appropriate audience. **NOTE:** Students should be prepared to cover part of their project costs and any conference registration fees. **CONSENT:** Instructor. **PREREQUISITE:** PSYC 4510. **REPEAT:** May be repeated once for credit. **OFFERED:** Sem. II.
- 4650 Independent Study/Research Project** 1-4 hrs. (1-4, 0)
A scheduled or specially arranged class for research or other individual study. Capstone research projects require two semesters (semesters I and II). **NOTE:** Students should be prepared to cover part of their project costs and any conference registration fees. **CONSENT:** Instructor. **REPEAT:** May be repeated (total credit to be applied to the major may not exceed 8 hours). **OFFERED:** With sufficient demand.
- 4800 Internship in Youth Leadership** 2 hrs. (1, 2)
An opportunity for youth leadership [complementary] majors to practice the training and presentation skills and content learned in prior courses in an applied setting relevant to the student's career or personal goals. Required for youth leadership [complementary] majors. **PREREQUISITE:** PSYC 4210. **GRADE:** CR/NC. **CONSENT:** Department. **SAME AS:** EDUC/SOCI 4800. **OFFERED:** Sem. II.
- 4900 Professional Issues for the Psychologist** 1 hr. (1, 0)
Provides an assessment of the student's development as a psychology major. Covers professional issues such as ethics in the practice of psychology and a Christian response to these ethical principles. Students will also discuss strategies for applying to graduate schools and job seeking. A formal assessment of the major will be completed. Required of all psychology majors. **PREREQUISITE:** Senior status. **OFFERED:** Sem. I.

DEPARTMENT OF SOCIAL SCIENCES

Dr. Connor Sutton, chair

*Faculty: Dr. Bargerstock, Prof. Burch, Prof. J Craton,
Dr. Frank, Prof. Pay, Dr. Preston, Dr. D M Scott, Dr. Sutton
Also Prof. Cassell, Prof. Dowd, Prof. Freeman, Prof. Miller, Prof Musser*

CRIMINAL JUSTICE

The criminal justice program is dedicated to nurturing principled leaders who integrate Christian values with the highest standards of professional excellence in the field of criminal justice. Rooted in our commitment to the Christian faith, our mission is to educate and empower students to make meaningful contributions to society, promoting justice, compassion, integrity, and fairness.

The Criminal Justice program offers a major, an associate's degree, and a minor, available both in-person and online. The criminal justice online degree programs are designed for adult students pursuing careers in criminal justice, as well as for individuals already employed in the criminal justice field.

MAJORS

CRIMINAL JUSTICE MAJOR (BA 120 hrs.; CRIM 34 hrs.)

The criminal justice major enables students to enter employment in fields related to law enforcement, courts, corrections, victim advocacy and assistance, and also provides a foundation for graduate study. Students gain preparation for careers throughout criminal justice in the private occupational sector as well as with public agencies at the local, state, or federal level.

- CRIM 2510, 2520, 3110
- 4 hours from CRIM 4810 and 3 hours from CRIM 4900
- SOCI 2020 or SOCI 2010
- SOCI 3700
- 9 hours from additional CRIM courses
- Students who wish to take additional coursework providing more breadth and depth in the field should consult with their advisor concerning the appropriate courses.

CRIMINAL JUSTICE ONLINE MAJOR (BA 120 hrs.; CRIM 34 hrs.)

- CRIM 2510, 2520, 3110, 4900
- 4 hours from CRIM 4810 (credits may be earned from professional experience)
- SOCI 2010 or SOCI 2020
- SOCI 3700
- 9 hours from additional CRIM courses
- Students who wish to take additional coursework providing added breadth and depth in the field should consult with their advisor concerning the appropriate courses.
- Designed for adult students pursuing careers in criminal justice, as well as for individuals already employed in the criminal justice field.

MINORS

CRIMINAL JUSTICE MINOR (17 hrs.)

- CRIM 2510, 2520, 3110
- Remaining hours from additional CRIM courses

CRIMINAL JUSTICE ONLINE MINOR (17 hrs.)

- CRIM 2510, 2520, 3110
- Remaining hours from additional CRIM courses
- Designed for adult students pursuing careers in criminal justice, as well as for individuals already employed in the criminal justice field.

ASSOCIATE'S DEGREES

ASSOCIATE OF ARTS DEGREE (60 hrs. CRIM and Liberal Arts)

This two-year Associate of Arts provides foundational courses in criminal justice and approximately one-half of the hours required for the four-year Bachelor of Arts degree program. The curriculum assumes proficiency in writing at the ENGL 1110 level and in mathematics at the MATH 1000 level.

- BIBL 2000; SOCI 2010 or SOCI 2020; SOCI 2450
- CRIM 2510, 2520, 3110
- 9 hours from additional CRIM courses
- 12-14 hours from the liberal arts program (see [Liberal Arts Core Curriculum](#)), no more than one course from any one component and no more than 4 hours from courses offered by the department
- Remaining hours from additional courses in any caption; no more than 31 hours from CRIM courses
- Students must also meet other graduation requirements as listed in this catalog.

ASSOCIATE OF ARTS ONLINE DEGREE (60 hrs. CRIM and Liberal Arts)

This two-year Associate of Arts degree provides foundational courses in criminal justice and approximately one-half of the hours required for the four-year Bachelor of Arts degree program. The curriculum assumes proficiency in writing at the ENGL 1110 level and in mathematics at the MATH 1000 level.

- BIBL 2000; SOCI 2010 or SOCI 2020; SOCI 2450
- CRIM 2510, 2520, 3110
- 9 hours from additional CRIM courses
- 12-14 hours from the liberal arts program (see [Liberal Arts Core Curriculum](#)), no more than one course from any one component and no more than 4 hours from courses offered by the department
- Remaining hours from additional courses in any caption; no more than 31 hours from CRIM courses
- Students must also meet other graduation requirements as listed in this catalog.
- Designed for adult students pursuing careers in criminal justice, as well as for individuals already employed in the criminal justice field.

POLITICAL SCIENCE

The political science program offers three majors, each of which is designed to transform students with an interest in or concern for politics into graduates who can understand, evaluate, manage, and shape political events and governmental actions in a manner consistent with a Christian faith perspective.

The majors offered by the political science program provide excellent training for a variety of careers. Recent graduates are working in government (national, state, and local), law, electoral politics, nonprofits, and business.

Students in the political science program are expected to successfully complete the foundational courses before attempting upper-division coursework. They are also strongly encouraged to pursue a minor or a second major in one or more of the following: history, economics, modern languages, journalism, legal studies, peace and conflict transformation, psychology, sociology, or women's studies. Minors or second majors should be selected only after consultation with a political science program advisor. Students are also encouraged to consider completing an internship or taking a semester to participate in an off-campus program. Appropriate opportunities can be identified by consulting a political science program advisor.

MAJORS

POLITICAL SCIENCE MAJOR (36 hrs.)

Foundational courses (16 hrs.)

- POSC 2020, 2100, 2200, 2400
- MATH 2120

American Politics courses (6 hrs.)

- Two from POSC 3140, 3211, 3212

International Relations and Comparative Politics courses (6 hrs.)

- Two from POSC 3300, 3400, 3510

Senior Capstone course (1 hr.)

- POSC 4930

Electives (8 hrs.)

- Remaining hours from additional POSC courses; at least 6 hours from upper-division courses

No more than 5 hours from POSC 2810, 4800, 4810, 4820 may be applied toward the major.

POLITICAL SCIENCE, PHILOSOPHY, AND ECONOMICS MAJOR (54 hrs.)

Foundational courses (29 hrs.)

- POSC 2020, 2100, 2200, 2400, 2420
- MATH 2120
- ECON 2010, 2020
- PHIL 2000, 2120

Advanced courses (12 hrs.)

- POSC 3510
- ECON 3110 or ECON 3210
- PHIL/POSC/HIST 3010
- PHIL/RLGN 3250

Senior Capstone course (1 hr.)

- POSC 4930

Electives (12 hrs.)

- Remaining hours from additional upper-division POSC, PHIL, or ECON courses, or from BIBL 3420 or RLGN 3120

No more than 3 hours from POSC 4800, 4810, 4820 may be applied toward the major.

INTERNATIONAL RELATIONS MAJOR (42-43 hrs.)

Foundational courses (15 hrs.)

- POSC 2020, 2200, 2400, 2580
- MATH 2120

Advanced courses (12 hrs.)

- POSC 3300, 3400, 3510
- One from POSC 3310, 3320, 3330, 3360, 3450

Experiential courses (4-5 hrs.) from:

- POSC 2840, 4820

Senior Capstone course (1 hr.)

- POSC 4930

Electives (9 hrs.) from:

- ECON 3210
- HIST 3190, 3220, 3240, 3250, 3260, 3300, 3360, 3370, 3520
- Study abroad or intensive experience approved by the department
- SPAN 2010 or above
- Language courses taken at institutions or programs approved by the department

MINORS

POLITICAL SCIENCE MINOR (15 hrs.)

- POSC 2020, 2100
- Remaining hours from additional POSC courses; at least 6 hours from upper-division courses

No more than 3 hours from POSC 2810, 4800, 4810, 4820 may be applied toward the minor.

INTERNATIONAL RELATIONS MINOR (15 hrs.)

- POSC 2020, 2580, 3300, 3510
- Remaining hours from POSC 3310, 3320, 3330, 3360, 3400, 3450

LEGAL STUDIES MINOR (15 hrs.)

Pre-Law Advisor: Dr. Frank

The legal studies minor is designed in accordance with the statement on pre-law preparation, developed by the Pre-Law Committee of the American Bar Association, Section of Legal Education and Admissions to the Bar, to help students develop the analytical, writing, research, and oral communication skills necessary to succeed in law school and beyond.

- POSC 2210, 4810
- ENGL 3190
- One course from:
 - BSNS 3420
 - COMM 4000
 - CRIM 3110
 - POSC 3250
- One course from:
 - BIBL 3420
 - PHIL 2120, 3250
 - POSC/HIST/PHIL 3010
 - RLGN 3120, 3250

Students are expected to complete POSC 2210 before POSC 4810. In addition to these courses, students are encouraged to develop their oral presentation skills through POSC 2840, and to further develop their analytical skills through MATH 2200, ACCT 2010, and additional courses in mathematics and economics.

SECURITY STUDIES

Director: Dr. Michael Frank

The Security Studies Program is designed to develop graduates with the practical knowledge, technical skills, and professional ethics from a Christian-faith perspective, to serve on the front lines in defending the nation, our communities, and institutions from threats, foreign and domestic, in both the physical and cyber realms.

The program consists of majors in national security and cybersecurity. Each major has an interdisciplinary curriculum that includes foundational courses, national security policy courses, Christian ethics, and relevant electives.

Students in both majors are expected to successfully complete the foundational courses before attempting upper- division coursework. Students are strongly encouraged to discuss second majors, minors, and internship opportunities with a program advisor.

Anderson University has been designated by the [National Security Agency](#) as a [Center of Academic Excellence in Cyber Defense Education](#) (CAE-CD), certifying the cybersecurity major as a validated Program of Study.

NATIONAL SECURITY MAJOR (44 hrs.)

**Grade of C- or higher required in all courses that count toward the major*

Foundation (15 hrs.):

- POSC 2020, 2100, 2200, 2400
- MATH 2120

National Security Policy (9 hrs.) from:

- POSC 3300, 3310, 3370
- POSC/CRIM 3350

Ethics (3 hrs.):

- PHIL/RLGN 3250

Electives (16 hrs.) from:

- HIST 3220, 3240, 3250, 3300, 3360, 3370, 3510, 3520
- POSC 3212, 3250, 3300, 3310, 3330, 3360, 3370
- CRIM 2520, 3050
- CRIM/POSC 3350
- CRIM/SOCI 2510
- MATH 3200
- PSYC 3330, 3400
- PSYC/SOCI 3010

Senior Capstone (1 hr.):

- POSC 4930

SOCIAL WORK

Director: Dr. Lolly Bargerstock

The social work major is accredited by the Council on Social Work Education (CSWE) and prepares students to become generalist social work practitioners in entry-level human service positions or to enter graduate study in social work. Graduates are eligible to apply for credentialing as beginning-level social work practitioners in most states.

Mission

The mission of the Anderson University Social Work Program is to prepare competent, compassionate, and effective entry-level social workers who:

- **Exercise professionalism and integrity** by demonstrating knowledge, skills, and values grounded in a person-in-environment framework and through a commitment to scientific inquiry and evidence-based practice.
- **Pursue social, racial, economic, and environmental justice** by actively working to challenge oppressive systems and to empower marginalized and vulnerable populations.
- **Respect human diversity** by valuing the dignity and worth of every person and promoting inclusive and equitable policies and practices.
- **Advocate for universal human rights** by working to eliminate poverty and to create societal conditions that advance human and community well-being.
- **Cultivate human relationships** by engaging in collaborative partnerships with individuals, families, groups, organizations, and communities both locally and globally.
- **Practice service to others** by committing to do good, seek justice, rebuke and rectify the hearts of oppressors, defend orphans and widows, and help those in need (based on Isaiah 1:17).

(revised 2024)

Admission to the Social Work Program

The Anderson University Social Work Program is a carefully constructed baccalaureate degree curriculum accredited by the Council on Social Work Education (CSWE).

Students may apply for admission to the program when they have:

- completed SOCI 2010 or 2020; SOWK 2000, 2100
- earned a minimum 2.0 cumulative GPA
- earned a minimum 2.5 GPA in the major with a grade of C- or better in all courses applicable to the major
- earned a grade of C- or better in ENGL 1120 or its equivalent

The process for applying to the Social Work Program is to:

- submit a completed application form
- submit two letters of recommendation
- complete an online social work ethics quiz
- complete an interview with the Social Work Program faculty

The social work faculty make the final decision on admission of a student to the Program. For more information, refer to the AU Social Work Program Student Handbook at anderson.edu/academics/social-work.

SOCIAL WORK MAJOR (64 hrs.)

The social work major at Anderson University may be declared in the University Registrar's office at any time after matriculation. However, continuation in the major is determined by admission to the Social Work Program.

Prerequisite courses for program admission:

- SOCI 2010 or 2020
- SOWK 2000, 2100

Foundation courses:

- BIOL 2040
- POSC 2100
- PSYC 2000, 2440
- SOCI 2450, 3100

Core courses:

- SOWK 2200, 3100, 4350, 4710, 4720, 4730, 4850
- SOCI 3700

Admission to the Social Work Program is a prerequisite for SOWK 4710, 4720, 4730, and 4850. To advance in the program following admission, students must earn a grade of C- or better in all courses applied to the major.

Internship experiences in social service agencies are built into the coursework: SOWK 2100 (36 hrs.), SOWK 2200 (20 hrs.), and SOWK 4710 (20 hrs.). The practicum (SOWK 4850) consists of a full-time block field placement over the entire spring semester (442 hrs.).

SOCIAL WORK MINOR (17 hrs.)

The social work minor is a valuable addition to many majors including, but not limited to, criminal justice, psychology, nursing, education, Christian ministries, and business administration. It is intended to accomplish the following:

- prepare students from a range of disciplines to work collaboratively with social workers;
- provide introductory knowledge and skills for work with at-risk populations;
- equip students in advocating for the needs of individuals, families, organizations, and communities within the larger society; and
- prepare students for entry into social work graduate programs after having completed a bachelor's degree in another field.

A 20-hour internship is included to familiarize one with the role of social work in social service settings. The social work minor is not accredited and does not require admission to the social work program.

- SOCI 2010 or 2020
- SOWK 2000, 2200*, 3100
- BIOL 2040

**SOWK 2200 typically requires SOWK 2100 be taken as a prerequisite/corequisite. This requirement is waived for the minor.*

SOCIOLOGY

The Sociology minor provides a solid liberal arts preparation for entry-level positions throughout the fields of social service, education, government, and business, as well as for graduate study, and complements many majors. Sociology students who enter human services fields often work with youth at risk, the elderly, or people experiencing problems related to poverty, substance abuse, the justice system, or other social problems. Those who enter careers in business may work in human resources, customer relations, sales, or marketing.

SOCIOLOGY MINOR (15 hrs.)

- SOCI 2010 - Introduction to Sociology (3)
- At least 6 hours from SOCI courses at the 3000/4000-level
- Remaining hours from any SOCI-captioned course

CRIM Courses

- | | | |
|-------------|---|----------------------|
| 2510 | The Nature of Crime and Social Deviance | 4 hrs. (4, 0) |
| | Examines the nature and extent of crime, juvenile delinquency, and social deviance in the United States. Special attention is given to theoretical perspectives, scientific research and scholarship in criminology, and related factors offering explanations for these behaviors. PREREQUISITE: ENGL 1120. PREREQUISITE OR COREQUISITE: SOCI 2010 or SOCI 2020. SAME AS: SOCI 2510. OFFERED: Sem. II. | |
| 2520 | Introduction to Criminal Justice | 3 hrs. (3, 0) |
| | An introductory examination of crime, the nature of criminal law, and the operation of criminal justice agencies in the United States. Emphasis on issues related to the legal processing of criminal cases. OFFERED: Sem. I, II. | |
| 2560 | Introduction to Criminal Forensic Science | 3 hrs. (3, 0) |
| | Introductory course to criminalistics that explores the history and scope of forensic science. The scope of this course includes discovery at a crime scene, the most important location of evidence; physical evidence; analytical techniques for organic and inorganic materials; forensic toxicology; firearms, ammunition, unique tool marks, and various impressions (e.g., shoe prints, fabric properties, and bloodstains). OFFERED: Sem. II. | |

CRIM (cont.)

- 3010 Victimology and Victim Studies** 3 hrs. (3, 0)
Examines the role of the victim in criminal incidents and criminal justice case processing. Analysis of concerns related to victim precipitation, victim blaming, and victim facilitation, as well as the consequences and after-effects of crime victimization. In addition to traditional violent and property crimes, this course also looks at the areas of interpersonal abuse, including domestic and family violence. Discussion of victims' assistance, advocacy, compensation, and rights are also included. **OFFERED:** Sem. II, 2026-27.
- 3020 Principles of Law Enforcement** 3 hrs. (3, 0)
Examines the multi-faceted role of the police officer in society. Topics include the historical development of policing and police work, police organization and patrol practices, police discretion, innovations in community policing, police corruption, career issues, and reform efforts. **PREREQUISITE:** CRIM 2520. **OFFERED:** Sem. II, 2025-26.
- 3030 Juvenile Justice** 3 hrs. (3, 0)
Focuses on issues related to juvenile delinquency and justice processing involving youth. Examines the changing definitions of adolescence in society, delinquent behavior and youth crime, major theoretical perspectives in the area, the creation and development of the juvenile court, historical changes in the juvenile justice system, corrections, aftercare, and treatment of juvenile offenders. **PREREQUISITE:** CRIM 2510, 2520. **OFFERED:** With sufficient demand.
- 3040 The Correctional System** 3 hrs. (3, 0)
Examines corrections in all of its diversity — at the federal, state, and local levels, and via public as well as private agencies. Attention concerns community-based corrections, probation and parole, jails, prisons, and trend patterns in organization and day-to-day functioning of correctional agencies in the United States. **PREREQUISITE:** CRIM 2520. **OFFERED:** With sufficient demand.
- 3050 Drugs and American Society** 3 hrs. (3, 0)
Examines the sociological and criminal justice aspects of drugs, drug use, sales and trafficking, and related socio-legal policies. Social control issues as well as concerns with education, prevention, and treatment are discussed. Historical perspective, primarily within the context of the United States, as well as contemporary issues will be included. **PREREQUISITE:** CRIM 2520, SOCI 2010, or SOCI 2020 or upper-division standing. **SAME AS:** SOCI 3050. **OFFERED:** With sufficient demand.
- 3080 Forensic Psychology** 2 hrs. (2, 0)
Forensic Psychology is an introductory course designed to provide a comprehensive study of the varied and expanding field of psychology and the law. Topics and guest speakers will address many applications of psychological principles to the legal system, including to criminal behavior, legal processes, and correctional practices. **SAME AS:** PSYC 3080. **OFFERED:** Sem. II.
- 3110 Criminal Law and Process** 4 hrs. (4, 0)
Examines the historical development of substantive and procedural criminal law in the United States as well as how the law is implemented in practice through the actions of criminal justice agencies. Issues of criminal law involving constitutional questions and related landmark Supreme Court decisions are discussed and analyzed. **PREREQUISITE:** CRIM 2510, 2520. **OFFERED:** Sem. I.
- 3350 Homeland Security** 3 hrs. (3, 0)
Overview of American foreign and domestic policy changes in the aftermath of the terrorist attacks of Sept. 11, 2001. Covers the reorganization of government bureaucracies, ongoing debates over balancing security with civil liberties, interagency cooperation to prevent terrorism, risk-based assessment, border security, and disaster management. **PREREQUISITE:** Upper-division standing. **SAME AS:** POSC 3350.
- 3650 Independent Study** 1-4 hrs. (1-4, 0)
Intensive research, study, or personal involvement in a criminal justice area not specifically covered by other courses. **CONSENT:** Department chair. **REPEAT:** May be repeated (total credit not to exceed 8 hours). **OFFERED:** With sufficient demand.
- 4120 Planned Change** 4 hrs. (4, 0)
Examination and analysis of strategies for planned change and reform in the criminal justice area. Case studies of particular issues related to policing, the courts, and/or corrections. **CONSENT:** Instructor. **PREREQUISITE:** CRIM 2520. **OFFERED:** With sufficient demand.
- 4650 Independent Study** 1-4 hrs. (1-4, 0)
Intensive research, study, or personal involvement in a criminal justice area not specifically covered by other courses. **CONSENT:** Department chair. **REPEAT:** May be repeated (total credit not to exceed 8 hours). **OFFERED:** With sufficient demand.

CRIM (cont.)

- 4810 Criminal Justice Internship I** 1-4 hrs. (arranged)
Placement in a criminal justice agency under professional supervision. Requires 40 hours of field experience for each hour of credit. **EXPECTATION:** Junior or senior criminal justice major or minor. **CONSENT:** Instructor. **PREREQUISITE:** CRIM 2510, 2520. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II; Summer.
- 4820 Criminal Justice Internship II** 1-4 hrs. (arranged)
Continuation of CRIM 4810. Requires 40 hours of field experience for each hour of credit. Internship normally completed at an agency different from the agency for CRIM 4810. **CONSENT:** Instructor. **PREREQUISITE:** CRIM 4810. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II; Summer.
- 4900 Criminal Justice Seminar** 3 hrs. (3, 0)
Senior capstone course involving intensive reading and discussion of materials focused on issues related to current topics on crime, criminological theory, and applied policy, as well as career pursuits in criminal justice and related professional issues. **CONSENT:** Instructor. **PREREQUISITE:** Upper-division standing; CRIM 2510, 2520. **OFFERED:** Sem. I.
- 4920 Honors Study** 4 hrs. (arranged)
Intensive research, study, or personal involvement in a criminal justice area not specifically covered by other courses. **EXPECTATION:** A 3.5 or higher GPA in CRIM courses counted toward the major. **CONSENT:** Department chair. **PREREQUISITE:** Senior standing. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **OFFERED:** With sufficient demand.

POSC Courses

- 2020 Introduction to World Politics** 3 hrs. (3, 0)
Introduces the study of politics, peace and conflict transformation, and American national security through a survey of historical and contemporary world politics. Examines the conceptual, theoretical, and empirical foundations of political science and international relations including power, democracy and authoritarianism, war, human rights, cyber competition, and international cooperation. *Applies to the Social & Behavioral Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I.
- 2100 American National Government** 3 hrs. (3, 0)
An introductory study of national government in the United States. Examines the major institutions and processes of the American political system, including constitutional design, federalism, public opinion, voting and elections, political parties, interest groups, Congress, the presidency, and the courts. **OFFERED:** Sem. I, II.
- 2120 State and Local Government** 3 hrs. (3, 0)
A comparative examination of the institutional structure, political processes, and public policies of state and local government systems. The functions of state and local government are examined in relation to the federal government. **OFFERED:** With sufficient demand.
- 2200 Public Policy** 3 hrs. (3, 0)
Introduces the theory and practice of policymaking and public administration as it relates to selected policy problems facing national, state, and local governments. Policy areas covered may include healthcare, education, fiscal, cybersecurity, and national defense. **PREREQUISITE:** POSC 2400. **OFFERED:** Sem. II.
- 2210 Introduction to Legal Studies** 3 hrs. (3, 0)
Introduces the structure and basic decision processes of the American legal system, as well as a study of the historical and social development of the legal profession in America from the colonial period to the present. Particular focus is on examination of the central issues and processes of the legal system from the perspective of their everyday working relationships and how the court works. **OFFERED:** Sem. II, 2025-26.
- 2400 Social Science Research Methods** 3 hrs. (3, 0)
Provides a foundation for reading and interpreting research done by social scientists, as well as doing research and writing in more advanced courses. Focuses on principles for research design and the collection, analysis, and presentation of data. **OFFERED:** Sem. I.
- 2420 Applied Statistics Lab** 2 hr. (2, 0)
Introduction to the statistical analysis of political, economic, and policy data using the R programming language. **COREQUISITE:** Concurrent enrollment in MATH 2120. **OFFERED:** Sem. II.

POSC (cont.)

- 2580 Principles of Geography** 3 hrs. (3, 0)
Introduction to geography, emphasizing five major themes: the physical environment, natural resources, and agricultural pursuits; demographics, immigration, sequent occupance, and settlement patterns; the impact of natural and human-made disasters; cultural, economic, and political development; and the interaction between people of different cultures and environments. Required of all social studies secondary education majors. **OFFERED:** Sem. I, 2026-27.
- 2810 Campaign Internship** 1-4 hrs. (arranged)
Placement on a local political campaign under professional supervision. Requires 45 hours of field experience for each hour of credit. Open to non-majors. **CONSENT:** Instructor. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **GRADE:** CR/NC. **OFFERED:** Sem. I, 2026-27.
- 2840 Model Diplomacy and Simulation Conferences** 1 hr. (1, 0)
Maximizes learning opportunities inherent in participation in Model United Nations, Model Arab League, Model NATO, and other diplomatic or security simulation conferences. Students develop skills in diplomatic behavior and writing, conduct individualized research, and gain expertise related to their assigned roles. Requires participation in functions outside of the traditional classroom environment. Open to non-majors. **CONSENT:** Instructor. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **OFFERED:** Sem. I, II.
- 3010 History of Political Thought** 3 hrs. (3, 0)
Examines major works in the development of political thought from ancient Greece through the 20th century. Theorists studied include Plato, Aristotle, St. Augustine, Machiavelli, Hobbes, Locke, Rousseau, and Mill. Particular emphasis on the practical consequences of ideas for contemporary leaders in politics and society. **PREREQUISITE:** Sophomore standing. **SAME AS:** HIST/PHIL 3010. **OFFERED:** Sem. II, 2025-26.
- 3140 Elections, Public Opinion, and Democracy** 3 hrs. (3, 0)
Studies American political values, attitudes and beliefs, and the factors that influence their development; the role of public opinion in American democracy; and the structural, psychological, and sociological factors associated with participation in the political process. Topics include party identification, turnout, models of vote choice, and survey research methods. **EXPECTATION:** Completion of MATH 2120 and POSC 2420. **PREREQUISITE:** Upper-division standing; POSC 2400. **OFFERED:** Sem. I, 2026-27.
- 3211 The Congress** 3 hrs. (3, 0)
Studies the Congress, focusing upon its organizational structure, processes, and political behavior of its members. Particular emphasis on representation, congressional elections, congressional committees, party leadership, House-Senate differences, and legislative processes. **PREREQUISITE:** Upper-division standing; POSC 2400. **OFFERED:** Sem. II, 2026-27.
- 3212 The Presidency** 3 hrs. (3, 0)
Examines the selection, tenure, succession, and leadership of the American chief executive. Topics include presidential elections, presidential power, and presidential relations with Congress, the bureaucracy, and the courts. **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I, 2025-26.
- 3250 Constitutional Law** 3 hrs. (3, 0)
A survey of the development of constitutional law through Supreme Court decisions. Topics include judicial review, federalism, the powers of congress and the president, equal protection, and due process. **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. II, 2026-27.
- 3300 International Security** 3 hrs. (3, 0)
Examines the major theories, concepts, and principles of international security, especially as they relate to global stability and conflict resolution. Topics include international alliances, mediation, bargaining, war termination, military effectiveness, and other security issues. Also provides a framework to view government policy through a theoretical lens and understand how policymakers utilize theory to make decisions regarding national security. **OFFERED:** Sem. I, 2026-27.
- 3310 Political Violence and Terrorism** 3 hrs. (3, 0)
Examines the causes and consequences of political violence from an interdisciplinary perspective, with emphasis on case studies of modern terrorism and counterterrorism policy. Also studies the relationship between faith, morality, and the ethical conduct of foreign policy. **EXPECTATION:** Grade of C- or better in POSC 2020. **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I, 2025-26.
- 3320 Civilian Perspectives on Political Violence** 3 hrs. (3, 0)
Explores the causes and consequences of political violence from the civilian perspective. Draws on insights from political science, sociology, psychology, history, and contemporary literature to understand why people participate in violent acts and the impact of political violence on the civilian population. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Upper-division standing. **OFFERED:** With sufficient demand.

POSC (cont.)

- 3330 American Foreign Policy** 3 hrs. (3, 0)
Studies the formulation and execution of foreign policy in the United States, together with an examination of the substantive issues and perspectives of American foreign policy since World War II. **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I, 2026-27.
- 3350 Homeland Security** 3 hrs. (3, 0)
An overview of the changes in American foreign and domestic policy in the aftermath of the terrorist attacks of Sept. 11, 2001. Topics covered include the reorganization of government bureaucracies, ongoing debates over balancing security with civil liberties, interagency cooperation to prevent terrorism, risk-based assessment, border security, and disaster management. **SAME AS:** CRIM 3350. **OFFERED:** Sem. II.
- 3360 War, Peace, and Security** 3 hrs. (3, 0)
A survey of the causes and consequences of war in its various forms and the major theoretical and methodological approaches to the study of war in the field of peace science and security studies. In particular, a review of domestic, state, and system factors and the political correlates of war and conflict processes. Special emphasis on interstate wars, but civil wars, extra state wars, and emerging "grey zone" conflicts are considered. Also explores peace, peace-making, and the cessation of hostilities. **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. II, 2026-27.
- 3370 Intelligence and Security Studies** 3 hrs. (3, 0)
Introduces the intelligence cycle (planning, collection, processing, analysis, and dissemination), the role of the intelligence community in making and implementing foreign policy, and a broad overview of the field of security studies. Intelligence needs are discussed with respect to both public and private sector actors. Also examines the moral and legal constraints on national security professionals. **EXPECTATION:** Grade of C- or better in POSC 2020. **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. II.
- 3400 Comparative Politics** 3 hrs. (3, 0)
Introduces students to the causes and consequences of political institutions and provides a comparative analysis of selected democratic and nondemocratic systems. **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I, 2025-26.
- 3450 Politics of the Modern World** 3 hrs. (3, 0)
Explores issues and theoretical concepts from the fields of comparative politics, international relations, and public policy of relevance to current events. The course will examine the politics of five nations currently in the news, exploring topics such as education, development, migration, religion, poverty, debt, corruption, public health, human rights, technology, political participation, conflict, and other contemporary issues. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Upper-division standing. **OFFERED:** Sem. I, 2026-27.
- 3510 International Political Economy** 3 hrs. (3, 0)
Introduces students to the study of how politics and economics interact at the global, regional and national level. Covers major theories related to political economy; global monetary and trade relations; the role of multinational corporations, international organizations, and NGOs; issues of globalization and development; the international flow of labor and capital; state- and nation-building; and human rights. Particular emphasis on understanding contemporary issues facing the global economy. **PREREQUISITE:** Upper-division standing; ECON 2010. **OFFERED:** Sem. II, 2026-27.
- 4650 Advanced Readings and Research** 1-4 hrs. (arranged)
Intensive study of a subject in the field of political science not specifically covered by other courses. Area of study is defined by the student and instructor with departmental approval. **EXPECTATION:** Cumulative GPA of 3.0 or higher. **CONSENT:** Instructor. **PREREQUISITE:** Upper-division standing; at least 18 hours of POSC coursework. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **OFFERED:** With sufficient demand.
- 4800 Government Internship** 1-4 hrs. (arranged)
Placement in a government agency or party organization under professional supervision. Requires 45 hours of field experience for each hour of credit. **CONSENT:** Instructor. **PREREQUISITE:** Upper-division standing; at least 18 hours of POSC coursework. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **GRADE:** CR/NC. **OFFERED:** Sem. I, II; Summer.
- 4810 Legal Internship** 1-4 hrs. (arranged)
Placement in a legal setting under professional supervision. Requires 45 hours of field experience for each hour of credit. Open to non-majors. **CONSENT:** Instructor. **PREREQUISITE:** Upper-division standing. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **GRADE:** CR/NC. **OFFERED:** Sem. I, II; Summer.

POSC (cont.)

- 4820 International Internship** 1-4 hrs. (arranged)
Placement under professional supervision in either a government agency or a non- governmental organization, in a position focused on global issues. Requires 45 hours of field experience for each hour of credit. Open to non-majors. **CONSENT:** Instructor. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **GRADE:** CR/NC. **OFFERED:** Sem. I, II, Summer.
- 4860 Public Policy Practicum** 3 hrs. (3, 0)
Students work as a team to conduct policy research for an external client under faculty supervision. An experiential learning opportunity for students developing their knowledge and skills in a real-world setting. **CONSENT:** Instructor. **PREREQUISITE:** Upper-division standing. **OFFERED:** With sufficient demand.
- 4915 Honors Research** 3 hrs. (arranged)
Required for students who intend to graduate with departmental honors. The research project is designed and executed by the student in consultation with and under the direction of the instructor. **CONSENT:** Department chair. **EXPECTATION:** Cumulative GPA of 3.0 or higher and a GPA of 3.5 or higher in courses counting toward the major. **PREREQUISITE:** Senior standing. **OFFERED:** Sem. I.
- 4930 Senior Seminar** 1 hr. (1, 0)
Capstone course for the major. Students will integrate concepts, knowledge, skills, methods, approaches, and practical experience from their major studies. **PREREQUISITE:** Senior standing. **OFFERED:** Sem. II.

SOCI Courses

- 2010 Introduction to Sociology** 3 hrs. (3, 0)
Presents the basic principles, concepts, and theoretical paradigms of sociology for analyzing social behavior, human relationships, and social institutions. Introduces students to a sociological perspective and form of analysis for understanding social life. Emphasizes “sociological imagination,” developing a perspective that strives to understand the intersection between individual biography and social structural history. Surveys the main areas of study and concentration within the field of sociology. *Applies to the Social & Behavioral Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I, II; Summer.
- 2020 Social Problems** 3 hrs. (3, 0)
Sociological analysis of contemporary social problems designed to help students increase awareness and sensitivity toward major social issues, recognize the impact of social problems on various groups of people within our society, and understand how societal structures can serve to perpetuate or intervene to effectively resolve social problems. *Applies to the Social & Behavioral Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I, II; Summer. Course credit may also be earned by successfully completing the Communities and Cultures Seminar at the Chicago Center.
- 2200 Self and Society** 3 hrs. (3, 0)
Examines the interrelationship of self and society in the everyday world of social interaction. Particular emphasis on theoretical perspectives of the self and related conceptions of self-concept and self-esteem, social roles, and identity. Examines the importance of society in the development and expression of self through a focus on socialization processes, language, deviance, and gender. **OFFERED:** Summer, with sufficient demand.
- 2450 Introduction to Issues in Race and Ethnicity** 3 hrs. (3, 0)
Introduces students, through a relational perspective, to the origins and the ongoing sociological construction of the concepts of race and ethnicity in America. Analyzes different types of race and ethnic relations in America, as well as racism, prejudice, and discrimination as tools of exclusion. Evaluates minority and majority group responses and identifies cultural contributions of ethnic groups. Incorporates a perspective of “sociological imagination,” where one considers the intersections between individual biography and socio-structural history. *Applies to both the Global Ways of Knowing and the Civil Discourse & Conflict Transformation [AU Experience] components of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I, II.
- 2510 The Nature of Crime and Social Deviance** 4 hrs. (4, 0)
Examines the nature and extent of crime, juvenile delinquency, and social deviance in the United States. Special attention given to theoretical perspectives, scientific research and scholarship in criminology, and related factors that offer explanations for these behaviors. **PREREQUISITE:** ENGL 1120. **PREREQUISITE or COREQUISITE:** SOCI 2010 or SOCI 2020. **SAME AS:** CRIM 2510. **OFFERED:** Sem. II.

SOCI (cont.)

- 2850 Practicum in Leadership Skills** 2 hrs. (1, 2)
Introduction to training assertiveness, communication, helping, and negotiation skills. Students receive direct feedback on their performance and gain experience in co-leadership and team building. Required for youth leadership [complementary] majors. **CONSENT:** Instructor. **PREREQUISITE:** PSYC 2100. **GRADE:** CR/NC. **SAME AS:** EDUC/PSYC 2850. **OFFERED:** Sem. I, II.
- 3010 Social Psychology** 4 hrs. (4, 0)
Examines the behavior of individuals in society, including the study of attitudes, beliefs, prejudice, aggression, leadership, and altruism. **PREREQUISITE:** PSYC 2000. **SAME AS:** PSYC 3010. **OFFERED:** Sem. II.
- 3050 Drugs and American Society** 3 hrs. (3, 0)
Examines the sociological and criminal justice aspects of drugs, drug use, sales and trafficking, and related socio-legal policies. Social control issues as well as concerns with education, prevention, and treatment are also discussed. Historical perspective, primarily within the context of the United States, as well as contemporary issues will be included. **PREREQUISITE:** CRIM 2520, SOCI 2010, or SOCI 2020 or upper-division standing. **SAME AS:** CRIM 3050. **OFFERED:** With sufficient demand.
- 3100 Human Sexuality** 3 hrs. (3, 0)
Nature and meaning of human sexuality as part of one's total personality structure. Consideration of theological/ spiritual, physiological, social, and cultural aspects of human sexual nature and behavior. Of particular value to people entering human service professions, including pastoral counseling, social work, criminal justice, nursing, individual therapy, marriage and family therapy, and related fields. **PREREQUISITE:** Sophomore or upper-division standing. **OFFERED:** Sem. I, II.
- 3170 Sociology of Religion** 3 hrs. (3, 0)
Sociological factors influencing expression of religion. **SAME AS:** RLGN 3170. **OFFERED:** With sufficient demand.
- 3220 Social Gerontology** 3 hrs. (3, 0)
Includes theoretical frameworks, historical development of social policy, and social services related to aging. Provides students the opportunity to explore the bio-psycho-social dimensions particular to the elderly; assess the socioeconomic, physical, and psychological needs of the elderly; and develop intervention skills for obtaining, providing, and improving social services on behalf of elderly individuals and their families. **SAME AS:** SOWK 3220. **OFFERED:** With sufficient demand.
- 3300 Family Law and Public Policy** 3 hrs. (3, 0)
Comprehensive survey of laws and public policies pertaining to marriage and the family: laws relating to marriage, divorce, family support, child custody, child protection rights, and family planning and public policy as it affects the family in areas such as taxes, civil rights, social security, and economic support. **SAME AS:** SOWK 3300. **OFFERED:** Sem. II.
- 3400 Race and Ethnicity in America** 3 hrs. (3, 0)
Explores critical issues related to the construction and meanings of the concepts of race and ethnicity as well as the nature of stereotyping, prejudice, racism, discrimination, and historical exclusion, while also addressing processes of identity formation. Examines a variety of race and ethnic relations patterns, from colonialism, expulsion, and segregation to integration, assimilation, and pluralism, taken historically by different racial and ethnic groups in America, as well as the phenomenon of transnationalism and the emergence of transnational communities in the United States and globally. **PREREQUISITE:** Upper-division standing. **OFFERED:** With sufficient demand.
- 3470 Environmental Sociology** 3 hrs. (3, 0)
Examines the interplay among the biophysical environment, social organization, and human social behavior with a focus on the social and environmental consequences of the organization of daily life. Students will study how various societal institutions and structures influence the definition of and response to the physical environment. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Upper-division standing. **OFFERED:** With sufficient demand.
- 3500 Thought Life and Spiritual Growth** 2 hrs. (2, 0)
Utilizes cognitive theory and spiritual principles to inform one's interpersonal and professional growth. Presents a convergence model of cognitive precepts and Judeo-Christian spiritual principles that can be utilized in such transformation. A theoretical context will be provided and experiential techniques will be modeled for application. Of particular value for those entering ministry and helping professions. *Applies to the Personal Wellness [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **SAME AS:** PSYC 3500. **OFFERED:** Sem. I, 2025-26 (alternating years).

SOCI (cont.)

- 3650 Independent Study** 1-4 hrs. (1-4, 0)
Intensive study of a sociological area not specifically covered by other courses. **CONSENT:** Department chair. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **OFFERED:** With sufficient demand.
- 3700 Introduction to Social Research** 4 hrs. (4, 0)
Introduces methods and application of social research, including issues of conceptualization of variables, research design, scientific sampling, quantitative and qualitative forms of analysis, evaluation research, and utilization of social research in policy, program, and practice settings. **PREREQUISITE:** Upper-division standing; SOCI 2010 or 2020 or 2100. **SAME AS:** PUBH 3010. **OFFERED:** Sem. I, II.
- 4350 Program Planning and Grant Writing** 3 hrs. (3, 0)
There is a need in the nonprofit sector and social service agencies for highly competent professionals who possess the requisite skills needed to: (1) assess community needs, especially those impacting children and families; (2) think strategically and creatively about relevant program interventions; and (3) acquire competitive funding from government agencies and private and public foundations. Coursework integrates several knowledge and skill areas including research methods, program planning, proposal writing, budget planning, project implementation, and program evaluation to assess the effectiveness of interventions. **PREREQUISITE:** Upper-division standing. **SAME AS:** SOWK 4350. **OFFERED:** Sem. I.
- 4650 Independent Study** 1-4 hrs. (1-4, 0)
Intensive study of a sociological area not specifically covered by other courses. **CONSENT:** Department chair. **REPEAT:** May be repeated (total credit not to exceed 8 hours). **OFFERED:** With sufficient demand.
- 4800 Internship in Youth Leadership** 2 hrs. (1, 2)
Opportunity for youth leadership [complementary] majors to practice the training and presentation skills and content learned in prior courses in an applied setting relevant to the student's career or personal goals. Required for youth leadership [complementary] majors. **PREREQUISITE:** PSYC 4210. **GRADE:** CR/NC. **SAME AS:** EDUC/PSYC 4800. **OFFERED:** Sem. II.
- 4810 Community Health Internship** 3 hrs. (3, 0)
Supervised field experience providing students an opportunity to apply knowledge in a practice setting. Focuses on strengthening competence in general community health and specialty skills through practical experiences. A wide range of settings and opportunities may be suitable for an internship, given the program goals and students' interests and career goals. Placement selection may focus on special topics, such as women and children's health, infectious disease (HIV/AIDS, Malaria), refugee issues, world food issues, urban food systems, health and nutrition promotion in schools and communities, community food systems, hunger and food security in local and global perspective, food, nutrition, human rights, sustainable communities, and global health policies and initiatives. Internship locations might include NGO, International Agencies (United Nations High Commission for Refugees), World Relief, World Vision, Compassion International, SIFAT, World Hunger Relief Inc., Food Research and Action Center, and local nonprofit or governmental agencies. **CONSENT:** Instructor. **OFFERED:** Summer.
- 4820 Family Science Internship** 3 hrs. (3, 0)
Allows students to work under supervision in an approved agency where classroom knowledge is applied to practical learning skills in a family life education setting. **PREREQUISITE:** SOCI 3250, 3700; SOWK 3200. **OFFERED:** With sufficient demand.

SOWK Courses

- 2000 Introduction to Social Welfare and Social Work** 3 hrs. (3, 0)
Studies the foundations of generalist social work practice. Examines the knowledge, values, and skills base of the social work profession. Provides introductory content in the areas of human behavior and social environment, social welfare policy, social research and social work practice. **PREREQUISITE** or **COREQUISITE:** SOCI 2010 or 2020. **OFFERED:** Sem. I, II.
- 2100 Introduction to Field Experience** 2 hrs. (1.25, 0)
Participant observer field experience (36 hours) in a social agency providing knowledge and perspective about the network of social agencies and institutions, administrative structures, policies, programs, and delivery of services. Students develop human relations skills working with clients. Weekly group discussion (1.5 hours). **PREREQUISITE** or **COREQUISITE:** SOCI 2010 or 2020; SOWK 2000. **OFFERED:** Sem. I.

SOWK (cont.)

- 2200 Human Behavior and Social Environment** 4 hrs. (4, 0)
Exploration of the person in the environment through examining biological, psychological, social and spiritual development over the lifespan; resources and obstacles in meeting crises at various points in life cycle; systems approach to integration of individual, group, and societal needs; understanding and acceptance of human diversity; integration of theories of human behavior from various disciplines; and introductory research methodology. Internship required (20 hours for the semester). **PREREQUISITE:** Upper-division standing; social work major or minor; SOWK 2000, 2100 (SOWK 2100 waived as a prerequisite for social work minors). **PREREQUISITE or COREQUISITE:** BIOL 2040. **OFFERED:** Sem. I.
- 3100 Social Welfare Policy** 4 hrs. (4, 0)
Processes by which policies are developed in social welfare delivery systems; establishing priorities; professional roles in analysis and evaluation in public and private agencies; and political and economic implications of major social welfare legislation. **PREREQUISITE:** Upper-division standing; SOWK 2200. **OFFERED:** Sem. II.
- 3210 Child Welfare** 3 hrs. (3, 0)
Historical and current issues related to the practice of child welfare. Examination of contemporary services to children and parents. **OFFERED:** With sufficient demand.
- 3220 Social Gerontology** 3 hrs. (3, 0)
Includes theoretical frameworks, historical development of social policy, and social services related to aging. Provides students the opportunity to explore the bio-psycho-social dimensions particular to the elderly; assess the socioeconomic, physical, and psychological needs of the elderly; and to develop intervention skills for obtaining, providing, and improving social services on behalf of elderly individuals and their families. **SAME AS:** SOCI 3220. **OFFERED:** With sufficient demand.
- 3230 Mental Health** 3 hrs. (3, 0)
Examination of emotional problems resulting in social dysfunctioning of the individual and family; includes survey of mental health services. **OFFERED:** With sufficient demand.
- 3240 Developmental Disabilities** 3 hrs. (3, 0)
Examination of physical and developmental disabilities. Exploration of barriers and discrimination. Survey of rehabilitation and social services. **OFFERED:** With sufficient demand.
- 3300 Family Law and Public Policy** 3 hrs. (3, 0)
Comprehensive survey of laws and public policies pertaining to marriage and the family: laws relating to marriage, divorce, family support, child custody, child protection rights, and family planning and public policy as it affects the family in areas such as taxes, civil rights, social security, and economic support. **SAME AS:** SOCI 3300. **OFFERED:** With sufficient demand.
- 3650 Independent Study** 1-4 hrs. (1-4, 0)
Intensive study of a social work area not specifically covered by other courses. **CONSENT:** Program Director. **REPEAT:** May be repeated (total credit not to exceed 8 hours). **OFFERED:** With sufficient demand.
- 4350 Program Planning and Grant Writing** 3 hrs. (3, 0)
There is a need in the nonprofit sector and social service agencies for highly competent professionals who possess the requisite skills needed to: (1) assess community needs, especially those impacting children and families; (2) think strategically and creatively about relevant program interventions; and (3) acquire competitive funding from government agencies and private and public foundations. The course integrates several knowledge and skill areas including research methods, program planning, proposal writing, budget planning, project implementation, and program evaluation to assess the effectiveness of interventions. **PREREQUISITE:** Upper-division standing. **SAME AS:** SOCI 4350. **OFFERED:** Sem. I.
- 4650 Independent Study** 1-4 hrs. (1-4, 0)
Intensive study of a social work area not specifically covered by other courses. **CONSENT:** Program Director. **REPEAT:** May be repeated (total credit not to exceed 8 hours). **OFFERED:** With sufficient demand.
- 4710 Social Work Practice** 4 hrs. (4, 0)
Teaches basic skills for generalist social work practice that considers the strengths and deficits in the interplay between people and their environments. Emphasizes theories, methods, and techniques for multi-dimensional assessment, differential selection of interventions, and evaluation in work with diverse populations. Also builds skills in ethical decision-making, networking, utilizing resources, and documenting services. Internship required (20 hours for the semester). **EXPECTATION:** Admission to Social Work Program. **PREREQUISITE:** SOWK 2000, 2100, 2200. **OFFERED:** Sem. II.

SOWK (cont.)

- 4720 Social Work Practice with Families and Groups** 3 hrs. (3, 0)
Emphasis on basic skills for generalist social work practice that include understanding and assessing family and small-group functioning, strategically planning interventions, and effectively terminating and evaluating services with these client groups. Common family issues are presented in tandem with ideas for interventions. A survey of group types is provided with techniques for effective facilitation.
PREREQUISITE: SOWK 4710. **COREQUISITE:** SOWK 4730. **OFFERED:** Sem. I.
- 4730 Social Work Practice with Communities and Organizations** 3 hrs. (3, 0)
Study of macro social work practice skills, interventions, and issues with communities and organizations. Emphasizes community organization as a viable practice method. The close interrelationship between community and organizations is explored, as well as concepts such as empowerment, asset-based community development, collective action, and problem solving. **PREREQUISITE:** SOWK 4710.
COREQUISITE: SOWK 4720. **OFFERED:** Sem. I.
- 4850 Social Work Practicum** 12 hrs. (arranged)
Block field placement (442 hours) in a social service agency under professional supervision. Requires full-time availability for the entire semester. *Applies to both the speaking-intensive and Experiential Ways of Knowing components of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** SOWK 4710, 4720, 4730.
OFFERED: Sem. II.
- 4920 Honors Study** 4 hrs. (4, 0)
Intensive study of a social work area not specifically covered by other courses. **PREREQUISITE:** Senior standing. **EXPECTATION:** Minimum GPA of 3.5 or higher in SOWK courses counted toward the major. **CONSENT:** Program Director. **REPEAT:** May be repeated (total credit not to exceed 8 hours). **OFFERED:** With sufficient demand.

Multi-Disciplinary Programs

HONORS PROGRAM

*Program Directors: Dean Miller Fox and Dr. Stull
Faculty: Dr. Blunt, Dr. T Fox, Dr. Kennedy, Dr. Murphy, Dr. Parks, Dr. Varner*

The Anderson University honors program provides an intellectually enriched learning community for highly motivated students. The program is devoted to fostering within its honors scholars a passionate dedication to intellectual inquiry and spiritual development so they may serve as leaders in their professions and in their communities. Within this context, our scholars will be challenged to cultivate the life of the spirit, maturing in the Christian virtues of integrity, justice, and generosity.

Each honors course will be taken together as a cohort, and all meet [Liberal Arts Core Curriculum](#) areas required for Anderson University students. Honors courses are not designed to be more difficult or more work than other liberal arts courses. Instead, they involve discussions based on readings, and they are focused on intellectual and spiritual development. Many of these courses are team-taught and/or are interdisciplinary.

Outside of the classroom, our honors scholars are engaged in campus activities, including service and leadership roles. Many scholars are athletes both on intercollegiate and intramural teams, as well as dancers, musicians, leaders in student government, and event participants. Students in our honors program are among the most engaged on campus, with the support to excel in all of the areas about which they are passionate. Throughout the program, honors scholars are encouraged to pursue opportunities for international study and travel and service to the church and community. Upon completion of this four-year program, honors scholars will receive special recognition at commencement and on their transcript.

Mission

The honors program at Anderson University is devoted to fostering within its honors scholars a passionate dedication to intellectual inquiry and spiritual development so that they may serve as vibrant leaders in their professions and in their communities.

Scholars Courses

While the honors program is not a formal major or minor, students enrolled in the program must complete a series of small, discussion-based, interdisciplinary courses that satisfy liberal arts program requirements. These courses, as well as close interaction with faculty and peers, offer intellectually challenging experiences that will stimulate and refine the skills of clear expression, acute analysis, critical thinking, and imaginative problem-solving.

Honors scholars enroll in one honors course per semester during the freshman, sophomore, and junior years. In these first three years, scholars will participate in courses designed to enrich understanding of the humanities, science, and social science while creating a small community of learners dedicated to Christian scholarship. In the fourth year, they will pursue independent study in partnership with faculty mentors.

Senior Scholars Honors Projects

The senior honors project is an intensive, original research project under the direction of an academic mentor. During the first semester of their senior year, honors scholars work on an honors project of their choice, with a presentation of the project in the second semester. The first semester of the senior year, honors scholars take the Honors Senior Seminar to help them plan their project and practice discussing it with an outside audience.

Upon graduation, honors scholars will have completed 21 credits within the curriculum of the honors program. Twenty of these credits are applicable to the university's liberal arts program curriculum.

Eligibility

The honors program is cohort-based, and enrollment into the program is competitive and by invitation. Successful applicants have typically achieved combined SAT math and critical reading scores of at least 1200 (or equivalent ACT scores) and a GPA of at least 3.75 on a 4.0 scale. The Selection Committee generally looks for evidence of some or all of the following, among other factors:

- A variety of AP and honors classes taken in high school, along with excellent grades in those courses.
- A résumé demonstrating an extracurricular activity or activities that the student has persevered in and been involved with for several years.
- An openness to new ideas and to a life of the mind.

For more information, visit anderson.edu/academics/honors or email honors@anderson.edu.

HNRS Courses

1000	Personal Enrichment Through Servant Leadership Engages students in servant leadership through participation in a significant community service project, a travel seminar or other enrichment activity approved by the program directors. GRADE: CR/NC.	0-1 hr.
2110	Honors Literature Employs literary theory to examine multiple literary texts and develops students' ability to produce analytical essays through a process of scholarly research, drafting and revision. NOTE: A grade of C- or better fulfills the Written Communication [Raven Core] component of the Liberal Arts Core Curriculum .	3 hrs. (3, 0)
2125	The Scholar as Servant Leader Focuses on the stories of great men and women who were cast into positions of leadership and analyzes what is to be understood of their personal formation and qualities as leaders and servants. Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the Liberal Arts Core Curriculum .	2 hrs. (2, 0)
2210	Scientific Discoveries and Paradigm Shifts Examines the nature of science, the history and philosophy of science, and the experiential, hands-on practice of science. "Paradigm shifts" are explored through the lens of various scientific models as they relate to how science helps us understand our world. Applies to the Scientific Ways of Knowing [Raven Core] component of the Liberal Arts Core Curriculum .	4 hrs. (3, 2)
2300	Honors History Introduces students to the history and culture of the West, through a consideration of the ongoing Western debate about use of force and the defining characteristics of Western civilization. Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the Liberal Arts Core Curriculum .	3 hrs. (3, 0)
3100	Art and the Human Response An integrated appreciation/experiential course that investigates how art in its various forms is an important element of social, political, persona and religious expression across time and cultures, and engages students in the practice of creating genre-specific art forms, such as short films, dramatic skips, music or photography. Applies to the Humanistic & Artistic Ways of Knowing [Raven Core] component of the Liberal Arts Core Curriculum .	3 hrs. (3,0)
3221	Traditionalism and Globalization Examines the bridges and barriers among various cultures of the world through a historical analysis. Applies to the Global Ways of Knowing [AU Experience] component in the Liberal Arts Core Curriculum .	3 hrs. (3,0)
3325	Christ and Culture Organized as a seminar in historical theology that considers the various relationships between Christians and their culture. Readings in primary and secondary sources, as well as journal articles, will inform seminar discussions. Applies to the Christian Ways of Knowing [AU Experience] component in the Liberal Arts Core Curriculum .	3 hrs. (2, 0)
4910	Honors Senior Seminar Honors scholars will develop and complete an original research project which makes a unique scholarly contribution, under the direction of an academic mentor. REPEAT: May be repeated by students whose senior thesis project spans two semesters.	1 hr. (1, 0)

LIBERAL ARTS & INTERCULTURAL STUDIES

Faculty: Prof. Coplin, Prof Grubbs, Prof. Willis

LART Courses

- | | | |
|-------------|---|----------------------|
| 1000 | College Survival Skills
Provides an opportunity for students to learn and adopt methods to be successful in undergraduate work. Deals with basic academic, study, and life skills, and attitudes necessary for collegiate success. OFFERED: Sem. I, II; Summer. | 2 hrs. (2, 0) |
| 1010 | Strategies for Academic Success
Introduces the concept of how emotional intelligence (EQ) and personal learning preferences affect the student's ability to think critically and therefore improve learning. Provides an opportunity to assess and develop basic EQ skills and study strategies necessary for academic success, including textbook reading, note-taking, test-taking, time management, communication skills, collegiate writing skills, presentation skills, and career planning. OFFERED: Sem. I, II. | 3 hrs. (3, 0) |
| 1020 | Strategies for Academic Success for Adult Learners
Introduces adult students to strategies necessary for academic success, including time management, note-taking, test-taking, reading strategies, communication skills, collegiate writing skills, and research skills. Introduces the concept of how emotional intelligence (EQ) affects the ability to think critically and achieve success. OFFERED: Sem. I, II. | 3 hrs. (3, 0) |
| 1050 | First-Year Experience Seminar
A holistic orientation during which students reflect, connect, and grow intellectually, socially, and spiritually as part of AU's community. Students reflect upon AU's five core values and distinctive Christian character while also connecting to campus resources necessary for success. Students grow as whole people by considering how their individual values, strengths, and vocational call can work together to benefit their personal and professional future. <i>Applies to the Understanding College [AU Experience] component of the Liberal Arts Core Curriculum.</i> GRADE: CR/NC. OFFERED: Sem. I, II. | 1 hr. (1, 0) |
| 1100 | Critical-Thinking Seminar
Cultivates critical-thinking, communication, and community-building skills common to most other university- level classes and which are useful for pursuing truth and living lives of faith and service. OFFERED: Sem. I, II. | 3 hrs. (3, 0) |
| 1200 | Career and Life Planning
Addresses the role of decision-making skills in choosing a college major. Students assess interests, personality, skills, and values to assist them in finding the "best fit" among the majors and career options they are researching. Students also learn effective problem-solving skills that can be used over a lifetime for career and life-planning decisions. EXPECTATION: Designed for undecided freshman/sophomore students. CONSENT: Open to juniors/seniors with instructor's consent. OFFERED: Sem. I, II. | 1 hr. (2, 0) |
| 2000 | Introduction to Scholarly Communication
Introduces students to concepts and skills related to scholarly communication and academic literature research. Will include weekly topics such as literature research, "the scholarly conversation", citations and plagiarism, matching information needs to appropriate information sources, context and construction of authority in popular and scholarly information, and online written engagement. <i>Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the Liberal Arts Core Curriculum.</i> | 2 hr. (2, 0) |
| 2900 | Student-Leadership Seminar
Students will explore the discipline of leadership. With a biblical framework, applicable themes will give students practical ways to reflect on their strengths and grow in their leadership skills. OFFERED: Sem. I, II. | 1 hr. (1, 0) |
| 4500 | Critical Thinking and Professional Development
Focuses on transforming learning from the classroom to the real world through the assessment and development of the 6 major areas and 16 subcomponents of emotional intelligence (EQ) and the 8 Competencies for a Career-Ready Workforce (National Association of Colleges and Employers). Students incorporate a variety of methods to enhance the critical-thinking and EQ skills necessary to positively affect decision-making abilities as well as the personal, collegiate, and professional relationships that define success. OFFERED: Sem. I; Summer. | 3 hrs. (3, 0) |

INCS Course

- | | | |
|-------------|--|--------------------------|
| 3850 | Domestic/Global Experience
Participation in an intercultural service/learning experience. Offered in conjunction with a TRI-S program. CONSENT: Instructor. OFFERED: Sem. I, II; Summer. | 0 hrs. (arranged) |
|-------------|--|--------------------------|

PROFESSIONAL DEVELOPMENT & GENERAL STUDIES

Program Coordinator/Advisor: Prof. Peter Elliott

Anderson University offers both a professional development major leading to a Bachelor of Arts degree and a general studies Associate of Science degree. Students interested in pursuing a professional development or general studies major must have a plan of study approved by the program director before admission to the major is granted. Students majoring in professional development must complete all liberal arts core requirements. Additionally, students in both majors must complete a concentration of courses in one subject area. The subject area may be broadly defined as courses in common disciplines (i.e. science, modern language, business, etc.).

PROFESSIONAL DEVELOPMENT MAJOR

- 30 hours (2.0 GPA) in concentration area
- LART 4500

Additional requirements for Bachelor of Arts degree:

- at least 30 hours from upper-division courses
- complete all liberal arts core requirements
- complete 120 hours (2.0 GPA)

ASSOCIATE OF SCIENCE: GENERAL STUDIES

This two-year Associate of Science degree provides foundational courses for the university's bachelor's degrees.

- 15-18 hours in a concentration area in any discipline approved by the program director.
Online students may select concentrations in Business, Business Administration & Leadership, History, Ministry Studies, or Sociology.
- At least 30 hours of [Liberal Arts Core Curriculum](#) requirements from the following categories:
 - ENGL 1110
 - ENGL 1120
 - COMM 1000
 - Quantitative Reasoning
 - BIBL 2000
 - Personal Wellness
 - Scientific Ways of Knowing
 - Humanistic and Artistic Ways of Knowing
 - Social and Behavioral Ways of Knowing
- Completion of 60 hours as well as other graduation requirements listed in this catalog.

STATISTICS

Program Coordinator: Dr. Van Groningen

Faculty: Dr. Frank, Dr. Griffith, Dr. Stull, Dr. Van Groningen

Provides a coherent plan of study in statistics supporting students' major fields of study.

STATISTICS MINOR (16 hrs.)

- MATH 2120 or PSYC 2440
- MATH 4010
- Other courses selected from PSYC 3240, PSYC 4650, POSC 2420, POSC 3140, or MATH courses approved by the program director.

WOMEN'S STUDIES

Program Coordinator: Dr. Rogers

Faculty: Prof. Elliott, Dean Miller Fox, Prof. Pay, Prof. Poythress, Dean Willowby

An interdisciplinary minor focusing on the historical, cultural, sociological, political, and economic roles of women both nationally and globally. Emphasis is also placed on women's issues as they affect the individual and the family. The women's studies minor is hosted by the Department of History and Political Science. Students who declare this minor must meet with the coordinator for advising.

WOMEN'S STUDIES MINOR (15 hrs.)

Required Core Courses (6 hrs.):

- HIST 3260
- HIST 4650*

**With prior approval of program coordinator, may substitute one of the following courses:*

- POSC 4650
- ENGL 4650
- SOCI 4650

Remaining (9 hrs.) from:

- HIST 3455, 4030
- SOCI 2020, 2100, 3100
- ENGL 3580
- POSC 3320
- RLGN 3120

College of Professional Studies

Dr. Dama O'Keefe, Dean

FALLS SCHOOL OF BUSINESS

Prof. Allison Eddelman, chair

*Faculty: Dr. Bates, Prof. Dougherty-Denny, Dr. Dulaney, Prof. Eddelman,
Dr. Lee, Prof. Newton, Prof. Rasco, Dr. Shin, Dr. Tijerina*

The mission of the Falls School of Business is to provide relevant experiential business education that enables students to discover and develop their confidence, competence, and character. This mission is realized through a commitment to teaching excellence and genuine concern for each individual student and is supported by a faculty commitment to continuous improvement, professional development and service to the community.

The Falls School of Business offers Bachelor of Arts, Master of Business Administration, Master of Organizational Leadership, and Doctor of Business Administration programs. All three levels, undergraduate, masters, and doctorate, are accredited by the Accreditation Council for Collegiate Business Schools and Programs ([ACBSP](#)), with the exception of our newest programs, Business Analytics, Engineering Management, Sports Management, Business and Integrated Leadership, and Master of Organizational Leadership which have not yet been accredited.

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

- Accounting with Certified Public Accountant ([CPA](#)) preparation, and an optional concentration in Certified Management Accountant ([CMA](#)) preparation
- Business Analytics
- Engineering Management
- Finance
- Management
- Marketing
- Sports Management

A complementary major in Business Administration is offered to students with a primary major outside the Falls School of Business. A complementary major in Financial Planning is offered to students interested in pursuing a Certified Financial Planner (CFP) designation.

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

- | | | |
|--------------------|-------------------|---------------------|
| • Accounting | • Finance | • Marketing |
| • Economics | • Global Business | • Social Media |
| • Entrepreneurship | • Management | • Sports Management |

BUSINESS CORE (48 hrs)

The following core classes are required of all undergraduate business majors:

- | | |
|--|---|
| • ACCT 2010 Principles of Accounting I (3) | • BSNS 2810 Principles of Marketing (3) |
| • ACCT 2020 Principles of Accounting II (3) | • BSNS 3120 Global Business (3) |
| • BSNS 1050 Business as a Profession (3) | • BSNS 3420 Business Law (3) |
| • BSNS 2310 Spreadsheet Analytics (3) | • BSNS 4500 Strategic Management (3) |
| • BSNS 2450 Principles of Business Analytics (3) | • BSNS 4800 Business Internship (3)*** |
| • BSNS 2510 Principles of Finance (3) | • BSNS 4910 Senior Seminar in Business & Ethics (3) |
| • BSNS 2550 Business Communications (SI) (3) | • ECON 2010 Principles of Macroeconomics (3) |
| • BSNS 2710 Principles of Management (3) | • ECON 2020 Principles of Microeconomics (3) |

ACCOUNTING

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

The major provides coursework that helps prepare students for the Certified Public Accountant (CPA) exam. Students wanting to take the Certified Management Accountant (CMA) exam can take the optional CMA concentration.

ACCOUNTING MAJOR (73 hrs.)

Accounting with CPA preparation:

- 48-hour business core
- 25-hour accounting core: ACCT 3010, 3020, 3110, 3500, 4020, 4050, 4100, 4310, 4900
- ACCT 4850 is strongly recommended for students preparing for the CPA exam.

Optional CMA preparation Concentration:

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

ACCOUNTING MINOR (15 hrs.)

- 15 hours from ACCT courses

BUSINESS ADMINISTRATION

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

MAJORS

BUSINESS ANALYTICS MAJOR (67-68 hrs.)

- 48-hour business core
- CPSC 2020, 2040, 2100
- 3 hours from CPSC 2080, 2330, 4100
- BSNS 3390, 4390

ENGINEERING MANAGEMENT MAJOR (66 hrs.)

- 48-hour business core
- ENGR 2001, 2002, 2003, 2090, 2310
- BSNS 3270, 3240, 4480

FINANCE MAJOR (66 hrs.)

- 48-hour business core
- BSNS 3150, 3350, 4150, 4160
- ECON 3410
- 3 hours from BSNS 4160 or ACCT 4020

MANAGEMENT MAJOR (68 hrs.)

- 48-hour business core
- BSNS 3230, 3240, 3270, 4010, 4310, 4480

MARKETING MAJOR (66 hrs.)

- 48-hour business core
- BSNS 3210, 3220, 3400, 3550, 4110, 4330

SPORTS MANAGEMENT MAJOR (66 hrs.)

- 48-hour business core
- BSNS 3130, 4360, 4560
- COMM 2130, 2140
- SPRL 3300

COMPLEMENTARY MAJORS

BUSINESS ADMINISTRATION COMPLEMENTARY MAJOR (48 hrs.)

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

FINANCIAL PLANNING COMPLEMENTARY MAJOR (27 hrs.)

- Preparation Coursework
 - ACCT 2010, 2020
 - BSNS 2510
- Financial Planning Coursework
 - BSNS 3150, 4150, 4260, 4350, 4510
 - ACCT 4020

MINORS

ECONOMICS MINOR

For majors **within or** outside of the Falls School of Business (18 hrs.)

- ECON 2010, 2020, 3020, 3410
- 6 hours selected from the following:
 - ECON 3110, 3210, 3850***, 4020
 - BSNS 4240**
 - POSC 2200

ENTREPRENEURSHIP MINOR

For majors **within** the Falls School of Business (18 hrs.)

- BSNS 3210, 3270, 4310
- 9 hours from the following:
 - ACCT 3110, 4020
 - BSNS 3150, 3220, 3350, 3400, 4110, 4240, 4360
 - COMM 2200, 2240, 3250
 - PSYC 2000
 - SOCI 2010

For majors **outside** of the Falls School of Business (15 hrs.)

- 12 hours from the following:
 - ACCT 2010
 - BSNS 2710, 2810, 4310
- 3 hours from BSNS 3210, 3220, 3240, 3400, 3420, 4110

FINANCE MINOR

For majors **within or** outside of the Falls School of Business (18 hrs.)

- ACCT 2010
- BSNS 2510, 3350, 4150
- ECON 3410
- 3 hours from BSNS 3150, 4160, 4260, 4350

GLOBAL BUSINESS MINOR

For majors **within** the Falls School of Business, select an option (15 hrs.)

- Option 1:
 - 12-hour International Business Institute Program
 - 3 hours from either BSNS 3120 or 4120

- Option 2:
 - BSNS 3120
 - 12 hours from the following:

◦ COMM 3050	◦ INSC 3850
◦ HIST 3240, 3360, 3370	◦ POSC 3450, 3510
◦ HIST/RLGN 3320	◦ FREN/GERM/SPAN 1020 or higher

For majors **outside** of the Falls School of Business (18 hrs.)

- BSNS 2710, 2810, 3120
- ECON 2010
- 6 hours from the following:

◦ COMM 3050	◦ INSC 3850
◦ HIST 3240, 3360, 3370	◦ POSC 3450, 3510
◦ HIST/RLGN 3320	◦ FREN/GERM/SPAN 1020 or higher

MANAGEMENT MINOR

For majors **within** the Falls School of Business (15 hrs.)

- BSNS 3230, 3240, 3270, 4010, 4310, 4480

For majors **outside** of the Falls School of Business (18 hrs.)

- BSNS 2710
- 15 hours from BSNS 3230, 3240, 3270, 4010, 4310, 4480

MARKETING MINOR

For majors **within** the Falls School of Business (15 hrs.)

- BSNS 3210, 3220, 3400, 3550, 4110, 4330

For majors **outside** of the Falls School of Business (18 hrs.)

- BSNS 2810
- 15 hours from BSNS 3210, 3220, 3400, 3550, 4110, 4330

SOCIAL MEDIA MINOR

For majors **within** the Falls School of Business (15 hrs.)

- BSNS 3400, 3550, 4330
- 6 hours from COMM 2130, 2200, 3370

For majors **outside** the Falls School of Business (18 hrs.)

- BSNS 2810, 3400, 3550, 4330
- 6 hours from COMM 2130, 2200, 3370

SPORTS MANAGEMENT MINOR

For majors **within** the Falls School of Business (15 hours):

- BSNS 3130, 4360, 4560
- 6 hours selected from the following:
 - COMM 2130, 2140
 - SPRL 3300

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

**** Practicum or internship must focus on experience related to the student's major or minor.*

BUSINESS & INTEGRATIVE LEADERSHIP

Business & Integrative Leadership is an accelerated online bachelor of arts degree program for adults. This major prepares adults with no or limited college credit for a professional career in business and organizational leadership. Students will develop key business skills as well as discover, understand, and learn to manage others as well as their own personal brand.

BACHELOR OF ARTS

BUSINESS & INTEGRATIVE LEADERSHIP MAJOR

- Content area course requirements (39 hrs.)
 - LEAD 2300 Social Problems and Their Impact on the Workplace (3)
 - LEAD 3000 Professional Development and Applied Ethics (3)
 - LEAD 3100 Introduction to Information Systems and Analysis of Data (3)
 - LEAD 3200 Issues in Management (3)
 - LEAD 3260 Conflict Resolution (3)
 - LEAD 3280 Project Management (3)
 - LEAD 3300 Managerial Accounting (3)
 - LEAD 3500 Managerial Marketing (3)
 - LEAD 4000 Group and Organizational Dynamics (3)
 - LEAD 4100 Communicating Within Organizations (3)
 - LEAD 4300 Strategic Planning (3)
 - LEAD 4550 Diversity and Intercultural Humility (3)
 - LEAD 4990 Action Research Project (3)
- Additional Liberal Arts requirements (43 hrs.)
- Additional Electives (38 hrs.) – may be applied toward a minor, a complementary major or a second major.

CERTIFICATE PROGRAM

Certificates are offered to adult learners in a non-degree seeking format, and consist of for-credit coursework which may be applied towards a degree. Each certificate is earned upon the successful completion of four selected Business & Integrative Leadership (LEAD) courses totaling 12 credit hours. The four seven-week courses may be completed at a pace which best fits the adult learner's schedule.

- 12 hours selected from the following courses:

<ul style="list-style-type: none">◦ LEAD 3000 Professional Development & Applied Ethics (3)◦ LEAD 3100 Introduction to Information Systems & Analysis of Data (3)◦ LEAD 3200 Issues in Management (3)◦ LEAD 3260 Conflict Resolution (3)◦ LEAD 3300 Managerial Accounting (3)	<ul style="list-style-type: none">◦ LEAD 3350 Managerial Finance (3)◦ LEAD 3400 Managerial Economics (3)◦ LEAD 3500 Managerial Marketing (3)◦ LEAD 3550 Legal Environments of Business (3)◦ LEAD 4300 Strategic Planning (3)◦ LEAD 4550 Diversity & Intercultural Humility (3)
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INTERNATIONAL BUSINESS INSTITUTE (IBI)

The International Business Institute (IBI) Program is a 10-week, 12-credit-hour academic summer program that allows business students to incorporate a distinctive international experience into their field of study. The IBI program facilitates personal interaction with business leaders from top multinational corporations. Visits with industry leaders and top policymakers have included Daimler Benz, Nestlé, the Bank of England, and the British Parliament. Travel has included visits to England, Russia, Western and Eastern Europe, and Scandinavia.

The IBI Program may be taken to satisfy some requirements for the global business major, the global business minor, the global business concentration within the management major, or the global marketing concentration within the marketing major. The IBI Program courses are ECON 3250 and BSNS 4170, 4250, 4450.

Acceptance into the program is on a competitive basis. Students should apply early in the fall semester of their junior year. The program is normally completed the summer between the student's junior and senior years.

For more information, visit ibi-program.org or contact the Falls School of Business.

ACCT Courses

2010	Principles of Accounting I Introduces accounting principles and practice. Covers the accounting cycle, internal control and system design principles, and financial statement preparation and interpretation. OFFERED: Sem. I, II.	3 hrs. (3, 0)
2020	Principles of Accounting II Continues accounting principles and practice with emphasis on the use of accounting information by management and external users. PREREQUISITE: ACCT 2010. OFFERED: Sem. I, II.	3 hrs. (3, 0)
3010	Intermediate Accounting I Focuses on financial statements presented to external users and the complexities of financial reporting in today's business environment. PREREQUISITE: ACCT 2010. OFFERED: Sem. I.	3 hrs. (3, 0)
3020	Intermediate Accounting II Continues principles, practices, and theories used to provide financial information to external users. Includes research and communication regarding issues in financial reporting, along with emphasis on the use of spreadsheets. PREREQUISITE: ACCT 3010. OFFERED: Sem. II.	3 hrs. (3, 0)
3110	Managerial Accounting Focuses on accounting methods that assist an organization with planning and control. Emphasis on decision-making. Topics include cost systems, cost allocation, budgeting, and variance analysis. PREREQUISITE: ACCT 2020. OFFERED: Sem. I.	3 hrs. (3, 0)
3500	Accounting Information Systems Accounting information systems from a business perspective, including the organization and management of electronic information, the design of effective internal controls, system life cycle issues, and financial reporting considerations. The study and use of low- to mid-market accounting systems and their methods for processing information is an integral part of this course. PREREQUISITE: Open only to accounting majors and minors who have completed ACCT 2010. OFFERED: Sem. I.	3 hrs. (3, 0)
3850	Practicum in Accounting Students work with faculty consultants to plan and execute programs designed to integrate content in accounting in a practical, service-oriented project. Students are responsible for successful implementation of defined projects and reporting results. REPEAT: May be repeated (total credit not to exceed 4 hours). GRADE: CR/NC. OFFERED: Sem. I, II.	1-3 hrs. (arranged)
3860	Volunteer Income Tax Assistance Practicum Provides professional preparation and a service-learning opportunity in the preparation of federal and state income tax returns. REPEAT: May be repeated. GRADE: CR/NC. OFFERED: Sem. II.	1 hr. (arranged)
4020	Federal Income Tax Examines Internal Revenue Code and Treasury regulations with respect to taxation of individuals. Emphasis on tax research, planning, and compliance. PREREQUISITE: ACCT 2020. OFFERED: Sem. II.	3 hrs. (3, 0)
4050	Advanced Federal Income Taxation Federal income taxation of corporations, partnerships, and estates and trusts. Students will develop and enhance tax research skills. PREREQUISITE: ACCT 2020. OFFERED: Sem. II.	3 hrs. (3, 0)
4100	Advanced Financial Accounting Advanced accounting issues related to business combinations, consolidated financial statements, intercompany transactions, multinational accounting, segment and interim reporting, partnership accounting, and government/not-for-profit accounting. PREREQUISITE: ACCT 3020. OFFERED: Sem. II.	3 hrs. (3, 0)
4800	Accounting Internship With the approval of the Falls School of Business faculty and a cooperating business enterprise, the student studies under the supervision of an experienced, practicing professional. REPEAT: May be repeated (total credit not to exceed 6 hours). CONSENT: Instructor. PREREQUISITE: ACCT 3010. GRADE: CR/NC. OFFERED: Sem. I, II; Summer.	1-6 hrs. (arranged)
4850	Practicum in CPA Exam Preparation Preparation in study for the CPA exam. One credit per section of the Uniform CPA Examination. PREREQUISITE: Senior standing. GRADE: CR/NC. OFFERED: Sem. I, II.	1-4 hrs. (arranged)
4860	Practicum in CMA Exam Preparation Preparation in study for the CMA exam. One credit per section of the CMA Examination. PREREQUISITE: Senior standing. GRADE: CR/NC. OFFERED: Sem. I, II.	1-2 hrs. (arranged)
4900	Professional Ethics for Accountants A study of ethics for the accounting profession, with attention both to law and personal choice. PREREQUISITE: Junior standing. OFFERED: Sem. I.	1 hr. (1, 0)

BSNS Courses

- 1050 Business as a Profession** 3 hrs. (3, 0)
Entry course for majors in the Falls School of Business. Examines the multiple roles and responsibilities of business organizations in a capitalistic democracy, introduces the various functions of business, and explores the implications of viewing business as a calling and/or vocation. **OFFERED:** Sem. I, II.
- 2310 Spreadsheet Analytics** 3 hrs. (3,0)
Provides an introduction to business-based problem-solving using advanced spreadsheet applications. Core topics include spreadsheet modeling, data management, and in-depth data analysis techniques with a focus on visualization and functional tools. Emphasis will be placed on managing worksheets, utilizing a range of formulas and functions, and effectively organizing and presenting data in tables and charts to support business insights. Students will engage with business scenarios that require hands-on experience in data structuring, formula-based analysis, and creating visually informative displays. The course will also introduce design principles for crafting clear and impactful data presentations to aid in effective managerial decision-making. **OFFERED:** Sem. I, II.
- 2450 Principles of Business Analytics** 3 hrs. (3, 0)
This course provides students with a basic understanding of applying various methods to transform data into useful business information and insights. Emphasis will be placed on using statistical and computational models to analyze and visualize data in spreadsheets and interpreting the results to make data-driven business decisions. Major topics covered include data visualization, statistical data analysis, data mining, and spreadsheet modeling. **OFFERED:** Sem. I, II.
- 2510 Principles of Finance** 3 hrs. (3, 0)
Provides overview of the financial management of the business enterprise, with emphasis on ways financial managers create value. Decision-making skills relying on discounted cash-flow techniques, capital budgeting, and the fundamentals of security pricing are presented. **PREREQUISITE:** ACCT 2010. **OFFERED:** Sem. I, II.
- 2550 Business Communications** 3 hrs. (3, 0)
This course equips students with essential communication skills for today's business environment, focusing on clear, concise, and professional written and verbal techniques. Students will practice diverse business communication formats — emails, reports, presentations, and digital tools — while developing critical soft skills like active listening and interpersonal communication. A career readiness component enhances job market preparation, covering resumes, interviews, and networking strategies. By course end, students will be ready to communicate effectively, collaborate well, and present themselves confidently in professional settings. **PREREQUISITE:** COMM 1000 **OFFERED:** Sem. I, II.
- 2710 Principles of Management** 3 hrs. (3, 0)
Managerial principles and problems of conducting a business enterprise. Topics include management philosophy, objectives, functions performed by management, and the significance of management in relation to other activities. **OFFERED:** Sem. I, II.
- 2810 Principles of Marketing** 3 hrs. (3, 0)
Studies the ways organizations of all sizes and types (including nonprofit) go about finding, getting, and keeping customers. Deals with understanding customers' needs, hopes, wants, dreams, habits, and motivations. Examines how organizations try to meet those needs and wants through their marketing mix strategies while operating within a dynamic, competitive, and increasingly global environment. **OFFERED:** Sem. I, II.
- 3100 Opportunity Identification and Feasibility** 3 hrs. (3, 0)
Focuses on developing ideas for new businesses. Utilizes group exercises and case studies to help students determine which ideas might result in feasible businesses. Students select a business idea and write a feasibility plan, the first step in developing a detailed business plan. This plan will determine whether the idea has profit potential. **OFFERED:** Sem. II.
- 3120 Global Business** 3 hrs. (3, 0)
The importance of thinking globally and understanding the legal, technological, and economic differences that affect business practice are explored through readings and projects. The focus is on the global changes impacting national sovereignty, regionalization, and the balance of economic and political power. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I, II.
- 3130 Sports Management** 3 hrs. (3, 0)
The sports industry has become one of the most important and influential institutions in our society. This course provides students the opportunity to study and experience the application of business principles and processes in the sports industry. **OFFERED:** Sem. I.

BSNS (cont.)

- 3150 Financial Planning** 3 hrs. (3, 0)
Study of money management and comprehensive financial-planning skills for immediate and long-range goals of individuals and families. Areas of study include values identification, career planning, consumerism, tax strategies, investments, retirement, and estate planning. Open to all students. **OFFERED:** Sem. I, II.
- 3210 Buyer/Seller Relations** 3 hrs. (3, 0)
Emphasis on essential qualities, right mental attitudes, and emotional control, as well as good selling skills necessary to sell self, services, and products. **PREREQUISITE:** BSNS 2810. **OFFERED:** Sem. I.
- 3220 Consumer Behavior** 3 hrs. (3, 0)
Develops awareness of various aspects of consumer motivation and behavior. Provides understanding of influences of business and environment and ways each affects consumer purchase decisions. **PREREQUISITE:** BSNS 2810. **OFFERED:** Sem. I.
- 3230 Human Resource Management** 3 hrs. (3, 0)
Emphasizes human resource policies and practices. Topics include legal aspects of human resources, recruitment and selection, training and development, career planning and management, compensation and benefits, employee relations, discipline, and counseling. **PREREQUISITE:** BSNS 2710. **OFFERED:** Sem. I.
- 3240 Operations Management** 3 hrs. (3, 0)
Emphasis on the challenges of operations in all forms of organizations. Topics include process design, layout strategies, location decisions, inventory control, forecasting, human resource and material requirements planning. Utilizing a problem-solving focus as a basis for decision-making is a prime objective. **PREREQUISITE:** BSNS 2710; BSNS 2450 or MATH 2120 or PSYC 2440. **OFFERED:** Sem. II.
- 3270 Project Management** 3 hrs. (3, 0)
Introduces project management principles, focusing on planning, executing, and controlling projects. Teaches students time, cost, and performance management, with an emphasis on leadership, communication, and stakeholder management. Highlights the role of technology and enhances skills through practical applications, including case studies and a simulated project. **PREREQUISITE:** BSNS 2450 or MATH 2120 or PSYC 2440.
- 3320 Legal Aspects of the Music Business** 2 hrs. (2, 0)
Selected topics in copyright management, music licensing, and publishing contracts. **PREREQUISITE:** MUBS 2010, 2020. **SAME AS:** MUBS 3310. **OFFERED:** With sufficient demand.
- 3330 Music Marketing** 3 hrs. (3, 0)
Students will identify the marketing mix tools that are available for a music marketer to use when developing a music brand and affiliate marketing plan. Students will learn the theoretical and practical mechanisms involved in understanding the needs, wants and classifications of music consumption. Students will gain an appreciation of how internal competencies and the external environment impact the execution of music marketing plans. **PREREQUISITE:** MUBS 2010, 2020. **SAME AS:** MUBS 3350. **OFFERED:** Sem. I.
- 3350 Corporate Finance** 3 hrs. (3, 0)
Studies specific financial cases and the need for ethics in finance within a system of well-established laws and industry regulation. Sample topics could include the cost of capital, capital structure, capital budgeting, dividend policy, financial analysis and forecasting, sales and lending practices, socially responsible investing, insider trading, the ethics of bankruptcy, and hostile takeovers. **PREREQUISITE:** BSNS 2510. **OFFERED:** Sem. II.
- 3360 Beyond Talent: Entrepreneurship** 3 hrs. (3, 0)
Allows students to take an exploratory journey into the understanding of their own talent and identity management through the research of established/professionals, personal career reflective writing, and the development of a 'Professional Performance' journal, evidencing existing or planned career activities. All of these undertakings will allow the student to better comprehend the importance of personal branding. **PREREQUISITE:** Senior status.
- 3390 Advanced Descriptive Analytics** 3 hrs. (3, 0)
Descriptive analytics is a type of data analytics that analyzes historical data to give an account of what has happened. Designed to provide students with the ability to use descriptive analytics in business decision-making. Students will be equipped with the knowledge to use various statistical techniques with a focus on data visualization to identify historical trends and relationships in business. **PREREQUISITE:** BSNS 2450.

BSNS (cont.)

- 3400 Digital Marketing** 3 hrs. (3, 0)
Examines use and integration of digital technologies in the business setting. Focus on how technology can enhance the business value chain through knowledge management, customer relationship management, and supply chain management. Also examines eCommerce fundamentals, including the online order process and fulfillment, online service, and related issues. **OFFERED:** Sem. I.
- 3420 Business Law** 3 hrs. (3, 0)
The nature and historical development of the U.S. legal system, court structure, and legal procedure. Law of contracts, sales, agency, and corporations. Valuable for non-business majors as well as business majors. *Applies to the Social & Behavioral Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I, II.
- 3510 Supply Chain Management** 3 hrs. (3, 0)
The study of the issues associated with making goods and services available for use or consumption. Examines activities, organizations, and tools — such as logistics and retailing — involved in delivering the right product to the right place at the right time, quantity, quality, and price. **PREREQUISITE:** BSNS 2810. **OFFERED:** Sem. I.
- 3550 Integrated Marketing Communications** 3 hrs. (3, 0)
This course provides a comprehensive exploration of Integrated Marketing Communications (IMC), emphasizing how organizations effectively coordinate promotional tools to deliver a consistent and impactful message. Students will analyze and develop strategies using various communication channels, including advertising, public relations, social media, content marketing, sales promotions, and digital marketing. **PREREQUISITE:** BSNS 2810. **OFFERED:** Sem. I.
- 3850 Practicum in Business** 1-3 hrs. (arranged)
Students work with faculty consultants in planning and executing programs to integrate content in business in a practical, service-oriented project. Students are responsible for reporting results. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **GRADE:** CR/NC. **OFFERED:** Sem. I, II; Summer.
- 4010 Organizational Behavior and Theory** 3 hrs. (3, 0)
Stresses behavior in relation to organizational theories, knowledge, and the application of theories related to individual, group, and organizational performance. Emphasis on understanding the managerial process from a behavioral perspective. **PREREQUISITE:** BSNS 2710. **SAME AS:** PSYC 3220. **OFFERED:** Sem. II.
- 4050 Lean Six Sigma I** 3 hrs. (3, 0)
An introduction to Lean Six Sigma concepts, tools and practices and application of those tools and practices to various applications including problem solving, continuous improvement and process control. **PREREQUISITE:** BSNS 2710; BSNS 2450 or MATH 2120 or PSYC 2440.
- 4110 Marketing Research** 3 hrs. (3, 0)
Research methodology and application of research to solve marketing problems. **PREREQUISITE:** BSNS 2810 or BSNS 3330, BSNS 2450 or MATH 2120 or PSYC 2440. **OFFERED:** Sem. I.
- 4120 International Management** 3 hrs. (3, 0)
Examines challenges facing managers competing in a global economy. Uses case studies to address ways firms of all sizes become and remain competitive in an international environment, how businesses establish and conduct international transactions, and what managers must know to be effective in the international marketplace. **PREREQUISITE:** BSNS 2710. **OFFERED:** Sem. II.
- 4150 Investments** 3 hrs. (3, 0)
Examines the organization and function of securities markets, valuation of securities, relationship of risk to required rates of return, and portfolio construction. This is achieved by focusing on concepts and strategies applicable to individual investors and by using the tools employed by professional portfolio managers. **PREREQUISITE:** BSNS 2510. **OFFERED:** Sem. I.
- 4160 Portfolio Management** 3 hrs. (3, 0)
Examines diversification, asset allocation, risk management, performance evaluation, and socially responsible investing. Additionally, the course content will be applied with students making specific investment recommendations for the student-managed Raven Investment Fund. **REPEAT:** May be repeated once. **PREREQUISITE:** BSNS 4150. **OFFERED:** Sem. II.
- 4170 International Trade and Finance** 3 hrs. (3, 0)
A survey of analytical and institutional aspects of international trade and finance. Historical and contextual elements are the foundation for the examination of current theoretical and empirical approaches to international economic and financial relations. Major emphasis on international finance, international trade, and regional economic integration. Special attention is also given to the issues of globalization and the problems of economic development. **CONSENT:** Instructor. **OFFERED:** At [JBI](#).

BSNS (cont.)

- 4240 Topics in Business and Economics** 3 hrs. (3, 0)
Allows for subjects pertinent and/or current in nature to be explored. **PREREQUISITE:** Varies depending on topic. **REPEAT:** May be repeated as long as the topic is different. **OFFERED:** With sufficient demand.
- 4250 Global Marketing** 3 hrs. (3, 0)
Elements of an international marketing plan are discussed and developed, including the cultural environment of global markets, assessing global market opportunities through consumer behavior research, global marketing strategies for the international marketing mix, and implementation of a global marketing strategy. Case studies will be used to illustrate theoretical concepts, and students will develop their own international marketing plan for a product or service. **PREREQUISITE:** BSNS 2810. **OFFERED:** Sem. II; Summer (at [IBI](#)).
- 4260 Estate Planning** 3 hrs. (3, 0)
Examines the components of the estate planning process. Related topics include gift and estate taxes, trusts, charitable giving, life insurance, probate, and generation-skipping transfers.
- 4310 Entrepreneurship** 3 hrs. (3, 0)
Guides students through identifying market opportunities, validating concepts, pitching business ideas, and fostering essential entrepreneurship skills. Covers business modeling, marketing, financial planning, and scaling, utilizing real-time market engagement to test ideas. **PREREQUISITE:** Junior Standing. **OFFERED:** Sem. I.
- 4330 Marketing Management** 3 hrs. (3, 0)
Students learn to identify and explain important concepts of marketing management and apply them to practical situations. Students become acquainted with the roles, responsibilities, and tools of the marketing manager. Students also become familiar with developing marketing plans, feasibility studies, and planning and executing marketing strategies. **PREREQUISITE:** BSNS 2810 or BSNS 3330; senior standing. **OFFERED:** Sem. II.
- 4350 Retirement Planning and Employee Benefits** 3 hrs. (3, 0)
Study of the retirement planning process including needs analysis, qualified plans, and other regulatory needs. Also examines the role of social programs in the planning process. Retirement income and distribution strategies, rules, and taxation will be explored
- 4360 Sports Sponsorship and Sales** 3 hrs. (3, 0)
Analyzes and develops skills essential to effectively build sales and revenue within a sports business. Focus on professional selling and communication processes successful in the realm of sports products and services. Topics include presentation methods, persuasion, handling objections, finding solutions, developing relationships, and serving clients and customers. Also examines the growing presence of corporate sponsorship in non-sports organizations. Emphasis on effective methods used to plan, price, organize, acquire, implement, measure, and evaluate sponsorships, including the development of a corporate sponsorship plan. **PREREQUISITE:** BSNS 2810, 3130. **OFFERED:** Sem. II.
- 4390 Advanced Predictive Analytics** 3 hrs. (3, 0)
Predictive analytics is a type of data analytics that examines historical data to make predictions about possible future outcomes. Designed to provide students with the ability to use predictive analytics in business decision-making. Students will be equipped with the knowledge to use various statistical techniques with a focus on regression analysis to forecast potential scenarios that can help make strategic business decisions. **PREREQUISITE:** BSNS 2450.
- 4400 Social Media** 3 hrs. (3, 0)
Explores current trends in social media marketing. A focus on brands that are successfully marketing themselves across social networking platforms and the tools they are using for communication, customer retention, branding, marketing, market research, and interacting with customers and clients. Topics also include privacy and best practices. Students examine the process of engagement and co-creation of content as well as other trends in analytics and platforms. **OFFERED:** Sem. II.
- 4450 Global Business Strategy** 3 hrs. (3, 0)
Integrates field experiences and presentations by guest faculty and practitioners in the area of international business management with reading and academic work that includes recent developments and literature in the field. Students will prepare analytical reports on the various firms and institutions visited on the field seminar. Major topics include the role of the multinational firm in the global economy, international and global business strategy, and cultural adaptation and organizational behavior in the global firm. Ethical values and issues in global management will also be discussed. **CONSENT:** Instructor. **OFFERED:** At [IBI](#).

BSNS (cont.)

- 4480 Leadership** 3 hrs. (3, 0)
Develops knowledge and critical understanding of the main theoretical concepts, current research and approaches to leadership in organizations and at different organizational levels, and identifies those most valuable to management in a modern global and ethical context. Leads to an understanding of the social influence processes and dynamics of power and politics in organizations. **PREREQUISITE:** BSNS 2710, junior standing. **OFFERED:** Sem. I.
- 4500 Strategic Management** 3 hrs. (3, 0)
Study of administrative policy and strategy in organizations, emphasizing the integration and inter-relationships of functional business areas for a broad perspective (accounting, economics, finance, marketing, and management). Students evaluate strategy formulation and decision-making situations from top management perspectives. Using case studies, a variety of both organizational sizes and structures are addressed. **PREREQUISITE:** BSNS 2510, 2710, 2810 or 3330; ACCT 2020; senior standing. **OFFERED:** Sem. I, II.
- 4510 Financial Plan Development** 3 hrs. (3, 0)
The application of the financial planning process to effectively develop, communicate, critique financial plans. Examines the CFP Board of Code Ethics and Standards of Conduct and their role in the financial planning process. **PREREQUISITE:** BSNS 3150, ACCT 4020, BSNS 4150, BSNS 4260, and BSNS 4350.
- 4550 Integrated Marketing Communications II** 3 hrs. (3, 0)
Allows students to carry through prior knowledge regarding their understanding of integrated marketing communications (IMC) to develop a comprehension and appreciation of the strategic planning processes that contribute to the development of an effective marketing communications plan. Consequently, students will gain knowledge about the components of an effective framework for IMC plans. Students will also complete a critical marketing communications plan assessment through a practical case scenario. **PREREQUISITE:** BSNS 3550. **OFFERED:** Sem. II.
- 4560 Game Day Experience Management** 3 hrs. (3, 0)
This course will cover the various aspects in administrative procedures, operational techniques, hospitality, public relations, marketing, and technical services of the fan experience on game days and nights through sponsorship of events. Issues related to both safety, security, and public policy in planning, financing and operating a sports event will also be addressed. **PREREQUISITE:** BSNS 3130. **OFFERED:** Sem. I.
- 4800 Business Internship** 1-4 hrs. (arranged)
With approval of the Falls School of Business faculty and a cooperating business enterprise, the student studies under the supervision of experienced executives. **EXPECTATION:** 30 hours completed toward a business major. **CONSENT:** Instructor. **REPEAT:** May be repeated. **GRADE:** CR/NC. **OFFERED:** Sem. I, II; Summer.
- 4810 Internship in Music Business** 1-3 hrs. (arranged)
An in-depth experience in a selected area of the music industry tailored to the student's individual ability and needs. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **PREREQUISITE:** MUBS 2010, 2020. **OFFERED:** Sem. I, II.
- 4910 Senior Seminar in Business & Ethics** 3 hrs. (3, 0)
This senior capstone course is designed to encourage you to seriously consider your personal responsibilities to your organization and to society. This is an upper-division course for those with majors in the Falls School of Business and with senior class standing. This course will focus on the transition from university studies to full-time employment in business away from the university setting. It is designed to focus on both the practical steps to make this transition as well as will look at career development and management from an ethical and Christ-centered faith perspective. The course provides the opportunity for personal reflection and assessment to develop greater self-awareness. **PREREQUISITE:** Senior standing. **OFFERED:** Sem. I, II.

ECON Courses

2010	Principles of Macroeconomics Provides students with a basic understanding of contemporary macroeconomic theories and principles. Emphasis is placed on the analysis of economic growth and fluctuation, macroeconomic indicators, and macroeconomic policies. <i>Applies to the Social & Behavioral Ways of Knowing [Raven Core] component of the Liberal Arts Core Curriculum.</i> PREREQUISITE: Sophomore standing. OFFERED: Sem. I.	3 hrs. (3, 0)
2020	Principles of Microeconomics Provides students with a basic understanding of contemporary microeconomic theories and principles that explains how market forces determine an equilibrium in a market economy and that examines the choice and behavior of individual economic units, such as consumers and producers. <i>Applies to the Social & Behavioral Ways of Knowing [Raven Core] component of the Liberal Arts Core Curriculum.</i> PREREQUISITE: Sophomore standing. OFFERED: Sem. II.	3 hrs. (3, 0)
3020	Intermediate Microeconomics Provides a deeper understanding of contemporary microeconomics theories and principles and to teach how to use scientific models to understand the microeconomic choices of economic agents. PREREQUISITE: ECON 2010, 2020; MATH 1400. OFFERED: With sufficient demand.	3 hrs. (3, 0)
3110	Public Sector Economics Provides students with a basic understanding of the primary functions of government as a public economic agent collecting resources from its citizens and using the collected resources to improve their welfare. Emphasis is placed on the impact of the government's fiscal and public economic policy on the efficient allocation of resources and the distribution of income in the economy. PREREQUISITE: ECON 2010 or ECON 2020. OFFERED: Sem. I.	3 hrs. (3, 0)
3210	International Economics Provides students with a basic understanding of contemporary international economic principles and theories. Emphasis is placed on the analysis of international trade and international finance that deal with how goods, services, factors, and money move across national borders and how they affect national and international economies. PREREQUISITE: ECON 2010 or ECON 2020. OFFERED: Sem. I.	3 hrs. (3, 0)
3250	Comparative Economic Systems A survey of the major economic systems, including the underlying ideological foundations and institutional arrangements. The major theoretical aspects of various types of systems are covered in terms of political economy and their central organizational features. Special attention is given to changes and developments in the former Soviet Union and Eastern Europe. The European Union is covered in depth, along with the major Asian economies of China and Japan. CONSENT: Instructor. OFFERED: At IBJ .	3 hrs. (3, 0)
3410	Money, Banking, and Financial Markets Provides students with a basic understanding of banking, the financial system, the role of central banks, and monetary policy from a macroeconomic point of view. Emphasis is placed on the application of macroeconomic principles to understand money, banking, and the financial system. PREREQUISITE: ECON 2010 or ECON 2020. OFFERED: Sem. II.	3 hrs. (3, 0)
3850	Practicum in Economics Students work with faculty consultants in planning and executing programs to integrate content in economics in a practical, service-oriented project. Students are responsible for successful implementation of defined projects and reporting results. REPEAT: May be repeated (total credit not to exceed 4 hours). GRADE: CR/NC. OFFERED: With sufficient demand.	1-3 hrs. (arranged)
4020	Topics in Contemporary Economics and Finance Allows for the exploration of subjects pertinent and/or current in nature. PREREQUISITE: Vary depending on topic. REPEAT: May be repeated as long as the topic is different. OFFERED: With sufficient demand.	3 hrs. (3, 0)

LEAD Courses

1000	Personal and Professional Discovery Designed to increase the student's success in the professional arena by assisting the student in obtaining the emotional intelligence skills necessary to reach his/her potential. Topics include coping with stress, adapting to change, developing interpersonal relationships and intrapersonal skills, and recognizing how emotional intelligence affects personal and professional success and leadership skills.	1 hr. (1, 0)
1050	Accounting Fundamentals Prerequisite to Managerial Accounting (LEAD 3300) and Managerial Finance (LEAD 3350). Offers basic information on financial statements resulting from the accounting processes that are used by owners, investors, and employees. Effective accounting demands an understanding of accounting terms. Will help students become informed users of accounting information.	2 hrs. (2, 0)
1100	Introduction to Business Environments Introduces functional areas of business, tracing the evolution of business forms, the role of government and society, relationships between administrators and employees, ethical issues, and globalization of world markets.	3 hrs. (3, 0)
1200	Management Foundations A study of management as it pertains to the dynamics of leadership, strategic planning, and controlling of resources.	3 hrs. (3, 0)
2200	Issues in Human Resource Management Focuses upon the primary functions of human resources management, increasing the effectiveness and contributions of employees in the attainment of organizational goals and objectives. Topics include strategic planning, organizational goals, job descriptions and evaluations, human resources selection techniques, and labor/employee relations.	3 hrs. (3, 0)
2300	Social Problems and Their Impact on the Workplace Presents an analysis of major contemporary social problems, especially in the United States. Particular attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, and illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives with regard to these problems and their causes, consequences, and solutions. <i>Applies to the Social & Behavioral Ways of Knowing [Raven Core] component of the Liberal Arts Core Curriculum.</i>	3 hrs. (3, 0)
2400	Organization Ethics Provides instruction in systematically applying standard moral and ethical approaches in analyzing issues, problems, and cases.	3 hrs. (3, 0)
2410	Global Issues Helps the adult learner acquire knowledge and become aware of the increasing interdependence of the world and the global nature of contemporary issues. Essentially seeks to help adult learners to think beyond their immediate surroundings and see themselves as part of a larger community.	3 hrs. (3, 0)
2590	Management Foundations Capstone Offers a discussion of selected topics of current issues in management. There will be a written and oral presentation of a management project involving the application of management concepts and principles. CONSENT: Departmental permission.	3 hrs. (3, 0)
3000	Professional Development and Applied Ethics Introduces students to personal and professional development through an on-going process by which an individual can begin to strategically identify their distinctive value to self and to others. Encompasses various theoretical, conceptual and emerging practical frameworks of ethical personal and professional development today, in an effort to develop confident, compassionate, and professional difference-making leaders. Students will discover, develop, define and communicate their unique purpose through their personal and professional brand.	3 hrs. (3, 0)
3100	Introduction to Information Systems and Analysis of Data Introduces students to information systems and the analysis of data. Contemporary information systems and how they add value at the individual level and at the global, organizational level. Students will focus on the key components of information systems: people, hardware, data, and network technologies. Students will develop a business application using database, spreadsheet, and web development tools. <i>Applies to the Quantitative Reasoning [Raven Core] component of the Liberal Arts Core Curriculum.</i>	3 hrs. (3, 0)
3220	Leadership in Nonprofits Designed to further the professional development of leaders in the nonprofit sector. Students will gain a richer understanding of how to integrate organizational mission with economic strategy and the importance of developing a strong network with a diverse array of nonprofit leaders. Learners will form a personal plan of action for leading a nonprofit that addresses key organizational and strategic challenges.	3 hrs. (3, 0)

LEAD (cont.)

3240 Culture and Gender in Leadership	Intended to help learners better understand the challenges women face as they obtain and sustain leadership roles within society today. Learners will examine how women have gained access to powerful leadership positions; why men have more access than women; and how, as current and future leaders, both males and females can eliminate barriers within their own areas of influence that discourage access for women in leadership.	3 hrs. (3, 0)
3260 Conflict Resolution	Introduces students to conflict resolution through an ongoing process by which an individual can begin to understand the various types of conflict and comprehend how to attempt to resolve conflict. Encompasses various theoretical, conceptual and emerging practical frameworks of conflict resolution today. Designed to develop confident, compassionate, and professional difference-making leaders. Students will discover, develop, and confidently engage with critical issues related conflict resolution in the context of their own unique identity.	3 hrs. (3, 0)
3280 Project Management	Discusses the factors necessary for successful project management, including concepts, needs identification, project manager, teams, project communications, project planning and scheduling, control and cost performance. Project management software tools will also be utilized as part of the course.	3 hrs. (3, 0)
3300 Managerial Accounting	Presents the financial tools available to the manager in decision-making. It includes a study of income statements, balance sheets, cash flow budgets, changes in financial position, and ratio analysis. Emphasis is on reading and understanding accounting and financial documents rather than on their preparation.	3 hrs. (3, 0)
3350 Managerial Finance	Focuses on the areas of corporate finance needed by adult learners, even if they are not planning a finance career. The study of finance provides a number of tools and reports that aid in determining which long-term investments to make, where the financing will come from, and how to manage collecting from customers and paying suppliers. Capital budgeting, capital structure, and working capital management will be studied in detail.	3 hrs. (3, 0)
3400 Managerial Economics	An analysis of the principles of economics necessary to equip managers and supervisors for effective decision-making and leadership. Specific economic concepts will be applied to problem-solving in the manager's workplace.	3 hrs. (3, 0)
3500 Managerial Marketing	Principles of marketing that need to be understood by managers in all areas in order to develop and utilize effective marketing practices are examined. Concepts of our global economy, including major social, psychological, and political influences, will be explored and their marketing implications considered from a manager's perspective.	3 hrs. (3, 0)
3510 Buyer Behavior	Exposure to numerous theories from psychology, sociology, economics, education, and marketing to explain why and how consumers buy the products and services that they do. Buyer behavior will be integrated into the large discipline of marketing to illustrate the marketing concept and marketing orientation of putting the customer first.	3 hrs. (3, 0)
3550 Legal Environments of Business	Prepares students to evaluate the legal risks associated with business activity. Students will study topics including the legal system, alternative dispute resolution, the trial process, contracts, tort law, real property, enterprise liability, product liability, international law, business risks, intellectual property, and legal forms of business.	3 hrs. (3, 0)
3570 Developing a Mentoring Culture	Attempts to help individuals within organizations of every type to build a framework that supports and sustains organizational mentoring. Peer mentoring, mentoring forums, and team mentoring are becoming common-place in organizations and today's leader needs to be knowledgeable of the process and reasoning behind it.	3 hrs. (3, 0)
4000 Group and Organizational Dynamics	A study of group behavior and how group functioning impacts organization effectiveness, with emphasis on decision-making and conflict resolution. Students develop strategies for efficient and productive group management and determine which tasks are best handled within a group setting.	3 hrs. (3, 0)

LEAD (cont.)vvvvvvvvvvvvvvvv

- 4100 Communicating Within Organizations** 3 hrs. (3, 0)
Investigates the role of communication in creating a productive organizational environment. Aids students in developing and strengthening communication skills by focusing on interpersonal, group, and presentation skills.
- 4200 A Systems Approach to Organizational Change** 3 hrs. (3, 0)
Students examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Students will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to students' work-related research projects.
- 4300 Strategic Planning** 3 hrs. (3, 0)
Introduces students to various management planning models and techniques and applies these to business cases. Stresses the concepts of strategic planning and strategic management.
- 4400 Personal Values and Organizational Ethics** 3 hrs. (3, 0)
Several major ethical theories will be reviewed. Students examine personal values through reading and workplace analysis to formulate management accountability, human rights, and a reasonable lifestyle in the contemporary world.
- 4500 Service Leadership** 3 hrs. (3, 0)
Helps learners implement concepts of Robert Greenleaf's servant leadership as vital in the workplace. An understanding of service leadership empowers leaders as they implement concepts of being a leader who is servant first. Learners will become more competent, capable and compassionate leaders as they learn to help others while leading.
- 4550 Diversity and Intercultural Humility** 3 hrs. (3, 0)
Helps students understand their own values and beliefs and those of others in the context of a larger, complex world. Encompasses various theoretical, conceptual and emerging practical frameworks of diversity and intercultural understanding. Designed to develop leaders with an ability to understand, engage and integrate people of different backgrounds and worldviews — on many fronts — with a servant leader approach. Students will explore their ability to synthesize their leadership skills in building sustainable organizations that leverage diversity, promote inclusion, and enable productive collaboration in an increasingly cross-cultural context. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).*
- 4900 Seminar in Ethics and Leadership** 3 hrs. (3, 0)
Senior capstone course designed to encourage students to seriously consider their individual responsibilities to the organization and to society. Students will develop a better understanding of their natural leadership style and will be presented strategies to improve leadership effectiveness. **EXPECTATION:** Students should take this class during their final semester.
- 4910 Professional Seminar** 3 hrs. (3, 0)
Helps learners to be professionally ready, whether re-entering the job market or bettering a career. Includes the completion of a professional portfolio comprised of the learner's professional picture, résumé, letters of recommendation, leadership philosophy, strengths testing results, personal mission statement, and final review of a service project.
- 4990 Action Research Project** 3 hrs. (3, 0)
A major research effort designed to enhance knowledge in an area related to one's work or community, to provide research skills, and to assist in effective decision-making. Statistical analysis concepts and methods assist the student in identifying a problem area, collecting data, proposing a solution and measuring results. Each student gives an oral report of project findings. **CONSENT:** Departmental permission required.

SCHOOL OF NURSING

Chair: Prof. Kari Bryan

Faculty: Dr. Boys, Prof. Bryan, Prof. Laker, Prof. Lopez, Prof. Lutterman, Prof. Sims, Prof. Willard

PROFESSIONAL NURSING

Anderson University offers a four-year Bachelor of Science in Nursing (BSN) that emphasizes analytical skills, a liberal arts perspective, and expertise as a baccalaureate generalist. The BSN focuses on developing the student for beginning practice as a member of the profession who is a provider, educator, scholar, designer, manager, and coordinator of care. Students are taught to design innovative nursing care for individuals, families, communities, and populations with complex health states in a variety of health-care settings across the lifespan. The Anderson University School of Nursing (AUSON) Conceptual Framework borrows elements from the Ecological Model of Health as a way to comprehend the complex interplay between individuals, relationships, and environments.

Upon completion of the first year of prerequisites, students may be eligible for progression to nursing courses beginning in the sophomore year. Supporting and liberal arts courses are taken throughout the four-year curriculum and provide the basis for effective nursing practice and an understanding of the human experience. Transfer credit is evaluated by the University Registrar and the School of Nursing chair or his/her designate.

All students must maintain a cumulative GPA of 2.0 or better for continuance in the nursing program. A minimum grade of C must be earned in each nursing class in order to advance. Students must also demonstrate proficiency in designing nursing care that creates a safe patient environment resulting in high-quality patient outcomes and must receive a satisfactory clinical evaluation to successfully complete any course. Upon graduation, students are eligible to take the National Council Licensure Examination ([NCLEX](#)). A national NCLEX predictor computerized examination will be given during the second semester of the senior year.

Clinical experiences may include day, evening, and weekend hours. An accumulation of two failures in nursing courses will result in dismissal from the program. Students with extended progression times in the nursing major will meet nursing requirements of the class with which they graduate.

The program has received full accreditation from the [Commission on Collegiate Nursing Education](#) (CCNE) and approval from the Indiana State Board of Nursing.

Students considering graduate school are strongly encouraged to take [PSYC 2440 - Applied Statistics and Introduction to Research](#) to satisfy the Quantitative Reasoning component of the [Liberal Arts Core Curriculum](#).

All who wish to major in nursing must be formally admitted to the School of Nursing. Acceptance to the School of Nursing is on a competitive basis. The requirements are below.

ADMISSION TO THE BSN PROGRAM

Acceptance for Current Students

Students applying for admission to the major in the sophomore year must meet the following criteria and will be considered on a competitive and space-available basis:

- Grade of C or above in PSYC 2000; BIOL 2410, 2420; NURS 2140
- Cumulative grade point average of 3.2 or higher
- Completed criminal background check and drug testing*
- Complete immunization history and physical examination*
- Completion of "Application for Admission" form

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Acceptance for Transfer Students

- Completion of a grade of C or above in PSYC 2000; BIOL 2410, 2420 (BIOL 2410 and 2420 must be taken at the same institution), or the equivalent transfer courses
- NURS 2140 (may be taken concurrently with NURS 2241, NURS 2340, and NURS 2270 with SON dean's permission). NURS 2140 must be successfully completed to progress to 3000-level nursing courses.
- Cumulative GPA of 3.2 or higher
- Transfer students who have transcripts from multiple universities will utilize an "average" of the cumulative GPAs in order to meet the cumulative GPA requirement.

- A minimum of 12 semester hours must be accrued in order to include the GPA.
- Transfer students not meeting the cumulative GPA requirement for admission to the AUSON must complete a minimum of 12 semester hours at Anderson University (50% of which must be within a traditional classroom setting) and obtain a cumulative GPA of at least 3.2 in order to apply to the School of Nursing.
- Transfer credits for prerequisite and supporting courses (PSYC 2000, PSYC 2510, BIOL 2410, BIOL 2420, BIOL 2230, CHEM 1000) must have been taken within the previous five academic years to be considered for academic credit.
- Required nursing courses must be successfully completed with AUSON. Nursing courses transferred from another institution will not be accepted in place of a required NURS course.
- Completed criminal background check and drug testing*
- Complete immunization history and physical examination*
- Completion of "Application for Admission" form

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ADMISSION TO THE ACCELERATED BSN PROGRAM

- Completion of a bachelor's degree from an accredited and recognized college or university with a minimum cumulative GPA of 2.75 or higher.
- Prerequisite courses must be completed with a grade of C or above, prior to the clinical phase of the program. Prerequisite courses (or the equivalent transfer course) include:
 - BIOL 2410 Anatomy/Physiology (4 hrs.)
 - BIOL 2420 Anatomy/Physiology II (4 hrs.)
 - PSYC 2000 General Psychology (3 hrs.)
 - PSYC 2510 Developmental Psychology (4 hrs.)
 - CHEM 1000 Intro to Chemistry (4 hrs.)
 - BIOL 2230 Microbes and Disease (4 hrs.)
- Submission of a School of Nursing application, resume, two references, and an interview.
- Completed criminal background check and drug testing*
- Complete immunization history and physical examination*

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BACHELOR OF SCIENCE IN NURSING (83 hrs.)

Nursing Foundation (60 hrs.)

- NURS 2140, 2231, 2250, 2241, 2270, 2340
- NURS 3351, 3361, 3391
- NURS 4451, 4470, 4510, 4521, 4950, 4960, 4970

Supportive Sciences (23 hrs.)

- BIOL 2230, 2410, 2420
- PSYC 2000, 2510
- CHEM 1000

Liberal Arts Requirements (see [Liberal Arts Framework](#) in this catalog)

The AUSON strongly recommends NURS 2130 be taken before entering the major.

NURS Courses

- | | | |
|-------------|--|----------------------|
| 1210 | Nutrition for Healthy Living
Explores principles of nutrition as they relate to physical fitness. Content includes important nutritional elements and their relationship to maintaining health. Required activities include personal health assessment skills, nutritional assessment, and aerobic activities. Not required but highly recommended for nursing majors. <i>Applies to the Personal Wellness [AU Experience] component of the Liberal Arts Core Curriculum.</i> OFFERED: Sem. I, II. | 2 hrs. (2, 0) |
| 2130 | Is Nursing for me?
Discussion of history and contemporary issues of nursing and their impact on current nursing practice is included in study. Relationship between the nursing major, the liberal arts, and support science courses will be explored. Designed to assist students in determining if nursing is the correct career choice. Not required but highly recommended for nursing majors. PREREQUISITE: Freshman or Sophomore status. OFFERED: Sem. I. | 1 hr. (1, 0) |

NURS (cont.)

- 2140 Introduction to Nursing** 2 hrs. (2, 0)
Introduces the practice of nursing from the perspective of the profession. Focuses on understanding nursing terminology, roles, socialization, values, rights, and responsibilities. Expanding on historical influences develops a working knowledge of current healthcare delivery and legal concerns. May be taken concurrently with NURS 2241 with the dean's approval. **OFFERED:** Sem. II.
- 2170 Skills and Procedures Boot Camp** 2 hrs. (1, 1-13)
Introduces novice nursing students to basic skills and procedures in preparation for clinical experiences. Skills and procedures obtained in this course include: The Health Insurance Portability and Accountability Act (HIPAA) training, and the protection of patient's rights, infection control, handwashing, Personal Protective Equipment (PPE), fire safety, patient safety and ergonomics (ambulation, active and passive range of motion, restraints), communications skills, and vital signs: blood pressure, temperature, pulse, respirations, pulse oximetry, pain, height and weight). Additional skills and procedures include: activities of daily Living (ADL's) (positioning/turning/transfers/ restraints, personal hygiene, bed making, proper feeding techniques, skin care, pressure prevention), care of assistive devices (hearing aids, artificial eyes, eyeglasses, and dentures), and the use of compression stockings. **EXPECTATION:** For students with no prior patient care and health care training (Certified Nursing Assistant, Emergency Medical Technician, or Licensed Practical Nurse). **GRADE:** CR/NC. **OFFERED:** Sem. I.
- 2231 Fundamentals I** 5 hrs. (4, 3-45 clinical hrs.)
Introduces student to the nursing process through the AUSON Conceptual Framework focusing on individuals, families, communities, and populations. Students learn to conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness utilizing developmentally and culturally appropriate approaches. Basic psychomotor skills for delivery of efficient, safe, and compassionate care introduced and utilized with patients as students are considered novices and exhibit concrete thinking. **EXPECTATION:** Admission to the program. **PREREQUISITE:** BIOL 2410, 2420; PSYC 2000. **COREQUISITE:** NURS 2250, PSYC 2510, BIOL 2230. **OFFERED:** Sem. I.
- 2241 Fundamentals II** 5 hrs. (3, 6-90 clinical hrs.)
Builds on the content of Fundamentals I in the continuing study of individuals, families, communities, and populations through use of the AUSON Conceptual Framework. The clinical component continues the development of comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness utilizing developmentally and culturally appropriate approaches. Basic psychomotor skills for the delivery of efficient, safe, and compassionate care continue to be introduced and utilized with patients as students are considered novices and exhibit concrete thinking. Begins the study of the preparation and administration of medication in a safe care environment that results in high-quality patient outcomes. **PREREQUISITE:** NURS 2231, 2250; PSYC 2510, BIOL 2230. **COREQUISITE:** CHEM 1000, NURS 2340. **OFFERED:** Sem. II.
- 2250 Foundational Strategies for NCLEX Success** 1 hr. (1, 0)
Focuses on foundational nursing concepts toward developing a framework for critical thinking and National Council Licensure Exam (NCLEX) test taking strategies. Utilizes test-taking resources to improve critical thinking and analyzing test questions. Students will develop strategies for studying, including applying course content into NCLEX questions, as well as strategies for managing test anxiety and for increasing test-taking skills. **OFFERED:** Sem. I.
- 2270 Pathophysiological Basis for Pharmacology in Nursing** 4 hrs. (3.0, 2-30 lab hrs.)
Builds on the content and experiences of the introductory nursing courses. Includes consideration of individuals, families, communities, and populations through the use of the AUSON Conceptual Framework. Partners with the Fundamental course to continue the study of preparation and administration of medication in a safe care environment that results in high-quality patient outcomes. Course covers physiological processes including absorption, distribution, metabolism, and excretion of drugs. Drug action and interactions will also be discussed. Appropriate dosage calculation must be demonstrated by the student. **PREREQUISITE:** NURS 2231, PSYC 2510, BIOL 2230. **COREQUISITE:** CHEM 1000, NURS 2241. **OFFERED:** Sem. II.
- 2340 Personal and Community Health Nursing** 2 hrs. (2, 0)
Uses the AUSON Conceptual Framework to analyze risks to health for individuals and population groups in the community setting. Students will learn strategies in primary, secondary, and tertiary prevention to apply to community health needs. Topics include environmental health issues, poverty, health disparities, equity, and the social determinants of health. **PREREQUISITE:** NURS 2231, 2250; PSYC 2510, BIOL 2230. **COREQUISITE:** CHEM 1000, NURS 2241. **OFFERED:** Sem. II.

NURS (cont.)

- 3351 Adult Health I** 6 hrs. (3, 9-135 clinical hrs.)
Builds on the content of 2000-level nursing courses and support courses. Focuses on the application of the AUSON Conceptual Framework and nursing process for patients, families, and communities. Implementation of evidence-based nursing interventions for managing acute and chronic care of patients and promoting health is included in study. Basic psychomotor skills for the delivery of efficient, safe, and compassionate care continue to be introduced and utilized with patients as students now function as advanced beginners and are to apply critical/ creative-thinking strategies. **PREREQUISITE:** CHEM 1000; NURS 2241, 2340, 2270. **OFFERED:** Sem. I.
- 3361 Adult Health II** 6 hrs. (3, 9-135 clinical hrs.)
Builds upon the content and experiences from Adult Health I. Emphasis on application of the AUSON Conceptual Framework and nursing process with individuals, families, communities, and populations. Implementation of evidence-based nursing interventions for managing acute and chronic care of patients and promoting health. Emphasizes communication with all members of the health-care team, including patient and patient's support network. Practical experiences focus on increasing clinical reasoning skills. The application of critical/creative thinking is used as students practice as advanced beginners. **PREREQUISITE:** NURS 3351. **COREQUISITE:** NURS 3391. **OFFERED:** Sem. II.
- 3391 Evidence-Based Research** 3 hrs. (3, 0)
Introduces nursing research with an in-depth study of the steps of the research process. Analysis of nursing research studies will occur. Explores research design and application of evidence-based practice methodology. Students critique research articles and develop a proposal related to a topic of significance to the practice of nursing. It is recommended that the math requirement be met prior to enrolling in the course. **PREREQUISITE:** NURS 3351 and ENGL 1120 or RN License. **COREQUISITE:** NURS 3361. **OFFERED:** Sem. II.
- 3400 Nursing Remediation** 1-6 hrs. (arranged)
Offered to nursing students who have been absent for more than one semester from their last clinical experience. Remediation may include, but is not limited to: ATI resources, simulation, and appropriate skills level check off.
- 3850 Practicum in Nursing** 1-3 hrs. (arranged)
Individualized study, clinical experiences, research, and/or project. **CONSENT:** Dean. **REPEAT:** May be repeated. **OFFERED:** Sem. I, II.
- 4451 Adult Health III** 7 hrs. (4, 9-135 clinical hrs.)
Builds upon the 2000- and 3000-level nursing courses and support courses. Focused application of the AUSON Conceptual Framework and nursing process with clients with complex medical issues. Patient care includes individuals, families, communities, and populations. Integration of evidence-based nursing interventions is required in the design of nursing systems. Students come to the course as advanced beginners, and through the integration of creative/critical judgment processes of analysis/synthesis, the development of competence in practice begins. **PREREQUISITE:** NURS 3361, 3391. **COREQUISITE:** NURS 4470. **OFFERED:** Sem. I.
- 4470 Seminar in Nursing** 4 hrs. (4, 0)
Professional standards of moral, ethical, and legal conduct are discussed. Students assume accountability for personal and professional behaviors by reflecting on one's own beliefs and values as they relate to professional practice. Students identify personal, professional, and environmental risks that impact personal and professional choices on vulnerable populations. **PREREQUISITE:** NURS 3361, 3391. **COREQUISITE:** NURS 4451. **OFFERED:** Sem. I.
- 4510 Entry into Professional Nursing Practice** 1 hr. (1, 0)
Builds upon foundational strategies in preparation for the NCLEX exam and entry into professional practice. Students will examine and review computerized test-taking strategies, carefully analyzing any issues related to test-taking abilities and completing focus reviews and other NCLEX preparation resources. The process for licensure application and job-seeking strategies will also be discussed. **PREREQUISITE:** NURS 4451, 4470. **COREQUISITE:** NURS 4521, 4950, 4960, 4970.
- 4521 Child Health** 4 hrs. (3, 3-45 clinical hrs.)
Builds on the experiences of prior courses and required synthesis and analysis of all previously learned material as the student progresses into specialized content of caring for children and families within the AUSON Conceptual Framework. The roles of the pediatric nurse are examined within health promotion, health maintenance, and health restoration. Developmental and family-centered nursing care concepts are integrated with liberal arts knowledge to identify nursing care needs of children. **PREREQUISITE:** NURS 4451 (**Note:** If a student has a *didactic* failure in NURS 4451 they *may* continue to NURS 4521. If a student has a *clinical* failure in NURS 4451, the student *may not* continue in NURS 4521); NURS 4470. **COREQUISITE:** NURS 4950, 4960, 4970. **OFFERED:** Sem. II.

NURS (cont.)

- 4950 Intercultural Capstone** 4 hrs. (2, 6-90 clinical hrs.)
Emphasizes the value of human diversity in order to provide safe, high-quality care. Includes a discussion of the health care provider's practice in a multicultural environment, providing culturally appropriate care across settings. Students are expected to immerse themselves in a culture other than their own through an intercultural experience. **NOTE:** Students should anticipate and plan for transportation costs and other expenses. **CONSENT:** Instructor. **PREREQUISITE:** NURS 4451, 4470. **COREQUISITE:** NURS 4521, 4960, 4970. **SAME AS:** PUBH 4950. **OFFERED:** Sem. II.
- 4960 Leadership Capstone** 4 hrs. (2.5, 4.5-67.5 clinical hrs.)
Builds on previous nursing courses as the student moves toward becoming a competent generalist nurse, who designs, manages, coordinates, and provides care. Includes a practicum which allows the student to integrate new practice-related knowledge and skills. Critically analyzes leadership principles and management strategies and how they affect the organization and influence patient outcomes. Examines and applies total quality improvement processes and tools which impact patient safety and meet regulatory requirements. Analyzes the utilization and control of financial and human resources to promote quality patient care and optimize professional practice. Emphasizes the nurse as a consumer advocate. **PREREQUISITE:** NURS 4451, 4470. **COREQUISITE:** NURS 4521, 4950, 4970. **OFFERED:** Sem. II.
- 4970 Clinical Capstone** 2 hrs. (0.5, 4.5-67.5 clinical hrs.)
Building on prior nursing courses, students will have the opportunity to demonstrate competencies consistent with the program outcomes. In collaboration with the faculty and a preceptor in a chosen care setting, students will apply critical thinking, academic knowledge, and clinical skills in a real-life working environment. The purpose of this clinical immersion is for the student to understand expectations necessary to transition from student to novice nurse. **PREREQUISITE:** NURS 4451, 4470. **COREQUISITE:** NURS 4521, 4950, 4960. **OFFERED:** Sem. II.

NURS Electives

- 3560 Complementary and Alternative Therapies *** 3 hrs. (3, 0)
Introduces students to different holistic therapeutic modalities such as massage and guided imagery. Explores herbal therapies as complementary and alternative to western traditional pharmacotherapies. Newer treatments in the areas of genomics, personalized medicine, and supplementary diagnostic procedures will also be investigated.
- 3570 Emergency Room Nursing Care** 3 hrs. (3,0)
Introduces students to the basics in emergency and trauma care for patients across the lifespan. Discusses common emergent and critical care issues among patients found in an emergency department. Uses triaging principles and protocols to give understanding to the prioritization and flow of patient care. Discusses focused health assessments appropriate for patients presenting health problems. Neonatal, pediatric, and adult Basic and Advanced Cardiac Life Support concepts, including cardiac rhythms, will be reviewed. Explores legal, ethical, and moral dilemmas that present commonly in the emergency department. Focuses on appropriate collaboration and communication within the emergency department team. Explores specific assessments, equipment and concepts applied in critical care areas. **PREREQUISITE:** CHEM 1000; NURS 2241, 2340, 2270. **OFFERED:** Sem. I.
- 3580 Enriching Clinical Reasoning and Judgment *** 3 hrs. (3, 0)
Utilizes current knowledge in assessment, anatomy, pathophysiology, and pharmacology to explore common patients, defining presenting symptoms such as shortness of breath, abdominal pain, and headache. Case studies allow students to further develop knowledge by exploring the primary patient problem supported by assessment findings, anatomy, and pathophysiology concepts. Utilizing clinical reasoning and judgment, students will explore nursing and pharmacological interventions in relation to the primary patient problem. Nursing systems thinking will be utilized to explore patient issues in relation to quality and safe care. Required for RNs who have been out of nursing practice for five years or more.

* indicates course is online

Course description language utilizes [American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Practice, 08](#)

DEPARTMENT OF ENGINEERING

Chair: Dr. Kennedy

*Faculty: Dr. C Baker, Dr. Kennedy, Prof. McKenna, Dr. Troy,
Prof. Wu; Prof. Baylor, Prof. George*

The purpose of the Anderson University Engineering program is to educate highly qualified engineers to pursue Truth and serve humanity in accordance with Christian faith and action. As we live out this mission, we place high value on integrity, intentional community, and continuous improvement. The Department of Engineering offers majors in civil engineering, computer engineering, electrical engineering, mechanical engineering, and mechatronics engineering; as well as a complementary major or a minor in humanitarian engineering. Students gain broad scientific and engineering knowledge in the classroom while having opportunities to do significant research and design. Most graduates enter the workforce as an Engineering Intern (EI, the first step to becoming a licensed, professional engineer); others pursue graduate studies at larger research institutions.

All required courses within all engineering majors and complementary majors must be completed with a minimum grade of C-.

ENGINEERING CORE (49 hrs.)

The following core classes are required of all Civil, Computer, Electrical, Mechanical, and Mechatronics Engineering majors:

- CHEM 2110
- PHYS 2240, 2250
- MATH 2010, 2020, 3010, 3100
- ENGR 2001, 2002, 2003, 2010, 2030, 2080, 2090, 2310, 4950, 4960

CIVIL ENGINEERING

Students in the civil engineering program will learn the principles and skills necessary to analyze and design systems for the physical environment, including public works like dams, levees, roads and bridges. Students will gain experience in areas of mechanics, hydraulic and hydrologic systems, structural analysis and design, surveying, and geotechnical engineering. Students will apply their knowledge through experiential learning in hands-on laboratory environments. Students will gain enough depth and breadth in their experience to be well prepared for entering the civil engineering profession.

Educational Objectives:

Graduates of the Civil Engineering program at Anderson University are expected to demonstrate:

- Integrity, responsibility, stewardship, and ethical decision-making consistent with a Biblical worldview;
- Service of others through engineering problem solving;
- Skillful interpersonal communication and effective collaboration; and
- Application of foundational engineering knowledge to continually improve their education and skills.

CIVIL ENGINEERING MAJOR, BACHELOR OF SCIENCE (92 hrs.)

- [49-hour Engineering Core](#)
- MATH 2120
- ENGR 2110, 3140, 3330, 3340, 3350, 3510, 4130, 4320, 4330, 4340, 4350, 4360
- At least 3 additional hours from ENGR 2xxx and above
- A 4-hour science elective from PHYS 1020, 1240, BIOL 1000, 2210, CPSC 2020

COMPUTER ENGINEERING

Students in the ABET-accredited computer engineering program will learn the principles and skills necessary to design, implement, and validate electronics hardware and software systems. Students will gain a solid foundation in a broad range of computer engineering topics, preparing them for careers in areas of electronics, digital logic, computer architecture, computer organization, and computer science, embedded systems and larger scale computer systems. Students will have the opportunity to see various applications of computer engineering to digital system design and computer design.

The Computer Engineering (BS) program is accredited by the Engineering Accreditation Commission of ABET, www.abet.org, under the *General Criteria and Program Criteria for Electrical, Computer, Communications, Telecommunication(s) and Similarly Named Engineering Programs*.

Educational Objectives:

Graduates of the Computer Engineering program at Anderson University are expected to demonstrate:

- Integrity, responsibility, stewardship, and ethical decision-making consistent with a Biblical worldview;
- Service of others through engineering problem solving;
- Skillful interpersonal communication and effective collaboration; and
- Application of foundational engineering knowledge to continually improve their education and skills.

COMPUTER ENGINEERING MAJOR, BACHELOR OF SCIENCE (91 hrs.)

- [49-hour Engineering Core](#)
- MATH 2200, 4010
- ENGR 2200, 3030, 3220, 3260, 3270, 3280, 4250
- CPSC 2420, 2430, 2500, 4420
- At least 3 additional hours from ENGR 2110, 3080, 4020, CPSC 3410, 3520

ELECTRICAL ENGINEERING

Students in the ABET-accredited electrical engineering program will learn the principles and skills necessary to design, implement, and validate electrical and electronic systems. Students are exposed to a solid foundation in a diverse array of topics, preparing them for careers in the areas of electronics, design of integrated circuits, electromagnetics, power generation and transmission, telecommunications, control systems, and signal processing.

The Electrical Engineering (BS) program is accredited by the Engineering Accreditation Commission of ABET, www.abet.org, under the *General Criteria and Program Criteria for Electrical, Computer, Communications, Telecommunication(s) and Similarly Named Engineering Programs*.

Program Educational Objectives:

Graduates of the Electrical Engineering program at Anderson University are expected to demonstrate:

- Integrity, responsibility, stewardship, and ethical decision-making consistent with a Biblical worldview;
- Service of others through engineering problem solving;
- Skillful interpersonal communication and effective collaboration; and
- Application of foundational engineering knowledge to continually improve their education and skills.

ELECTRICAL ENGINEERING MAJOR, BACHELOR OF SCIENCE (92 hrs.)

- [49-hour Engineering Core](#)
- MATH 3020, 4010
- ENGR 2200, 3030, 3220, 3230, 3240, 3260, 3270, 3280, 4230, 4240, 4250
- CPSC 2420
- At least 3 additional hours from ENGR 2110, 3080, 3180, 4020

MECHANICAL ENGINEERING

Students in the ABET-accredited mechanical engineering program will learn the principles and skills necessary to understand how heat and mechanical power can be used in the design of machines and other tools. Graduates of the mechanical engineering program will have a diverse background, with skills that equip them for careers in the automotive, aerospace, manufacturing, and consumer goods industries.

The Mechanical Engineering (BS) program is accredited by the Engineering Accreditation Commission of ABET, www.abet.org, under the *General Criteria and Program Criteria for Mechanical and Similarly named Engineering Programs*.

Educational Objectives:

Graduates of the Computer Engineering program at Anderson University are expected to demonstrate:

- Integrity, responsibility, stewardship, and ethical decision-making consistent with a Biblical worldview;
- Service of others through engineering problem solving;
- Skillful interpersonal communication and effective collaboration; and
- Application of foundational engineering knowledge to continually improve their education and skills.

MECHANICAL ENGINEERING MAJOR, BACHELOR OF SCIENCE (92 hrs.)

- [49-hour Engineering Core](#)
- MATH 3020
- ENGR 2070, 2110, 3030, 3110, 3140, 3150, 3160, 3180, 3190, 3510, 3850, 4110, 4130, 4140, 4160, 4320
- At least 3 hours from ENGR 3xxx or above

MECHATRONICS ENGINEERING

Mechatronics Engineering is the multidisciplinary union of mechanical, electrical, and computer engineering with application towards the design and control of electromechanical systems. Students in the ABET-accredited mechatronics engineering program will be engaged with topics from each of these disciplines, capped off by a course in Mechatronics System Design. These students will have focused hardware and software experience, and graduates will be prepared for careers in control systems, automation, autonomy, and electromechanical system design.

The Mechatronics Engineering (BS) program is accredited by the Engineering Accreditation Commission of ABET, www.abet.org, under the *General Criteria and Program Criteria for Mechanical and Similarly named Engineering Programs*.

Educational Objectives:

Graduates of the Computer Engineering program at Anderson University are expected to demonstrate

- Integrity, responsibility, stewardship, and ethical decision-making consistent with a Biblical worldview;
- Service of others through engineering problem solving;
- Skillful interpersonal communication and effective collaboration; and
- Application of foundational engineering knowledge to continually improve their education and skills.

MECHATRONICS ENGINEERING MAJOR, BACHELOR OF SCIENCE (92 hrs.)

- [49-hour Engineering Core](#)
- MATH 2120 OR MATH 3020
- ENGR 2110, 2200, 3030, 3110, 3140, 3150, 3220, 3280, 3510, 3850, 4020
- CPSC 2020 OR 2500
- At least 6 hours from ENGR 3xxx or above, PHYS 3xxx or above, or CPSC 2xxx or above

HUMANITARIAN ENGINEERING

Engineering skills are becoming increasingly useful in providing humanitarian aid and distributing basic necessities (water, power, communications) to underdeveloped communities, where the need is greatest. The core of Anderson University's engineering program is to develop highly-qualified, innovative, servant leaders who are grounded in faith.

The Humanitarian Engineering **Complementary** Major and Minor are aimed at equipping students to be "mission-minded" engineers. In the complementary major, students will complete many core engineering courses along with courses focused on engineering design for service. Students will also broaden their skill set by taking courses outside of engineering, such as courses in Business, Christian Ministry, Modern Languages, Psychology, or Sociology.

The complementary major must be paired with existing engineering majors (CE, CpE, EE, ME, MxE), while the minor may be paired with any major.

HUMANITARIAN ENGINEERING COMPLEMENTARY MAJOR (47 hrs.)

- PHYS 2240
- MATH 2010, 2020
- ENGR 2001, 2002, 2003, 2010, 2030, 2080, 2090, 3080, 4950, 4960
- Select 13 hours from:
 - BSNS 2710, 3120, 4480
 - CMIN 2000, 3910
 - ENGR 2060
 - PACT 2100, 2200, 2300, 2400
 - PHIL 2120, 3250
 - PSYC 2000, 2100, 3200
 - RLGN 2130, 3040, 3120
 - SOCI 2020, 2100, 4350
 - SPAN courses beyond 1020 or equivalent

HUMANITARIAN ENGINEERING MINOR (15-18 hrs.)

- ENGR 2080, 2090, 3080
- Select remaining 4-7 hours from:
 - BSNS 2710, 3120, 4480
 - CMIN 2000, 3910
 - ENGR 2060
 - PACT 2100, 2200, 2300, 2400
 - PHIL 2120, 3250
 - PSYC 2000, 2100, 3200
 - RLGN 2130, 3040, 3120
 - SOCI 2020, 2100, 4350
 - SPAN courses beyond 1020 or equivalent

ENGR Courses

For all courses numbered ENGR 2000 and above (except ENGR 2080), a laptop is required.

- | | | |
|-------------|---|---------------------|
| 2001 | Introduction to Engineering (Lecture)
Introduces engineering students to the engineering design process, engineering decision making, and engineering ethics. Students will engage in team-based projects, communicate in written, verbal, and visual forms, and be introduced to the idea of calling within the engineering field and the field responsibility required of Christian engineers. COREQUISITE: ENGR 2002, 2003, and MATH 1220 or MATH 2010. OFFERED: Sem. I. | 1 hr. (1, 2) |
| 2002 | Introduction to Mechanical and Civil Laboratory
Introduces students to mechanical engineering concepts and equipment. Key areas of interest are measure-
ment, machining, welding, and other forms of manufacturing. Other topics include both 2-D and solid modeling, additive manufacturing, and laser cutting. COREQUISITE: MATH 1220 or MATH 2010. OFFERED: Sem. I. | 1 hr. (0, 2) |
| 2003 | Introduction to Electrical and Computer Laboratory
Students are exposed to a variety of topics in basic electronics and embedded systems fundamentals. Provides hands-on experience for students to understand the operation of power supplies, function generators, oscilloscopes, and many basic electronic components. COREQUISITE: MATH 1220 or MATH 2010. OFFERED: Sem. I. | 1 hr. (0, 2) |

ENGR (cont.)

- 2010 Statics** 3 hrs. (3, 1)
Introduction to analyzing forces in isolated and connected rigid-body systems, as well as vector analysis, forces, moments, resultants, two and three-dimensional equilibrium, trusses, beams, and frames. Emphasis on non-accelerating bodies and frames. **PREREQUISITE:** PHYS 2240, ENGR 2310 or CPSC 2020. **OFFERED:** Sem. I.
- 2030 Circuit Analysis** 3 hrs. (2, 2)
Deals with the analysis of DC and AC electric circuits. Students will learn basic laws, analysis techniques, and circuit theorems. Includes integrated laboratory experience that reinforces classroom content with hands-on experiments. Also makes extensive use of computer tools for circuit analysis. **PREREQUISITE:** ENGR 2003 or ENGR 2200. **COREQUISITE:** MATH 2020, ENGR 2310. **OFFERED:** Sem. I.
- 2060 Engineering Ethics** 2 hrs. (2, 0)
Challenges students to consider ethical implications implicit in the decisions made by engineers as they design products ranging from automobiles, to healthcare devices, to software, to appliances. Much of the course will be dedicated to case studies, and in doing so students will develop a structured methodology for engaging their profession with an ethically sound moral compass. **OFFERED:** Sem. II.
- 2080 Service through Engineering and Technology** 3 hrs. (3, 0)
Introduction to humanitarian engineering and social entrepreneurship, focusing on challenges and opportunities present throughout society. Frugal innovation and alternative resources are applied to these challenges in under-developed and under-represented societies. Explanation is given to demonstrate the moral obligations engineers have to improve quality of living and the environment. Emphasis is given to service learning with the effects and consequences therein. Foundational concepts in third-world development, empowerment strategies, and cultural humility form a key part of this course to prepare students for work in service of under-represented or under-developed societies. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I.
- 2090 Systems Engineering** 3 hrs. (3, 0)
Focuses on various aspects of systems engineering, including risk analysis, engineering economics, project planning, and the product development lifecycle. Heavily project based. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. II.
- 2110 Dynamics** 3 hrs. (3, 1)
Introduction to kinematic and kinetic analysis of particles, systems of particles, and rigid bodies; position, velocity, acceleration, non-rotating and rotating frames of reference, Newton's laws, work, energy, impulse, momentum, conservative and nonconservative systems, as well as inertial and noninertial reference frames. **PREREQUISITE:** ENGR 2010. **OFFERED:** Sem. II.
- 2200 Foundations of Digital Electronics** 2 hrs. (1, 2)
Introduction to circuit analysis, electronics, and digital logic. The laboratory exposes students to implementation of circuits and instrumentation. Concludes with a brief introduction to single board computers. **PREREQUISITE:** CPSC 2030 or ENGR 2003. **OFFERED:** Sem. II.
- 2310 Computational Problem Solving** 3 hrs. (2, 2)
Introduces the students to a high-level programming language and uses it to perform data analysis, data manipulation, and complex data visualization. Problem solving is taught throughout the course by focusing on computational methods and interaction with the physical world. **COREQUISITE:** PHYS 2240 (waived if PHYS 2140 was completed with a C- or better); MATH 2010. **OFFERED:** Sem. II.
- 3030 Signals and Controls** 3 hrs. (3, 0)
Introduces modeling and analysis of dynamic systems as an application of differential equations. Also introduces classical control techniques, including the analysis and design of linear time-invariant control systems using frequency and time domain techniques. Makes extensive use of computer-aided simulations, analysis and design techniques. **PREREQUISITE:** ENGR 2030, 2310, MATH 3100. **OFFERED:** Sem. I.
- 3070 Engineering Thermodynamics I** 3 hrs. (3, 0)
Emphasis on engineering concepts related to classical thermodynamics. Provides the tools necessary to design and analyze thermal systems and processes. Covers internal energy, enthalpy, entropy, and conservation of energy. Also covers the cycles of Carnot, Otto, Diesel, Brayton, and Rankine, as well as variations and modifications to these cycles. **PREREQUISITE:** PHYS 2240, CHEM 2110. **OFFERED:** Sem. I.
- 3080 Engineering Design for Service** 3 hrs. (1,4)
Students will design and implement a project utilizing engineering skills to complete a service project. Prepares students to participate on a service trip and includes an experiential component for field work on a service trip specific to the class projects. **COREQUISITE:** ENGR 2090. **OFFERED:** Sem II, 2025-26.
- 3110 Kinematics and Robotics** 3 hrs. (3, 0)
Focuses on analysis of position, velocity, and acceleration of various mechanisms, such as the slider-crank and four-bar mechanisms. Students will be able to design kinematic mechanisms based on the user's requirements to achieve the ideal paths of the particular points of interest. The kinematics will be applied to manipulator analysis with an introduction to inverse kinematics. **PREREQUISITE:** ENGR 2110, MATH 3100. **OFFERED:** Sem. I.

ENGR (cont.)

- 3140 Strength of Materials Laboratory** 1 hr. (0, 2)
Incorporates experiments to determine the properties of various materials, including strength, hardness, toughness, and modulus. Students will perform experiments, analyze the data, and report their findings. In addition, introductory finite element analysis with industry-standard software will be performed and compared with experimental data. Laboratory write-ups and technical reports are required. **PREREQUISITE:** ENGR 3510. **OFFERED:** Sem. I.
- 3150 Kinematics Laboratory** 1 hr. (0, 2)
Incorporates experiments and design exercises in linkages, gear trains, industrial-grade robots, and cam-follower systems. Introductory simulation techniques to support both design and experimental work will also be introduced. Laboratory write-ups and technical reports are required. **PREREQUISITE:** ENGR 3110. **OFFERED:** Sem. I.
- 3160 Vibrations** 2 hrs. (2, 0)
Introduces the time domain analysis of mechanical vibration including the free and forced response of undamped and underdamped systems. Also includes the modeling and analysis of single and multiple degrees of freedom mechanical systems and the design of damping and isolation systems. The course makes extensive use of computer-aided simulations for analysis and design. **PREREQUISITE:** ENGR 2110, MATH 3100. **OFFERED:** Sem. II, 2026-27.
- 3180 Materials and Processes** 3 hrs. (3, 0)
An introduction to the science of engineering materials. The primary focus is on the relationships between processing, structure, properties, and performance of metals, ceramics, polymers, and composites. Students will learn to interpret stress-strain diagrams, phase diagrams, and isothermal transformation diagrams, and to evaluate the fitness of various materials for engineering applications. **PREREQUISITE:** CHEM 2110, PHYS 2240. **OFFERED:** Sem. II, 2025-26.
- 3190 Engineering Thermodynamics II** 2 hrs. (2, 0)
Focuses on a deeper understanding of the thermodynamic theory and principles so that more complex models can be introduced and applied. Covers real gas models, gas mixtures, psychrometry, combustion, equilibrium, and gas dynamics in supersonic domains. **PREREQUISITE:** ENGR 3070. **OFFERED:** Sem. II.
- 3220 Electronics** 3 hrs. (2, 2)
An introduction to semiconductor electronic devices and basic theory and application. Topics include semiconductor materials and diodes, diode circuits, field-effect transistors (FETs), bipolar-junction transistors (BJTs), and discrete transistor amplifiers. **PREREQUISITE:** ENGR 2030. **OFFERED:** Sem. I, 2026-27.
- 3230 Analog Circuit Design** 3 hrs. (2, 2)
Continuation of Electronics to include amplifier design and analysis including discrete and integrated circuit topologies. Other topics include the design and analysis of differential amplifiers, multi-stage amplifiers, power amplifiers, op-amp circuits, feedback circuits, and the frequency response of amplifier circuits. Additional applications of electronics may be covered. **PREREQUISITE:** ENGR 3220, 3030. **OFFERED:** Sem. II, 2026-27.
- 3240 Electromagnetics I** 3 hrs. (3, 0)
Engineering applications of vector calculus and Maxwell's equations to electrostatic and magnetostatic, boundary-value problems in electrostatic, and time varying fields, transmission lines, and single-stub matching. **SAME AS:** PHYS 4210. **PREREQUISITE:** MATH 3020, 3100, PHYS 2250. **OFFERED:** Sem. I. 2026-27.
- 3250 Electromagnetics II** 3 hrs. (3, 0)
Engineering applications of phasors and Maxwell's equations to time varying fields and propagation of uniform plane waves. Exercises introduce field-plotting, transmission line concepts using waveguides. Introduction to the network analyzer, polarization, and waves. **PREREQUISITE:** ENGR 3240, ENGR 3030. **OFFERED:** With sufficient demand.
- 3260 Embedded Systems** 3 hrs. (2, 3)
An introduction to the fundamentals of embedded systems, including microcontrollers, peripheral interfacing, basic communications, interrupts, and real-time operating systems. Includes practical laboratory experiences using serial and parallel interfaces of microcontrollers to communicate with sensors and actuators. **PREREQUISITE:** ENGR 3270. **OFFERED:** Sem. II, 2025-26.
- 3270 Digital Logic** 3 hrs. (2, 3)
An introduction to the fundamental concepts of digital logic design covers design techniques in which logic gates are used to design digital components. A hardware description language (HDL) will be used to model digital circuits. The lab component of the course will involve design and implementation using discrete logic gates and FPGAs. **PREREQUISITE:** ENGR 2003 or ENGR 2200; and MATH 2010 or MATH 2200. **OFFERED:** Sem. I, 2025-26.
- 3280 Microcontrollers** 3 hrs. (2, 2)
Students learn how to program microcontrollers to perform basic tasks, make use of timers, interrupts, and communicate between embedded devices using serial communication. Students may also be introduced to memory allocation and handling, real-time operating systems (RTOS), and device drivers. **PREREQUISITE:** CPSC 2500 and ENGR 2003 or ENGR 2200. **OFFERED:** Sem. I, 2025-26.

ENGR (cont.)

- 3330 Geotechnical Engineering** 3 hrs. (2, 2)
Focuses on the properties and analysis of soils used in engineering. Topics include soil classification, compaction, swelling and shrinkage as well as the implication of soil for civil engineering design. The lab provides hands-on experiments intended to reinforce and verify lecture content. **PREREQUISITE:** MATH 2020. **OFFERED:** Sem. I, 2026-27.
- 3340 Structural Analysis** 3 hrs. (3, 0)
Covers analyses of structural systems. Particular topics include deflections, superposition, and the analysis of determinate beams, trusses and frames and indeterminate beams and forms. **PREREQUISITE:** ENGR 3510. **OFFERED:** Sem. I.
- 3350 Surveying** 3 hrs. (2, 2)
Introduction to surveying instruments, methods, and related computer applications. Includes instruction in measurement techniques, mapping, and surveying computations. **PREREQUISITE:** MATH 2020; ENGR 2002. **OFFERED:** Sem. I, 2025-26.
- 3510 Solid Mechanics** 3 hr. (3, 0)
Covers deformation analysis for determining stresses and strains. Topics include elasticity, plasticity, bending, fracture, buckling, and thermal stresses. Analysis of diverse structures under various loading conditions will be considered. **PREREQUISITE:** ENGR 2010. **OFFERED:** Sem. II.
- 3850 Engineering Projects Laboratory** 1 hr. (0, 2)
Provides students, from all levels, practical engineering experiences in the laboratory and field setting. Students will develop problem solving and engineering design skills as they work on engineering projects alongside the instructor. **REPEAT:** May be repeated for credit. **PREREQUISITE:** ENGR 2001, 2002, 2003; or consent of instructor. **OFFERED:** Sem. I, II.v
- 4020 Mechatronics System Design** 4 hrs. (3, 2)
Mechatronics is the multidisciplinary union of mechanical, electrical, and computer engineering. It employs knowledge from these disciplines to explore mechanics, electrical sensing, control, and actuation, and computer programming of mechatronic devices. Students will design, build and program electromechanical devices to autonomously perform specific tasks. Students may also gain experience with Programmable Logic Controllers for industrial control applications. **PREREQUISITE:** ENGR 2030 or 2200 and ENGR 2310. **OFFERED:** Sem. II, 2025-26.
- 4030 Advanced Control** 3 hrs. (3, 0)
Covers linear state space control including full state feedback and observer-based design. May also include an introduction to topics including robust control, optimal control, adaptive control, digital control or nonlinear control. **PREREQUISITE:** ENGR 3030. **OFFERED:** With sufficient demand.
- 4050 Data Communications** 3 hrs. (3, 0)
Low level communication protocols and design considerations such as congestion control, collision detection and avoidance, multiple access schemes (e.g., CDMA, FDMA, TDMA). Applied information theory such as forward error correction codes, erasure codes, channel capacity, and data compression. Connections are drawn between the OSI networking stack and topics covered in this course. **PREREQUISITE:** MATH 2200, 4010, and ENGR 3030 or CPSC 2500. **OFFERED:** With sufficient demand.
- 4110 Machine Design** 3 hrs. (3, 0)
Addresses the machine part design process from the nature of design to prediction of possible failure of machine parts based on force and stress analysis and estimated deflection, and materials properties. Other considerations can be included, such as the manufacturing aspect in the part design. **PREREQUISITE:** ENGR 3110, 3510. **OFFERED:** Sem. II.
- 4120 Computational Mechanics** 3 hrs. (3, 0)
Utilizes the numerical capabilities of the modern computer to simulate physical phenomena. Topics include the finite-element method, finite-difference schemes, and optimization techniques. Introduces round-off errors and error propagation, as well as convergence determination. **PREREQUISITE:** ENGR 2310, 3510, and 4130. **OFFERED:** With sufficient demand.
- 4130 Fluid Mechanics** 3 hrs. (3, 0)
Covers the principles of fluid flow, conservation of mass, conservation of momentum, and conservation of energy via integral, differential, and dimensional analysis methods. Students will apply these principles to laminar and turbulent flow in internal, external, and open channel flow configurations. A brief introduction to compressible flow is also included. **PREREQUISITE:** ENGR 2110, MATH 3100. **OFFERED:** Sem. I.
- 4140 Thermal Properties Laboratory** 1 hr. (0,2)
Incorporates hands-on experience of topics in heat/mass transfer. Specific topics covered include conduction, convection, convective mass transfer, and radiation. Also introduces simulation topics in finite element analysis of thermal systems. Measurements of energy generation, temperature, and heat transfer are conducted with appropriate equipment. Laboratory write-ups and technical reports are required. **PREREQUISITE:** ENGR 4130. **COREQUISITE:** ENGR 3190, 4160. **OFFERED:** Sem. II.

ENGR (cont.)

- 4160 Heat and Mass Transfer** 3 hrs. (3, 0)
Covers heat transfer processes including conduction, convection, and thermal radiation. Students will apply principles of conservation to thermal energy systems to solve steady-state and transient problems both analytically and computationally. Includes a brief introduction to commercial finite element software. **PREREQUISITE:** ENGR 3070, 4130. **OFFERED:** Sem. I, 2025-26; Sem. II, 2026-27.
- 4230 Power Systems** 2 hrs. (2, 0)
Introduces the fundamentals of theory and operation of electromechanical devices, including magnetic circuits, transformers as well as DC and AC rotating machines. Principles of electrical power generation, transmission, and distribution, three-phase power circuits, and power system analysis are also discussed. **PREREQUISITE:** ENGR 2030, 3030. **OFFERED:** Sem. II, 2025-26.
- 4240 Communications Theory** 3 hrs. (3, 0)
Fundamental components in communications systems are covered. Emphasis on the effect of noise in a system and how to mitigate its effect on transmission and receiving. System design and integration is utilized to understand the practical nature of development of such systems. Aspects include the utilization of automatic gain control and phase lock loops. Modulation techniques such as amplitude modulation, frequency modulation, and quadrature modulation are covered. **PREREQUISITE:** ENGR 3030, MATH 4010. **OFFERED:** Sem. II, 2025-26.
- 4250 Digital Signal Processing** 3 hrs. (3, 0)
Focuses on the sampling and reconstruction of continuous signals via digital systems. The z-transform is used for FIR and IIR filter design. Relation between the z-transform and fourier transform is utilized for further signal analysis. The DFT and FFT are covered, as well as algorithmic implementations and utilization for filter design. Nyquist-Shannon sampling theorem, decimation, and interpolation are also covered. Signal processing filters and algorithms are implemented on CPUs, DSPs, and/or FPGAs. **PREREQUISITE:** ENGR 3030, MATH 4010. **OFFERED:** Sem. II, 2026-27.
- 4320 Fluid Mechanics Lab** 1 hr. (0, 2)
Incorporates hands-on experience of topics in applied fluid mechanics. Designed to enhance students' understanding of experimental methods and the application of basic fluid mechanics concepts. Specific topics covered include hydrostatic and hydrodynamic forces, flow visualization, flow measurement, energy loss in pipes and fittings, turbomachinery, lift and drag measurement, orifice and free-jet flow, and flow over weirs. Laboratory write-ups and technical reports are required. **PREREQUISITE:** ENGR 4130. **OFFERED:** Sem. II.
- 4330 Water Resources Engineering** 3 hrs. (3, 0)
Focuses on the hydrologic aspects of water, including an introduction to hydraulics and hydrology. Students will both analyze and design water resource systems. **PREREQUISITE:** ENGR 4130. **OFFERED:** Sem. II, 2026-27.
- 4340 Structural Design (concrete)** 3 hrs. (3, 0)
Presents an approach to the design and analysis of concrete structural members including rectangular sections for bending and shear, column design, and reinforced concrete using rebar. **PREREQUISITE:** ENGR 3340. **OFFERED:** Sem. II, 2025-26.
- 4350 Structural Design (steel)** 3 hrs. (3, 0)
Presents an approach to the Load and Resistance Factor Design (LRFD) methodology for steel structural members in tension, compressing, bending and connections. **PREREQUISITE:** ENGR 3340. **OFFERED:** Sem. II, 2026-27.
- 4360 Transportation Engineering** 3 hrs. (3, 0)
Introduces transportation engineering with a focus on highway design and traffic analysis. Covers design of highways, pavement design, traffic flow, traffic surveys, highway capacity and level of service analysis. **PREREQUISITE:** ENGR 3350. **OFFERED:** With sufficient demand.
- 4950 Engineering Senior Design I** 2 hrs. (0, 4)
Applications of design principles to a capstone engineering project. Team-based projects include developing design specifications, conceptual designs, and final designs. Project requirements include significant oral and written communication components. Examples of projects include inter-collegiate competition, industry-sponsored applied research, and service projects. **PREREQUISITE:** Senior standing; engineering major; ENGR 2090. **OFFERED:** Sem. I.
- 4960 Engineering Senior Design II** 2 hrs. (0, 4)
Building on ENGR 4950. Applications of design principles to a capstone engineering project. Projects are team based and include developing design specifications, conceptual designs, and final designs. Project requirements include significant oral and written communication components. Students are required to attempt the Fundamentals of Engineering exam. **PREREQUISITE:** ENGR 4950. **OFFERED:** Sem. II.

DEPARTMENT OF KINESIOLOGY

Chair: Dr. J Scott

Faculty: Prof. Keith, Prof. A. Miller, Dr. J Scott

Instructors: Beach, T. Miller, Myhre, Palmer, Ferguson

The Department of Kinesiology offers two majors designed to prepare students to enter careers, vocations, or service in healthcare, sport performance, clinical physiology, and sport and recreational leadership. Three minors are available: athletic coaching, nutrition, and sport and recreational leadership. Additionally, the department offers activity courses designed to provide instruction in fundamental skills in selected sports and activities.

EXERCISE SCIENCE

Exercise science is a growing field that addresses issues of health and wellness as well as human performance. Anderson University's exercise science major provides classroom, laboratory, and practical experiences for students interested in human performance and health. The exercise science program offers 3 concentrations: clinical exercise physiology, pre-health, and sport performance. The exercise science program prepares students for employment in a variety of health care settings and corporate wellness, as well as excellent pre-professional preparation for students desiring to pursue graduate degrees in allied health, such as exercise physiology, biomechanics, athletic training, physical therapy, occupational therapy, and physician assistant, amongst others.

All students must:

- maintain a cumulative GPA of 2.0 or better
- earn a C- or better for each course within the exercise science major
- demonstrate proficiency in the EXSC 4150 Exercise Testing and Prescription lab practicum exam with a grade of B- or better.

Any student falling short of the minimum standards is expected to address the shortcoming immediately.

EXERCISE SCIENCE CONCENTRATIONS

Every Exercise Science major chooses one of three concentrations:

- **Clinical Exercise Physiology** - for those students desiring to pursue careers working with chronic diseased populations, cardiopulmonary rehabilitation, and cardiac stress testing, in addition to preparation for a master's in exercise physiology.
- **Pre-Health** - for those students desiring to prepare for an allied health field such as athletic training, physical therapy, occupational therapy, sports psychology, and physician assistant.
- **Sports Performance** - for those students desiring to pursue careers in strength and conditioning, personal training, health/wellness coordinators, community health centers, and senior adult fitness programs.

EXERCISE SCIENCE MAJOR (70 hrs.)

Core Requirements (58 hrs.):

- BIOL 2410 Human Anatomy and Physiology I (4)
- BIOL 2420 Human Anatomy and Physiology II (4)
- EXSC 1360 Introduction to Exercise Science (2)
- EXSC 1530 Principles of Strength and Conditioning (3)
- EXSC 2455 Foundations of Exercise Leadership (3)
- EXSC 2580 Sports Nutrition (3)
- EXSC 3470 Physiology of Exercise I (4)
- EXSC 3480 Physiology of Exercise II (4)
- EXSC 3520 Biomechanics I (4)
- EXSC 3530 Biomechanics II (4)
- EXSC 4150 Exercise Testing and Prescription (4)
- EXSC 4800 Internship in Exercise Science (4)
- EXSC 4910 Research in Exercise Science (3)
- EXSC 4920 Seminar in Exercise Science (3)
- PEHS 1450 First Aid (2)
- PSYC 2000 General Psychology (3)
- 4 hours from:
 - CHEM 1000 Introduction to Chemistry (4)
 - CHEM 2110 General Chemistry I (4)

Exercise Science Majors must also complete one of the following Concentrations (12 hrs.):

Clinical Exercise Physiology Concentration:

- EXSC 4050 EKG and Cardiovascular Disease (3)
- EXSC 4160 Clinical Experience in Exercise Testing and Prescription (1)
- 8 hours from:
 - BIOL 2010 Medical Terminology (2)
 - EXSC 1530 Principles of Strength and Conditioning (3)
 - EXSC 2440 Stress Management (3)
 - EXSC 3300 Health Implications of Obesity (3)
 - PSYC 3450 Health Psychology (4)
 - BIOL 2040 Personal and Community Health (3)

Pre-Health Concentration:

- 12 hours from:
 - BIOL 2010 Medical Terminology (2)
 - BIOL 2210 Foundations of Modern Biology I (4)
 - BIOL 2220 Foundations of Modern Biology II (4)
 - CHEM 2120 General Chemistry II (4)
 - MATH 2120 Introduction to Statistics with Application (4)
 - PHYS 2140 General Physics I (4)
 - PHYS 2150 General Physics II (4)
 - PSYC 2510 Developmental Psychology (4)
 - PSYC 3120 Abnormal Psychology (4)
 - PSYC 3450 Health Psychology (4)
 - SOCI 2010 Intro to Sociology (3)
 - PEHS 1550 Care and Prevention of Injuries and Illnesses (3)

Sports Performance Concentration:

- EXSC 4010 Advanced Resistance Training and Conditioning (3)
- 9 hours from:
 - BIOL 2010 Medical Terminology (2)
 - BIOL 2040 Personal and Community Health (3)
 - EXSC 2440 Stress Management (3)
 - PEHS 1550 Care and Prevention of Injuries and Illnesses (3)
 - PEHS 2340 Psychology of Coaching (2)
 - PETE 2250 Motor Behavior (3)
 - SPRL 3150 Recreational Leadership (2)
 - SPRL 3250 Legal Aspects of Sport and Recreation (3)
 - SPRL 3300 Management of Sport Facilities and Events (3)

NUTRITION MINOR (16 hrs.)

The nutrition minor is an ideal minor to accompany majors within the Department of Kinesiology and other science majors at Anderson University. The minor is designed to provide a sound background in nutrition but without courses that stress clinical chemistry and dietetics. A minor in nutrition is an excellent choice for students who wish to enter the fitness, medical, health, and human services-related professions. It will strengthen the academic component of coursework in these fields and contribute to students becoming more effective practitioners.

Required Courses:

- EXSC 2140 Nutrition in Health and Disease (4)
- EXSC 2580 Sports Nutrition (3)
- EXSC 3100 Eating Disorders (3)
- EXSC 3200 Nutrition in the Life Cycle (3)
- EXSC 3300 Health Implications of Obesity (3)

SPORT AND RECREATIONAL LEADERSHIP

The sport and recreational leadership major prepares students to work in recreation and sports centers, with athletic programs, at camps, and/or in YMCAs, churches, businesses, etc. The goal of this major is to help young people find their niche in the sport and recreation industry. Students will take a common core of classes and then gain knowledge and experiences in specific areas of sport and recreation programming, management, business, and leadership.

SPORT & RECREATIONAL LEADERSHIP MAJOR (52 hrs.)

- SPRL 1350, 2450, 2550, 3150, 3250, 3300, 4850
- PETE 1300, 2250, 3720, 4900
- PEHS 1450, 3340, 3410
- EXSC 1530, 2580
- ACCT 2010
- BSNS 2710, 2810

SPORT & RECREATIONAL LEADERSHIP MINOR (16-17 hrs.)

The sport and recreational leadership minor provides students in other majors with a relevant option regarding sports, physical activity, and recreation, which may enhance their career pathway. Through the intentional selection of courses within the sport and recreational leadership major, students may be prepared to work in recreation centers, sports facilities, churches, and camps.

- PETE 1300
- PEHS 1450
- SPRL 1350, 2450, 2550, 3150
- One course selected from the following options:
 - PETE 3720, 4900
 - SPRL 3300, 4850

ATHLETIC COACHING MINOR (15 hrs.)

The athletic coaching minor is a non-teaching program that offers students the opportunity to learn requisite skills to become coaches in a youth-sport setting.

Coaching core (10-11 hrs.)

- PEHS 1450
- PEHS 1550
- EXSC 1530 or 4010
- PEHS 2340 or 3340
- 1 hour from PEHS 1200 and 1 hour from any coaching theory class (PEHS 3030, 3040, 3050, 3060, 3070, 3080)
-OR- 2 hours from any two coaching theory classes

Electives (4-5 hrs.)

- PEHS 1060, 2020, 2040, 2260, 2340, 3030, 3050, 3060, 3070, 3080, 3340, 3410
- EXSC 2580
- SPRL 1350, 2550, 3300

Students may earn only 1 hour of PEHS 2260 credit for the minor.

ACTIVITY PROGRAM

The activity program provides instruction in fundamental skills in each sport or activity offered. The aim is to encourage individuals to develop the skills, strategies, and knowledge to participate at a recreational level. This program fosters personal enrichment of body, mind, and spirit through participation in physical activity.

Activity classes are offered in different formats. Some are taught daily in a six-week block. Others are taught two or three days a week for a semester. Some classes require a fee, which is charged to the student's account at the beginning of the semester. Students are encouraged to bring and use their own sports equipment.

An intramural/recreational program provides additional opportunities for regular physical activities. Swimming activities are offered in the natatorium. The weight room is open for recreational use during scheduled hours.

PEHS Courses

- 1000 Fitness and Wellness for Life** 2 hrs. (1, 2)
Provides a base upon which students may build healthy bodies through the understanding of and participation in fitness and leisure activities. Surveys key fitness/wellness concepts in the lecture portion of class. *Applies to the Personal Wellness [AU Experience] component of the [Liberal Arts Core Curriculum](#).* OFFERED: Sem. I, II, Summer.

Activity Program:

- 1060 Weight Training** 1 hr. (0, 2)
- 1100 Beginning Swimming** 1 hr. (0, 2)
- 1130 Scuba** 1 hr. (0, 2)
Earn Scuba Educators International Open Water Diver certification through these education-oriented classes which occur in both the classroom and pool. Required course fee covers full certification cost. **GRADE:** CR/NC. **OFFERED:** With sufficient demand.
- 1150 Badminton** 1 hr. (0, 2)
NOTE: Six-week class only; meets daily. **OFFERED:** Sem. I.
- 1190 Mind-Body Fitness** 1 hr. (0, 2)
Provides opportunity to experience yoga-like stretches and poses while learning deep- breathing relaxation techniques and centering activities. **OFFERED:** With sufficient demand.
- 1200 Co-Curricular Activity** 1 hr. (0, 2)
Provides academic credit for participation in intercollegiate sports, including cheerleading. Credit must be taken in the primary semester of competition. Does not count toward PEHS major or minor. **GRADE:** CR/NC. **REPEAT:** May be repeated in a different activity (total credit not to exceed 2 hrs.).
- 2000 Intermediate Swimming** 1 hr. (0, 2)
- 2020 American Red Cross Lifeguarding** 1 hr. (0, 2)
Instruction in the American Red Cross lifeguarding program, which can lead to ARC certification. **EXPECTATION:** Swimming proficiency at ARC Level VII.
- 2040 Water Safety Instructor** 1 hr. (0, 2)
Provides instruction in the American Red Cross water safety program, which can lead to ARC certification. **EXPECTATION:** Swimming proficiency at ARC Level VII.
- 2260 Advanced Conditioning for Sports Performance** 1 hr. (0, 3)
Provides instruction in and supervision of planned, ongoing exercises and training regimens (strength, anaerobic, and aerobic) for the purpose of sports performance enhancement. Open to all students. **REPEAT:** May be repeated (total credit not to exceed 4 hours). **GRADE:** CR/NC. **OFFERED:** Every semester according to sport (**NOTE:** *Weeks and days the class meets vary by section and semester*).

General Education Electives:

- 1450 First Aid** 2 hrs. (2, 1)
Students earn American Red Cross Responding to Emergencies certification upon successful completion (includes first aid, community CPR, and AED). **OFFERED:** Sem. I, II.
- 1550 Care and Prevention of Injuries and Illnesses** 3 hrs. (2, 1)
Introduces the basic concepts of prevention and care of injuries and illnesses including emergency procedures. **OFFERED:** Sem. I.
- 2340 Psychology of Coaching** 2 hrs. (2, 0)
Applies scientific principles to coaching at different levels of competition. Discusses motivation, personality differences, communication, and the effect of winning and losing. **OFFERED:** Sem. I.
- 3030 Techniques of Coaching Volleyball** 1 hr. (1, 1)
OFFERED: Sem. I, 2025-26
- 3040 Techniques of Coaching Soccer** 1 hr. (1, 1)
OFFERED: Sem. I, 2025-26
- 3050 Techniques of Coaching Football** 1 hr. (1, 1)
OFFERED: Sem. II, 2025-26
- 3060 Techniques of Coaching Track** 1 hr. (1, 1)
OFFERED: Sem. II, 2026-27

PEHS (cont.)

- 3070 Techniques of Coaching Basketball** 1 hr. (1, 1)
OFFERED: Sem. II, 2025-26
- 3080 Techniques of Coaching Baseball** 1 hr. (1, 1)
OFFERED: Sem. I, 2026-27
- 3340 Sociology of Sport** 3 hrs. (3, 0)
Examines sports and their part in the lives of people, communities, and our society. Encourages students to ask critical questions regarding how sports impact the world in which we live. Investigates the influence of sports on children, gender, race, social class, media, the economy, and religion. OFFERED: Sem. II.
- 3410 Sports Administration** 3 hrs. (3, 0)
Develops skills in the organization and administration of interscholastic athletics, including philosophy, scheduling, budget, equipment care, awards, legal aspects, and facilities. OFFERED: Sem. II.

Exercise Science Professional Program:

EXSC Courses

- 1360 Introduction to Exercise Science** 2 hrs. (2, 0)
Explores the discipline and sub-disciplines represented within exercise science. Examination of the historical and cultural aspects of exercise science as well as current trends and future developments, including professional development and certification. *Fee required.* OFFERED: Sem. I.
- 1530 Principles of Strength and Conditioning** 3 hrs. (2, 0)
Investigates the physiological background, techniques/methods necessary to develop effective and appropriate strength and conditioning programs for various populations. Analyzes nutrition, age, gender, test selection, and program design. OFFERED: Sem. II.
- 2140 Nutrition in Health and Disease** 4 hrs. (3, 2)
Introductory view of the relationship between nutrition and disease. Covers the methodology used to determine nutritional and health status and how evidence is gathered to determine links between nutrition and the prevention of specific diseases and conditions, such as cardiovascular disease, cancer, diabetes, obesity, gastrointestinal disorders, and osteoporosis are covered in depth. Emphasis on the scientific method and how scientific processes allow these facts to be known. *Applies to the Scientific Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* OFFERED: Sem. I, II, Summer.
- 2440 Stress Management** 3 hrs. (3, 1)
Investigates stressors in the personal, work, and social environments and the interconnectedness of health and stress. Discusses the physiological aspects of the stress response. Explores various coping strategies for stress management. *Applies to the Personal Wellness [AU Experience] component of the [Liberal Arts Core Curriculum](#).* OFFERED: Sem. I.
- 2455 Foundations of Exercise Leadership** 3 hrs. (3, 0)
Emphasizes fundamentals necessary to design safe and appropriate cardiovascular and strength training programs for personal-training clients based on exercise prescription principles. Develops applicable teaching methodology in various activity and lecture situations. *Fee required.* OFFERED: Sem. II.
- 2550 Health, Exercise, and Aging** 2 hrs. (2, 0)
Examines the health-related physiological dimensions of aging and the role of lifestyle activity and exercise as strategy for coping with the changes. LAST OFFERED: 2023-24.
- 2580 Sports Nutrition** 3 hrs. (2, 1)
Explores principles of nutrition as they relate to athletes and athletic competition, including the role of athletic trainers and coaches in implementing sound sports nutrition programs to promote optimal health and performance for athletes. Includes topics such as pre-event and post-event meal planning, nutritional assessment, nutritional counseling, carbohydrate loading, electrolyte drinks, ergogenic aids, protein and vitamin supplementation, recognition of eating disorders, and physiological aspects of nutrition as they relate to athletic competition. *Fee required.* OFFERED: Sem. I, II.
- 3100 Eating Disorders** 3 hrs. (3, 0)
Analysis of factors involved in etiology, assessment, medical consequences, treatment, and prevention of eating disorders. OFFERED: Sem. II.

EXSC (cont.)

- 3200 Nutrition in the Life Cycle** 3 hrs. (3, 0)
Addresses specific nutritional needs at various stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood, including old age. The most common nutritional concerns, their relationship to food choices and health status, and strategies to enhance well-being at each stage of the life cycle are emphasized. **PREREQUISITE:** EXSC 2140 or EXSC 2580. **OFFERED:** Summer.
- 3300 Health Implications of Obesity** 3 hrs. (3, 0)
A study of obesity with special emphasis on diet, nutrition, and exercise. Modes of prevention and treatment will also be discussed. **PREREQUISITE:** EXSC 2140 or EXSC 2580. **OFFERED:** Summer.
- 3470 Physiology of Exercise I** 4 hrs. (3, 2)
Studies physiological changes in the human organism as a result of physical exercise, including immediate and chronic responses of the body to exercise, physiological limitations to exercise, and limitations of present physiological knowledge for total understanding of exercise response. Practical applications of physiology to coaching and teaching. *Fee required.* **PREREQUISITE:** BIOL 2420. **OFFERED:** Sem. I.
- 3480 Physiology of Exercise II** 4 hrs. (3, 2)
An advanced course in the area of exercise and human performance. Which provides further in-depth examination of the physiological mechanisms responsible for both the acute and chronic changes which occur with exercise. *Fee required.* **PREREQUISITE:** EXSC 3470. **OFFERED:** Sem. II.
- 3520 Biomechanics I** 4 hrs. (3, 2)
Examines the scientific principles basic to human motion: both anatomical and biomechanical. Includes laboratory experience. **PREREQUISITE:** BIOL 2410. **OFFERED:** Sem. I.
- 3530 Biomechanics II** 4 hrs. (3, 2)
Continues to explore and apply biomechanical principles to human movement through lecture and laboratory experiences. Topics include the Newtonian mechanics, kinematics, and kinetics of human motion through applied knowledge of anatomy and physics. **PREREQUISITE:** EXSC 3520. **OFFERED:** Sem. II.
- 4010 Advanced Resistance Training and Conditioning** 3 hrs. (3, 0)
Analyzes advanced principles of skeletal muscle physiology and bioenergetics in the application of strength training and conditioning programs designed for athletes and recreational exercisers. **PREREQUISITE:** EXSC 1530. **OFFERED:** Sem. II.
- 4050 EKG and Cardiovascular Disease** 3 hrs. (2,1)
Introduction to the basic principles and interpretation of the electrocardiograph (EKG) as it relates to clinical and fitness programs. Students learn how to record EKGs, vital signs, recognize cardiac rhythms and will learn the importance of an EKG and how EKG rhythms provide important data for the diagnosis of heart conditions. Will cover the many risk factors associated with coronary artery disease and the management and treatment of cardiovascular disease. **PREREQUISITE:** EXSC 3470. **OFFERED:** Sem. II, 2026-27 (alternating years, unless sufficient demand).
- 4150 Exercise Testing and Prescription** 4 hrs. (3, 2)
Provides an in-depth study of the theoretical basis and applied knowledge required for graded exercise testing and individualized exercise prescription. Includes electrocardiograph techniques/interpretation, pharmacological considerations, test data interpretation, and emergency procedures. *Fee required.* **PREREQUISITE:** EXSC 3480. **OFFERED:** Sem. II.
- 4160 Clinical Experience in Exercise Testing and Prescription** 1 hr. (0, 2)
Provides laboratory experiences designed to present and refine skills in conducting various health fitness assessments (e.g. resting and exercise blood pressure, body composition, submaximal aerobic capacity, maximal graded exercise stress tests, EKG placement, and rhythm recognition). Students will demonstrate the ability to prescribe physical activity and exercise programs to maintain and promote good health. The implications of test results and application to exercise prescription will be discussed. *Fee required.* **PREREQUISITE:** Exercise science major; EXSC 4150. **OFFERED:** Sem. I, II.
- 4650 Independent Research in Exercise Science** 1-3 hrs. (0, 3)
Provides opportunity for independently executed investigations, normally by students with upper-division standing. **REPEAT:** May be repeated (total credit not to exceed 6 hours). **OFFERED:** Every semester as needed.
- 4800 Internship in Exercise Science** 4 hrs. (arranged)
Intended for students to observe and gain practical experience in a professional environment in which they plan to work as a career. Students are required to complete 4 internship credits before graduation. *Fee required.* **CONSENT:** Instructor. **PREREQUISITE:** EXSC 4150. **GRADE:** CR/NC. **REPEAT:** May be repeated. **OFFERED:** Every semester as needed.

EXSC (cont.)

- 4850 Practicum in Exercise Science** 1-4 hrs. (arranged)
Provides opportunity for independent work or field experience in settings of personal training, agencies, or clinics in the exercise science field. **CONSENT:** Instructor. **PREREQUISITE:** Exercise science major; sophomore standing. **REPEAT:** May be repeated (total credit not to exceed 8 hours). **GRADE:** CR/NC. **OFFERED:** Every semester as needed.
- 4910 Research in Exercise Science** 3 hrs. (3, 0)
The need for quality evidence-based practice is growing in all allied health professions. Students must be prepared to understand and utilize the evidence related to all aspects of professional practice. A variety of research methods will be discussed, including both qualitative and quantitative. Students will begin a yearlong independent research project. **PREREQUISITE:** EXSC 4150. **OFFERED:** Sem. I.
- 4920 Seminar in Exercise Science** 3 hrs. (2, 0)
Investigates selected topics of current interest in exercise and health science. Capstone course in exercise science. Requires a written and oral presentation of a creative project involving either applied, experimental, or library research. *Fee required.* **PREREQUISITE:** Exercise science major; senior standing; EXSC 4910. **OFFERED:** Sem. II.

PETE Courses

- 1300 Introduction to Sports, Physical Activity, and Recreation** 2 hrs. (2, 1)
Introduces foundational concepts in sports, physical activity, physical education, and recreation, including historical and philosophical orientations, current issues, and career opportunities. *Fee required.* **OFFERED:** Sem. II.
- 2250 Motor Behavior** 3 hrs. (3, 0)
Examines the forces that influence the acquisition of motor skill and movement patterns. Surveys growth and development patterns. Identifies characteristics of skilled movement forms. Reviews factors which impact the learning of skills like knowledge of results and performance. Discusses motivational patterns and sport interests. Surveys the sub discipline of motor learning. **OFFERED:** Sem. II.
- 3720 Sports, Physical Activity, and Recreation for Special Populations** 3 hrs. (3, 0)
Introduces students to a variety of physical, mental, and emotional disabilities, including characteristics and behavior patterns. Physical activities and recreational activities, which are developmentally appropriate for all age groups and populations will be discussed, including their physical and social benefits. **OFFERED:** Sem. II.
- 4900 Technology Applications in Sport, Physical Activity, and Recreation** 2 hrs. (2, 1)
Investigates and applies techniques and practice in the use of technology-based media, which supports and enhances sport, physical activity, and recreation programs. Emphasizes computer and smartphone applications that support teaching, coaching, and recreation (e.g., databases, PowerPoint, screencast, geocaching, etc.). **OFFERED:** Sem. I.

Sport and Recreational Leadership Program:

SPRL Courses

- 1350 Physical Activity Cluster I - Focus on Team Sports** 3 hrs. (0, 4)
Develops content knowledge and instructional skills in selected team sports such as basketball, team handball, football, soccer, volleyball, softball, and ultimate. Emphasizes skill development, instructional strategies, rules and strategies, management, and assessment. *Fee Required.* **OFFERED:** Sem. I.
- 2450 Physical Activity Cluster III - Focus on Recreational Activities & Outdoor Pursuits** 3 hrs. (0, 4)
Develops content knowledge and instructional skills in recreational and outdoor activities such as archery, golf, bowling, badminton, pickleball, tennis, Frisbee golf, adventure education, and outdoor pursuits. Emphasizes skill development, instructional strategies, rules and strategies, and management. *Fee required.* **OFFERED:** Sem. II.
- 2550 Youth and Adult Sports Programming** 2 hrs. (2, 1)
Introduces planning, programming, and implementation of sports programs for youth and adults within such organizations as recreation centers, YMCAs, churches, camps, and businesses. **OFFERED:** Sem. I.

SPRL (cont.)

- 3150 Recreational Leadership** 2 hrs. (2, 0)
Examines the essential elements and basic principles of organization and leadership of recreational and leisure programs, including planning and conducting organized programs in private and public agencies. Special emphasis will be given to the role of face-to-face leadership within recreational organizations. **OFFERED:** Sem. I.
- 3250 Legal Aspects of Sport and Recreation** 3 hrs. (3, 0)
An examination of the laws and policies governing the various aspects of sport and sport business and their relationship to personal and professional ethics. The role of regulatory commissions and organizations in sport will be explored. **OFFERED:** Sem. II.
- 3300 Management of Sport Facilities and Events** 3 hrs. (3, 0)
Designed to give students information and knowledge on the operation and management of athletic and recreational facilities. In addition, event planning, sponsorship, budgeting, management, and evaluation of athletic and recreational events will be emphasized. *Fee required.* **OFFERED:** Sem. II.
- 4850 Practicum in Sport and Recreational Leadership** 3 hrs. (arranged)
Introduces planning, programming, and implementation of sports programs for youth and adults within such organizations as recreation centers, YMCAs, churches, camps, and businesses. **PREREQUISITE:** Sport and recreational leadership major; junior standing. **CONSENT:** Instructor. **REPEAT:** May be repeated (total credit not to exceed 6 hours). **GRADE:** CR/NC. **OFFERED:** Every semester as needed.

DEPARTMENT OF TEACHER EDUCATION

Chair: Dr. Trotter

Faculty: Dr. R Baker, Prof. Hosier, Dr. Sample, Dr. Trotter

MISSION STATEMENT

The mission of the Department of Teacher Education is to prepare professional educators of excellence in a Christ-centered environment cultivating excellence in the following areas:

- Content competence
- Cultural connections
- Christian character

In line with the university's mission, the Department of Teacher Education (DTE) seeks to prepare professional educators as teachers of excellence who integrate Christian faith and learning for service in a global society. The teacher education program is anchored in Anderson University's commitment to the liberal arts curriculum, which includes the arts, humanities, mathematics, and social and natural sciences. The liberal arts are essential for developing competent educators.

Education programs at the undergraduate level are based on both established and current research and sound professional practice. The philosophy, objectives, and outcomes for the teacher education program include contributions from the following:

- Interstate Teacher Assessment and Support Consortium (InTASC) Standards
- Indiana Content and Developmental Standards for Educators
- International Society for Technology in Education (ISTE) Standards
- National and state standards pertaining to each discipline (e.g., CEC, NCSS, NCTM, NCTE, NASM)
- Philosophies and practices of the DTE and faculty in other content areas for licensure
- Collaborative P-12 educators

The DTE offers undergraduate professional education in courses leading to licensure for the elementary, middle, and high school levels. Efforts to renew and improve teacher education by the Indiana Office of Educator Licensing and the national accreditation body, the Council for the Accreditation of Educator Preparation (CAEP), also govern the teacher education program. The DTE received ongoing accreditation by CAEP in 2024, with no areas of improvement cited. Due to these outside influences, regulations and standards governing teacher preparation programs change periodically. The programs of candidates admitted into the teacher education program at Anderson University are subject to those changes. Teacher education candidates are advised to meet regularly with their advisors to assure compliance with new requirements. Due to changing laws and accreditation requirements, there are occasional program policy changes that aren't reflected in the current catalog. See the [Teacher Education Handbook](#) for the most recent program guidelines and policies.

GENERAL INFORMATION FOR ADMISSION/RETENTION IN THE TEACHER EDUCATION PROGRAM

All who wish to major in education and seek licensure must be formally admitted to the teacher preparation program (TPP) after completing the prerequisite requirements. These requirements must be met prior to enrolling in upper-division education or subject-specific methods courses. Transfer students considering a major in education should meet with the DTE chair to assess eligibility. Admission to Anderson University neither implies nor guarantees acceptance into the teacher education program.

TEACHER LICENSURE

Anderson University is regionally accredited by the Higher Learning Commission (HLC). Further, the teacher education program meets the national requirements of educator preparation programs through the Council for the Accreditation of Educator Preparation (CAEP) and the required licensing standards of the Indiana Office of Educator Licensing, as noted above. To be admitted to the teacher preparation program, candidates must earn at least a 2.75 GPA (overall and in the major content area).

Overall and major GPA expectations increase to 3.0 to be admitted to the professional semester, which includes student teaching. In addition, all required licensing examinations must be passed by the third Friday in November for spring student teachers and the third Friday in June for fall student teachers. Alternatively, in lieu of passing scores, candidates may opt to complete a department-approved preparation/remediation plan for content and pedagogy exams in order to be admitted to the professional semester. Exam preparation/remediation must be completed by the established testing deadline. [NOTE: While not required for graduation, passing scores on all license examinations are required to attain licensure from the state]. *All fees for tests, background checks, and courses are the candidate's responsibility.*

PRE-ADMISSION

- Overall GPA of 2.5 required for admission to EDUC 2030, 2170, 2200, 2460, and 2860
- Completion of EDUC 2000, 2100, and 2110 with grades of C or better
- Completion of SPED 2400 with a grade of C or better
- Declaration of education teaching major

PROGRAM ADMISSION

Elementary education majors must apply and be admitted to the teacher preparation program before enrolling in any 3000-level education course. Secondary & P-12 education majors must apply and be admitted to the program before enrolling in EDUC 3000, or any other 3000-level education course.

- Overall and major GPA must be 2.75 or higher.
- The following courses completed with a grade less than C must be repeated: any EDUC course; any SPED course; ENGL 1110, 1120.
- Elementary education majors must also earn a C or higher in MATH 1100 and MATH 1110, but completion of these courses with a C or better is not required prior to admission to the program.
- Candidates must successfully complete a teacher preparation program (TPP) portfolio presentation.
- Obtain passing scores on the individual Praxis Core Academic Skills for Educators tests in reading (156), writing (162), and math (150), or a composite score of 460 for all three tests. Candidates with an overall GPA of at least 3.75, who take but do not pass Praxis Core through individual scores or a composite, may still apply for admission.
- Candidates must have completed or be enrolled in EDUC 2460.
- Candidates must have completed or be enrolled in EDUC 2170, EDUC 2860, or MUED 3110.

All fees for tests, background checks, and courses are the candidate's responsibility.

RETENTION IN TEACHER EDUCATION

Candidates admitted to the program are reviewed each semester. Acceptable performance to remain in good standing is defined by:

- Maintaining at least a 2.75 overall GPA.
- Earning at least a 2.75 GPA in the major.
- Completing required testing remediation before the last day of the term in the fall or spring semester after admission to the program:
 - Candidates who did not earn a passing score on each of the basic skills exams (reading, writing, math) are required to remediate those skills through the DTE-adopted protocol.
 - Candidates admitted to the program with the GPA exemption must complete additional remediation related to their required licensure exams. Those who fail either the reading or writing basic skills exam must remediate on their specific licensure exams. Elementary and math education majors who fail the math basic skills exams must remediate on math-specific licensure exams. Remediation will occur through the DTE-adopted protocols.
- Exhibiting continuous progress toward the knowledge, skills, and dispositions identified in the InTASC standards (e.g., as evaluated by key assessments, field experience evaluations, earning a C or better in all EDUC and SPED courses).
- Adhering to all program, department, and university policies.

Candidates who fail to make adequate progress toward program outcomes (academic and/or dispositional) may be recommended for departmental probation, counseled out of teacher education, or dismissed from the program. Candidates placed on probation will receive documentation that outlines conditions for full reinstatement. Probationary candidates will be permitted to enroll in EDUC and SPED coursework during their probationary term. Probation is limited to one instance of a single semester. If the condition is not removed at the end of the probationary semester, the candidate may be dismissed from the program. Appeals for retention beyond this probationary period must be made in writing to the Dean of the College of Professional Studies as well as the DTE chair. Candidates can apply for readmission only once.

ADMISSION TO STUDENT TEACHING

Student teaching is the culminating experience for all education majors seeking licensure. It includes full-time teaching in a classroom of the candidate's licensure area(s). Admission criteria for student teaching include:

- Overall and major GPA of 3.0;
- Grades of C or better in EDUC and SPED courses;
- Satisfactory performance on all knowledge, skill, and disposition assessments;
- Completion of 114 credit hours;
- Satisfactory completion of a student teaching portfolio presentation;
- Successful completion of Indiana content and pedagogy licensure tests by the third Friday of November for spring student teaching and the third Friday of June for fall student teaching. Candidates will not begin student teaching without passing all required Praxis exams (content and pedagogy) or completing the approved remediation plan/course by the testing deadline.
- Completion of a cleared, expanded criminal history check, suicide prevention training program, and CPR certification. Both the suicide prevention training program and the CPR certification must meet the requirements of the Indiana Department of Education.

EDUCATOR DISPOSITION ASSESSMENT

The DTE expects all teacher candidates in the professional education program to engage in practices and behaviors that are characteristic of developing career teachers. We believe candidates must demonstrate the values, attitudes, and commitments of the developing professional educator. The DTE has adopted the Educator Disposition Assessment (EDA) instrument to both raise concerns and identify exemplary dispositional behavior of candidates as they progress through the teacher preparation program. Through the use of this curriculum, the DTE informs teacher candidates of the teacher education program's dispositional expectations, assesses baseline dispositional data, and documents when changes have occurred in dispositions and under what set of circumstances. Candidates are expected to demonstrate proficiency of the dispositions identified on the EDA in coursework and in the field. When dispositional concerns are identified, candidates are provided additional support to encourage their professional growth and programmatic success.

EDUCATION FIELD EXPERIENCES

Teacher education candidates spend extended time working with students, classroom teachers, and university faculty in field experiences early in their major course work and throughout their program. These experiences provide practical application to the theories presented in concurrent education classes. Field experiences are supervised by university personnel. Teacher education candidates are required by the program to obtain a cleared, expanded criminal history check annually before entering the classroom for field experience. Some schools may require their own background check in addition to the one required by the DTE. This documentation and accompanying fees are the candidate's responsibility.

STUDENT TEACHING

Teacher education candidates spend approximately 16 weeks in the field during one semester of student teaching. The student teaching experience provides candidates with opportunities to plan and implement instruction, manage the classroom, evaluate student progress, communicate with other professionals and parents, and develop as professional educators under the supervision and mentoring of university and P-12 school personnel. Candidates are strongly discouraged from employment on or off campus during their student teaching semester. Candidates must meet all requirements listed above under Admission to Student Teaching. Candidates are responsible for all fees associated with testing, remediation, and coursework. Due to changing laws and accreditation requirements, there are occasional program policy changes that are not reflected in the current catalog. See the [Student Teaching Handbook](#) for current expectations and policies related to the professional semester.

EDUCATION TEACHING MAJORS

ELEMENTARY EDUCATION (GRADES K-6)

An elementary education major prepares candidates to teach kindergarten through grade 6 in the general elementary classroom. All elementary education candidates earn embedded concentrations in Reading K-6 and Special Education K-6 with either serving as the required concentration for state licensure. The reading concentration does not provide an additional licensing area; however, it does signify that a candidate has received extra coursework and field experiences in designing effective reading instruction. The special education concentration may provide an additional licensing area in Mild Intervention (Grades K-6) for candidates who pass the corresponding licensure examination and complete student teaching with a focus on both general and special education students and classroom settings. Both concentrations will be printed on their license in addition to Elementary Education K-6.

ELEMENTARY EDUCATION MAJOR (102 hrs.)

- EDUC 2000, 2030, 2100, 2110, 2170, 2200, 2460, 2520, 2730, 3120, 3300, 4120, 4125, 4310, 4320, 4850, 4910
- SPED 2400, 2500, 2550, 3120, 3200
- MUED 2110
- EDUC 4010 Student Teaching (10 hrs.; may be repeated up to a maximum of 20 hrs.)
- EDUC 4930 Leadership Seminar in Character Education
- 21 hours in partial fulfillment of the [Liberal Arts Curriculum](#) that also meet state licensure requirements:
 - MATH 1100 (*Quantitative Ways of Knowing*)
 - BIOL 1000, PHYS 1020 (*Scientific Ways of Knowing*)
 - ENGL 3590; HIST 2030 or HIST 2040; HIST 2110 or 2120 (*Humanistic & Artistic Ways of Knowing*)
Note: HIST 2000 may fulfill licensing requirements in place of HIST 2030 or HIST 2040.
 - Students who completed the ICC and are exempt from the Raven Core must still fulfill licensing requirements with these specific courses or other courses approved by the department chair.
- 5 hours in supportive disciplines that also fulfill state licensure requirements:
 - CPSC 1030
 - MATH 1110

SECONDARY TEACHING (GRADES 5-12)

In addition to the Department of Teacher Education requirements below, candidates must complete requirements for their specific secondary teaching programs.

SECONDARY TEACHER PREPARATION PROGRAM CORE (43 hrs.)

- EDUC 2000, 2100, 2110, 2460, 2520, 2860, 3000, 3100, 3120, 4710, 4715
- SPED 2400
- EDUC 4010 Student Teaching (10 credit hours) and EDUC 4930
- Special Methods 4700 required prior to the professional semester and is counted in content area hours.

Requirements for the secondary teaching programs listed below may be found in the catalog sections of their respective departments.

- [Language Arts Teaching major](#) (English)
- [Mathematics Teaching major](#) (Mathematics)
- [Social Studies Teaching major](#) (History)

ALL GRADE MUSIC TEACHING (GRADES P-12)

Requirements for the music education program may be found in the catalog section listed below.

- [Music Education major](#) (*School of Music & Performing Arts*)

EDUCATION (NON-LICENSE) MAJOR OR MINORS

Students who seek non-teaching careers related to the education of children or youth (e.g., child life specialist, youth program coordinator, youth counselor, community outreach coordinator, family support worker, religious education director, children's ministry coordinator, behavioral specialist, child and adolescent therapist) may choose to pursue a non-license major or minor in education or a minor in special education, none of which lead to licensure as a teacher in the State of Indiana.

BACHELOR OF ARTS IN EDUCATION MAJOR (NON-LICENSE)

- 30 hours (subject to change) from approved DTE courses that include the following:
 - EDUC 2000, 2030, 2100, 2110, 2170, 2200, 2460, 2520; SPED 2400
 - EDUC 4810 (4-hour internship)

EDUCATION MINOR

- 16 hours from approved DTE courses that include the following:
 - EDUC 2000, 2100, 2110, 2460, 4810
 - SPED 2400

SPECIAL EDUCATION MINOR

- 15 hours from approved DTE courses that include the following:
 - SPED 2400, 2500, 2550, 3120, 3200

READING SPECIALIST WITH TRAINING IN DYSLEXIA

Anderson University is approved by the Indiana Department of Education to prepare reading specialists with training in dyslexia. This position serves as a resource to principals, teachers, families, and students in the area of dyslexia, and helps the district with screening and intervention processes.

DYSLEXIA PROGRAM

- All 15 credits are embedded in the elementary education major; however, teacher candidates must pass a competency requirement to complete the program and earn this designation.
 - EDUC 2200, 2730, 3300, 4850, 4910
 - SPED 3120

TRANSITION TO TEACHING PROGRAM

(Post-Baccalaureate Licensure)

The Transition to Teaching Program (T2T), approved by the state of Indiana (IC 20-28-4: 511 IAC 13-1-1), is designed for those individuals with a baccalaureate degree and a desire to become a teacher. This program is specifically designed to recruit, prepare, and license talented individuals for teaching at the elementary (K-6) or secondary (5-12) levels. Admission requirements are established by the State of Indiana. Teacher candidates may select either an elementary or secondary track. See the [Department of Teacher Education Handbook for T2T](#) for up-to-date guidance regarding program guidelines and policies. The program is subject to any changes from the Indiana Department of Education.

Admission to the T2T program is required. There is a separate calendar for the program. Visit the [T2T webpage](#) for additional details regarding application and schedule or for additional information about the T2T program.

T2T PROGRAM DESIGN

The Transition to Teaching Program is a 12-month intensive program of educational coursework, field experiences, and a semester of clinical practice (student teaching), which, when successfully completed, leads to a recommendation for an Indiana teaching license. Coursework consists primarily of asynchronous online instruction. Teacher candidates must be available during the school day for 10-16 weeks for full-time study during student teaching, which may be permitted to occur as a part of a candidate's employment in a K-12 setting. Coursework is compressed into modules throughout the program.

All courses are in alignment with Indiana Educator Standards (REPA 3 developmental and content standards), Council for the Accreditation of Educator Preparation (CAEP) Standards, the Interstate New Teacher Assessment and Support Consortium (InTASC) Principles, the International Society for Technology in Education (ISTE) Standards, and the Indiana Office of Educator Licensing.

ELEMENTARY (K-6) TEACHING LICENSURE (24 hrs.)

- EDUC 4200, 4210, 4215, 4220, 4221, 4222, 4231, 4232, 4240, 4260, 4280

SECONDARY (5-12) TEACHING LICENSURE (18 hrs.)

- EDUC 4200, 4210, 4215, 4250, 4251, 4240, 4260, 4280

EDUC Courses

- 2000 Teaching as a Profession** 2 hrs. (arranged)
Designed for the prospective teacher education candidate to examine and understand one's values, beliefs, motivations, and goals; to be aware of and able to evaluate one's personal learning characteristics; to be knowledgeable about the developmental stages in becoming a teacher; the history of education in the United States; and to develop a view of education as related to self, students, teachers, schools, community, the teaching profession, foundations, reform, and the future. Draws heavily upon class participation, classroom observations, research, and oral and written communication skills. Completion with a C or better required for all elementary and secondary education majors. Requires 10 hours of field experience. **OFFERED:** Sem. I, II.
- 2030 Learning and Teaching Mathematics in the Elementary Classroom** 3 hrs. (arranged)
Develops content and pedagogical knowledge through state and national standards for the development and delivery of a well-designed, standards-based mathematics curriculum. Course activities include presentation of instructional materials, methods, and assessment related to elementary school mathematics. Completion with a C or better required for all elementary education majors. Field experiences may be offered or required. **PREREQUISITE:** 2.5 overall GPA; MATH 1100, 1110; EDUC 2000, 2100, 2110. **EXPECTATION:** Grade of C or better in MATH 1100, 1110. **OFFERED:** Sem. I.
- 2100 Child and Adolescent Development** 3 hrs. (3,0)
The primary focus is on characteristics of growth and development of young children through adolescence, including physical, psychological, social, cognitive, and emotional aspects. Completion with a grade of C or better required for all education majors. No field experience required. **OFFERED:** Sem. I, II.
- 2110 Educational Psychology: Learning in the Schools** 3 hrs. (3, 0)
Introduces the application of psychological principles to the challenges of teaching and learning. Examines the theoretical and applied aspects of learning, motivation, human development, and measurement and evaluation. Completion with a grade of C or better required for all education majors. No field experience required. *Applies to the Social & Behavioral Ways of Knowing [Raven Core] component of the [Liberal Arts Core Curriculum](#).* **SAME AS:** PSYC 2110. **OFFERED:** Sem. I, II.
- 2170 Teaching I: Curriculum and Instruction for Early Childhood** 4 hrs. (arranged)
Focus on curriculum development and planning for kindergarten and primary grades, with emphasis on standards-based teaching and the use of developmentally appropriate strategies. Highlights distinctive aspects of instructing young children, including an introduction to classroom organization and management. Completion with a grade of C or better required for all elementary education majors. Requires 20 hours of field experience. **PREREQUISITE:** 2.5 overall GPA; EDUC 2000, 2100, 2110. **OFFERED:** Sem. II.
- 2200 Foundations of Reading Instruction** 3 hrs. (3, 0)
Foundations of reading science are presented, including the Simple View of Reading (SVR), Scarborough's Reading Rope, the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and language domains. Developmental progressions in reading, including systematic scope and sequences for phonological awareness and phonics, inform instruction. Teacher candidates learn how to promote effective word recognition skills in beginning and early readers. Research-based strategies in phonemic awareness, phonics, and fluency instruction are studied and applied. Candidates complete training in a scientifically-based intervention, emphasizing systematic and explicit phonics instruction. Prepares candidates for the IDOE-required science of reading literacy endorsement (passing score on additional Praxis exam required). Completion with a grade of C or better required for all elementary education majors. No field experience required. **PREREQUISITE:** 2.5 overall GPA; EDUC 2000, 2100, 2110, 2170; SPED 2400. **OFFERED:** Sem. I.
- 2460 Teaching in a Diverse Society** 3 hrs. (3, 0)
Emphasis on the ways candidates will encounter diversity, including cultural and linguistic diversity, in educational settings. Explores changing demographics of schools, cultural competence, and defining one's cultural self. Attention to how teacher candidates can support diverse learners by understanding and implementing culturally relevant pedagogical practices. Introduces strategies for instruction and engaging in culturally relevant teaching to meet the needs of all students. Completion with a grade of C or better required for all elementary and secondary education majors. No field experience required. **PREREQUISITE:** 2.5 overall GPA; EDUC 2000, 2100, 2110. **OFFERED:** Sem. I, II.
- 2520 Technology in the Classroom** 2 hrs. (2, 0)
Increases the teacher candidate's awareness of technology concepts and tools as a means of providing differential instruction in a student-centered classroom. The use of current technologies is framed within the ISTE Standards, sound learning theory, proven pedagogical principles, and current professional standards. Provides opportunities to develop skills and perceptivity in selecting, applying, integrating, and managing instructional technology in the K-12 classroom. Completion with a grade of C or better required for elementary and secondary education majors. No field experience required. **OFFERED:** Sem. I, II.

EDUC (cont.)

- 2730 Field Experiences in Reading Processes** 1 hr. (arranged)
Completion with a grade of C or better required for all elementary education majors. Requires 15 hours of field experience. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** EDUC 2200. **COREQUISITE:** EDUC 3300. **OFFERED:** Sem. II.
- 2850 Practicum in Leadership Skills** 2 hrs. (1, 2)
Introduction to training assertiveness, communication, helping, and negotiation skills. Students receive direct feedback on their performance and gain experience in co-leadership and team building. Required for youth leadership [complementary] majors. **CONSENT:** Instructor. **PREREQUISITE:** PSYC 2100. **GRADE:** CR/NC. **SAME AS:** PSYC/SOCI 2850. **OFFERED:** Sem. I, II.
- 2860 Practicum in Secondary Education** 2 hrs. (arranged)
Emphasizes curriculum and lesson planning for middle and high school classrooms. Completion with a grade of C or better required for secondary education majors. Requires 15 hours of field experience. **PREREQUISITE:** 2.5 overall GPA. **OFFERED:** Sem. I.
- 3000 Teaching Literacy Skills in Middle and High School Content Areas** 3 hrs. (arranged)
Candidates will engage in a comprehensive exploration of literacy development, encompassing reading, writing, speaking, listening, academic standards, literacy frameworks, content-literacy, disciplinary-literacy, "teaching on the diagonal," and strategies for academically-diverse learners. Emphasizes the development of a literacy action plan that integrates effective instructional approaches, reflective practice, and inclusive learning environments. Completion with a grade of C or better required for secondary education majors. Field experiences may be offered or required. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** 2.75 overall GPA. **OFFERED:** Sem. I.
- 3100 The Middle School in the United States** 3 hrs. (arranged)
Designed to provide educators with effective teaching strategies tailored to the unique needs of young adolescent students in the United States. Through an exploration of physical, emotional, social, and intellectual changes characterizing this developmental stage, students will learn to implement developmentally appropriate instruction that engages and motivates middle school students. Emphasizes historical patterns and the philosophical underpinnings of the middle school movement, offering insights into pedagogical strategies for this age group. Completion with a grade of C or better required for secondary education majors. Requires 30 hours of field experience. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** 2.75 overall GPA. **OFFERED:** Sem. II.
- 3120 Educational Assessment for the Classroom Teacher** 3 hrs. (3, 0)
Prepares teacher candidates with a strong knowledge base about assessments and their use in today's classroom. Teacher candidates will learn what assessment is, when and how to use a variety of assessment strategies, how to create assessments, ways to interpret and analyze data and results, and how to use these interpretations to inform their teaching practice and impact on student learning. Through reflective writing, candidates will evaluate their understanding of assessment in the classroom and their growth in the appropriate use of assessment strategies. Completion with a grade of C or better required for all education majors. No field experience required. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** 2.75 overall GPA. **OFFERED:** Sem. I, II.
- 3300 Research-Based Reading Methods: Instruction, Intervention, & Assessment** 3 hrs.(3,0)
Assessments aligned with reading science, including oral reading fluency and nonsense word reading measures, are administered and interpreted to inform initial and ongoing instruction. Teacher candidates learn a scientifically based one-on-one intervention for primary-grade students experiencing difficulty learning to read. The intervention addresses all five essential areas of reading instruction. Candidates continue studying reading science, including explicit instruction in comprehension, analysis of language and text structures, and instructional contexts for building knowledge and vocabulary. Prepares candidates for the IDOE-required science of reading literacy endorsement (passing score on additional Praxis exam required). Completion with a grade of C or better required for all elementary education majors. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** 2.75 overall GPA; EDUC 2200. **COREQUISITE:** EDUC 2730. **OFFERED:** Sem. II.
- 3550 Intercultural Education** 3 hrs. (3, 1)
Introduces theory and practice of intercultural communication, cross-cultural and international experiences, and teaching with a global perspective. Emphasizes understanding and respect for cultural, racial, geographical, and religious differences and the impact these differences have on educational/teaching theories and practices. Runs concurrent with EDUC TRI-S participation where working with children and educators is the primary focus. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* Grade of C or better required for education majors. **OFFERED:** Summer.

EDUC (cont.)

- 4010 Student Teaching** 10 hrs. (arranged)
Observation, participation, and teaching in the school setting for 10-16 weeks on a full-day basis. Student teachers are expected to participate in all aspects of school responsibilities as part of the professional semester. Completion with a grade of C or better required for all education majors. **REQUIREMENTS:** See the [Admission to Student Teaching](#) section in this catalog, the [Teacher Education Handbook](#), and the [Student Teaching Handbook](#) for the most up-to-date guidance. **EXPECTATION:** Admission to professional semester required. **PREREQUISITE:** Senior standing; completion of 114 hours; 3.0 GPA (overall and major). **REPEAT:** May be repeated (total credit may not exceed 20 hrs.). **CONSENT:** Department. **OFFERED:** Sem. I, II.
- 4120 Organization and Management for the Elementary Classroom** 3 hrs. (arranged)
Culminating experience designed to allow teacher candidates to integrate the skills of teaching with effective classroom management techniques. Emphasis on classroom management, lesson design, and classroom culture. A practicum experience is embedded and merged with the coursework to focus on managing the learning environment in order to enhance student success. Completion with a grade of C or better required for all elementary education majors. Requires 60 hours of field experience. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** 3.0 GPA (overall and major). **COREQUISITE:** EDUC 4125, 4320. **OFFERED:** Sem. I.
- 4125 Professional Semester Preparation Seminar - Elementary** 1 hr. (1,0)
Prepares elementary education teacher candidates for a successful transition into the professional semester and student teaching. Through a combination of academic, practical, and dispositional assessments and instruction tailored to their unique needs as future elementary education teachers, candidates will be equipped with the skills and knowledge necessary for a rewarding career in education. Completion with a grade of C or better required for all elementary education majors. No field experience required. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** 3.0 GPA (overall and major). **COREQUISITE:** EDUC 4120. **OFFERED:** Sem. I.
- 4310 Integrated Teaching II: Language Arts and Social Studies** 4 hrs. (arranged)
Integrative approach to the teaching of language arts and social studies in the classroom. Using children's literature as a framework, teacher candidates develop curriculum, instructional, and assessment strategies that are research-based and framed within national and state standards. Emphasis on differentiation of learning to meet individual student needs. Completion with a grade of C or better required for all elementary education majors. Requires 20 hours of field experience. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** 2.75 overall GPA. **OFFERED:** Sem. II.
- 4320 Integrated Teaching III: Exploring STEM in the Elementary Classroom** 4 hrs. (arranged)
Prepares elementary teacher candidates for successful teaching of STEM in the classroom, using an integrative, hands-on approach. Designed to provide candidates with the pedagogical knowledge, skills, and opportunities for application in clinical settings. Emphasis on promoting inquiry-based learning using national and state standards. Candidates focus on planning, teaching, and assessing STEM lessons in elementary classrooms. Completion with a grade of C or better required for all elementary education majors. Requires 20 hours of field experience. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** 3.0 GPA (overall and major); EDUC 2030. **COREQUISITE:** EDUC 4120. **OFFERED:** Sem. I.
- 4710 Management, Organization, and Methods in the Secondary Classroom** 3 hrs. (arranged)
Focuses on strategies to meet the special needs of young adolescent and young adult students. Physical, emotional, social, and intellectual issues are a foundation for developmentally appropriate instruction. Designed as a sequel to the middle school course, this course emphasizes classroom management, lesson design, and classroom culture. A practicum experience is embedded and merged with the coursework to focus on managing the learning environment in order to enhance student success. Completion with a grade of C or better required for secondary and P-12 education majors. Requires 60 hours of field experience. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** 3.0 GPA (overall and major). **COREQUISITE:** EDUC 4715; HIST 4700 or ENGL 4700 or MATH 4700 or MUED 3130. **OFFERED:** Sem. I.
- 4715 Professional Semester Preparation Seminar - Secondary & P-12** 1 hr. (1,0)
Prepares secondary and P-12 teacher candidates for a successful transition into the professional semester and student teaching. Through a combination of academic, practical, and dispositional assessments and instruction tailored to their unique needs as future secondary and P-12 teachers, candidates will be equipped with the skills and knowledge necessary for a rewarding career in education. Completion with a grade of C or better required for all secondary and P-12 education majors. No field experience required. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** 3.0 GPA (overall and major). **COREQUISITE:** EDUC 4710. **OFFERED:** Sem. I.

EDUC (cont.)

- 4800 Internship in Youth Leadership** 2 hrs. (1, 2)
Opportunity for youth leadership [complementary] majors to practice training and presentation skills and content learned in prior courses in an applied setting relevant to the student's career or personal goals. Required for youth leadership [complementary] majors. **CONSENT:** Department. **PREREQUISITE:** PSYC 4210. **GRADE:** CR/NC. **SAME AS:** PSYC/SOCI 4800. **OFFERED:** Sem. II.
- 4810 Educational Internship** 1-6 hrs. (arranged)
Meets special needs for independent study and internship in professional education. **GRADE:** CR/NC. **CONSENT:** Department. **REPEAT:** May be repeated (total credits not to exceed 6 hrs.). **OFFERED:** As needed.
- 4850 Reading Clinic** 4 hrs. (arranged)
An intensive clinical practicum designed to strengthen the teacher candidate's skills in providing scientifically-based intervention services to students with significant reading difficulties/disabilities, including dyslexia. Candidates work with one to three students reading significantly below grade level. Instructional time is followed by reflection and discussion focusing on student profiles of reading development/disability, instructional strategies, and responsiveness to intervention and necessary modifications. Candidates write educational reports and/or hold conferences with parents addressing the participant's current level of performance and recommended instructional support. Completion with a grade of C or better required for all elementary education majors. Requires 30 hours of field experience. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** EDUC 2200, 2730, 3300. **OFFERED:** Sem. I.
- 4910 Reading Research Seminar** 1 hr. (1, 0)
Teacher candidates complete online coursework in dyslexia screening, identification, and intervention and write a case study to determine if a student's reading skills are consistent with a dyslexic profile. The Simple View of Reading (SVR) theory and the International Dyslexia Association's (IDA) definition of dyslexia provide the framework for the characteristic profile of dyslexia applied in the case study. Candidates learn evidence-based practices for teaching early writing skills and how to review curricular materials for alignment with the science of reading. Completion with a grade of C or better required for all elementary education majors. No field experience required. **EXPECTATION:** Admission to teacher preparation program (TPP) required. **PREREQUISITE:** EDUC 4850. **OFFERED:** Sem. II.
- 4930 Leadership Seminar in Character Education** 2 hrs. (2, 0)
Required of all teacher candidates during their clinical practice experience. Designed as a study in leadership and the dynamics of character for teachers as classroom and school leaders. Examines critical issues for educators such as the learning environment, professionalism, school relations, and dispositions of classroom leadership. Presented in a seminar format with teacher candidates engaging in assigned readings, reflection, discussion, candidate-led presentations, research, and specific facets of performance. Completion with a grade of C or better required for all elementary and secondary education majors. **EXPECTATION:** Admission to professional semester required. **CONSENT:** Department. **COREQUISITE:** EDUC 4010. **OFFERED:** Sem. I, II.

EDUC Courses (T2T)

- 4200 The Profession of Teaching** 3 hrs. (arranged)
Through coursework, teacher candidates will develop insights to the culture and nature of instruction in K-12 classrooms, as well as an understanding of how to establish a community of learners through group norms, self-identification, and discussion of the five areas of holistic behaviors for optimal productivity. They will also develop an understanding of the principles of learning and student development as related to planning curriculum, learning activities, modes of delivery, and instructional pacing to meet the needs of each learner. Completion with a grade of C or better required for both elementary and secondary tracks. Virtual field experiences and observations may be offered or required.
- 4210 Psychology of Teaching** 3 hrs. (3, 0)
Addresses the most significant concepts, principles, theories, methodologies, and issues in the field of educational psychology and child development. Coursework requires teacher candidates to develop and apply an understanding of pedagogy by analyzing and integrating the science of learning with the art of teaching. The usage of technological formats to enhance learning will be addressed. Completion with a grade of C or better required for both elementary and secondary tracks. No field experience required.
- 4215 Exceptional Learners** 1 hr. (arranged)
Overview of characteristics and educational needs of students with mild disabilities. Historical, legal, and social perspectives will be considered. Teacher candidates study language, processing, behavioral, social, and academic issues that interfere with the academic achievement of students. The course objective is to provide the knowledge needed to work with students with mild disabilities in inclusive classrooms and in the community. Completion with a grade of C or better required for elementary and secondary tracks. Virtual field experiences and observations may be offered or required. **PREREQUISITE:** EDUC 4200, 4210.

EDUC T2T (cont.)

- 4220 Differentiated Curriculum & Instruction: Mathematics** 1 hr. (arranged)
Elementary education candidates will articulate clear learning objectives and instructional strategies using a repertoire of flexible teaching and learning approaches: addressing current curriculum and student standards, using aspects of students' background knowledge, diverse representations, and social/legal issues relating to special populations, and monitoring students' understanding of content through a variety of means. Teacher candidates will study curriculum topics by examining the organization, materials, and resources of mathematics content and the implications for using them. Completion with a grade of C or better required for elementary track. Requires 3 hours of field experience.
- 4221 Differentiated Curriculum & Instruction: STEM** 1 hr. (arranged)
Elementary education candidates study curriculum topics of science, technology, engineering, and mathematics (STEM) by examining the organization, materials, and resources of each content area and the implications for use in a classroom setting. Focus on integration of concepts and the pedagogical implications of interdisciplinary instruction. Selection of teaching and learning strategies such as modeling, cooperative learning, guided activities, use of journals, graphic organizers, and the inquiry method. Completion with a grade of C or better required for elementary track. Requires 3 hours of field experience.
- 4222 Differentiated Curriculum & Instruction: Social Studies** 1 hr. (arranged)
Elementary education candidates will study the scope and sequence and the pedagogical implications of interdisciplinary instruction using social studies concepts. Organization, resources, and materials for the teaching of social studies will be addressed. Focus on integration with children's literature, as well as instructional differentiation for individual learning needs in the classroom. Completion with a grade of C or better required for elementary track. Requires 3 hours of field experience.
- 4231 Foundations of Reading Instruction (T2T - Elementary)** 3 hrs. (arranged)
Foundations of reading science are presented, including the Simple View of Reading (SVR), Scarborough's Reading Rope, the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), and language domains. Developmental progressions in reading, including systematic scope and sequences for phonological awareness and phonics, inform instruction. Teacher candidates learn how to promote effective word recognition skills in beginning and early readers. Research-based strategies in phonemic awareness, phonics, and fluency instruction are studied and applied. Candidates continue studying reading science, including explicit instruction in comprehension, analysis of language and text structures, and instructional contexts for building knowledge and vocabulary. \Prepares candidates for the IDOE-required science of reading literacy endorsement (passing score on additional Praxis exam required). Completion with a grade of C or better required for elementary track. No field experience required.
- 4232 Research-Based Reading Methods: Instruction, Intervention, & Assessment (T2T - Elementary)** 3 hrs. (arranged)
Assessments aligned with reading science, including oral reading fluency and nonsense word reading measures, are administered and interpreted to inform initial and ongoing instruction. Candidates complete training in a scientifically-based intervention for primary-grade students experiencing difficulty learning to read. The intervention addresses all five essential areas of reading with an emphasis on systematic and explicit phonics instruction. Candidates learn evidence-based practices for teaching early writing skills and how to review curricular materials for alignment with the science of reading. Prepares candidates for the IDOE-required science of reading literacy endorsement (passing score on additional Praxis exam required). Completion with a grade of C or better required for elementary track. Requires 9 hours of field experience.
- 4240 Multidimensional Assessment for Student Learning** 2 hrs. (1, 0)
Prepares teacher candidates with a strong knowledge base about assessments and their use in today's classroom. Candidates will learn what assessment is, when and how to use a variety of assessment strategies, how to create assessments, ways to interpret and analyze the data and results, and how to use these interpretations to inform their teaching practice and impact on student learning. Through reflective writing, candidates will evaluate their understanding of assessment in the classroom and growth in the appropriate use of a variety of assessment strategies. Completion with a grade of C or better required for both elementary and secondary track. No field experience required.
- 4250 Reading in the Content Areas (T2T - Secondary)** 2 hrs. (arranged)
Teacher candidates will engage in a comprehensive exploration of literacy development, encompassing reading, writing, speaking, listening, academic standards, literacy frameworks, content-literacy, disciplinary-literacy, "teaching on the diagonal," and strategies for academically-diverse learners. Emphasizes the development of a literacy action plan that integrates effective instructional approaches, reflective practice, and inclusive learning environments. Completion with a grade of C or better required for secondary track. Requires 9 hours of field experience.

EDUC T2T (cont.)

- 4251 Development of Middle/High School Instruction (T2T - Secondary)** 1 hr. (arranged)
Designed to provide educators with effective teaching strategies tailored to the unique needs of young adolescent students in the United States. Through an exploration of physical, emotional, social, and intellectual changes characterizing this developmental stage, teacher candidates will learn to implement developmentally appropriate instruction that engages and motivates middle school students. Completion with a grade of C or better required for secondary track. Requires 9 hours of field experience.
- 4260 Creating an Environment for Student Learning** 2 hrs. (arranged)
Teacher candidates will analyze and reflect on the essential elements and plans to create an environment that promotes student learning. They will learn how to create a classroom climate that attends to interpersonal relations, motivational strategies, questioning techniques, school expectations, rules, routines, and procedures. Focus on developing responses to individual and cultural diversity, nonverbal communication skills, establishing and maintaining consistent standards of classroom behavior, and making the classroom environment as safe and conducive to learning as possible. Completion with a grade of C or better required for both elementary and secondary track. Requires 60 hours of field experience.
- 4280 Student Teaching (Clinical Practice)** 4 hrs. (arranged)
Observation, participation, and teaching in the school setting for 10-16 weeks on a full-day basis. Student teachers are expected to participate in all aspects of school responsibilities as part of the professional semester. Completion with a grade of C or better required for both elementary and secondary track. **REQUIREMENTS:** See the DTE Handbook for T2T for up-to-date guidance. **EXPECTATION:** Admission to professional semester. **PREREQUISITE:** Overall GPA of 3.0.

SPED Courses

- 2400 Introduction to Mild Disabilities** 3 hrs. (3, 0)
An overview of definitions, characteristics, and educational needs of students with mild disabilities. Includes cultural, language, behavioral, social, and academic factors that interfere with academic achievement for these students. Examines current models of educating students with mild disabilities, including response to intervention and the changing roles of educators within those models. Required for all students majoring in other fields but who are earning a special education minor. Grade of C or better required for all education majors. Field experiences may be offered or required. *Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the [Liberal Arts Core Curriculum](#).*
OFFERED: Sem. I, II.
- 2500 Technology for the Diverse Learner** 3 hrs. (3, 0)
Assists pre-service educators to develop the skills needed to successfully integrate technology throughout their professional practice. The ability to customize learning activities for all students, including those with exceptionalities, is the hallmark of differentiated instruction. Effective assistive technology use allows the special education teacher not only to better discern what a student needs to learn but also provides a means by which to deliver individually designed instruction. Required for all students majoring in other fields but who are earning a special education minor. Completion with a grade of C or better required for all elementary education majors. Field experiences may be offered or required. **PREREQUISITE:** SPED 2400. **OFFERED:** Sem. I.
- 2550 Characteristics of Emotional and Behavioral Disorders of Children and Youth** 3 hrs. (arranged)
Explores the characteristics of children and youth with emotional and behavioral disorders. Criteria and process of identifying students who may warrant special education services for emotional and behavioral disorders (EBD) are also rigorously considered. Familiarizes teacher candidates with current theories for understanding EBD as well as perspectives on best practices for providing an optimal learning context for students identified with EBD. Required for all students majoring in other fields but who are earning a special education minor. Completion with a grade of C or better required for all elementary education majors. Requires 15 hours of field experience. **PREREQUISITE:** SPED 2400. **OFFERED:** Sem. II.
- 3120 Special Education Assessment for the Classroom Teacher** 3 hrs. (arranged)
Explores educational assessment practices for students with mild disabilities. Familiarizes teacher candidates with the administration and interpretation of formal and informal educational assessment instruments used for instructional decision-making and provision of services to students with special educational needs. Required for all students majoring in other fields but who are earning a special education minor. Completion with a grade of C or better required for all elementary education majors. Requires 30 hours of field experience. **EXPECTATION:** Admission to the teacher preparation program (TPP) required. **PREREQUISITE:** 2.75 overall GPA; SPED 2400, 2500, 2550. **OFFERED:** Sem. I.

SPED (cont.)

3200 Classroom Instruction for Mild Disabilities

3 hrs. (arranged)

Examines techniques for making and implementing data-driven decisions for educating students with mild disabilities. Development of instructionally sound individualized education programs (IEPs) and implementation in the least restrictive environment for students will be emphasized. Teacher candidates will learn to develop appropriate instruction and accommodations to provide access to the general curriculum for students with disabilities. Required for all students majoring in other fields but who are earning a special education minor. Completion with a grade of C or better required for all elementary education majors. Requires 60 hours of field experience. **EXPECTATION:** Admission to the teacher preparation program (TPP) required. **PREREQUISITE:** SPED 2400, 2500, 2550, 3120; 2.75 overall GPA. **OFFERED:** Sem. II.

College of Theological, Graduate, & Online Studies

Dr. Nathan Willowby, Dean

SCHOOL OF THEOLOGY & CHRISTIAN MINISTRY

Dr. Overstreet, Academic Director

Faculty: Dr. Ketcham, Dr. Kilgore, Dr. Lozano, Dr. Overstreet, Dr. Varner, Dr. Willowby

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

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

Students seeking two or more majors in the department (including complementary majors) must earn a minimum of 15 hours that are unique to each major. Students seeking minors as well as majors in this department must choose a different area of study for the minor and present a minimum of 12 hours not applied to the major.

CHRISTIAN MINISTRIES EXPERIENTIAL EDUCATION

The Christian ministries and youth ministries majors also offer experiential education in ministry, including internships (CMIN 2810, 4810, 4860) and experiential courses (CMIN 3340, 4650, 4910) offered in conjunction with agencies such as Intern Academy, Remerge (Atlanta, GA), or Urban Studies in cities like Chicago or Indianapolis and the Heart Institute in Florida. CMIN 3340, 4810, or 4860 will meet the experiential component of the liberal arts requirements for the Christian ministries major, the Christian ministries complementary major, and the youth ministries major.

BACHELOR OF ARTS + MASTER OF DIVINITY 5-YEAR (4+1) DEGREES

The BA/MDiv 4+1 degree program is designed for undergraduate students who are highly motivated academically and sense an early call to ministry. It is designed to enable the student to complete both the BA and Master of Divinity degrees in a seamless 5-year program between Anderson University undergraduate studies and seminary preparation. (Traditionally, completing both the BA and MDiv degrees has taken an average of seven years.) Basic requirements for the 5-year program are:

- Students must complete all requirements for an undergraduate BA degree at Anderson University and all requirements for the MDiv degree from AU Seminary.
- Students must submit the appropriate form with the University Registrar so that graduate Seminary courses may be taken by undergraduates and substitute for the appropriate undergraduate courses.
- The MDiv degree may be combined with the Christian Ministries or Youth Ministries majors.

For more information and a complete outline of courses, contact the Chair of the Department of Christian Ministry, the Dean of the School of Theology and Christian Ministry, or the Anderson University Office of Admission.

MAJORS

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

CHRISTIAN MINISTRIES MAJOR (46 hrs.)

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

- 18 hours from departmental core courses: BIBL 2000, 2050; RLGN 2000, 2130, 3040, 3060
- 15 hours from ministry core courses: CMIN 2000, 3050, 3080, 3910, 4250
- 4 hours selected from the following internship courses:
 - CMIN 4860
 - CMIN 3340 + CMIN 2810
 - MUSC 3800 + CMIN 2810
- 9 hours selected from the following:
 - BIBL, CMIN, PACT, PHIL, or RLGN captioned courses
 - MUSC 3150, 3160, or 3800

YOUTH MINISTRIES MAJOR (49 hrs.)

- 18 hours from departmental core courses: BIBL 2000, 2050; RLGN 2000, 2130, 3040, 3060
- 6 hours from ministry core courses: CMIN 2000, 4250
- 6 additional hours from ministry core courses: CMIN 3050, 3080, or 3910
- 6 hours from youth ministry courses: CMIN 2260, 3260
- 4 hours selected from the following internship courses:
 - CMIN 4860
 - CMIN 3340 + CMIN 2810
 - MUSC 3800 + CMIN 2810
- 9 hours selected from the following:
 - BIBL, CMIN, PACT, PHIL, or RLGN captioned courses
 - MUSC 3150, 3160, or 3800

The student may wish to join this major with the Youth Leadership Complementary Major (Psychology Dept.).

MINISTRY STUDIES ONLINE MAJOR (34 hrs.)

The major in Ministry Studies is an online major that is designed for either adult or traditional age students who are participants in formal residency-based partnerships. The major offers courses in biblical, theological, ethical, historical, and practical areas of ministry preparation and theological education. It will enable students to develop the foundational skills and knowledge needed for vocations in church ministry and other ministry contexts. The BA degree with a major in Ministry Studies requires the completion of the university's Liberal Arts Core Requirements, which adult education students may take online as part of the total 120 credit hours that are required for the BA degree.

Introductory Courses (9 hrs.)

- BIBL 2000 - Introduction to the Bible (3)
- CMIN 2000 - Introduction to Christian Ministry (3)
- RLGN 1100 - Introduction to Spiritual Formation (3)

Experiential Ministry and Theology courses (10 hrs.)

- CMIN 4860 - Practicum in Ministry (4)
- RLGN 3040 - Introduction to Christian Theology (3)
- CMIN 4250 - Theology in a Ministry Context (3)

One course from EACH of the following categories (15 hrs.)

- **Biblical Studies** (3 hrs.)
 - BIBL 2050 - Methods of Biblical Exegesis (3)
 - BIBL 2150 - Theological Interpretation of the Bible (3)
 - BIBLxxxx - Bible-captioned elective (3)
 - RLGN 2150 - Hermeneutics (3)
- **Church History** (3 hrs.)
 - HIST/RLGN 3060: History of Christianity (3)
 - HIST/RLGN 3420: American Religious History (3)
 - RLGN 3300: Beginnings of Christianity (3)
- **Christian Ethics** (3 hrs.)
 - RLGN 2130 - Introduction to Christian Ethics (3)
 - RLGN 3120 - Current Issues in Christian Ethics (3)
- **Educational Ministry** (3 hrs.)
 - CMIN 2260: Educational Ministry with Youth (3)
 - CMIN 3260: Leading, Teaching, and Discipling Youth (3)
 - CMIN 3910: Ministry Seminar (3)
- **Practices of Ministry** (3 hrs.)
 - CMIN 2270: Faith and Worship (3)
 - CMIN 3050: Homiletics (3)
 - CMIN 3080: Pastoral Care and Counseling (3)

COMPLEMENTARY MAJORS

CHRISTIAN MINISTRIES COMPLEMENTARY MAJOR (28 hrs.)

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

- BIBL 2000, BIBL 2050; RLGN 2130, 3040, 3060
- CMIN 2000
- 3 hours from CMIN 3050, 3080, or 3910
- At least 1 hour from CMIN 2810, 4860 or 3340
- 3 additional hours from CMIN-captioned courses
- 3 additional hours from upper-division courses offered by the department

CHRISTIAN SPIRITUAL FORMATION COMPLEMENTARY MAJOR (28-30 hrs.)

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

- 9 hours from the following:
 - RLGN 1100
 - RLGN 2410 or 2430
 - RLGN 4960
- Three of the following interdisciplinary courses (7-9 hrs.):
 - ENGL 2580
 - MUSC 3150
 - PACT 2400
 - PSYC/SOCI 3500
 - PSYC 3200
- One course from each of the following categories (12 hrs.):
 - **Scripture:** BIBL 2150 or BIBL/RLGN 3000
 - **Tradition:** RLGN 2270 or HIST/RLGN 3060
 - **Reason:** PHIL 2000 or RLGN 3120 or RLGN/PHIL 3250
 - **Experience:** RLGN 3100 or CMIN 3340

MINORS

BIBLICAL STUDIES MINOR (15 hrs.)

- BIBL 2000, 2050, RLGN 2150
- 6 hours from BIBL courses (Christian Ministry majors with this minor will need 9 hours of BIBL courses due to the requirement of 12 hours of unduplicated courses.)

BIBL 2110, 2120, 2210, 2220 may be applied toward the minor.

CHRISTIAN MINISTRIES MINOR (16 hrs.)

- CMIN 2000
- 9 additional hours chosen from CMIN courses
- 1 hour of CMIN 2810 Ministry Exploration
- 3 upper-division hours from additional courses offered by the department

CHRISTIAN SPIRITUAL FORMATION MINOR (15 hrs.)

The Christian Spiritual Formation (CSF) minor is designed for students who are interested in CSF but who are unable to take the CSF complementary major. The CSF minor includes the three core courses of the complementary major, but it allows students to choose two courses that most interest them from the categories of Reason, Tradition, Scripture, and Experience.

- 9 hours from RLGN 1100; either RLGN 2410 or RLGN 2430; and RLGN 4960
- 6 hours from two of the following categories:
 - **Scripture:** BIBL/RLGN 3000 or BIBL 2150
 - **Tradition:** HIST/RLGN 3060; RLGN 2270
 - **Reason:** RLGN/PHIL 3250; PHIL 2000; RLGN 3120
 - **Experience:** CMIN 3340; RLGN 3100

ETHICS MINOR (15 hrs.)

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

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

HISTORY OF CHRISTIANITY MINOR (15 hrs.)

The history of Christianity minor aims to provide further understanding and appreciation of the nature, role, and diversity of Christian experience throughout history as well as reflection on the role and ability of the church's past to inform its present and future. This minor is intended to strengthen the historical and contextual understanding of departmental majors but may also be of interest to students in other majors.

- RLGN/HIST 3060, BIBL/RLGN 3000
- 3 courses from RLGN 2250, RLGN 2270, RLGN/HIST 3135, RLGN 3300, RLGN/HIST 3420

PHILOSOPHY MINOR (15 hrs.)

Courses in philosophy involve students in relative consideration of the nature of humanity, society, morality, religion, the arts, and the natural world. These courses contribute to the liberal arts education in two basic ways: they help students understand and assess beliefs that are integral to their views of human existence, and they are meant to enable students to acquire philosophical skills and materials that enrich and integrate the study of other disciplines. Essential to the success of each course is an atmosphere of openness to diverse viewpoints and a respect for the high standards of critical thinking.

- 15 hours from PHIL courses

RELIGION MINOR (15 hrs.)

- RLGN 2000, 3060, 3320
- Remaining hours from RLGN-captioned courses not applied to liberal arts requirements.

BIBL Courses

2000	Introduction to the Bible Historical and literary study of the Hebrew Bible and the New Testament as Scripture. Introductory course surveying historical contexts, varieties of literature, and development and expression of theology of these writings. <i>Applies to the Biblical Literacy [AU Experience] component of the Liberal Arts Core Curriculum.</i> OFFERED: Sem. I, II.	3 hrs. (3, 0)
2050	Methods in Biblical Exegesis Introduction to methods, resources, and practice of exegesis of both the Hebrew Bible and the New Testament. Practical application of current exegetical methodologies to biblical texts. Biblical languages not required. EXPECTATION: ENGL 1120. PREREQUISITE: ENGL 1120, BIBL 2000. OFFERED: Sem I Online	3 hrs. (3, 0)
2110	Beginning Hebrew I Study of the basic principles of biblical Hebrew grammar and syntax, with reading and writing exercises with an emphasis on understanding the culture of the text's production and reception. Acquisition of a basic vocabulary of 150-200 words is expected. OFFERED: Sem I Online.	4 hrs. (4, 0)
2120	Beginning Hebrew II Continuation of Beginning Hebrew I. Study of biblical Hebrew grammar and syntax, with reading and translation of selected narrative passages and an emphasis on understanding the culture of the text's production and reception. Second-year Hebrew is strongly recommended after this course for facility in the Hebrew text of the Hebrew Bible. PREREQUISITE: BIBL 2110 or equivalent. OFFERED: Sem II Online.	4 hrs. (4, 0)
2150	Theological Interpretation of the Bible Study of the approach to biblical interpretation known as "theological interpretation," including its history and the context for its resurgence, major voices in its discourse, and reflection on its contemporary practice. OFFERED: With sufficient demand.	3 hrs. (3, 0)
2210	Beginning Greek I Basic principles of grammar, with reading and writing exercises. Acquisition of basic vocabulary. Reading in selected passages with an emphasis on understanding the culture of the text's production and reception. Foundational for any further work in Greek (biblical or classical). OFFERED: With sufficient demand.	4 hrs. (4, 0)
2220	Beginning Greek II Continuation of Beginning Greek I. Basic principles of grammar, with reading and writing exercises. Acquisition of basic vocabulary. Reading in selected passages. Foundational for any further work in Greek (biblical or classical). PREREQUISITE: BIBL 2210 or equivalent. OFFERED: With sufficient demand.	4 hrs. (4, 0)
2900	Honors Seminar CONSENT: Department chair. OFFERED: With sufficient demand.	2-4 hrs. (arranged)
3000	History of Biblical Interpretation A historically based study of the ways in which Christians have interpreted the Bible. Considers the diversity of Christian interpretation as well as the development of Christianity as the biblical text was interpreted over time. PREREQUISITE: BIBL 2000; upper-division standing. SAME AS: RLGN 3000. OFFERED: With sufficient demand.	3 hrs. (3, 0)
3110	Intermediate Hebrew Consists of reading selected passages of the Hebrew Bible for the purpose of acquiring a large vocabulary and general facility in interpretation of Hebrew texts. PREREQUISITE: BIBL 2120. OFFERED: With sufficient demand.	3 hrs. (3, 0)
3120	Hebrew Exegesis Continuation of reading of selected passages of the Hebrew Bible, with special attention given to exegesis. The student will also research and write a major exegetical study of a Hebrew Bible passage, based on the Hebrew text. PREREQUISITE: BIBL 3110. OFFERED: With sufficient demand.	3 hrs. (3, 0)
3210	Advanced Greek I Translation of New Testament and other selected Hellenistic texts. Emphasis on grammar review and study of syntax to introduce students to basic principles of exegesis. PREREQUISITE: BIBL 2220. OFFERED: Sem. I (with sufficient demand).	3 hrs. (3, 0)
3220	Advanced Greek II Continuation of BIBL 3210. Translation of New Testament and Hellenistic texts. May also include Greek texts from the classical period. Emphasis on more extensive application of principles of exegesis. PREREQUISITE: BIBL 3210. OFFERED: Sem. II (with sufficient demand).	3 hrs. (3, 0)

BIBL (cont.)

- 3310 Archaeological History of the Ancient Near East** 3 hrs. (3, 0)
Principles, problems, and contributions of archaeology as related to ancient civilizations from Sumer to fall of Rome. *Applies to the Global Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* OFFERED: With sufficient demand.
- 334x The Gospels** 3 hrs. (3, 0)
Study of the background of the Gospels and current exegesis of specific Gospels, rotating among the individual synoptic Gospels and the Gospel of John. PREREQUISITE: BIBL 2000. REPEAT: May be repeated under a different number.
- | | |
|--------------|---------------|
| 3341 Matthew | 3 hrs. (3, 0) |
| 3342 Mark | 3 hrs. (3, 0) |
| 3344 John | 3 hrs. (3, 0) |
| 3345 Luke | 3 hrs. (3, 0) |
- 335x Pauline Letters** 3 hrs. (3, 0)
Study of the background, purpose, content, teachings, and exegesis of individual letters or meaningful clusters of letters. PREREQUISITE: BIBL 2000. REPEAT: May be repeated under a different number.
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|-------------------------|---------------|
| 3351 Romans | 3 hrs. (3, 0) |
| 3352 I/II Corinthians | 3 hrs. (3, 0) |
| 3353 I/II Thessalonians | 3 hrs. (3, 0) |
| 3354 Galatians | 3 hrs. (3, 0) |
| 3355 Prison Letters | 3 hrs. (3, 0) |
| 3356 Pastorals | 3 hrs. (3, 0) |
- 336x General Writings** 3 hrs. (3, 0)
Study of the New Testament writings including the general letters and Acts, exploring the background, purpose, and current exegesis of single books or meaningful clusters. PREREQUISITE: BIBL 2000. REPEAT: May be repeated under a different number.
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|---------------------------|---------------|
| 3361 James/Peter/Jude | 3 hrs. (3, 0) |
| 3362 Acts of the Apostles | 3 hrs. (3, 0) |
| 3363 Hebrews | 3 hrs. (3, 0) |
| 3364 Johannine Literature | 3 hrs. (3, 0) |
- 337x The Pentateuch** 3 hrs. (3, 0)
Study of the books of the Pentateuch in terms of the background, setting, formation, and current exegesis of the individual books or as a meaningful cluster. PREREQUISITE: BIBL 2000. REPEAT: May be repeated under a different number.
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|------------------|---------------|
| 3371 Genesis | 3 hrs. (3, 0) |
| 3372 Exodus | 3 hrs. (3, 0) |
| 3373 Deuteronomy | 3 hrs. (3, 0) |
- 338x Former and Latter Prophets** 3 hrs. (3, 0)
Rise, development, and significance of prophecy in the Hebrew Bible with study of individual prophetic books or meaningful clusters of books regarding background, purpose, and current exegesis. PREREQUISITE: BIBL 2000. REPEAT: May be repeated under a different number.
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|-------------------------------------|---------------|
| 3381 Isaiah/Jeremiah/Ezekiel | 3 hrs. (3, 0) |
| 3382 Hosea/Amos | 3 hrs. (3, 0) |
| 3383 Former Prophets: 1-2 Kings | 3 hrs. (3, 0) |
| 3384 Isaiah | 3 hrs. (3, 0) |
| 3385 Former Prophets: 1-2 Samuel | 3 hrs. (3, 0) |
| 3386 Former Prophets: Joshua/Judges | 3 hrs. (3, 0) |
- 339x Hebrew Bible Writings** 3 hrs. (3, 0)
Study of the writings section of the Hebrew Bible examining individual books or meaningful clusters regarding background, purpose, content, and interpretation. PREREQUISITE: BIBL 2000. REPEAT: May be repeated under a different number.
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|------------------------|---------------|
| 3391 Psalms | 3 hrs. (3, 0) |
| 3392 Wisdom Literature | 3 hrs. (3, 0) |
| 3393 Ecclesiastes | 3 hrs. (3, 0) |
| 3394 Esther/Daniel | 3 hrs. (3, 0) |
| 3395 Ezra/Nehemiah | 3 hrs. (3, 0) |

BIBL (cont.)

- 3410 Images of Jesus Then and Now** 3 hrs. (3, 0)
An examination of the New Testament's images of Jesus and their transformations in different cultures. Emphasis on how different images of Jesus entail corresponding lifestyles and worldviews. Comparisons of images of Jesus with selected focal images from other religions (such as Allah or the Tao) show the images' structural importance for religious systems and cultures. *Applies to the Christian Ways of Knowing [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** BIBL 2000; upper-division standing. **OFFERED:** Sem. I, II.
- 3420 New Testament Ethics** 3 hrs. (3, 0)
Exegetical study of the ethical teachings of Jesus and Paul. Secondary emphasis on the Johannine writings. An overview of the major ethical systems (such as Deontology and Consequentialism), discussions of moral issues (such as abortion), and an examination of how the teachings of the New Testament, and of the Bible in general, have been used in making moral decisions. **PREREQUISITE:** BIBL 2000. **OFFERED:** With sufficient demand.
- 3520 Apocalyptic Literature** 3 hrs. (3, 0)
An examination of the nature and purpose of Judeo-Christian writings of the apocalyptic genre from the perspectives of scholarly exegesis of selected apocalyptic passages from the Hebrew Bible (Daniel), the Apocrypha, the Pseudepigrapha, and the New Testament. Particular emphasis on the Apocalypse of John. **PREREQUISITE:** BIBL 2000, 2050. **OFFERED:** With sufficient demand.
- 3900 Honors Seminar** 2-4 hrs. (arranged)
CONSENT: Department chair. **OFFERED:** With sufficient demand.
- 4650 Independent Study** 2-4 hrs. (arranged)
Individual study, investigation, research, or project. **CONSENT:** Department chair.
REPEAT: May be repeated.
- 4900 Honors Seminar** 2-4 hrs. (arranged)
CONSENT: Department chair. **OFFERED:** With sufficient demand.
- 4910 Seminar** 1-4 hrs. (arranged)
Special areas of study and research in Old and New Testaments. **PREREQUISITE:** BIBL 2000.
REPEAT: May be taken twice under a different topic. **OFFERED:** With sufficient demand.

CMIN Courses

- 2000 Introduction to Christian Ministry** 3 hrs. (3, 0)
Entry-level course for students interested in ministry. Focuses on competency in ministry practices and theological perspectives on ministry. **OFFERED:** Sem. I.
- 2260 Educational Ministry with Youth** 3 hrs. (3, 0)
Approaches to planning and leading youth ministry in the local church. Focus on teaching/learning biblical, theological, and skill foundations for youth ministry that encourage adolescent faith formation. **OFFERED:** 2026-27.
- 2270 Faith and Worship** 3 hrs. (3, 0)
Understanding Christian worship through consideration of its biblical and historical backgrounds and through observation of its current practice. Experience in planning and conducting worship in a variety of settings. **OFFERED:** Sem II, 2025-26.
- 2810 Ministry Exploration** 1 hr. (arranged)
Students will complete in-service ministry exploration in conjunction with a designated supervisor in an approved ministry setting. **CONSENT:** Consent of the instructor. **GRADE:** CR/NC. **OFFERED:** Sem. I, II; Summer.
- 2900 Honors Seminar** 2-4 hrs. (arranged)
CONSENT: Department chair. **OFFERED:** With sufficient demand.
- 3050 Homiletics** 3 hrs. (3, 0)
A study of the preparation and delivery of sermons, contemporary methods of sermon building, and the spiritual formation of the preacher. **PREREQUISITE:** BIBL 2000, CMIN 2000. **SAME AS:** PAST 5500. **OFFERED:** Sem. II Online.
- 3080 Pastoral Care and Counseling** 3 hrs. (3, 0)
A foundational pastoral care course exploring the multi-faceted dimensions of pastoral ministry in building healthy faith communities, caring for people in need, and leading a ministry of reconciliation. **PREREQUISITE:** CMIN 2000. **SAME AS:** PAST 6370. **OFFERED:** Sem. I.

CMIN (cont.)

- 3260 Leading, Teaching, and Discipling Youth** 3 hrs. (3, 0)
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. **SAME AS:** PAST 6160. **OFFERED:** 2026-27.
- 3340 The Community of Faith in an Urban Culture** 3 hrs. (3, 0)
This course is taught in the context of a city experience — some years within the US and other years overseas. Students experience firsthand the church's response to trafficking, homelessness, hunger, drug addiction, racism, unemployment, etc. **CONSENT:** Instructor. **GRADE:** CR/NC. **SAME AS:** INTS 6010. **OFFERED:** Sem. I & II Online; Summer in person with travel to Atlanta.
- 3900 Honors Seminar** 2-4 hrs. (arranged)
CONSENT: Department chair. **OFFERED:** With sufficient demand.
- 3910 Ministry Seminar** 3 hrs. (3, 0)
Addresses issues important to ministry in multiple settings. A variety of ministry practices become the means by which to explore the many dimensions of the focal issue(s). Topics include hunger and poverty, justice and reconciliation, life commitments and transitions, leadership and organizational life, and loss, illness, and end of life. **PREREQUISITE:** CMIN 2000; BIBL 2000. **REPEAT:** May be repeated as long as the topic is different (total credit not to exceed 6 hours). **OFFERED:** Sem. I.
- 4250 Theology in a Ministry Context** 3 hrs. (3, 0)
In this capstone course required for Christian Ministries and Youth Ministries majors, students draw upon methods of congregational study, practical theology, and ministry experience to identify and address selected issues within a particular congregation. Includes written and oral presentations of ministry-related research. **EXPECTATION:** Completion of all internship hours and CMIN-captioned courses required by one's major. **PREREQUISITE:** CMIN 4810. **OFFERED:** Sem. II.
- 4650 Independent Study** 1-4 hrs. (arranged)
Individualized study, investigation, research, or project. **CONSENT:** Department chair.
- 4810 Internship** 1-4 hrs. (arranged)
Students will complete in-service ministry training in conjunction with a designated supervisor in an approved ministry setting. The internship may be summer placement or concurrent part-time placement during the school year. **CONSENT:** Instructor. **PREREQUISITE:** CMIN 2000. **REPEAT:** May be repeated. **GRADE:** CR/NC. **SAME AS:** THFE 7810. **OFFERED:** Sem. I, II, Summer.
- 4860 Practicum in Ministry** 1-4 hrs. (arranged)
Field education experience involving intentional reflection on and review of one's ministry practice. Requires the instructor's prior approval of a site and site supervisor. To be completed within no more than two academic terms. **CONSENT:** Instructor. **PREREQUISITE:** CMIN 2000. **REPEAT:** May be repeated. **GRADE:** CR/NC. **OFFERED:** Sem. I, II, Summer.
- 4900 Honors Seminar** 2-4 hrs. (arranged)
CONSENT: Department chair. **OFFERED:** With sufficient demand.

PHIL Courses

- 2000 Introduction to Philosophy** 3 hrs. (3, 0)
An introduction to the important questions, ideas, and figures in the Western philosophical tradition from both topical and historical perspectives. **OFFERED:** 2026-27.
- 2120 Ethics** 3 hrs. (3, 0)
Classical and contemporary considerations of moral issues and nature and status of ethical theory. *Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I, 2025-26.
- 2240 Contemporary Philosophy** 4 hrs. (4, 0)
Twentieth-century philosophical movements and philosophers from Sartre to Wittgenstein. **OFFERED:** With sufficient demand.
- 3010 History of Political Thought** 3 hrs. (3, 0)
Examination of major works in the development of political thought from ancient Greece through the 20th century. Theorists studied include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, and Mill. Particular emphasis is placed on the practical consequences of ideas for leaders in politics and society. **PREREQUISITE:** Sophomore standing. **SAME AS:** HIST/POSC 3010. **OFFERED:** Sem. II 2025-26.

PHIL (cont.)

- 3200 Nineteenth-Century Philosophy** 3 hrs. (3, 0)
Particular emphasis on Kant, rise of German Idealism, and dominant figures through Nietzsche.
OFFERED: With sufficient demand.
- 3250 Ethics and Morality for Professionals** 3 hrs. (3, 0)
An introduction to Western ethical traditions and particularly to critical thinking about moral experience within Christianity. From classical perspectives in Christian ethics, students will practice using resources (such as the Bible) to develop their own ethical code, system of values, and constructive approaches by which they would resolve ethical dilemmas and conflicts. Special focus on teaching moral reasoning as a skill for professionals, particularly for Christian leaders, to resolve moral dilemmas in society and in organizations (both the profit and not-for-profit sectors). *Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **PREREQUISITE:** Upper-division standing. **SAME AS:** RLGN 3250. **OFFERED:** Sem. I.
- 4910 Seminar** 3 hrs. (3, 0)
Selected philosophers and philosophical problems. **REPEAT:** May be taken twice with different topics.
OFFERED: With sufficient demand.

RLGN Courses

- 1100 Introduction to Spiritual Formation** 3 hrs. (3, 0)
Study of the history, theology, and practice of spiritual formation. Combines traditional academic study with practical experiences of spiritual formation. Introductory course for the Christian Spiritual Formation complementary major. *Applies to the Personal Wellness [AU Experience] component of the [Liberal Arts Core Curriculum](#).* **OFFERED:** Sem. I, II.
- 2000 Introduction to Religion** 3 hrs. (3, 0)
Introduction to the nature of religion as it is understood critically in contemporary thought. Viewpoints, including historical, anthropological, sociological, psychological, philosophical, and phenomenological studies of religion, will be surveyed. Brief introduction to the history of the study of religion is included.
OFFERED: 2026-27.
- 2130 Introduction to Christian Ethics** 3 hrs. (3, 0)
Introduction to the nature, sources, and diversity of Christian ethics understood as the deliberate reflection on the Christian moral life. Particular attention given to how Jesus and the church as a moral community of faith provide basic guidance in forming individuals capable of determining questions of right and wrong, good and evil. **PREREQUISITE:** BIBL 2000. **OFFERED:** 2026-27.
- 2150 Hermeneutics: The Practice of Interpreting** 3 hrs. (3, 0)
Sustained reflection on the practice of interpreting, understood to be a necessary activity in all of human life. Primary attention is given to the art of interpreting texts — including biblical texts as well as those of theology, philosophy, ethics, history, and others, both ancient and contemporary.
PREREQUISITE: BIBL 2000. **OFFERED:** With sufficient demand.
- 2270 Church of God Heritage** 4 hrs. (4, 0)
Sociohistorical treatment of the Church of God (Anderson, Ind.). Emphasis on dynamic factors influencing direction of change. **PREREQUISITE:** BIBL 2000. **SAME AS:** CHIS 6010. **OFFERED:** Sem I.
- 2310 Faith, Fantasy, and Christian Formation** 3 hrs. (3, 0)
Explores how literature, such as *The Chronicles of Narnia* and *The Lord of the Rings*, helps to stir our imagination, shape our faith, and form our lives to make a lasting difference in this world. Examines both the fiction and friendship of C.S. Lewis and J.R.R. Tolkien to discover how faith is formed in the matrix of the stories that shape our lives. **OFFERED:** With sufficient demand.
- 2410 Where am I? Faith and Cosmology** 3 hrs. (3, 0)
Explores the development of cosmologies in the Western world from early Egyptian and Greek cosmologies to the modern scientific ones of Newton and Einstein. A comparison of these cosmologies with foundational themes in Jewish and Christian cosmology. Students will assess their own worldview, noting how their views lay the ground-work for their Christian spiritual formation. **OFFERED:** With sufficient demand.
- 2430 Who am I? Theological Anthropology** 3 hrs. (3, 0)
Study of theological anthropology from a biblical and historical perspective. Students will analyze their own understanding of what it means to be human and the theological vision that underlies their functional anthropology. Focus on the influence of theological understanding of the self as it relates to the worldview question: Who are we? **OFFERED:** With sufficient demand.
- 2900 Honors Seminar** 2-4 hrs. (arranged)
CONSENT: Department chair. **OFFERED:** With sufficient demand.

RLGN (cont.)

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| 3000 | History of Biblical Interpretation
Historically based study of the ways in which Christians have interpreted the Bible. Considers the diversity of Christian interpretation as well as the development of Christianity as the biblical text was interpreted over time. PREREQUISITE: BIBL 2000; upper-division standing. SAME AS: BIBL 3000. OFFERED: With sufficient demand. | 3 hrs. (3, 0) |
| 3010 | Faith in Context
Faith always emerges in multiple contexts, including cultural, developmental, and religious. Students will examine personal experiences with faith, the faith experiences of their families of origin, and contemporary North American expressions of popular religion and spirituality. <i>Applies to the Christian Ways of Knowing [AU Experience] component of the Liberal Arts Core Curriculum.</i> OFFERED: Sem. I, II. | 3 hrs. (3, 0) |
| 3020 | Christianity and Social Justice
The call to “do justice, love mercy, and walk humbly with your God” is deeply rooted in Christian faith. Just what this element of Christian commitment means in lived experience, however, is neither consistently interpreted nor universally applied. Affords students the opportunity to explore in some depth the relationship between Christian faith, in its various articulations, and social justice. The class addresses a selection of contemporary social justice issues (for example, racial justice, gender justice, environmental justice), exploring ways in which representative groups and individuals from the Christian tradition have understood the relationship between faith and social justice. The goal of the course is to introduce students to the complexities of each social justice issue, to encourage them to consider ways in which Christian faith commitments intersect with concerns about the issue, and to prompt them to develop a lifelong engagement with these concerns. OFFERED: With sufficient demand. | 3 hrs. (3, 0) |
| 3040 | Introduction to Christian Theology
Beginnings in theology: province and methods of theology, doctrines of God, human nature, Christ, the church, and eschatology. PREREQUISITE: BIBL 2000. OFFERED: Sem II. | 3 hrs. (3, 0) |
| 3060 | History of Christianity
Comprehensive survey of the history of Christianity. An effort is made to trace main lines of development and to understand them in light of their inner dynamics and general environment. SAME AS: HIST 3060. OFFERED: Sem. I. | 3 hrs. (3, 0) |
| 3100 | Christian Understandings of Human Experience
Investigation of perennial human experiences of intimacy, spirit, community, hope, revelation, and search for truth and reconciliation. Acquaints students with biblical-Christian interpretation of these experiences. PREREQUISITE: Upper-division standing. OFFERED: With sufficient demand. | 3 hrs. (3, 0) |
| 3120 | Current Issues in Christian Ethics
A critical examination of Christian reflections and decision-making on moral and ethical issues in contemporary life. “Christian,” as used in this course, seeks particularly to take Jesus and the church seriously in defining, describing, and illuminating the nature and content of moral issues. The course examines varying approaches to Christian moral decision-making, with a view to shaping sound responses to several current moral issues confronting human beings and creation. <i>Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the Liberal Arts Core Curriculum.</i> OFFERED: With sufficient demand. | 3 hrs. (3, 0) |
| 3135 | Medievalism and Reform: Europe from Charlemagne to Luther
European civilization beginning with the medieval recovery from Rome’s collapse to the Reformation and the age of religious wars. Treating the millennium between the Carolingian monarchs and the age of the great reformers, the course examines the emergence of new states, the first Agricultural Revolution, the creation of the vibrant culture of Christendom, the Crusades and Black Death, and the burst of cultural, political and economic vitality characteristic of the Renaissance and Reformation. SAME AS: HIST 3135. OFFERED: With sufficient demand. | 3 hrs. (3, 0) |
| 3170 | Sociology of Religion
Sociological factors influencing expression of religion. SAME AS: SOCI 3170. OFFERED: With sufficient demand. | 3 hrs. (3, 0) |
| 3250 | Ethics and Morality for Professionals
Introduces Western ethical traditions, particularly to critical thinking about moral experience within Christianity. From classical perspectives in Christian ethics, students will practice using resources (such as the Bible) to develop their own ethical code, system of values, and constructive approaches by which they would resolve ethical dilemmas and conflicts. Special focus on teaching moral reasoning as a skill for professionals, particularly for Christian leaders, to resolve moral dilemmas in society and in organizations (both profit and not-for-profit sectors). <i>Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the Liberal Arts Core Curriculum.</i> PREREQUISITE: Upper-division standing. SAME AS: PHIL 3250. OFFERED: Sem. I. | 3 hrs. (3, 0) |

RLGN (cont.)

- 3300 Beginnings of Christianity** 3 hrs. (3, 0)
Study of the origin and development of Christianity within its Jewish and Greco-Roman environments through the fourth-century Trinitarian debates. Special attention to the ways Christians answered the questions "Who is God?" "Who is Jesus?" "Who are we?" and "How should we live?" **PREREQUISITE:** BIBL 2000. **OFFERED:** Sem I.
- 3320 World Religions** 3 hrs. (3, 0)
Introduction to the major tenets and cultural expressions of selected religions, such as Islam, Taoism, Buddhism, Jainism, Hinduism, Judaism, and Christianity. Religions are compared and contrasted thematically, structurally, and culturally. Emphasis is placed on the interdependence of religions and cultures, and on what it means to be a responsible citizen in a globalized world. **SAME AS:** HIST 3320. **OFFERED:** With sufficient demand.
- 3420 American Religious History** 3 hrs. (3, 0)
Comprehensive survey of diverse American religious experiences in the past and present. A study of various historic forms of Christianity, Judaism, Eastern faiths, and indigenous American religions, as well as unifying religious forces, such as "civil religion." **SAME AS:** HIST 3420. **OFFERED:** 2026-27.
- 3900 Honors Seminar** 2-4 hrs. (arranged)
CONSENT: Department chair. **OFFERED:** With sufficient demand.
- 4650 Independent Study** 2-4 hrs. (arranged)
Individualized study, investigation, research, or project. **CONSENT:** Department chair. **REPEAT:** May be repeated.
- 4900 Honors Seminar** 2-4 hrs. (arranged)
CONSENT: Department chair. **OFFERED:** With sufficient demand.
- 4910 Seminar** 1-4 hrs. (arranged)
Special areas of study, research, or field work under departmental direction. **CONSENT:** Department chair. **REPEAT:** May be repeated (total credit not to exceed 8 hours). **OFFERED:** Sem. I.
- 4960 Capstone Course: Spiritual Formation Through Work, Calling, and Holiness** 3 hrs. (3, 0)
Study of the spiritual approach of Christian praxis through the lens of vocational holiness. Students will consider various understandings of holiness across a variety of Christian traditions. Priority is given to understanding, analyzing, and applying the principle of vocational holiness that seeks to conceive of all of life as falling within the domain of holiness. **PREREQUISITE:** RLGN 1100 and 20 or more hours of coursework in the CSF major or instructor approval. **OFFERED:** With sufficient demand.

PEACE & CONFLICT TRANSFORMATION

Program Director: Dr. Varner

The Peace & Conflict Transformation (PACT) program at Anderson University is committed to addressing issues of peacemaking and the transformation of conflict on four distinct, but overlapping levels: Peace with God, Peace with Self, Peace with Neighbor, and Peace with the Other. The PACT minor is available to all students as a complement to any major. Students taking the PACT minor will engage in relevant issues through an interdisciplinary approach involving courses offered by departments across the Anderson University curriculum.

PEACE & CONFLICT TRANSFORMATION MINOR (16-17 hrs.)

Foundation (6 hrs.):

- PACT 2100 (2)
- PACT 2200 (2)
- PACT 2400 (2)

Interpersonal (3-4 hrs.) from:

- CMIN 3340 (3)
- PSYC 2100 (4)

Global (3 hrs.) from:

- POSC 2020 (3)
- POSC 3360 (3)

Elective (3 hrs.) from:

- | | | |
|---------------------------|-----------------|-------------------------------------|
| • BSNS 3230 (3) | • ENGL 3580 (3) | • PHIL 3210 (3) |
| • CRIM 3010 (3) | • HIST 3190 (3) | • POSC 3300 (3), 3310 (3) |
| • DANC 3000 (3) | • MLAN 2000 (4) | • RLGN 3020 (3), 3120 (3), 3320 (3) |
| • ECON 2010 (3), 3190 (3) | • PACT 2300 (2) | • SOCI 2010 (3), 2020 (3), 3400 (3) |

Experiential (1 hr.):

- A 1-hour service or internship experience (requires formal approval by the PACT Director)

PACT Courses

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|-------------|---|----------------------|
| 2100 | Introduction to Peace and Conflict Transformation | 2 hrs. (2, 0) |
| | Introduces the interdisciplinary work of peace and conflict transformation. Includes examination from several perspectives of conflict at several levels (e.g., interpersonal, racial, global, etc.) as well as inquiry into the relationships between them. Considers various models by which peace and reconciliation are pursued and encourages critical self-understanding through action and reflection. <i>Applies to the Civil Discourse & Conflict Transformation [AU Experience] component of the Liberal Arts Core Curriculum.</i>
OFFERED: Sem. I. | |
| 2200 | Peacemakers Past and Present | 2 hrs. (2, 0) |
| | Survey of prominent figures from several fields who have contributed significantly to understanding peace and conflict transformation. Emphasizes the figures' writings (whether fiction, nonfiction, poetry, sermons, speeches, letters, etc.) and encourages critical self-expression through writing and speech.
OFFERED: 2026-27. | |
| 2300 | Peace, Conflict, and Religion | 2 hrs. (2, 0) |
| | Studies the role played by religion in situations of conflict and the pursuit of peace. Includes consideration of specific religious traditions, texts, figures, movements, and events, and encourages critical self-reflection through observation and inquiry. OFFERED: With sufficient demand. | |
| 2400 | Principles and Practices of Conflict Transformation | 2 hrs. (2, 0) |
| | Engagement with a variety of principles and practices developed and employed in selected endeavors (e.g., counseling, mediation, negotiation, racial reconciliation, diplomacy, etc.). Encourages self-appropriation through research, presentation, and critique. PREREQUISITE: PACT 2100. OFFERED: Sem. II. | |

GRADUATE BUSINESS PROGRAMS

MASTER OF BUSINESS ADMINISTRATION (MBA)

- **Evening Program:** Designed for the working professional, this MBA program is offered in Fishers. Students are part of a cohort that normally meets one night per week. The program can be completed in two years and is fully accredited by the [Accreditation Council for Business Schools and Programs](#) (ACBSP).
- **Daytime Program:** Designed for individuals who desire graduate-level studies in a Christian environment immediately following completion of their undergraduate program. The program is experiential in nature, emphasizes professional development, and utilizes an intense living-learning approach. The program can be completed in 10 months and is fully accredited by the [Accreditation Council for Business Schools and Programs](#) (ACBSP).
- **Online Program:** Designed specifically for individuals who prefer learning via an online platform. The program provides scheduling flexibility without sacrificing quality or rigor. MBA courses are taught by full-time faculty from the Falls School of Business. Each course consists of online discussions, interaction with the faculty member, and application assignments related to the concepts. The program is fully accredited by the [Accreditation Council for Business Schools and Programs](#) (ACBSP).

MASTER OF ORGANIZATIONAL LEADERSHIP (MOL)

The MOL program is designed for individuals who are looking to grow their leadership expertise and provides scheduling flexibility without sacrificing quality or rigor. Courses are taught by full-time faculty from the Falls School of Business. Each course consists of online discussions, interaction with the faculty member, and application assignments related to the concepts.

DOCTOR OF BUSINESS ADMINISTRATION (DBA)

Designed for individuals who are currently serving or desire to serve as faculty members at higher education teaching institutions. Students perform in-depth studies in four primary areas: teaching pedagogy, values/faith integration, research methodology, and a business major. The format is a unique blending of directed studies and on-campus residency weeks resulting in a doable, high quality doctoral program. The program is fully accredited by the [Accreditation Council for Business Schools and Programs](#) (ACBSP).

For more information about graduate business programs, visit anderson.edu/business or contact:

Dr. Celesta Bates
Director of Graduate Business Programs
Falls School of Business
College of Professional Studies
(765) 641-4329
mba@anderson.edu
dba@anderson.edu

See also the [Graduate Catalog](#) on the Anderson University website.

GRADUATE MUSIC PROGRAM

MASTER OF MUSIC EDUCATION (MME)

The Master of Music Education at Anderson University is designed for the practicing music educator who has one or more years of experience as a music teacher. The 32-hour degree is a hybrid program with courses completed virtually through Zoom or similar platforms or through summer courses on campus. Most courses can be completed during summer sessions (six weeks of coursework 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 or other courses from the Summer Studies in Music Education program.

The MME program is accredited by the [National Association of Schools of Music](#).

For more information about the MME Program, visit anderson.edu/academics/master-of-music-education or contact:

Michelle Holmes
Enrollment Specialist
School of Music & Performing Arts
College of Arts & Sciences
(765) 641-4543
(800) 619-3047 toll-free
msholmes@anderson.edu
anderson.edu/school-of-music-and-performing-arts

See also the [Graduate Catalog](#) on the Anderson University website.

GRADUATE SEMINARY PROGRAMS

MASTER OF DIVINITY (MDIV)

The purpose of this degree program is to equip ministers of the Gospel — men and women — for ordained service. The Master of Divinity is the basic ministerial leadership degree for those preparing for ministry. This 72-hour degree program provides a broad preparation with a solid core in Bible, history, theology, mission, and pastoral ministry.

The MDiv is offered both in residence and 100% online and is fully accredited by the [Association of Theological Schools](#) (ATS) in both formats.

MASTER OF THEOLOGICAL STUDIES (MTS)

The Master of Theological Studies is a 45-hour degree program that provides a basic understanding of theological disciplines for further graduate study or for general educational purposes. The MTS provides a thesis track for students considering PhD or ThD programs as well as a non-thesis track. The MTS degree is not the preferred pathway to full-time ministry.

The MTS is offered both in residence and 100% online and is fully accredited by the [Association of Theological Schools](#) (ATS) in both formats.

MASTER OF ARTS IN CHRISTIAN MINISTRY (MACM)

This 42-hour degree program is designed for those currently serving in local congregations. The MACM degree offers specializations in student ministry, pastoral ministry, church administration, intercultural studies, and preaching.

The MACM is offered both in residence and 100% online and is fully accredited by the [Association of Theological Schools](#) (ATS) in both formats.

For more information about graduate seminary programs, visit anderson.edu/theology-christian-ministry or contact:

Dr. Gary Agee
Enrollment Specialist
School of Theology & Christian Ministry
College of Theological, Graduate, & Online Studies
(765) 641-4064
gbagee@anderson.edu

See also the [Graduate Catalog](#) on the Anderson University website.

Academic Support

ASPIRE ADVISING PROGRAM

Academic advising at Anderson University is integral to “educating for a life of faith and service in the church and society,” so the advising program is about more than merely selecting classes for an upcoming semester — it also must help students understand and begin to pursue their broader life purpose.

The heart of AU’s advising program isn’t a checklist or catalog. It’s the relationship between the student and his or her advisor. This is a partnership in which both student and advisor have important responsibilities. Advisors can help guide a student’s steps, but student success ultimately requires their careful thought and engagement.

The Anderson University advising program has been designed to encourage and empower students to:

- develop **awareness** of opportunities for academic, personal and professional growth;
- design a multi-year **strategic plan** for selecting classes and complementary on- and off-campus activities and affiliations that enhance their learning experience;
- **implement** their academic program and effectively manage the broader area of personal and professional development; and
- continually **reflect** on and **evaluate** the appropriateness of their current academic and professional-development plan, and modify the plan as goals may change and circumstances require.

Student’s Role in the Advising Process:

To get the best results, students should take an active role in the process, keeping the following information in mind when doing scheduling or other progression planning: Accept responsibility for their academic performance; prepare for each appointment by reviewing progress made, preparing the schedule they think they’ll need, and compiling a list of any questions they might have; and to:

- Accept responsibility for deciding which classes to put on their schedule;
- Be attentive to course prerequisites, and be aware of how their planning could be affected by classes that are scheduled on an every-other-year basis;
- Be familiar with university due dates, policies, and procedures so they can enroll in the courses they want and can make any changes before the deadlines for adding or dropping courses;
- Talk with their advisor about extracurricular activities, internships, job prospects, etc., and develop a list of specific opportunities they might like to pursue; and
- Document completion of professional development experiences through their advisor’s Canvas advising page.

Advisor’s Role in the Process:

Students may expect their advisor — as their partner in the advising process — to:

- Be approachable, listen carefully to the student’s questions and concerns, and be responsive to requests for meetings and assistance;
- Understand and explain how the university’s curriculum, requirements, policies and procedures apply to the student’s academic program;
- Provide honest guidance and perspective in the development of attainable educational and professional goals;
- Assist in exploring major and career options that are in keeping with the student’s aptitudes, values and areas of interest;
- Help track student progress in meeting the requirements of their program of study;
- Assist in identifying opportunities for personal growth, including involvement in student organizations, internships and off-campus programs and associations;
- Provide referrals to campus resources (e.g., [Center for Career & Calling](#)) that can assist students in achieving goals; and
- Maintain strict confidentiality pursuant to [FERPA](#) regulations.

ACADEMIC STUDENT SUCCESS COACHING

Academic coaches within the Office of Educational Support Services work with students and student athletes who are either at-risk academically or have found themselves on "Academic Notice" pursuant to the university's academic standards. Academic coaches meet individually with students, helping them to create a success plan and connecting them with campus resources where they can discover the tools needed in order to be successful.

ALPHA PROGRAM

Anderson University believes that all students entering the institution deserve a fair chance to succeed. In turn, success depends on students being adequately prepared to meet the rigors of college-level study. The Alpha Program is designed to support students who have the potential to succeed but have not fully developed the skills necessary for collegiate success.

In considering new student applications, the committee for admission carefully reviews several sources that serve as indicators of collegiate success. Based on these academic records and recommendations, the admission committee may accept students conditionally for participation in the Alpha program. As part of the program, students are expected to participate in a pre-collegiate orientation designed to acclimate students to campus before the beginning of classes. During the fall semester, participants are limited to enrolling in a maximum of 12-15 hours (depending on the major). In addition, Alpha students are required to enroll in LART 1010 (Strategies for Academic Success), a three-credit-hour course focusing on academic, study, and life skills (including Emotional Intelligence skills development) necessary for success in college.

STUDENT ACCESSIBILITY SERVICES (SAS)

Anderson University offers learning-support services for all students who qualify under the Americans with Disabilities Act as amended and/or Section 504 of the Rehabilitation Act of 1973. To secure reasonable accommodations or auxiliary aids/services, it is the responsibility of the student to 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. Certain accommodations and auxiliary aids/services may require advance notice to the director for student accessibility services.

Documentation/evaluations must be completed by an appropriately trained professional and provide information about the current impact of the disability. The institution must be given a reasonable opportunity to evaluate requests. Requests are considered based on individual need. Accommodations and/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 for [Student Accessibility Services](#), [Kissinger Academic Center for Excellence](#), at (765) 641-4223 or tcoplin@anderson.edu.

KISSINGER ACADEMIC CENTER FOR EXCELLENCE (KACE)

[KACE](#) promotes academic excellence by providing a variety of free services for all Anderson University students. The center has individual and group-oriented resources, including peer-tutoring, academic workshops, and a dedicated writing center. The focus of KACE is on helping students achieve their academic potential through relationships, empowerment, and collaboration. Assistance may be related to a specific course or courses; to the improvement of abilities such as reading, writing, and specific study skill competencies; or to preparation for special exams such as Core and Casa. The [office of student accessibility services](#) is located within the center.

Academic Enrichment

CCCU OFF-CAMPUS STUDY PROGRAM

Anderson University is a member of the Council for Christian Colleges and Universities (CCCU), an organization of more than 180 colleges and universities. Through this membership, students are eligible to apply for a number of off-campus study programs through CCCU GlobalEd. Contact the University Registrar or visit cccuglobaled.org for more information.

CENTER FOR CAREER & CALLING

The Center for Career & Calling assists students in the selection of a major and/or vocation based on individual personalities, skills, abilities, and passion. To prepare for a competitive and rapidly changing job market, students may participate in résumé reviews, resources for networking and job search strategies, employer information sessions, and career fair opportunities. For additional information, visit anderson.edu/career.

CENTER FOR PUBLIC SERVICE

The Center for Public Service (CPS) is a unique honors program for exceptional students preparing for careers in public service. Established in 1973 through a generous grant from the Lilly Endowment, CPS helps students prepare for their public service careers through membership in professional organizations, attendance at professional conferences, internships, off-campus study, and connections with public service professionals working in the area of their career interest. CPS fellows also use the program to develop a public service mindset, increase their awareness of societal needs, and gain firsthand knowledge of their career before graduation. The center's approach is purposely flexible and individualized. Membership in CPS is highly competitive and based on a comprehensive application process. Students of sophomore standing or above with a GPA of at least 3.4 are eligible to apply. For additional information, visit anderson.edu/academics/cps or email cps@anderson.edu.

CHICAGO CENTER

Chicago Center semester and summer programs offer the opportunity for students from all majors to live and learn in Chicago while earning credit toward graduation. Three components comprise the program, including an internship in an urban organization, an independent study project that is related to the internship, and a course on urban issues. Students arrange their individualized program in cooperation with the Anderson University campus liaison and the Chicago Center staff. While in Chicago, students live and study with individuals from other small Midwest church-affiliated colleges and universities. The campus liaison is a faculty member from the Department of Social Sciences.

DEPARTMENTAL HONORS

Students also may earn honors in the departments in which they do their major work. A student must attain a 3.0 GPA in all courses, a 3.5 GPA in all courses taken in a department, and must fulfill specific departmental requirements. Annually, each department may have at least one student receiving departmental honors. The maximum number receiving honors is approximately 10% of the graduates in the department. Departmental and institutional honors are open only to students pursuing a bachelor's degree and are awarded after all work for the degree is completed.

HONOR SOCIETIES

Anderson University has chosen to participate in a number of national academic honor societies. Students whose academic achievement is sufficiently meritorious may be invited to join an honor society (or societies) based on overall GPA and academic major. National academic honor society chapters fostering the pursuit of scholarship at Anderson University include the following:

- Alpha Chi (top 10% of juniors and seniors maintaining a GPA of 3.7 or higher)
- Phi Eta Sigma (freshmen)
- Alpha Mu Gamma (modern languages)
- Delta Mu Delta (business)
- Kappa Delta Pi (education)
- Kappa Mu Epsilon (mathematics)
- Phi Alpha (social work)
- Phi Alpha Theta (history)
- Pi Kappa Lambda (music)
- Pi Sigma Alpha (political science)
- Psi Chi (psychology)
- Sigma Tau Delta (English)
- Sigma Zeta – Upsilon chapter (mathematics and science)

HONORS STUDY

Honors study at Anderson University varies by department. In general, such study may take the form of advanced placement, institutional credit by examination, special sections in some courses, certain reading courses, tutorials, seminars, and individual study. In some instances, honors study begins at the freshman and sophomore levels, particularly advanced placement and special sections. Seminars and individual study are usually implemented at the junior and senior levels. Special reading courses and tutorials may be taken at either level.

At any level, the primary purpose of honors study is not acceleration but enrichment in both scope and depth. Students considering honors study should consult their advisors or the University Registrar. For additional information, visit anderson.edu/academics/honors and refer to the [Honors Program](#) section in this catalog.

INTERCOLLEGIATE ATHLETICS

Anderson University sponsors 18 intercollegiate athletic (9 men's and 9 women's) teams within the mission of the university and the NCAA Division III philosophy. The athletic program is understood as integral to the academic program, with the primary emphasis on the student-athlete. The department of athletics strives to recruit students who meet the academic standards and value the ethos of the university. For more information, visit athletics.anderson.edu or contact the athletic director.

SUMMER STUDY

The summer school program offers students the possibility of attaining a full semester's credit by participating throughout the entire summer term in a variety of delivery formats (e.g. face-to-face, blended, or online). Generally, summer classes are offered in either two 8-week sessions or one 16-week session. Also possible during the summer are specially arranged courses such as directed studies, TRI-S Global, and study-away programs. These courses are arranged to help students meet educational goals during the summer without requiring an on-campus presence.

The summer school schedule of classes lists course offerings and information about other educational opportunities. A student who wants to enroll in summer classes should contact their academic advisor to identify available courses that will fulfill graduation or other requirements. Additionally, the student must meet with their financial aid counselor before registering for summer classes.

Students planning coursework elsewhere during the summer should consult with the [University Registrar](#). See also the [Transfer Credit from other Institutions](#) section of this catalog.

TRI-S GLOBAL AND STUDY-AWAY

The TRI-S (Serve, Study, and Share) and Study-Away Program serves as a resource for students interested in study-away, international or intercultural internships, or short-term service/learning experiences (TRI-S). The TRI-S and Study-Away staff maintain and direct a wide range of semester and summer programs focused on developing intercultural competence and assisting students in integrating an international or intercultural study experience with their degree program. They also advise students regarding the various aspects of international and intercultural study, including program selection, visas and travel documents, financial aid, safety and security issues, and the transfer of academic credit. Students are encouraged to contact the TRI-S and Study-Away Office early in their degree program when considering international or intercultural study opportunities.

TRI-S short-term study-away opportunities, seeks to expand the college campus into the world and open challenging and stimulating cross-cultural encounters through international and intercultural learning and service opportunities. Nearly 300 individuals annually volunteer to build, repair, paint, teach, counsel, research, sing, or provide nursing services in Africa, Australia, Asia, Europe, Latin America, the Caribbean, and the United States. These experiences are intensified as students work and/or live with individuals of different cultures. TRI-S programs are offered in the summer, during the international opportunity between semesters, or during spring break week.

Additional information is available on the [TRI-S webpage](#) and also the [Study Away webpage](#).

ADMINISTRATION (as of 6/1/25)

OFFICERS OF THE CORPORATION

Scott H. Moats	<i>President</i>
Courtney K. Taylor	<i>Vice President</i>
Brent A. Baker	<i>Secretary</i>
Suahil R. Housholder	<i>Treasurer</i>
Ronda S. Reemer	<i>Assistant Secretary</i>

PRESIDENT'S CABINET

Scott H. Moats	<i>President</i>
Courtney K. Taylor	<i>Provost</i>
Brent A. Baker	<i>Vice President for Advancement</i>
Scott M. Cagnet	<i>Vice President for Admissions & Athletics</i>
Mischon N. Hart	<i>Vice President for Marketing & Transformation</i>
Suahil R. Housholder	<i>Vice President for Finance & Treasurer</i>

PROVOST CABINET

Courtney K. Taylor	<i>Provost</i>
James C. Bell	<i>Director of University Libraries</i>
Paula D. Blount	<i>University Registrar / Executive Director of Student Success</i>
Deborah M. Fox	<i>Dean of the College of Arts & Sciences</i>
Brian H. Martin	<i>Dean of Spiritual & Intercultural Life</i>
Dama J. O'Keefe	<i>Dean of the College of Professional Studies</i>
Trent R. Palmer	<i>Dean of Student Life</i>
Nathan J. Willowby	<i>Dean of the College of Theological, Graduate, & Online Studies</i>

EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

Jay B. Ricker	<i>Chair</i>
Charles J. Myricks, Jr.	<i>Vice Chair</i>
Priscilla A. Archangel	
Chancellor M. Benbow	
Donna A. Harman	
Mark S. Krenz	
Kyle M. Schroeder	

UNIVERSITY TRUSTEES

Members with Term Expiring in 2030:

Scott H. Moats	Anderson, Ind.
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Members with Term Expiring in 2029:

Priscilla A. Archangel	<i>Northville, Mich.</i>
Chancellor M. Benbow	<i>Indianapolis, Ind.</i>
Nicholas M. Best	<i>Indianapolis, Ind.</i>
Martin D. Grubbs	<i>Edmond, Okla.</i>
Kenneth E. Hatch	<i>Carmel, Ind.</i>
Kenneth D. Julian	<i>Nappanee, Ind.</i>
Mark S. Krenz	<i>Dublin, Ohio</i>
Jeffrey A. Matas	<i>Fishers, Ind.</i>
Steven L. Rennick	<i>Colorado Springs, Colo.</i>
Kyle M. Schroeder	<i>Indianapolis, Ind.</i>
Hollie L. Sharpe	<i>Murfreesboro, Tenn.</i>
Handel O. Smith	<i>Noblesville, Ind.</i>
Jessica S. Uitvlugt	<i>Annandale, Va.</i>

Members with Term Expiring in 2027:

Charles R. Carroll	<i>Nashville, Tenn.</i>
Steven R. Davis	<i>Pendleton, Ind.</i>
Donna A. Harman	<i>Reston, Va.</i>
Charles J. Myricks, Jr.	<i>Akron, Ohio</i>
Guy F. Perry, Jr.	<i>Indianapolis, Ind.</i>
Jay B. Ricker	<i>Pendleton, Ind.</i>
Thomas J. Snyder	<i>Anderson, Ind.</i>
Beth S. Tharp	<i>Anderson, Ind.</i>

Full-Time Faculty 2025-26

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

Scott H. Moats [2025]

President
BA, University of Nebraska
MDiv, Alliance Theological Seminary
MBA, Crown College
PhD, University of Minnesota

Michelle L. Bade [2021]

Associate Professor of Music
BME, Mount Union College
MME, ME, University of Oklahoma
DA (ABD), Ball State University

Caroline Baker [2019]

Associate Professor of Mechanical Engineering
BS, Pensacola Christian College
MS, North Carolina State University
PhD, Purdue University

Rebekah I. Baker [2006]

Associate Professor of Education
BA, Anderson University
MS, Butler University
PhD, Ball State University

Sarah Ballman [2024]

Visiting Assistant Professor of Music
BA, South Dakota State University
MM, DM, Indiana University

Paul Bankole [2024]

Assistant Professor of Biology
BS, Olabisi Onabanjo University
MS, PhD, University of Lagos

Lolene Bargerstock [2004]

Director, Social Work Program;
Professor of Social Work;
Director of Assessment
BA, Anderson University
MSW, Indiana University
PhD, Western Michigan University

Celesta S. Bates [2021]

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

James Bell [2014]

Director of Libraries; Professor of Library Science
BA, Azusa Pacific University
MLS, Indiana Univ.-Purdue Univ. Indianapolis
EdD (ABD), Indiana University

Janell R. Blunt [2017]

Associate Professor of Psychology
BA, MS, PhD, Purdue University

Brandon E. Bruning [2024]

Assistant Professor of English
BS, Butler University
MTS, PhD, University of Notre Dame

Kari E. Bryan [2016]

Chair, School of Nursing;
Associate Professor of Nursing;
Simulation Coordinator
BS, Evangel College
BSN, MSN, Indiana Wesleyan University

Matthew S. Burch [2023]

Assistant Professor of Cybersecurity
BA, Anderson University
MS, Ball State University

Scott Richard Carr [2001]

Professor of Chemistry
BA, Taylor University
PhD, Miami University

Rebecca Ann Chappell [1993]

Professor of Music
BA, Anderson University
MM, Oklahoma City University
DA, Ball State University

Fred A. Coon [2002]

Associate Professor of Mathematics
BS, Henderson State University
MS, Arkansas State University
PhD, University of North Carolina

Jonathan Craton [2019]

Associate Professor of Computer Science
BS, MA, Taylor University
MS, Dakota State University

Brian Richard Dirck [1998]

Professor of History
BA, University of Central Arkansas
MA, Rice University
PhD, University of Kansas

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
BS, Ball State University
MBA, DBA, Anderson University

Peter S. Elliott [2012]

Associate Professor of English
BA, Lawrence University
BA, Purdue University
MAE, Ball State University

Alisson J. Eddleman [2024]

Chair, Falls School of Business;
Assistant Professor of Management
BA, MBA, Lynchburg University
DBA (in progress), Lynchburg University

Deborah Miller Fox [2004]

Dean, College of Arts & Sciences;
Professor of English
BA, Anderson University
MA, Kansas State University
MFA, Spalding University

Timothy R. Fox [1998]

Professor of Spanish
BA, MA, Anderson University
MA, Ball State University
PhD, Purdue University

Michael W. Frank [2001]

Professor of Political Science;
Security Studies Program Director;
Pre-Law Advisor
BA, Northern Illinois University
PhD, University of Illinois

- G. Lee Griffith** [1977]
Professor of Psychology
 BA, Cedarville College
 MA, PhD, University of Texas
- Theodore Hicks** [2021]
Assistant Professor of Music
 BM, Anderson University
 MM, DA (ABD), Ball State University
- Christopher Martin Holmes** [2010]
Chair, School of Music & Performing Arts;
Associate Professor of Music
 BM, University of Texas at Arlington
 MM, Baylor University
 PhD, Indiana University
- Amanda M. Hosier** [2022]
Assistant Professor of Teacher Education
 BA, MS, MA, Ball State University
- Jeremy W. Keith** [2023]
Assistant Professor of Exercise Science
 BA, Anderson University
 MS, Northern Kentucky University
- Scott Brian Kennedy** [2005]
Chair, Department of Engineering;
Professor of Chemistry & Engineering
 BS, University of Illinois
 MS, PhD, University of Massachusetts
- 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
- Thomas Kneeland** [2024]
Assistant Professor of English
 BA, DePauw University
 MA, Indiana Wesleyan University
 MFA, Butler University
- Savannah Laker** [2024]
Assistant Professor of Nursing
 BSN - IUPUI
 MSN, Purdue University NW
- Justin J. Lambright** [2011]
Chair, Department of Computer Science & Mathematics; Professor of Mathematics
 BA, BS, Geneva College
 MS, Western Illinois University
 PhD, Lehigh University
- Jongdoo Lee** [2024]
Assistant Professor of Finance
 BS, Yonsei University
 MBA, University of Rochester
 PhD, George Washington University
- Stefanie K. Leiter** [2017]
Chair, Department of Humanities;
Associate Professor of Communication;
 BA, Anderson University
 MS, Purdue University
 PhD, Regent University
- April L. Lopez** [2023]
Assistant Professor of Nursing
 ASN, Excelsior College
 BSN, MSN, Western Governors 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
- John R. Lugar, Jr.** [2016]
Professor of Cinema & Media Arts
 BA, Taylor University
 MA, Regent University
 JD, Indiana University
- Toya H. Lutterman** [2016]
Assistant Professor of Nursing
 BSN, Anderson University
 MSN, Western Governors University
- Brian W. McKenna** [2022]
Assistant Professor of Civil Engineering
 BS, University of Evansville
 MS, Colorado State University
- Alisha M. Miller** [2021]
Assistant Professor of Exercise Science
 BS, West Virginia Wesleyan College
 MS, University of Indianapolis
- David Thomas Murphy** [1992]
Professor of History;
Director, Jeeninga Museum
 BS, Southern Illinois University
 MA, PhD, University of Illinois
- James E. Newton** [2020]
Assistant Professor of Sport Marketing
 BS, MBA, Kent State University
- Dama J. O'Keefe** [2020]
Dean, College of Professional Studies;
Associate Professor of Nursing
 BSN, University of Saint Francis
 MSN, DNP, Indiana Wesleyan University
- Gene Alan Overstreet** [2002]
Academic Director, School of Theology & Christian Ministry; Professor of Christian Education & Ministry
 BA, Mid-America Bible College
 MDiv, Anderson University School of Theology
 DMin, Christian Theological Seminary
- Jason Robert Parks** [2008]
English Program Director; Professor of English
 BA, Anderson University
 MA, Butler University
 PhD, Ball State University
- Lisa Dawn Pay** [1999]
Professor of Social Work
 BA, Anderson University
 MSW, Indiana University
- Matthew Preston** [2021]
Assistant Professor of Computer Science
 BA, MTS Anderson University
 MS, University of Texas-Austin
 PhD, Boston University School of Theology
- Wayne Lee Priest** [2009]
Professor of Psychology
 BA, Anderson University
 MA, Anderson University School of Theology
 MA, PhD, Ball State University
- Anna C. Rasco** [2024]
Assistant Professor of Management
 BA, MBA, Anderson University
- Jaye Lee Rogers** [1999]
Professor of History
 BA, MA, New Mexico State University
 PhD, The Union Institute

Katy Jo Sample [2005]

Associate Professor of Education
BA, Mary Washington College
MEd, PhD, University of Virginia

Dulce Maria Scott [2003]

Professor of Criminal Justice
BA, University of Massachusetts at Dartmouth
MA, PhD, Brown University

James Russell Scott [1991]

Chair, Department of Kinesiology;
Professor of Kinesiology;
Natatorium Director
BBA, MS, Eastern Kentucky University
EdD, Ball State University

Hyeon Joon Shin [2014]

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

Maggie Sims [2025]

Assistant Professor of Nursing
BSN, Ball State University
MSN/MBA, Indiana Wesleyan University

Graeme Fletcher States [2023]

Assistant Professor of Library Science
Learning & Outreach Librarian
BA, Anderson University
MA, MLIS, IUPUI

Laura Stull [2012]

Chair, Dept. of Psychology;
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Director, Honors Program
BA, Anderson University
MS, PhD, IUPUI

Connor J. S. Sutton [2021]

Chair, Department of Social Sciences;
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BA, Aquinas College
PhD, Wayne State University

Courtney K. Taylor [2011]

Provost
Professor of Mathematics
BA, Anderson University
MS, PhD, Purdue University

Renfang Song Taylor [2022]

Associate Professor of Biology
BSc, Shandong Institute of Light Industry
PhD, Chinese Academy of Sciences
Guangzhou Institute of Chemistry

Vanessa Tijerina, CPA [2017]

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

Jeffrey Scott Trotter [2009]

Chair, Department of Teacher Education;
Professor of Education
BA, Olivet Nazarene University
MA, Wheaton College
MA, PhD, Ball State University

Willis Scott Troy [2017]

Associate Professor of Electrical Engineering
BS, MS, PhD, Baylor University

Lee Van Groningen [2012]

Professor of Mathematics;
Director of Statistics
BA, Trinity Christian College
PhD, Michigan State University

Jason Robert Varner [2016]

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

Adam Waller [2018]

Director of Bands;
Associate Professor of Music
BM, MM, DMA, Peabody Conservatory

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Assistant Professor of Nursing
BSN, Anderson University
MSN, Western Governors

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Chair, Department of Natural Sciences;
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PhD, University of Delaware

Nathan John Willowby [2016]

Dean, College of Theological, Graduate,
and Online Studies;
Associate Professor of Theology & Ethics
BA, Anderson University
MDiv, Duke University Divinity School
PhD, Marquette University

Kuan-Chuen Wu [2025]

Assistant Professor of Mechatronics Engineering
BA, Harvard University
MBA, Iowa State University
MS, Stanford University
PhD (ABD), Iowa State University

Faculty Emeriti

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Professor Emeritus of Communication since 2023

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Professor Emeritus of Chemistry since 2008

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Professor Emeritus of Art since 2014

Patricia Ann Bennett, DSN

Professor Emerita of Nursing since 2000

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Professor Emeritus of Communication Arts since 2015

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Professor Emeritus of Kinesiology since 2010

Joani Somppi Brandon, DMA

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Jill Elaine Branscum, MLS

Professor Emerita of Library Science since 2016

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Janet Lynn Brewer, PhD

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Professor Emeritus of Music since 2022

Michael L. Bruce, PhD

Professor Emeritus of Marketing since 2020

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Professor Emeritus of Religion since 2024

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Professor Emeritus of Library Science since 2014

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Professor Emerita of Spanish since 2025

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Assistant Professor Emerita of Spanish since 2006

Academic & Student Support

A directory of all Anderson University staff is available online at directory.anderson.edu.

James Bell

Director of Libraries

Paula Blount

University Registrar;
Executive Director of Student Success

Scott Cagnet

Vice President for Enrollment & Athletics

Teresa Coplin

Director, Student Accessibility Services

Paula Diehl

Director, Work Life Engagement (HR);
Title IX Coordinator

Toni Earl

Director, Conference & Event Services

Caleb Ferguson

Academic Success Coach

Thomas Fordonski

Academic Success Coach

Molly Frakes

Academic Success Coach

Heather Greenlee

Student Accounts

Mindy Grubbs

Director, Career & Calling

Christal Helvering

Director, Counseling Services

Ali Kardatzke

Director, First-Year Success

Brian Martin

Dean of Spiritual & Intercultural Life

Dustin Martin

Manager, Campus Bookstore [Tree of Life]

Ginger Miller

Mail Center/Cashier

Becca Palmer

Director, Spiritual Formation & Campus Ministries

Trent Palmer

Dean of Student Life;
Title IX Coordinator

Jodie Reminder

Assistant Director, Academic Technology & User Support

Shawn Richwine

Chief of Police / Director of Security

Davida Robinson

Student Accounts

David Sarah

Director, Financial Aid & Scholarships

Tammy Stewart

Academic Success Coach

Pauletta Swank

Office Manager, Work Life Engagement (HR)

Marchell Taylor

Director, Intercollegiate Athletics

Michael Tucker

Executive Director, Information Technology Services

Will Walker

Student Activities Coordinator

Keith Willis

Director, KACE & Alpha Program;
Pathways Administrator

Kimberly Hull Wolfe

Director, Institutional Research and Effectiveness



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