

Graduate Catalog 2012-2014



ANDERSON UNIVERSITY

Academic and Christian Discovery

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ANDERSON UNIVERSITY

Graduate Programs

Anderson University
Anderson, Indiana

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

Anderson University maintains compliance with applicable Federal and State statutes related to private institutions of higher education including the Family Educational Rights and Privacy Act (FERPA), as amended; the Student Right to Know Act, as amended; and the Solomon Amendment. In compliance with the Civil Rights Act of 1964 and 1991, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended, the university does not discriminate in its educational programs or admissions procedures. Anderson University is a not-for-profit exempt organization as described in Section 501(c)(3) of the Internal Revenue Code.

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Letter from the President

It is our pleasure to bring to you the official catalog of academic programs and requirements for earning a degree from Anderson University. We intend this publication to be a trustworthy guide to your educational work as you prepare for a life of faith and service in the church and society. Anderson University is a learning community based on the core values of integrity, excellence, servant leadership, responsibility, and generosity. As you engage through the many opportunities for learning, we hope these values will be an unavoidable part of your college experience.



These pages also introduce a remarkable faculty of scholars who have chosen this distinctive Christian university as the very best place for them to share their extensive gifts built on years of preparation. They are here because this is a teaching institution with a foundation of faith. We hope as you come to know faculty, you will realize the immense value of a relationship with these exceptional people who hold in common a love for their academic discipline, passionate engagement with Christ, and a love for their students.

As you examine the college catalog you will become familiar with the outline of expectations within various degree programs. One course often leads into another in a design that produces a rich and holistic experience. As you search for good choices, please know that our faculty and staff are outstanding in their ability to give guidance. They welcome your contacts as you seek them out to plan your schedules and sort out requirements for the various programs. Please take the initiative to utilize these great resources.

Welcome to the adventures of learning and to a rich and wonderful place of discovery. Above all, please know that we are committed to your success and wish you the very best as you move forward in pursuit of an Anderson University education.

Dr. James L. Edwards BA '65, MDiv '70
President

Anderson University Mission Statement

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

Living the Mission

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

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

We offer quality programs that enable each member of the university to become stronger in body, mind, and spirit, to experience what it means to love God and neighbor, and to adopt Christ-like servant ways in all of life. Approved by the Anderson University Board of Trustees in 2007.

Approved by the Anderson University Board of Trustees in 2007.

The Aspirations, Perspectives, and Convictions that Inform Our Mission

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

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

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

The university community has a faith perspective and is prepared to raise the questions of truth, value, meaning, and morality. It is not hampered by anti-religious bias; neither 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.

Academic Mission Statement

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

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

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

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

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

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

Accreditations and Relationships

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

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

Anderson University also holds membership in the National Association of Independent Colleges and Universities, the Council of Independent Colleges, the American Association of University Women, the Council for Christian Colleges and Universities, the Institute of International Education, Independent Colleges of Indiana, Indiana Conference on Higher Education, Indiana Campus Compact, and Indiana Consortium for International Programs. It cooperates actively with Chicago Center and the Christian Center for Urban Studies of Chicago, Ill. It cooperates with Purdue University in offering specialized programs in applied technology fields.

The Graduate Council

The Graduate Council is charged with forming academic policy for graduate programs other than those offered by the Anderson University School of Theology. The council is elected by the faculty and includes program directors, elected members, and deans of schools with graduate programs. A chair is appointed by the Provost. It is empowered to establish policy and to review existing policies, recommending changes when needed. It may initiate studies and research related to graduate-level programming.

The council is also charged with maintaining and reviewing the graduate curriculum. It is responsible for ruling on requests by program directors to add or delete courses in their respective programs, on changes in program requirements, and on new programs. The council serves as the final arbiter for grade appeals (see appeal policy on page 12).

Graduate Programs Offered

Anderson University offers the following graduate programs:

- Doctor of Business Administration
- Master of Business Administration
 - Professional MBA
 - Residential MBA
 - Dual degree option leading to a Master of Science in Nursing and a Master of Business Administration
 - Dual degree option leading to a Master of Science in Technology from Purdue and the MBA from AU
- Master of Science in Nursing
 - Nursing administration track
 - Nursing education track
 - Nursing informatics track
 - Dual degree option leading to a Master of Science in Nursing and a Master of Business Administration
- Master of Music Education

Graduate Students

Our Students

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

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

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

Student Services

Graduate school staff members from the sponsoring degree programs are available to help students throughout their graduate education careers. Assistance with registration, advising, course scheduling, and other matters is provided through the school in which the

degree candidate is enrolled. All facilities, academic services, and student life services of the university are open to graduate students. These include but are not limited to Nicholson Library, the Career Development Center, Kardatzke Wellness Center, Kissinger Learning Center, Student Financial Services, Campus Ministries, Counseling Services, the Tri-S program, student activities, and recreational facilities.

Student Rights and Responsibilities

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

Disability Services for Students

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

Evaluations for all students must be completed by an appropriately trained professional and provide information about the current impact of the disability. Testing for students with specific learning disabilities must outline the nature of the difficulties and describe those factors that entitle the student to learning support services. The testing must clearly describe the current impact of the disability and should include recommendations for appropriate accommodations. The institution must be given reasonable opportunity to evaluate requests. Course modifications are considered based on individual need. Modifications may be denied in cases that cause an undue burden to the institution or that fundamentally alter the nature of the program. Students requesting academic adjustments or learning support services should contact Teresa Coplin, director of disability services for students, Kissinger Learning Center, Anderson University, Anderson, IN 46012, (765) 641-4223.

Admissions

A baccalaureate degree from a regionally accredited institution is a prerequisite to all master's degree programs at Anderson University. A 2.75 GPA (out of 4.0) in the undergraduate degree program is required for admission. Provisional status may be offered to students who need to complete any prerequisite courses or other admission criteria.

Applicants who have not submitted complete admission materials and those who have not yet officially been admitted to selective master's degree programs may be granted conditional admission. Students will be notified of conditions that must be met

at the time of admission. If the student does not fulfill conditions for admission within the specified time (usually one academic semester), the student may be suspended from subsequent registration in graduate studies.

Applicants must meet all criteria required by the program to which they apply (see information about specific programs later in this catalog). Additionally, applicants may be expected to take a nationally standardized exam determined by the discipline. Prospective students must provide transcripts and recommendations with their applications.

Prospective students should request application materials from the director of the program and submit completed forms, with a non-refundable application fee, to the director of the program in care of Anderson University: for education, nursing, or music graduate programs, write to 1100 E. Fifth St., Anderson, IN 46012; for business, write to 1303 E. Fifth St., Anderson, IN 46012.

Graduates of Foreign Universities

Students with a degree from a university that is not accredited in the United States may need to have their degree evaluated by the proper agency to ensure equivalency to the expectations for admission to a specific program.

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

Transfer of Credit

The transfer of graduate credit is not automatic. Students must obtain the written consent of their program director before credit earned at other institutions will be added to the student's records. Only grades of B or above will be considered for transfer to Anderson University. In general, no more than six hours may be transferred into the program. Any appeal for transfer credits should be made to the Appeals Committee of the Graduate Council.

Institutional Assessment

In its efforts to improve the quality of instruction at Anderson University and meet the requirements of the Higher Learning Commission of the North Central Association, the university has elected to engage in outcome-based assessment activities. The data generated from these assessment activities will be analyzed and recommendations developed to improve the educational activities of the graduate programs. In order to accomplish these aims, students will be invited and expected to participate in assessment activities.

Program Requirements

Course loads for students will be determined by the program director in the discipline. Cross-captioned (4000/5000) courses that apply to the degree shall not constitute more than 25 percent of course requirements. All other courses will be at least at the 5000/6000 level.

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

Registration Procedure

Entering students select courses or sequences based on the advice of the appropriate program director or a graduate advisor in light of placement tests.

Grading System

The minimum passing grade in any class is a C. Students must maintain a cumulative 3.0 GPA in all courses applicable to the degree. The grading scale is as follows:

<u>GRADE</u>	<u>CREDIT POINTS</u>
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
D	1.00
F	0.00
W	WITHDRAWAL
WF	WITHDRAWAL FAILURE
I	INCOMPLETE
IP	IN PROGRESS
AU	AUDIT
CR/NON/CR	CREDIT/NO CREDIT

An incomplete grade (I) allows a student to complete required work after the end of the semester by written agreement between the instructor and the student. An incomplete grade must be filed with the Office of the University Registrar before grades are processed. The I becomes an F at the end of the fifth week of the following semester if not removed. Final grades are based upon the total work in the course.

Academic Integrity

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

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

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

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

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

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

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

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

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

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

Academic Probation

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

Grade Appeals

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

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

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

Repeating a Course

A graduate student may choose to repeat a course in which the earned grade was lower than a B. The last subsequent grade will apply to the GPA.

Culminating Experience

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

Financial Aid Program

Some students may be eligible for government loans, grants, or teaching assistantships. All financial aid will be administered through the AU Office of Student Financial Services. Six hours of study per semester is considered a full-time load for graduate programs. Three hours is considered a half-time load.

Satisfactory Academic Progress Policy

Federal regulations mandate that colleges and universities establish standards of satisfactory academic progress 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.

Annual Review

A review of students' satisfactory academic progress status will be made annually at the end of Semester II with such determined status effective beginning with Semester I of the following academic year.

Maximum number of attempted hours allowed

Students are eligible to receive financial aid, provided all other requirements of the satisfactory academic progress policy are met, so long as the number of attempted hours does not exceed 150 percent of the number of hours required for their degree. Transfer hours that apply towards the degree will be considered as attempted hours. Once a student's number of attempted hours exceeds 150 percent of the number of hours required for their degree the student is no longer eligible to receive financial aid. (See Financial Aid Appeals below).

Example: For a degree that requires at least 36 credit hours, a student may attempt no more than 54 hours (36 times 150 percent) and still remain eligible to receive financial aid.

Minimum Cumulative Grade Point Average (GPA) required

Students are eligible to receive financial aid, provided all other requirements of the satisfactory academic progress policy are met, so long as they maintain the minimum cumulative GPA as required for graduation. Students who fall below the required minimum cumulative GPA will be placed on financial aid probation. (See Financial Aid Probation below).

Minimum Number of Earned Hours required

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

Financial Aid Probation

Students who fail to maintain the minimum cumulative GPA or earn the required minimum number of earned hours will be placed on financial aid probation for a period of one academic year to include the summer term. While on financial aid probation, students are considered to be making satisfactory academic progress and continue to have eligibility for financial aid.

Students who have been placed on financial aid probation will be required to earn at least 68 percent of all attempted hours and earn at least a 3.0 GPA during their probationary period. Students who fail to meet both of these requirements will be denied financial aid. (See Financial Aid Appeals and Reinstatement of Financial Aid below).

Financial Aid Appeal

Students who wish to appeal their denied status may request a review by the Graduate Council and should contact their respective program director to make that request. Students are required to make their appeal in writing and, if they wish, may also appear personally before the Graduate Council appeals committee as appointed by the Graduate Council Chair. The Graduate Council reserves the right to require the student to meet with the Graduate Council. In his or her appeal, the student should state clearly the extenuating or mitigating circumstances which contributed to his or her failure to make satisfactory academic progress. Should a student's appeal be approved, such approval will be for one semester. During this semester, the student will be required to earn at least 68 percent of their attempted hours and earn at least a 3.0 GPA for those hours in order to continue to remain eligible for financial aid.

Reinstatement of Eligibility

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

Veterans Benefits

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 schedules, and the academic policies of the university. The university is authorized to enroll recipients of Veterans Administration benefits in regularly scheduled credit courses leading to standard college degrees.

Inquiries concerning eligibility should be directed to the Veterans Administration office in the veteran's home area. Individuals planning to study under one of the education chapters should receive approval before enrolling. More information is available online at www.anderson.edu/registrar/veteransbenefits.html.

Withdrawal Procedure

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

Tuition Refund

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

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

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

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

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

Declaration of a Catalog

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

Graduation Requirements

Doctor of Business Administration. All coursework must be completed within six years of when the first doctoral course is taken at Anderson University. All coursework must be completed with a cumulative GPA of 3.0 or better. A maximum of two grades below B- in coursework taken at Anderson University can be counted toward the fulfillment of requirements. Successful completion of qualifying exams, successful completion of a dissertation proposal defense, and successful completion of a dissertation in the student's major field are required. Dissertation must be completed within three years of the time coursework is completed. Students may petition the program director for an extension.

Master of Business Administration. Complete 37 hours of required coursework. Maintain a cumulative 3.0 GPA in all work, submit a work portfolio, pay all tuition and fees, and complete of all requirements within five years. Students may petition the program director for an extension.

Master of Music Education. Complete 32 hours of coursework, with 18-20 hours of required core courses; 12-14 hours of elective courses in choral, instrumental, or general music; and a thesis or professional project. A grade of B or higher and a cumulative 3.0 GPA in all work is required. All coursework must be completed within six years of starting the program. Students may petition the program director for an extension up to an additional two years. A student's catalog expires seven years after the matriculation date. If a student's catalog has expired, the requirements of the current graduation catalog must be met.

Master of Science in Nursing. Complete 35-55 hours of coursework, including 24 hours of nursing courses and 13-31 hours of course work in the area of specialization. A grade of B or higher and a cumulative GPA of 3.0 in all work, submission of a satisfactory leadership project, payment of all tuition and fees, and completion of all requirements within five years. Students may petition the program director for an extension up to an additional two years. A student's catalog expires seven years after the matriculation date. If a student's catalog has expired, the requirements of the current graduation catalog must be met.

Graduate Programs

Doctor of Business Administration

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

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

Admission Requirements

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

Degree Requirements

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

Conceptual Foundations Core	9 hrs.
(9 hours for Core, 3 hours toward major)	
Conceptual Foundations of Management	3 hrs.
Conceptual Foundations of Marketing	3 hrs.
Conceptual Foundations of Economics	3 hrs.
Conceptual Foundations of Accounting/Finance	3 hrs.
Major Coursework	18 hrs.
Conceptual Foundations in Management, Marketing, or Accounting/Finance	3 hrs.
Seminar in Management, Marketing, Accounting, or Finance	3 hrs.
Global Business Practices	3 hrs.
Advanced Applications of Ethical Reasoning in Management, Marketing, Accounting, or Finance	3 hrs.
Teaching Practicum in Management, Marketing, Accounting, or Finance	3 hrs.
Advanced Topics (Discipline Based)	3 hrs.
Total Required AU Coursework	45 hrs.
Dissertation	15 hrs.
Additional Graduate Hours	
(Transferred in at start of program)	30 hrs.
TOTAL HOURS	90 hrs.

Qualifying Examination Policies

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

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

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

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

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

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

Details of exam format are available from the DBA program director.

Graduation Requirements

- A completed Anderson University Falls School of Business DBA program application form.
- All coursework must be completed within six years of when the first doctoral course is taken at Anderson University.
- All coursework must be completed with a cumulative GPA of 3.0 or better. A maximum of two grades below B- in coursework taken at AU can be counted toward the fulfillment of requirements.
- Successful completion of qualifying exams.
- Successful completion of a dissertation proposal defense.
- Successful completion of a dissertation in the student's major field.
- Dissertation must be completed within three years of when coursework is completed.

DBA Course Descriptions

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

Provides a historical context for the role of Christian higher education and explores the philosophies of education found in the Christian college/university. Of interest will be the fit of business programs and curricula in these institutions with discussion of trends and future thinking. Models for exploring what makes the Christian college/university distinctive as part of the greater higher education community will be considered.

BSNS 7050 Conceptual Foundations of Management 3 hrs.

BSNS 7060 Conceptual Foundations of Marketing 3 hrs.

BSNS 7070 Conceptual Foundations of Economics 3 hrs.

BSNS 7080 Conceptual Foundations of Accounting/Finance 3 hrs.

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

BSNS 7090 “Best Practices” in College Teaching 3 hrs.

Examines the evolving role of the professor in the teaching/learning process. Research studies will serve as a primary tool to encourage students to discover the most effective pedagogical approaches for their disciplines and their classrooms.

BSNS 7100 Foundations of Applied Ethics 3 hrs.

A year-long study with a faculty mentor designed to encourage the individual student to explore her/his personal values and beliefs as they relate to the discipline, and to establish the scholarly implications of that belief structure in the teaching/learning process both in the classroom and as a research agenda.

BSNS 7111	Global Business Practices in Management	3 hrs.
BSNS 7112	Global Business Practices in Marketing	3 hrs.
BSNS 7113	Global Business Practices in Accounting	3 hrs.
BSNS 7114	Global Business Practices in Finance	3 hrs.

Seeks to critically examine academic research on international business. The primary focus is on the organizational structures, strategies, and operations of multi-national enterprises (MNEs). The topics are intimately linked to MNE's international trade and investment activities, which in turn, are significantly influenced by the diverse political environments in which the companies operate. This course systematically develops each of these major subject areas (management, marketing, accounting, finance), and shows the interconnections among them. Coverage will include historical and current trends with an emphasis on the development of theory.

BSNS 7700	Applied Statistics	3 hrs.
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Statistical techniques and methods are used to analyze, interpret, and present data including, but not limited to, descriptive statistics, hypothesis testing, probability distributions, sampling, analysis of variance, correlation, and linear regression.

BSNS 7710	Research Methods	3 hrs.
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Presents a basic grounding in research methods available to business scholars. Students will examine, discuss, and use these methods in class assignments.

BSNS 7720	Advanced Research Methods	3 hrs.
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Uses a structured environment to assist with the preparation of the student's dissertation proposal. This course should be taken just prior to the preparation of your dissertation. Students must have the consent of the DBA director to enroll.

BSNS 7851	Teaching Practicum in Management	3 hrs.
BSNS 7852	Teaching Practicum in Marketing	3 hrs.
BSNS 7853	Teaching Practicum in Accounting	3 hrs.
BSNS 7854	Teaching Practicum in Finance	3 hrs.

A year-long supervised experience focusing on the identification and application of best teaching/learning practices in the student's discipline.

BSNS 7901	Seminar in Management	3 hrs.
BSNS 7902	Seminar in Marketing	3 hrs.
BSNS 7903	Seminar in Accounting	3 hrs.
BSNS 7904	Seminar in Finance	3 hrs.

Presentations and discussions of literature dealing with the theory and practice of the discipline. Includes the preparation and presentation of students' original work.

BSNS 7911	Seminar: Adv. Applications of Ethical Reasoning in Management	3 hrs.
BSNS 7912	Seminar: Adv. Applications of Ethical Reasoning in Marketing	3 hrs.
BSNS 7913	Seminar: Adv. Applications of Ethical Reasoning in Accounting	3 hrs.
BSNS 7914	Seminar: Adv. Applications of Ethical Reasoning in Finance	3 hrs.

Utilizing foundational material from common disciplines in the study of business, these seminars address the impact of these fields of study on institutions, social set-

tings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in foreign countries, and implications of the corporate structure model to cultural and societal issues.

BSNS 7921	Advanced Topics in Management	3 hrs.
BSNS 7922	Advanced Topics in Marketing	3 hrs.
BSNS 7923	Advanced Topics in Accounting	3 hrs.
BSNS 7924	Advanced Topics in Finance	3 hrs.

Independent study focuses on a year-long in-depth analysis of an aspect of current research that relates to theory and practice in specific areas of the discipline. Can assist in the creation of a literature review for the doctoral dissertation.

BSNS 7950	Dissertation Research	1 hr.
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After qualifying exams have been completed, the student must be enrolled for at least 3 hours of dissertation credit every semester. In total, the student must register for a minimum of 15 hours of dissertation credit. If the dissertation is not completed after registering for 15 hours of dissertation credit, the student must continually register for 1 hour of dissertation credit each term (summer, fall, spring) until the completion of the dissertation defense.

Master of Business Administration

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

Professional Program — Designed for the working professional, this program is offered in Anderson and multiple learning locations in the Indianapolis area. Students are part of a cohort that normally meets one night a week. The program can be completed in only 22 months.

In addition to the traditional, broad-based 37-credit-hour curriculum, individuals in this program may earn a concentration in one of four areas by adding an additional four credit hours (a total of 41 hours). The four possible areas of concentration are 1) International Business, 2) Finance, 3) Leadership, and 4) New Venture Development.

Residential Program — Designed for individuals who desire graduate-level studies in a Christian environment immediately following completion of their undergraduate program, this program is experiential in nature, utilizes an intense living-learning approach, and can be completed in 10 months.

Concurrent MBA/MS Program — Designed for individuals who aspire to leadership roles in an increasingly technology-driven economy, this one-of-a-kind program is a collaborative effort between Anderson University and Purdue University. The offering is focused on relevancy and practical application. Graduates from this program receive two degrees —

the Master of Business Administration from Anderson University's Falls School of Business and the Master of Science in Technology from Purdue University's College of Technology.

Concurrent MBA/MSN Program — Designed for individuals who are pursuing administrative careers in the increasingly complex health-care environment, this program provides individuals the opportunity to develop advanced skills and knowledge in both business and nursing. Individuals completing this program earn two degrees — a Master of Business Administration degree and a Master of Science in Nursing degree from Anderson University.

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

Student Requirements for Admission

Professional MBA

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

Residential MBA

1. A completed Anderson University Falls School of Business Residential MBA program application form
2. Application essay of no more than 400 words describing why you have chosen to pursue an MBA degree at Anderson University and how you believe these studies will help you attain your career goals
3. Current resumé
4. Official academic transcripts from all post-secondary institutions attended
5. Three recommendation forms, submitted by individuals able to comment on your abilities and potential
6. Satisfactory Graduate Management Admission Test (GMAT) score

Concurrent MBA/MS degree program

1. A completed Anderson University Falls School of Business MBA program application form
2. At least two years work experience
3. Official academic transcripts from all post-secondary institutions attended
4. Three recommendations testifying to capabilities and probability of future success

5. Prerequisites require evidence of competency by undergraduate coursework or significant specific work experience in all the following: accounting or finance, economics, statistics or calculus, management or marketing
6. Evidence of academic ability through an undergraduate GPA above 3.0, or a satisfactory score on the Graduate Management Admission Test (GMAT)
7. Acceptance into the Purdue University Graduate School

Concurrent MBA/MSN degree program

1. A completed Anderson University School of Nursing Master of Science in Nursing application form
2. Bachelor's degree in nursing (from a nationally accredited nursing school)
3. Official academic transcripts from all post-secondary institutions attended
4. Current Registered Nurse license in the state of Indiana or eligibility for licensure
5. At least two years work experience
6. Three letters of recommendation
7. Undergraduate coursework in: accounting or finance (accounting preferred), economics, management or marketing, and statistics or calculus
8. Undergraduate GPA of 2.75 or above
9. Satisfactory Graduate Management Admission Test (GMAT) score (if undergraduate cumulative GPA is 3.0 or higher, the GMAT may be waived)
10. Admission essay
11. Current CPR certification for health-care providers from the American Heart Association
12. Documentation of immunizations, negative for TB, and criminal background check

Traditional 37-Hour MBA Curriculum*

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

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

MBA Course Descriptions

BSNS 6010 Business and Society

2 hrs.

In developing a stakeholder approach to managing in today's business environment, the student is introduced to a survey of theories for ethical decision-making. There is an attempt to increase student awareness of the impact that personal decisions have on the organization and on society as a whole.

BSNS 6120 Managerial Accounting

3 hrs.

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

BSNS 6130 Managerial Economics

3 hrs.

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

BSNS 6140 Financial Management

3 hrs.

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

BSNS 6141 Strategic Accounting and Financing Decisions

2 hrs.

This course investigates issues such as capital structure, dividend policies, mergers, and issuing of stock. The course utilizes a case studies approach.

BSNS 6210 Organizational Behavior

3 hrs.

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

BSNS 6250 Travel Seminar in International Business

2 hrs.

Students have the opportunity to study international business firsthand through a trip to one or more of the major international business centers of the world. Students are expected to read extensively and be involved in pre-trip seminars. Tuition is included in the program cost. Travel costs are additional.

BSNS 6270 International Business

2 hrs.

The importance of thinking globally and understanding cultural, business practice, and economic differences are explored through various projects and cases. The focus is on

the international dimensions of business environment and practice. The importance of thinking globally and understanding cultural, business-practice, and economic differences will be explored through a variety of means.

BSNS 6330 Business Plan Development 4 hrs.

This course focuses on a systematic study and preparation of business plans. Students define an opportunity in either an entrepreneurial or intrapreneurial setting and propose a plan for business activity that integrates concepts from throughout the MBA curriculum. Students prepare business plans acceptable for presentation to venture capitalists or management. A reasonably thorough understanding of entrepreneurial interests and skills should be attained.

BSNS 6350 Marketing Strategy 3 hrs.

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

BSNS 6356 Research in Market Feasibility 2 hrs.

This course investigates the process and the techniques of good market research. The course is designed to help the student develop the skills necessary to identify and apply the concepts that characterize high-quality marketing research practice and become a critical analyst of marketing and business research to discern good decisions and conclusions.

BSNS 6410 Business Topics 2 hrs.

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

BSNS 6411 Personal and HR Development 2 hrs.

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

BSNS 6420 Managing Legal Risks 2 hrs.

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

BSNS 6540 Financial Reporting and Financial Statement Analysis 3 hrs.

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

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

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

BSNS 6900 Seminar in Professional Issues 2 hrs.

This course employs a directed mentorship with a working professional in the student's area of focus. In addition students investigate best practices as well as current and controversial issues in areas such as entrepreneurship, finance, leadership, and global business.

Master of Music Education

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

Dr. Jeffrey Wright
Dean, College of the Arts
School of Music
Anderson University
1100 E. Fifth Street, Anderson, IN 46012-3495
(765) 641-4544; toll-free (800) 619-3047; fax (765) 641-3809
www.anderson.edu/music/mme
e-mail: musiced@anderson.edu

Student Requirements for Admission

1. A completed Anderson University School of Music Master of Music Education application
2. Baccalaureate degree from an accredited institution
3. Valid teacher's license
4. Official transcripts from all colleges attended
5. Two recommendations testifying to teaching and musical abilities
6. Writing sample
7. Interview with music education faculty

Degree Requirements

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

Music Education Courses

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

Music Theory and Literature Courses

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

Music Performance Courses

MUPF 5080	Choral Ensemble	1 hr.
MUPF 5190	Instrumental Ensemble	1 hr.
MUPF 5210	Duo Piano	1 hr.
MUPF 5230	Jazz Combo	1 hr.
MUPF 5350	Guitar Ensemble	1 hr.
MUPF 5360	Brass Ensemble	1 hr.
MUPF 5370	Woodwind Ensemble	1 hr.
MUPF 5380	String Ensemble	1 hr.
MUPF 5390	Percussion Ensemble	1 hr.
MUPF 5540	Selected Topics in Performance	1-3 hrs.
MUPF 5700	Voice	1-3 hrs.

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

MME Course Descriptions

Music Education Courses

MUED 5110 Level I Orff Certification **3 hrs.**

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

MUED 5120 Level II Orff Certification **3 hrs.**

This course is a continuation of the study of Orff teaching methodology from Level I. It includes the study of pentatonic, diatonic, and modal melodies; melodic ostinato, bordun, and shifting chord accompaniments; and irregular and changing meters. Students review pentatonic modes and their transpositions, begin the study of pentachordal and hexachordal scales. Students participate in the study of recorder and movement each day. This course also addresses classroom application of Orff practices, techniques, and improvisational methods, including the sequential teaching of dance forms and folk dances.

MUED 5130 Level III Orff Certification **3 hrs.**

A continuation of the study of Orff teaching from Level II. It includes improvisation in diatonic modes and asymmetric meters and harmonic accompaniments. Students continue intensive work in concepts of rhythm, melody, harmony, timbre, form, and pedagogy. Students participate in the study of recorder and movement each day. It also includes ensemble performance of all recorder voices, choreography, and improvisation relative to movement and music.

- MUED 5140 Orff Curriculum** **2 hrs.**
Enables students to build a Schulwerk-based curriculum for their specific teaching assignments. Long-term planning and weekly process lesson planning will be addressed. Teachers will share ideas and teach lessons utilizing the Orff process. Level I and II Orff training at an accredited program is required to enroll in this course.
- MUED 5210 The Voice—Pedagogy, Language & Literature** **2 hrs.**
Covers a broad range of information, skills, and resources indispensable to all who work with the human voice. Subjects include fundamentals of acoustics, fundamental voice production, the changing voice, performance psychology, teaching musical expressiveness using Dalcroze Eurythmics, building a basic library of vocal literature appropriate for pre-collegiate singers, and an introduction to the International Phonetic Alphabet and its application to Singer's Diction. Laboratory voice teaching with fellow class members as well as student volunteers from outside will be central to the instructional experience.
- MUED 5220 The Child's Voice** **2 hrs.**
This course offers philosophy, methods, and materials designed to provide a sound pedagogical and musical basis for building and enhancing a developmental choral program for children ages 7 to 12. The course offers experiences for building skill and knowledge in guiding vocal development, learning strategies for developing a program, acquiring a repertoire bank, organizing a supportive administrative base, and creating a sense of community. From the smallest church choir to the largest community choral organization, all these functions are critical to the rounded, affirmed development of each child chorister involved.
- MUED 5230 The Changing Voice** **2 hrs.**
From fifth to tenth grade, children's voices go through many changes until settling into their maturing young-adolescent and young-adult vocal range. This course is an in-depth exploration of a wide range of repertoire, which takes into account the unique ranges, comfortable tessituras, and emotional and behavioral characteristics of students as they pass through this stage of the changing voice. This course will help teachers develop their library for working with all combinations of the changing voice, from girls' or boys' choirs to mixed choirs.
- MUED 5240 Choral Music Experience Workshop** **2 hrs.**
- MUED 5250 Directing the High School Musical** **2 hrs.**
An intensive workshop that addresses all aspects of teaching related to a musical theatre production. This course examines the process of selecting an appropriate work to be performed, selecting a cast, building a rehearsal schedule, coaching student actors, and using healthy and balanced musical rehearsal techniques. This course also examines the process of building a production team and the roles of the music director, stage director, assistant director, choreographer, and stage manager.
- MUED 5310 Introduction to Kodály** **2 hrs.**
Provides an overview of the philosophy and techniques of Kodály teaching methodology and explores the application of these teaching principles in classroom teaching and

choral rehearsals. This course includes sight-reading and dictation skill development using moveable-do tonic solfa and rhythm syllables in a pentatony-based approach and the analysis of small forms.

MUED 5320 Conversational Solfege

2 hrs.

Examines a pedagogical method that develops music literacy. Based on models used to teach conversational foreign languages, this course develops an understanding of music through the use of rhythm and tonal syllables at a “conversational” level that gradually evolves into reading, writing, improvisation, and compositional skills. This is a literature-driven curriculum. The sequencing of musical elements grows out of those tonal and rhythmic elements that exist in folk song literature. Each rhythm or tonal element is explored in patterns, songs, and themes from classical literature. Applications of conversational solfege range from elementary general and choral music courses to collegiate level choral, sight-singing, and ear-training courses.

MUED 5410 Teaching String Instruments (for non-string players)

2 hrs.

Intended to assist music educators whose primary performance area does not include string instruments, but who desire to be more comfortable with and better prepared for teaching students to perform on string instruments. The course includes the study of the methods, materials, equipment, literature, and teaching techniques appropriate for beginning and advanced string players. Students in this course will play various string instruments in class and will evaluate various teaching methods and literature to determine their appropriateness for classroom use.

MUED 5420 Writing Drill for the Marching Band

2 hrs.

Designed for the music educator who has a limited background in marching band drill design. Students begin with assignments that require them to chart drill by hand so that they have an understanding of this process and the instruments required for this work. Students then move to assignments that require them to chart drill using special computer software. There is an emphasis on the practical aspects of drill design so that students work on projects that they can use with their own marching bands.

MUED 5430 Instrument Repair

2 hrs.

Addresses some of the basic and common repair techniques for woodwind, brass, and percussion instruments. Included in the course are common emergency repairs and techniques for preventative care and maintenance. This class also examines the process of equipping an instrument repair facility with appropriate tools and materials, building a repair and replacement budget for musical instruments, and the process of securing bids for instrument repair and selecting a reliable technician to be responsible for more extensive instrument repairs.

MUED 5500 Teaching Music Theory in the High School

2 hrs.

Designed to help music educators who may be called upon to teach music theory in the high school setting. Included will be an examination of music theory books and materials appropriate for this setting and the process of building a syllabus and designing appropriate assignments for a music theory course. This course will also address issues of assessment and evaluation of student learning in the music theory classroom.

- MUED 5510 Assessment in the Music Classroom** 3 hrs.
Introduces students to some assessment approaches of student learners in the music classroom and rehearsal room. Included will be a survey of testing methods and techniques that stem from a variety of psychological and philosophical schools of thought. Included will be rubric development and portfolio assessment. Emphasis is placed on revising the music curriculum in light of assessment outcomes and writing performance-based assessment reports for state educational associations.
- MUED 5550 Selected Topics in Music Education** 1-3 hrs.
Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of music education that will significantly influence the practices and understandings of the teaching-learning process.
- MUED 5580 Music Technology** 3 hrs.
An introduction to various uses of music technology that are useful for the music educator. Included will be use of music notation software using the Sibelius program, MIDI sequencing, and digital audio, including use of MP3 files and CD duplication software. Participants will learn the basic operations of software programs through practical applications of music technology to projects that will assist their work as music educators. Participants will also visit existing websites of music educators to learn from their work and creativity.
- MUED 6010 Philosophy and History of Music Education** 3 hrs.
This course is a survey of prominent philosophical trends and writers within the music education movement. Students will focus on the writings of Bennett Reimer and David Elliott, two of the most influential philosophers of music education. As a result, students will come to understand the unique role of music within the lives of individuals and within society-at-large. Students will also come to a deeper understanding of the value of music education and the importance of their work as a music educator. It includes an overview of important curricular innovations and music education conferences such as the Contemporary Music Project and the Manhattanville Music Curriculum Project.
- MUED 6020 Bibliography and Research** 3 hrs.
Introduces students to the major research tools available to them as music scholars and gives practical experience in using these tools to make valuable contributions to the field of music education research and scholarship. Included is an overview of major library reference tools, online resources, internet sources of scholarly information, and music periodicals and scholarly journals available (online and in print). Students will conclude with a research project demonstrating their understanding of how to use various research tools to provide new insights and understandings about musical scholarship and performance practices.
- MUED 6030 Psychology of Music** 3 hrs.
Provide a survey of major schools of thought and practice within the field of psychology and their influence on music education practice and assessment. This course also includes the research methods and results of psychologists who look specifically at music cognition, music learning theories, music performance practice, psychometrics

of music, and the social psychology of music. A survey of psychology as it relates to creativity, composition, improvisation, and listening will also be included.

MUED 6950 Thesis in Music Education **3 hrs.**
Each student will write a thesis that builds upon and provides for the practical application of methods and concepts from the Psychology of Music and Bibliography and Research courses, relating this course content to the teaching environment in which the music educator works. This course is designed to extend over two semesters so that the student has adequate time to develop a thesis proposal, carry out the research project, analyze the results, and write the thesis. Work on the thesis will be guided by a panel of music faculty members. Students will defend their work before a panel of faculty members and present their final projects to other students in the degree program.

MUED 6960 Professional Project in Music Education **1 hr.**
Each student will complete a project that consists of a research proposal, a literature review, and a speculative statement about potential outcomes if the action portion of the project were completed. The professional project builds upon the methods and concepts from the Psychology of Music and Bibliography and Research courses, relating this course content to the teaching environment in which the music educator works. Work on the professional project will be guided by music faculty members. Students will present their final projects to faculty members and other students in the degree program.

Music Theory and Literature Courses

MUSC 5000 Music Theory Review **0 hrs.**

MUSC 5010 Aural Skills Review **0 hrs.**

MUSC 5020 Advanced Analysis **3 hrs.**
Builds on the content of “Graduate Music Theory” and challenges students to analyze musical compositions based on formal elements such as harmony, motives, themes, and rhythms. Students begin by analyzing smaller sections of large works, then move to analysis of large-scale works. Various approaches to musical analysis will be utilized, discussed, and evaluated. Emphasis will be placed on the analysis of literature that can be used by the music educator in the classroom and rehearsal.

MUSC 5030 Aural Skills **1 hr.**
Required for students who have insufficient training in either ear-training or sight-singing based upon an entering placement exam. The ear-training portion of the class works toward ease in transcribing melodic, harmonic, and rhythmic dictation. The sight-singing portion of the class focuses on fluency in singing melodies without a supporting instrument so that students demonstrate tonal stability and independence in their ability to sight-read. Emphasis is placed on sight-singing and ear-training as they relate to problematic musical concepts such as syncopation and chromaticism.

MUSC 5040 Orchestration**2 hrs.**

Examines approaches to arranging musical selections for performance by ensembles of string, wind, and percussion players, including chamber ensembles and large ensembles. It includes a review of the theoretical constructs of music that are basic to orchestration techniques and explores the challenges of arranging pieces in a variety of styles and using a variety of combinations of instruments. Students develop the creative aspects of orchestration through course assignments. This course emphasizes the creation of orchestrations for use in the classroom and for use with a variety of ages.

MUSC 5050 Choral Arranging**2 hrs.**

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

MUSC 5060 Instrumental Arranging**2 hrs.**

Examines approaches to arranging musical selections for performance by wind players and percussionists, including chamber ensembles and large ensembles. It reviews the theoretical constructs of music that are basic to instrumental arranging and explores the challenges of arranging pieces in a variety of styles and using a variety of combinations of instruments. This course gives particular attention to voicing, sectional, and cross-sectional doubling of instruments; soloistic treatment of instruments; and other elements of contemporary treatment in scoring. Emphasis is given to the arrangement of instrumental selections for use in the classroom and for use with a variety of ages.

MUSC 5210 Folk Music and Folk Instruments**2 hrs.**

A listening and performance survey of traditional folk music and folk instruments with particular emphases on Anglo-American and African-American secular and sacred styles and genres. Students study historical primary and secondary sources, classroom repertoire, and performance practices. Comparative research techniques, transcription, and systematic notation for the music classroom also are addressed. Students will complete a research project on a selected instrument, genre, singer, style, or collector.

MUSC 5220 World Drumming**2 hrs.**

Utilizes the Afro-Cuban oral tradition of teaching drumming through the use of imitation and echoing, call and response, and improvisation. Students learn literature of the African and Cuban cultures such as Latin American songs and African folk songs, and then integrate ethnic percussion instruments into the song literature. Students learn to play a variety of instruments such as tubano, cowbell, African double-bell, gankogui, shekere, xylophone, congas, bongos, and guiro. This course incorporates life skills such as team building, respect, and cooperation, and makes use of teaching methods and literature that can be used by music educators in their teachings.

- MUSC 5470 Choral Conducting** **2 hrs.**
MUSC 5480 Instrumental Conducting **2 hrs.**
 Explores ways to develop a better sound and to accelerate learning by refining teachers' most important non-verbal tool for communicating with their ensembles —conducting. This course focuses on the development and improvement of conducting techniques, explores activities that develop an ensemble's sensitivity to gesture, and finds ways to transfer this knowledge into rehearsal settings so that musical knowledge is applied to particular musical selections.
- MUSC 5510 Selected Topics in Music History and Literature** **1-3 hrs.**
 Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of music history and literature that will significantly influence the practices and understandings of the teaching-learning process.
- MUSC 5520 Selected Topics in World Music** **1-3 hrs.**
 Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of world music that will significantly influence the practices and understandings of the teaching-learning process.
- MUSC 5530 Selected Topics in Music Theory** **1-3 hrs.**
 Allows for special courses and seminars to be offered on a one-time basis. Courses will relate to timely and important topics in the field of music theory that will significantly influence the practices and understandings of the teaching-learning process.
- MUSC 6110 Graduate Music Theory** **3 hrs.**
 Reviews core components of the undergraduate music theory curriculum with emphasis placed on formal, harmonic, and motivic/thematic analysis. Focus is given to the integration of score analysis into the performance of musical works frequently used in the educational setting. An emphasis will also be placed on conveying analytic information appropriately in the performance score. Evaluation in this course is based on demonstrating analytic techniques in several score preparations with written support and explanation.
- MUSC 6200 Music History** **3 hrs.**
 This course will focus on a particular aspect of music history and literature each semester that it is offered. The topic of the seminar will be available through the music school office and will address some aspect of music history and literature that will be pertinent to the music educator. Students will be required to use research tools and methodologies to complete a significant research project related to the subject of the seminar.
- MUSC 6220 World Music** **2 hrs.**
 This seminar will focus on a particular aspect of world music each semester that it is offered. The topic of the seminar will be available through the music department office and will address some aspect of world music that will be pertinent to the music educator. This seminar will assist music educators with incorporating some aspects of world music into their classrooms and rehearsals.

Music Performance Courses

Ensembles

1 hr.

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

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

MUPF 5540 Selected Topics in Performance

1-3 hrs.

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

Private Music Study

1-3 hrs.

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

- MUPF 5700 Voice
- MUPF 5710 Piano
- MUPF 5720 Harpsichord
- MUPF 5730 Organ
- MUPF 5740 Violin
- MUPF 5750 Viola
- MUPF 5760 Cello
- MUPF 5770 Bass
- MUPF 5780 Flute/Piccolo
- MUPF 5790 Clarinet
- MUPF 5800 Oboe/English Horn
- MUPF 5810 Bassoon
- MUPF 5820 Saxophone

- MUPF 5830 Trumpet/Cornet
- MUPF 5840 French Horn
- MUPF 5850 Trombone
- MUPF 5860 Baritone/Euphonium
- MUPF 5870 Tuba
- MUPF 5880 Harp/Percussion
- MUPF 5890 Guitar

Master of Science in Nursing

The School of Nursing offers four tracks leading to a Master of Science in Nursing. The program descriptions are as follows:

Nursing Administration Track

The Master of Science in Nursing with a focus in nursing administration offers advanced nursing practice knowledge, skills, and abilities to be effective nurse administrators while providing the opportunity for personal and career growth. Students will be equipped with the tools needed by nurse administrators to lead and direct departments and programs in health-care organizations. Opportunities for the exploration of international health-care organizations, policy development, and project management are integral components of the curriculum.

This 37-credit-hour program can be completed in as little as 26 months. All nursing courses meet curriculum requirements established by the American Association of Colleges of Nursing (AACN). Graduates will be eligible for American Nurse Credentialing Center (ANCC) certification as a Nurse Executive (NE-BC) once work requirements are met.

MSN-MBA

Expanding on the nursing administration track of the master's program, the dual degree program leads to two full degrees, the MSN and the MBA. The curriculum offers advanced business knowledge providing students with the tools needed to lead and direct complex health-care organizations with multiple departments and disciplines. In addition to learning fiscal and human resource management, students will develop a working knowledge of strategic and competitive business planning toward building and continually improving health-care organizations for the 21st century.

This 55-credit-hour program can be completed in as little as 36 months. All nursing courses meet curriculum requirements established by the American Association of Colleges of Nursing (AACN). Graduates will be eligible for American Nurse Credentialing Center (ANCC) certification as a Nurse Executive (NE-BC) once work requirements are met.

Nursing Education Track

The MSN with a focus in nursing education is an innovative program that offers advanced nursing practice knowledge in the area of teaching, curriculum development, assessment, and evaluation of learning outcomes while providing the opportunity for personal and career growth. Students will be equipped with the tools needed to create and manage effective learning environments, utilize theories of nursing and education to promote student acquisition of knowledge, and evaluate clinical performance.

This 42-credit-hour program can be completed in as little as 26 months. Graduates will be eligible for National League of Nursing (NLN) Certification for Nurse Educators (CNE) exam once work requirements are met.

Nursing Informatics Track

The Master of Science in Nursing with a focus in nursing informatics integrates nursing science, computer science, and information science. This innovative program prepares advanced practice nurses with knowledge, skills, and abilities to manage and communicate data through the use of information structure, information processes and information technology. Students will be equipped with the tools to design and implement programs for patient and other healthcare providers.

This 35 credit hour program can be completed in as little as 24 months. All nursing courses meet curriculum requirements established by the American Association of Colleges of Nursing (AACN). Graduates will be eligible for the American Nurse Credentialing Center (ANCC) certification as Informatics Nursing (RN-BC) once work requirements are met.

Each track builds on the tradition of excellence of the School of Nursing's baccalaureate program. All courses are taught by faculty in their respective disciplines. The MSN is fully accredited by the Commission on Collegiate Nursing Education (CCNE). The MBA is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Student Requirements for Admission

Admission criteria for MSN (all tracks)

1. A completed Anderson University School of Nursing Master of Science in Nursing application form
2. Bachelor's degree in nursing (from a nationally accredited nursing school)
3. Current Registered Nurse license in the State of Indiana or eligibility for licensure
4. One year work experience preferred*
5. Undergraduate GPA of 2.75 or above. If the undergraduate GPA is below 2.75, the student may be admitted on academic surveillance*
6. Three letters of recommendation
7. Admission essay
8. Current CPR certification from *American Heart Association*
9. Negative Mantoux, current immunizations
10. Criminal background report from *certifiedbackground.com*
11. Malpractice insurance fee

***Additional admission requirements that must be met for admission to the MBA**

1. Two years work experience
2. Undergraduate GPA of 3.0
3. Prerequisite course work in the following courses:
 - Accounting or Finance
 - Economics
 - Management or Marketing (a BSN management course may fulfill this requirement)
 - Statistics or Calculus (a BSN nursing research course may fulfill this requirement)

NOTE: The undergraduate prerequisite courses for the MBA may be fulfilled during the program. Students not meeting admission requirements may be admitted on probation at the discretion of the faculty.

Additional requirements for students with a BSN from a foreign university

1. Holds a registered nurse's license in Indiana or from another state or has applied for an Indiana license. Foreign licensure will not be accepted.
2. Achieved at or above the following minimum scores for English competency:
 - TOEFL paper version — 550
 - TOEFL electronic version — 213
 - TOEFL Internet version — 79
 - IELTS — 6.5 with no subscore lower than 6
3. Complete bridge courses as determined by the faculty.

RN to MSN Option

If a student wishes to enroll in any of the MSN tracks but does not have a BSN, the individual must show evidence of having attained the BSN essential knowledge. Applicants must document knowledge and skill in the areas listed below through prior coursework, portfolio of work or personal experience, or completion of prerequisite coursework offered by an accredited college or university. Each student's transcript and supporting evidence will be examined by the graduate coordinator and/or faculty of the School of Nursing. Gaps requiring prerequisite coursework will be identified, and an individual curriculum plan will be developed for the student. A portfolio fee may be assessed for evaluation of work or personal experience.

Curriculum

Core Nursing Courses (credit hours in parentheses)

- NURS 5010 Introduction to Graduate Nursing Study (1 hr.)
- NURS 6010 Nursing Ethics (1 hr.)
- NURS 6020 Informatics for Nurse (3 hrs.)
- NURS 6120 Organizational Finance and Health Care (3 hrs.)
- NURS 6140 Diversity in Health care (3 hrs.)
- NURS 6220 Nursing Theory (3 hrs.)
- NURS 6240 Nursing Research (3 hrs.)
- NURS 6310 Policy and Decision Making for Health-care Professionals (3 hrs.)

Total core nursing credit hours: 20

Capstone Course

- NURS 6320 Leadership Seminar in Nursing Administration (4 hrs.)
- NURS 6321 Leadership Seminar in Nursing Education (4 hrs.)
- NURS 6322 Leadership Seminar in Nursing Informatics (6 hrs.)

Nursing Administration Track Courses (may require a three-credit prerequisite)

- BSNS 6120 Managerial Accounting (3 hrs.)
- BSNS 6210 Organizational Behavior (3 hrs.)
- BSNS 6350 Marketing Strategy (3 hrs.)
- BSNS Topics courses
 - Personal and HR Development (2 hrs.)
 - Managing Legal Risks (2 hrs.)

Total credit hours beyond nursing core: 13

Total program credit hours: 37

MSN-MBA Dual degree program (may require six hours of prerequisite)

- BSNS 6120 Managerial Accounting (3 hrs.)
- BSNS 6210 Organizational Behavior (3 hrs.)
- BSNS 6350 Marketing Strategy (3 hrs.)
- BSNS Topics courses
 - Personal and HR Development (2 hrs.)
 - Managing Legal Risks (2 hrs.)
- BSNS 6010 Business and Society (2 hrs.)

- BSNS 6140 Financial Management (3 hrs.)
- BSNS 6130 Managerial Economics (3 hrs.)
- BSNS 6430 Leading Organizational Change (3 hrs.)
- BSNS 6450 Competition and Strategy (3 hrs.)
- BSNS 6330 Business Plan Development (4 hrs.)
- NURS 6320 Leadership Seminar in Nursing Administration (4 hrs.)

Total business credit hours: 31

Total program credit hours: 55

Nursing Education Track Courses

- NURS 6110 Exploring Learning Theories and Styles (3 hrs.)
- NURS 6130 Developing Effective Curriculum and Instruction (3 hrs.)
- NURS 6160 Assessment and Evaluation in Nursing Education (3 hrs.)
- NURS 6250 Health-care Planning for Individuals, Families, and Groups (3 hrs.)
- NURS 6260 Pathophysiology/ Pharmacology/Health Assessment
for Nurse Educators (6 hrs.)

Total credit hours beyond nursing core: 18

Total credit hours: 42

Nursing Informatics Track Courses

- NURS 6170 Systems Life Cycle (3 hrs.)
- NURS 6260 Database Design and Processing (3 hrs.)
- NURS 6270 Information Technology (3 hrs.)

Total credit hours beyond nursing core: 9

Total credit hours: 35

MSN Course Descriptions

- NURS 5010 Introduction to Graduate Nursing Studies** **1 hr.**
 Introduces students to Anderson University School of Nursing, its resources, and the roles and expectations of graduate nursing students. Provides a bridge from the BSN to MSN programs including an understanding of advanced nursing practice.
- NURS 6010 Nursing Ethics** **1 hr.**
 Ethical theories are discussed, integrating the ethical decision-making process within the framework of advanced nursing professional practice.
- NURS 6020 Nursing Informatics** **3 hrs.**
 This course examines the nurse's role in health information technology, particularly the current state and future outlook for the field of Nursing Informatics. Topics include utilizing information technology to maximize healthcare safety, quality, efficiency, regulatory compliance, patient privacy, patient satisfaction, and reimbursement. Students will examine current trends in meaningful use, electronic health record certification, and Health Information Exchanges. Use of databases, media, and computer applications are discussed including analysis of application processes. Content aimed toward the CNE exam.

- NURS 6110 Exploring Learning Theories and Styles** **3 hrs.**
With new information being discovered almost daily about how learning takes place, today's teacher can no longer rely on experiential methods. The teaching/learning model has changed drastically over the past few years. We know more about intelligence, effective learning environments, and teaching behaviors that help ensure learning at the conceptual stage, as well as problem-solving behavior. This course will aid the practicing teacher in staging the classroom environment for effective teaching and learning. Content aimed toward the CNE exam.
- NURS 6120 Organizational Finance and Health Care** **3 hrs.**
Introduce and apply principles and applications of healthcare finance and synthesize those principles into the work setting. Analysis of government and private financial issues and fiscal management of health care delivery units. Focus on the economics of health and models of ethical and sound fiscal management.
- NURS 6130 Developing Effective Curriculum and Instruction** **3 hrs.**
How does curriculum development affect individual teachers and their classrooms? This course will enable master teachers to give leadership to the process of change through the exploration and understanding of examine the overall construct of curriculum and the Understanding by Design curriculum model. A workshop model will provide active involvement of the teacher as an agent of change. A unit plan will be developed using current curriculum and develop improvement initiatives within the state standards guidelines. Discussion topics include practical aspects of school improvement, the emphasis on core/basic curriculum, organizing instruction to include exemplary techniques, and suggestions for participation in curriculum development. Content aimed toward the CNE exam.
- NURS 6140 Diversity in Health Care** **3 hrs.**
1.5 didactic, 1.5 clinical *67.5 clock hours of clinical*
Nursing care, as practiced in multiple cultures and with underserved populations, is analyzed with a focus on understanding the diverse patient/client and health-care organizations. Students are expected to spend time in a culture other than their own within the United States or another country. Expenses for the experience are the responsibility of the student.
- NURS 6160 Assessment and Evaluation in Nursing Education** **3 hrs.**
2 didactic, 1 clinical *45 clock hours of clinical*
Introduces the role of teacher in nursing. Provides the tools and skills needed to create, implement, assess, and evaluate effective units of instruction, including but not limited to didactic and clinical teaching. Examines the interconnection of program, course, and unit objectives. Includes practicum/clinical experiences for demonstration and exploration of teaching and evaluation methods. Content aimed toward the CNE exam.
- NURS 6170 Systems Life Cycle** **3 hrs.**
This course examines the key principles and techniques used in the information system technology life cycle, including planning, feasibility studies, requirements definition, system selection and evaluation; design testing, implementation and maintenance support. Emphasis is placed on the roles and responsibilities generally performed by the healthcare informaticist. Content aimed toward the CNE exam.

- NURS 6220 Nursing Theory** **3 hrs.**
Nursing conceptual and theoretical frameworks and models are discussed. Application of nursing theory to practice and research is analyzed.
- NURS 6240 Nursing Research** **3 hrs.**
Research methods and design are explored. Critique of literature and valuing evidence based practice are emphasized. Students develop, implement, and evaluate a research study, presenting findings at a symposium.
- NURS 6250 Health-Care Planning for Individuals, Families, and Groups** **3 hrs.**
1 didactic, 2 clinical *90 clock hours of clinical*
Focuses on enhancing healthy behaviors through population focused health care, including needs assessment of individuals, families, and groups. From an educational perspective, enables students to design, implement, and evaluate policies and programs that promote effective health-care behaviors in specific populations. Content aimed toward the CNE exam.
- NURS 6260 Database Design and Processing** **3 hrs.**
This course provides the Nursing Informatics Student with a theoretical and practical understanding of how data is used in a multi-user business environment. Through lecture and lab experiences, the student will learn how to design and implement a relational database and how to use industry standard tools for querying data and generating reports. Specific technologies used in this course include SQL, T-SQL, XHTML, and CSS. Content aimed toward the CNE exam.
- NURS 6270 Information Technology** **3 hrs.**
This course introduces the computer systems and software encountered in health information technology. Topics will include computer hardware, computer software, networks, and terminology. Emphasis will be placed on understanding how the topics covered function as well as purposes in the field of health information technology. Content aimed toward the CNE exam.
- NURS 6280 Pathophysiology/ Pharmacology/ Health Assessment for Nurse Educators** **6 hrs.**
Analyzes selected nursing concepts regarding health promotion, disease prevention, or disease management in individuals across the lifespan, as well as families and communities. Content will strengthen scientific background to provide direct patient services at an advanced level.
- NURS 6310 Policy and Decision Making for Health-Care Professionals** **3 hrs.**
2 didactic, 1 clinical *45 clock hours of clinical*
Prepares the advanced practicing nurse or administrator for active participation in policy-making with various stakeholders in health-care organizations. Concepts include participation in the decision-making process; building professional networks; analysis of policies related to national, state, and local health goals and outcomes; standards development; and regulatory and professional organizations. Clinical experience will focus on the analysis of policies to improve access to quality care for all individuals, families, or groups.

NURS 6320 Leadership Seminar in Nursing Administration **4 hrs.**

1 didactic, 3 clinical *135 clock hours of clinical*

Exposes nursing professionals to principles of leadership within complex organizations utilizing a project management approach. Aspects of professional growth and development are explored. Students will demonstrate effective leadership through clinical and didactic experiences. The course will include implementation of a capstone project.

prerequisite: NURS 6010, 6020, 6120, 6140, 6220, 6240. Fulfills BSNS 6480 in MBA program.

NURS 6321 Leadership Seminar in Nursing Education **4 hrs.**

1 didactic, 3 clinical *135 clock hours of clinical*

Exposes nursing professionals to principles of leadership within complex organizations utilizing a project management approach. Aspects of professional growth and development are explored. Students will demonstrate effective leadership through clinical and didactic experiences. The course will include implementation of a capstone project.

prerequisite: NURS 6010, 6020, 6120, 6140, 6220, 6240.

NURS 6322 Leadership Seminar in Nursing Informatics **6 hrs.**

1 didactic, 5 clinical-225 clock hours of clinical

Exposes nursing professionals to principles of leadership within complex organizations utilizing a project management approach. Aspects of professional growth and development are explored. Students will demonstrate effective leadership through clinical and didactic experiences. The course will include implementation of a capstone project.

prerequisite: NURS 6010, 6020, 6120, 6140, 6220, 6240.

Addendum

The graduate teacher education program (M.Ed.) at Anderson University has been discontinued. The following list of courses will be offered to currently enrolled M.Ed. students only as part of a “teach-out” plan. After current students have completed degree requirements these graduate courses will no longer be offered at the graduate level.

- EDUC 5300 Organizing Content Knowledge for Student Learning
- EDUC 5310 Creating an Environment for Student Learning
- EDUC 5320 Teaching for Student Learning
- EDUC 5331 Elem Ed: Curric/Instr/Assess
- EDUC 5332 Secondary Ed: Curic/Instr/Assess
- EDUC 5340 Developmental Reading
- EDUC 5350 Diagnostic & Corrective Reading
- EDUC 5360 Reading in Content Areas
- EDUC 5380 Student Teaching in Public School
- EDUC 5390 Teacher Professionalism
- SPED 5370 Spec Ed: Response to Intervention for Exceptional Needs
- EDUC 5410 Principles of Language Acquisition
- EDUC 5420 Methodology for the ENL Classroom
- EDUC 5430 Teaching Culturally and Linguistically Diverse (CLD) Students K-12
- EDUC 5490 Applied Linguistics for Teaching ENL
- EDUC 5860 Practicum in the ENL/TESOL Classroom
- EDUC 6130 Becoming One Community in a Diverse Classroom
- EDUC 6150 Introduction to Educational Research
- EDUC 6170 Sharing Leadership in Contemporary Ed. Systems
- EDUC 6500 Foundations of Educational Leadership
- EDUC 6510 The Principalship
- EDUC 6530 The School & Community
- EDUC 6570 Supervision of Instruction
- EDUC 6580 Internship I
- EDUC 6590 Internship II

Administration

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James L. Edwards	<i>President</i>
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David L. Sebastian	<i>Dean of the School of Theology</i>
Dana S. Stuart	<i>Treasurer</i>
Ronda S. Reemer	<i>Assistant Secretary</i>
Vanessa J. Tijerina	<i>Assistant Treasurer</i>

ADMINISTRATIVE OFFICERS, 2012-13

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Marie S. Morris	<i>Provost</i>
David L. Sebastian	<i>Dean of the School of Theology</i>
Robert L. Coffman	<i>Vice President for Advancement</i>
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ACADEMIC ADMINISTRATION, 2012-2013

Marie S. Morris	<i>Provost</i>
D. Blake Janutolo	<i>Dean, College of Science and Humanities</i>
Jeffrey E. Wright	<i>Dean, College of the Arts</i>
Terry C. Truitt	<i>Dean, Falls School of Business</i>
Karen S. Williams	<i>Dean, School of Nursing</i>
Janice L. Fulkerson	<i>Dean, School of Education</i>
Aleza Beverly	<i>Dean, School of Adult Learning</i>
Arthur J. Leak	<i>University Registrar</i>
Willi E. Kant	<i>Director of International and Intercultural Studies</i>
Janet L. Brewer	<i>Director of University Libraries</i>

EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES, 2012-13

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UNIVERSITY TRUSTEES

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Patricia Seazor Bailey	<i>Indianapolis, Ind.</i>
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James W. Giesler	<i>Lakewood Ranch, Fla.</i>
David E. Markle	<i>Anderson, Ind.</i>
Kerry B. Robinson	<i>Anderson, Ind.</i>
Tom L. Ward	<i>Edmond, Okla.</i>

Term Expires in 2013

Thomas W. Bates	<i>Palm Harbor, Fla.</i>
Terry G. Horner	<i>Indianapolis, Ind.</i>
Larry J. Lilly	<i>Columbus, Ohio</i>
Paul M. Nicholson	<i>Anderson, Ind.</i>
Sandi Patty Pelsis	<i>Edmond, Okla.</i>
Guy F. Perry, Jr.	<i>Indianapolis, Ind.</i>
Ralph E. Welton, Jr.	<i>Clemson, S.C.</i>

Term Expires in 2014

James R. Cook	<i>Indianapolis, Ind.</i>
Louis E. Gerig	<i>Indianapolis, Ind.</i>
Stephen D. Lewis	<i>Morehead, Ky.</i>
Laura Pires-Hester	<i>Riverdale, N.Y.</i>
Lloyd B. Schnuck, Jr.	<i>Martinez, Ga.</i>
Diana L. Swoope	<i>Copley, Ohio</i>

Term Expires in 2015

Kathleen J. Confer	<i>St. Joseph, Mich.</i>
D. Kyle De Fur	<i>Pendleton, Ind.</i>
James L. Edwards	<i>Anderson, Ind.</i>
Dale M. Fontenot	<i>Opelousas, La.</i>
William J. Gaither	<i>Alexandria, Ind.</i>
James B. Winner	<i>Carmel, Ind.</i>

Term Expires in 2016

Dennis D. Carroll	<i>Anderson, Ind.</i>
David E. Cox	<i>Brookville, Ohio</i>
Kevin W. Earley	<i>Romulus, Mich.</i>
Jayne A. Grandison	<i>Yorktown, Ind.</i>
Martin D. Grubbs	<i>Oklahoma City, Okla.</i>
Thomas Scott	<i>Tampa, Fla.</i>
Vernon K. Smith	<i>Okemos, Mich.</i>

The Faculty

Date in brackets indicates year of appointment to faculty.

Doctor of Business Administration Master of Business Administration

Kenneth D. Armstrong

Professor Emeritus of Management
BS, Olivet Nazarene University; MBA,
Central Michigan University;
PhD, Northwestern University [1990]

Kevin J. Brown

Assistant Professor of Business and Finance
BS, MBA, University of Indianapolis;
MLitt, St. Andrews University, Scotland;
PhD, University of Glasgow, Scotland
[2009]

Michael L. Bruce

Professor of Marketing
BS, University of Texas; BS, Greenville
College; MSM, Maryville University; PhD,
Saint Louis University [2003]

Jeffrey M. Buck

*Professor of Marketing; Director, MBA
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BS, MBA, Ball State University; PhD, The
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Michael E. Collette

Professor of Management
BBA, MS, University of Wisconsin-
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[1977]

Deidra A. Colvin

Assistant Professor of Marketing
BA, Pepperdine University; MBA,
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Anderson University [2006]

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Anderson University [2006]

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*Professor of Management; Austin-Cooper
Director of Global Business Studies*
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Indiana University [1996]

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Jay J. Hochstetler

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University; EdD, Ball State University
[2007]

Greg Kaufinger

Associate Professor of Accounting
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University; DBA, Anderson University
[2012]

Doyle J. Lucas

Professor of Management; Director, DBA program
BA, Anderson University; MBA, Ball State University; PhD, Indiana University [1984]

Jill A. Merle

Associate Professor of Finance
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