



2012-2013 Academic Catalog
Anderson University
knowledge for the journey



ANDERSON
UNIVERSITY

Announcements for the One-hundredth and Two Year
2012-2013

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Catalog Information

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Non-Discrimination

Anderson University accepts students on the basis of academic qualifications, character, and evidence of the potential to benefit from the university experience. The University accepts all qualified applicants without regard to race, religious creed, place of national origin, sex, age, disability, or ethnic group.

Complaint Procedure

Students and other interested parties who have complaints regarding institutional policies and practices, or who wish to request deviation or release from the requirements of University programs or policies, must submit written statements summarizing their concerns to the following offices: all minors are subject to the following guidelines:

1. Enrollment Management – matters pertaining to admission and financial aid.
2. Academic Affairs – matters relating to academic programs and policies.
3. Student Development – matters relating to student development programs and policies.
4. Finance and Administration – matters relating to financial, business operations, and facilities (including buildings and grounds) programs and policies.
5. Athletics – matters relating to athletic programs.
6. Information Services – matters relating to information services, systems and technology.

Each office will respond in a timely manner and in writing to each specific written complaint.

ACADEMIC CALENDAR – 2012-2013 (Traditional Program)

SUMMER SCHOOL, 2012

First Term: May 7 – 25; Registration Deadline – May 4
Second Term: May 28 – June 22; Registration Deadline – May 25

SUMMER ORIENTATIONS, 2012

May 19 (Saturday); June 22-23 (Friday-Saturday); June 29-30 (Friday-Saturday)

ADULT ACCELERATED DEGREE PROGRAM - FALL, 2012

Term I - August 13 – October 8 (Holiday - September 3)
Term II - October 15 – December 10 (Holiday – November 22)

FALL SEMESTER, 2012

IPG Retreat Monday, August 13
New Faculty Orientation Tuesday, August 14
Faculty/Staff Meeting and College Planning Thursday, August 16
Faculty Retreat Friday, August 17
New Freshmen Residents Move Into Residence Halls Saturday, August 18
Opening Worship for Freshmen Students and Their Families Sunday (Morning), August 19
First Day of Class for the Fall Semester Wednesday, August 22
Opening Convocation (During Chapel Period) Wednesday, August 29
Labor Day Holiday..... Monday, September 3
Last Day to Withdraw from a Course With No Grade (Fin. Responsibility After This Date)..... Tuesday, September 4
Fall Break Thursday – Friday, October 11-12
Last Day to Withdraw from Courses Tuesday, October 16
Pre-Registration for Spring Semester, 2013 Thursday, November 1 - Wednesday, November 14
Thanksgiving Holidays Wednesday - Friday, November 21-23
Last Class Day Wednesday, December 5
Final Examinations Thursday, December 6 - Wednesday, December 12
Senior Grades Due Thursday, December 13 (noon)
Graduation Friday, December 14
All Grades Due Tuesday, December 18 (noon)

ADULT ACCELERATED DEGREE PROGRAM - SPRING, 2013

Term III - January 3 – February 25
Term IV - February 28 – April 29 (Spring Break - March 11 and March 14)
Term V - May 6 – July 1 (Holiday – May 27)

SPRING SEMESTER, 2013

Faculty In-Service Training Thursday, January 3
Faculty Planning Day Friday, January 4
New Freshmen Residents Move into Residence Halls Monday, January 7
Orientation for New Students Tuesday, January 8
First Day of Class for the Spring Semester Wednesday, January 9
Last Day to Withdraw from a Course with No Grade (Fin. Responsibility After This Date) Tuesday, January 22
Founders' Day Convocation Wednesday, February 13
Last Day to Withdraw from Courses Tuesday, March 5
Spring Break Saturday, March 9 - Sunday, March 17
Pre-Registration for Summer Sessions and Fall Semester, 2013 Thursday, March 21 - Wednesday, April 3
Good Friday Holiday Friday, March 29
Honors Convocation Wednesday, April 10
Last Class Day Wednesday, April 24
Final Examinations Thursday, April 25 - Wednesday, May 1
Senior Grades Due Thursday, May 2 (noon)
Graduation Saturday, May 4
All Grades Due Tuesday, May 7 (noon)

SUMMER SCHOOL, 2012

First Term: May 6 – 24; Registration Deadline – May 3
Second Term: May 27 – June 21; Registration Deadline – May 24

President's Message



Fall 2012

Welcome to Anderson University!

The academic year outlined in this catalogue begins an exciting new chapter in our history at Anderson University. Following the celebration of the miraculous history of this institution, as well as the excitement of what lies on the horizon, today we embark on the next leg of our journey with amazing new programs and facilities that we will look back on as pivotal in our progress toward becoming the South's leading Christian university.

As the centennial year came to a close two years ago, we paused to reflect on where we were and how faithful this institution has been to the dreams of the original founders. In the months that have followed we have proven how serious we are about building on those dreams and stretching to even greater heights.

And so it is that today Anderson is a *rare* place indeed – where the entire campus community is devoted to the high ideals of Christian higher education in an intellectually stimulating environment.

Here, we view life as a *journey* . . . gifted to each of us by God and filled with choice and possibility every step of the way.

As you pursue your particular goals and dreams this year, I encourage you to consider that the greatest danger to becoming the person you were meant to be is to fall into the trap of complacency. Anderson University itself is a very good place and our greatest challenge is to energize one another to make certain that as good as we are, we are continuously cultivating the desire, ability, and expectation to improve on what we do.

Students, we have a deep desire that attending Anderson University will be just the start of a lifetime marked by an unquenchable thirst for knowledge, exploration, and service.

Have a great year at AU!

Cordially,

A handwritten signature in black ink that reads "Evans P. Whitaker". The signature is written in a cursive, flowing style.

Evans P. Whitaker, Ph.D.
President

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Presenting Anderson University



Mission Statement of Purpose

Anderson University is an academic community, affiliated with the South Carolina Baptist Convention, providing a challenging education grounded in the liberal arts, enhanced by professional and graduate programs and a co-curricular focus on the development of character, servant leadership, and cultural engagement. This is a diverse community that is Christ-centered, people-focused, student-oriented, quality-driven, and future-directed.

Vision Statement

Anderson University seeks to be a premier teaching university where liberal arts, professional studies, and graduate programs thrive within a distinctively Christian community of faculty, staff and students dedicated to learning and service.

Values

Anderson's vision represents a shared sense of the type of university we want to create. We are bound together as a community by this common aspiration. Values serve as guides that shape our daily actions. Everyone needs to know and understand the values of our organization; they are a guiding force in people's hearts:

- A Christian Community
- The Liberal Arts
- The Individual
- The Student
- A Diverse Student Body
- Continuous Improvement
- Servant Leadership
- The Future

Our vision provides the big picture of the university ethos while our Strategic Plan, Vision 2014, is a roadmap to the future destination for the university.

Strategic Plan

Vision 2014 is an aggressive agenda for accomplishment to be pursued over the next ten years. It consists of 14 broad strategies that will lead to unprecedented progress at Anderson University, placing the institution in the front ranks of Christian higher education and allowing AU to enlarge its service to and impact on individuals, the local region, society, and the church.

STRATEGY ONE: Create an exceptional, future-driven Christian learning environment that emphasizes values, high standards of scholarship, mutual respect, and nurturing support for all members of the Anderson University community.

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

1. Make student learning - the education of the whole student - our top priority
2. Attract and retain outstanding Christian scholars and staff

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3. Support staff in continuously expanding their professional knowledge and skills; establish a new employee orientation and ongoing professional training program
4. Create a climate that encourages AU undergraduates to pursue graduate study, distinguished fellowships, and careers of life-impacting significance
5. Keeping excellent teaching our primary focus, embrace a broad view of scholarship that includes teaching, discovery, application, and integration; develop discipline-specific standards for quality scholarly and creative faculty contributions

STRATEGIC INITIATIVES

6. Maintain an overall student to faculty ratio between 13:1 and 17:1
7. Increase percentage of full-time faculty with terminal degrees from 65% to 80-85%
8. Restructure academic units (currently divisions) to reflect the maturity and quality of the academic programs
9. Establish a center for teaching and learning to encourage, assist, and support faculty in their efforts to continuously improve as learner-focused teachers
10. Increase faculty salaries to median levels for comparative aspirant institutions
11. Increase faculty development funding to competitive levels
12. Implement a compensation management program for staff designed to keep staff salaries competitive
13. Establish exceptional co-curricular learning opportunities designed to set AU undergraduates apart – such as extraordinary internships, original research projects, international educational travel, and Christian missions
14. Develop high quality, self-supporting masters, specialist, and doctoral degree programs that make sense for AU; develop a timeline for graduate program development
15. Design new facilities to support and foster learning, research and teaching including a new library
16. Enhance student-centered services to enable academic success such as exceptional advising and user- friendly administrative and academic processes
17. Make curricular enhancements to foster the development of students' communication (oral, written, and technological) and reasoning skills
18. Explore and consider membership in the Associated New American Colleges (ANAC) consortium and the Council of Christian Colleges and Universities (CCCU)
19. Explore and consider restructuring the academic calendar to facilitate a January term

STRATEGY TWO: Create robust, engaging student development and residence life programs that support retention goals, foster relationship-building, create community, emphasize Christian growth and character development, and create extraordinary student satisfaction

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

1. Seek to continuously improve student development programs to enhance Christian life and develop leadership and character development among students

STRATEGIC INITIATIVES

2. Provide campus housing for at least 75% of the traditional student population
3. Incrementally refurbish residence halls with new furnishings and décor
4. Fully embrace the “residence life” philosophy wherein residence halls are nurturing living and learning environments
5. Embrace a view of student life that values and programs for various student sub cultures such as athletes, commuters, adult ACCEL learners, minorities, etc.

6. Enhance “community building” activities within residence halls
7. Enhance weekend student activities
8. Renovate/enhance and expand the student center
9. Add full-time residence life staff qualified at the masters degree level
10. Expand the role and responsibilities of residence hall supervisors and resident assistants for enhanced supervision, community building and greater residence life effectiveness
11. Enhance food service facilities and food variety
12. Create a senior year experience program that ensures that the end of the student’s undergraduate career is as promising as the beginning
13. Create services and a total campus atmosphere that is affirming and supportive of ACCEL students

STRATEGY THREE: Create within the context of our distinct Christian mission, an environment that welcomes and extends Christian hospitality to people from diverse backgrounds, recognizes the dignity and worth of each individual, and seeks to foster greater understanding.

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

- I. Make a budgetary commitment to hire minority faculty
2. Seek a representation of minorities on the faculty and professional staff that equals the racial diversity of the campus; an initial goal of 12%
3. Increase minority representation in the student body; an initial goal of 17%
4. Initiate a “minority fellows” program designed to recruit promising minority faculty members early in their academic career
5. Develop community partnerships to support minority programming
6. Develop an ambassador program for minority recruitment
7. Increase the campus presence of visiting Christian scholars from other countries and cultures who understand and appreciate our Christian mission and Baptist tradition
8. Consider the creation of a cultural affairs function within the Student Development division to enhance attention given to the needs of minority and international students
9. Add curricular and co-curricular emphases of interest to minority students
10. Increase the presence of artwork, speakers, and performances that reflect the racial diversity of our campus and society
- II. With the Christian faith (see Romans 12:2) and our Baptist tradition as our compass, foster student understanding and discussion of racial, ethnic, cultural, and religious diversity issues in the context of learning settings

STRATEGY FOUR: Build on our present commitment to the integration of faith and learning, cultivate and nurture an institution-wide passion for integration.

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

- I. Affirm the teachings of Jesus Christ, with special emphasis on the Great Commandment, the Great Commission, Christian civility and the Golden Rule
2. Integrate ‘Great Commission’ emphasis into selected service/study programs

STRATEGIC INITIATIVES

3. Develop learning opportunities (speakers, conferences, peer-to-peer learning, etc.) for faculty to develop greater understanding of and practice in the integration of faith and learning – that is, to help students explore and discuss the natural intersections of the Christian faith and the disciplines
4. Recruit faculty and staff who are committed to the integration of faith and learning
5. Create and organize out of class opportunities for faculty and students to discuss the implications of the Christian faith in the disciplines and professions
6. Create opportunities for juniors and seniors to reflect on their AU learning experience to facilitate synthesis of faith and learning and its implications for life after college
7. Consider the facilitation of more faculty and student faith discussions specific to the academic disciplines

STRATEGY FIVE: Educate students for global citizenry

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

1. Require a foreign language in all traditional undergraduate programs
2. Create additional study abroad opportunities and international university partnerships for faculty and students
3. Develop a viable model for financial accessibility to study abroad for full-time traditional students
4. Seek to increase the enrollment of international students

STRATEGY SIX: Attract, support, and retain a student body that is academically talented, motivated to succeed, and desirous of membership in an academically challenging Christian learning environment

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

1. Achieve a headcount enrollment of 2,000-2,200 students; 1,400 traditional, 600 adult students, 200 graduate students
2. Achieve a freshman retention rate of 80%
3. Achieve a six-year graduation rate of 55%
4. Apply selective admission standards with the goal of increasing minimum entrance scores, grade point averages, and the percentage of students in the top 25% of their high school class
5. Develop a strong, focused retention plan
6. Target for recruitment the top 10 to 25% of Hispanic students
7. Enhance recruitment efforts of minority students
8. Develop admission marketing plans for each academic division; link marketing plan for academics to web site
9. Enhance career services to all majors, with special emphasis on business
10. Reduce the traditional student discount rate from 40% to 30%
11. Design into Freshman Programs a presentation that will help students and parents understand and appreciate their sources of financial assistance (SC Baptists, the State of South Carolina, the Federal government, individual donors, and Anderson University)

12. Create exceptional academic services to support and maximize the academic success of our students (registration, financial aid, business office, etc.)
13. Develop within The Cultural Experience Program a social skills series that will ensure that students develop the social skills (etiquette/protocol, dress, etc.) they will need to positive reflections of Anderson University, upwardly mobile in their careers, and successful in life

STRATEGY SEVEN: Pursue additional programmatic distinctions that will set Anderson University further apart from other Southern comprehensive colleges and universities

INITIATIVES AND PRIORITIES:

STRATEGIC INITIATIVES

1. Conduct an audit of current “distinctives”
2. Create an enhanced focus on study abroad and mission work that will allow each AU student that persists past 90 semester hours with a 2.5 GPA to engage in one of the two options
3. Develop quality indicators
4. Be known in the region as “the quality provider of adult education”
5. Seek additional affordable specialized accreditation for appropriate academic programs
6. Pursue a goal of AU graduates scoring in the 75th percentile on all disciplinary competency and knowledge assessments
7. Cultivate and nurture true excellence in academic programs
8. Investigate non-traditional day scheduling

STRATEGY EIGHT: Guide all AU students in academic and student life programs to understand the Christian perspective of life, embody the attitudes of leadership and stewardship, and view work as vocation

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

1. Affirm the teachings of Jesus Christ with special emphasis on the Great Commandment, the Great Commission, Christian civility and the Golden Rule
2. In both academic and student life programs, help students understand life as a gift over which they are to be stewards of their talents, abilities, and all God has given them and understand they have a responsibility to serve others as an expression of gratitude
3. Encourage and support student leadership of campus spiritual life through a wide variety of religious activities

STRATEGIC INITIATIVES

4. Enhance institutional focus on service to others and Kingdom growth
5. Enhance chapel with an increased budget to attract more speakers that emphasize the Christian foundations of life, work, and intellectual activity
6. Provide enhanced generation-specific Christian growth and evangelism activities
7. Place a new, stronger emphasis on the creation and facilitation of extraordinary mission opportunities for students, faculty and staff
8. Explore extending a form of The Journey (chapel) to ACCEL students that makes sense for evening students

STRATEGY NINE: View the campus as a precious resource and continuously enhance its beauty

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

- I. Establish a community value of viewing the campus as a precious resource that enhances campus living, student recruitment and retention, and regional pride
2. Faculty and staff will model stewardship and campus pride
3. Maintain high standards for safety across campus and high standards for health inspections in the residence halls

STRATEGIC INITIATIVES

4. Remove concrete and asphalt from the inner campus to create additional green space
5. Develop a long-term plan to remove the tower from the campus
6. Expand parking
7. Install new aesthetically pleasing signage to enhance campus beauty and facilitate better visitor navigation
8. Create more gathering spaces, both inside facilities and on the grounds
9. Designate smoking areas away from public traffic and develop a proposal for a smoke-free campus
10. Restore the prayer garden at the Sullivan Building
11. Enhance the beauty of the campus with additional plantings, outdoor art, gazebos, water features, flower gardens, etc.
12. Professionally design all new and replacement landscaping
13. Where cost economies can be gained, add environmentally conscious features to facilities

STRATEGY TEN: Further build an athletics program that is characterized by a winning tradition, academic achievement, sportsmanship, and character development

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

- I. Promote and value a winning tradition in all sports

STRATEGIC INITIATIVES

2. Increase the six-year student-athlete graduation rate to 55 percent
3. Consider adding sports that attract out-of-state students
4. Consistently lead the Carolinas Virginia Athletic Conference Honor Roll
5. AU athletes will be the conference model for sportsmanship in all sports
6. AU athletics will emphasize character development among all student-athletes
7. AU student-athletes will promote character development to children and youth in schools, churches, and youth organizations
8. Develop a master plan for athletic facilities

STRATEGY ELEVEN: Establish an integrated marketing program that will communicate

Anderson University's identity as a leading Christian comprehensive university

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

1. Be perceived by the local community and the region as a premier private college
2. Be perceived by prospective students as an academically serious, intentionally Christian, caring university that produces successful graduates
3. Ascend to the top tier of US News and World Report's Southern Comprehensive Colleges and Universities
4. Establish and adequately fund an office of marketing and communications
5. Establish within each academic division a marketing and outreach plan for student recruitment and the development of stronger ties with disciplinary peers in the schools; tie marketing plan for academics to web site
6. Increase coverage of AU in local and regional media outlets
7. Increase the presence of Anderson University faculty presentations at scholarly/professional conferences, symposia, and colloquia, and increase the hosting of such meetings on the AU campus
8. Increase the participation and presence of AU faculty and staff in local and regional decision making, non-profit organizations, etc.

STRATEGY TWELVE: Further enhance service, service learning, and community engagement of the entire campus community

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

1. Continue to build our community service programs to involve more students, faculty, and staff

STRATEGIC INITIATIVES

2. Establish Anderson University as the single largest higher education contributor of community service hours in the area
3. Establish a formal process to identify and track community service and service learning participation
4. Increase publicity about the University's community service

STRATEGY THIRTEEN: Ensure a sound financial future

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

1. Seek annual revenue growth of 10 percent
2. Increase the endowment to exceed the annual operating budget
3. Achieve a financial viability ratio of 1:1
4. Establish/fund a development effort that can realistically achieve our fund raising goals

STRATEGY FOURTEEN: Significantly strengthen the collection of data, the technological infrastructure of the campus and the use of technology in all areas of the University.

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

1. Provide ongoing instruction to faculty in the use of technology as a powerful tool that enhances access to learning, ignites the discovery of new knowledge, and inspires collaborative thinking.
2. Become data-driven in institutional decision-making at all levels
3. Strengthen the collection of alumni information with special emphasis on additional education and career path that provide indicators of AU's impact
4. Complete infrastructure additions to become a totally wireless campus
5. Seek to be a leader in technology among small campuses
6. Consolidate widely used individual software into site licenses for greater efficiency and broader campus accessibility
7. Eliminate unnecessary IT staff responsibilities by better equipping faculty, staff, and students to be more self-sufficient
8. Purchase and migrate to a new administrative software system for greater functionality and efficiencies
9. Fully develop distance learning software capabilities and ongoing training
10. Institute a technology replacement budget for the systematic replacement of instructional technology, software for computer labs, and computers for faculty and staff offices
11. Establish three multi-media lecture halls
12. Increase technology in all classrooms

Institutional Effectiveness

Anderson University's commitment to its mission and purpose requires careful monitoring of progress toward achieving these goals. Students and other members of the campus community are expected to participate in various assessment activities. Information gathered from these assessments will enable the university to enhance its educational programs and services for future generations.

History

The University traces its origin to one of the first institutions of higher learning for women in the United States. The Johnson Female Seminary opened in the village of Anderson in 1848. The founder was the Reverend William B. Johnson, a Baptist minister who was the first president of the Southern Baptist Convention.

The school the Reverend Mr. Johnson founded was forced to close during the Civil War and did not reopen; but in time a new generation carried on what had been begun at that institution. A group of public-spirited citizens, desirous of having an institution of higher learning in Anderson, offered 32 acres of land and \$100,000 to the South Carolina Baptist Convention at its meeting in 1910. The Convention nominated a group of trustees, and Anderson College was granted a charter in 1911 by the South Carolina General Assembly. In 1912, the college opened its doors and operated as a four-year

college for women until 1930. In 1929, the South Carolina Baptist Convention approved the institution's transition to a junior college, the first in the state. The College became a coeducational institution in 1930.

In December 1989, the Board of Trust voted to return the College to its status as a four-year institution, beginning with the fall semester of 1991. This decision was subsequently affirmed by a unanimous vote of the General Board of the South Carolina Baptist Convention. The first four-year class since 1930 graduated in May, 1993.

In October 2004, the Board of Trust voted to begin the first graduate program. The Master in Education degree was unanimously approved by the Board and graduate students were admitted to the University beginning January 2006.

In May 2005, the Board of Trust voted to assume university status to better reflect the quality, breadth, and maturity of the academic program and the entire institution. The name of the institution was changed to Anderson University in January 2006. This decision was also affirmed by a unanimous vote of the Executive Committee of the South Carolina Baptist Convention. On January 1, 2006, Anderson College officially became Anderson University, capping a year of unprecedented growth in both quality and quantity. The University welcomed its largest ever freshman class in the fall of 2005 and has broken that record every year since, and was named for the first time to the top-tier of private comprehensive colleges and universities by U.S. News and World Report, a ranking it improved upon in 2008 and again in 2009, 2010, 2011, and 2012.

Anderson University boasts a lively campus atmosphere with dozens of organizations ranging from Baptist student groups to academic and service organizations. The University competes in NCAA Division II athletics and currently has more than 17 teams in a variety of sports including, men's and women's basketball, men's and women's golf, men's and women's soccer, men's and women's tennis, baseball, volleyball, softball, cross country, and wrestling.

The year 2006 also saw the largest single building project in Anderson's history as a new \$7.5 million library was constructed, tripling the size of the previous library. In addition to badly needed additional space for the ever-expanding holdings of the previous library, the new library houses meeting rooms that are available for use by Anderson businesses and civic organizations, group study rooms, a café, a computer lab, a music lab, a spacious art museum, a multi-media lecture hall and late night study areas. The Thrift Library was dedicated in April of 2007 and has become a central gathering place and very popular student learning facility.

In the fall of 2007, Anderson University opened the first of several new residence halls to be constructed on land across the street from the front of campus. Two have been added since that time and one double the size of the previous three is under construction and slated for occupancy in the fall of 2012. While the new residences are modern and state-of-the-art, they are also carefully designed to blend in with and compliment the scenic Boulevard Historic District that surrounds them.

The 2008/2009 academic year was historic for the Anderson campus. Through two land acquisitions, one a gift and the other, the purchase of the former Anderson County Fairgrounds, the total acreage of the university increased from 68 acres to 271. The increased land holdings mean AU is no longer a "land-locked" campus and has abundant room for planned future growth.

Anderson University's enrollment has grown 68 percent since 2002 and now numbers more than 2,700 students. To maintain the same comfortable campus environment students have always enjoyed at AU, University officials continue to add state-of-the-art

housing to keep pace with the growth.

The University sits on wooded land in the historic northeast section of Anderson, South Carolina. The Upstate of South Carolina, always known world-wide for its large lakes, the foothills of the Appalachian Mountains and overall scenic beauty, is now equally known for its growing reputation as one of the high-growth corridors in the Southeast.

The community of Anderson, having given birth to the University, has nurtured and supported the institution throughout its history. In turn, the University has provided intellectual, cultural, and recreational opportunities for the citizens of the Anderson area, and has made a significant contribution to the economy of Anderson County. The estimated economic impact of Anderson University to the local economy has been estimated to be between \$80 million and \$100 million annually. In addition, Anderson students perform more than 15,000 hours of community service each year.

Campus

The campus is in a residential section in the northeastern part of the city, within walking distance of the downtown business district, local churches, the county library, the Anderson Area Medical Center, and many other institutions and civic organizations. Over a hundred oaks grow on the campus, which is landscaped in a series of rising terraces, with flower-bordered walks and driveways. Wisteria, dogwood, azaleas, a rose garden, and formal memorial gardens add to the natural beauty of the surroundings. The heart of the campus is the cluster of three original buildings—the Merritt Administration Building, Denmark Hall, and Pratt Hall. Five major buildings serve the academic program of the College—the Olin D. Johnston Building; the Watkins Teaching Center; Vandiver Hall; Callie Stringer Rainey Fine Arts Center, containing Henderson Auditorium, the Gallant Art Gallery, the Homozel Mickel Daniel Recital Hall, the Belk Theatre, and the Gambrell Rehearsal Hall; and the faculty office building. In 2007, the University completed the largest single-phase building project in its history as the \$7.5 million Thrift Library opened to students. The library contains over 50,000 square feet of space and features study rooms, a multi-media center, the information technology department, the Vandiver Art Gallery, meeting rooms, a music lab and a spacious computer lab. It also houses McClellion Café which is the home of the popular *Java City*, and the new *Food for Thought*, a specialty restaurant.

Eight traditional style resident halls and three apartment style buildings are available for student housing: Boulevard Residence Halls; Royce, Clamp and Gaston Halls, plus a newly constructed residence hall that has yet to be named. Denmark Hall, Kingsley Hall, Lawton Hall, North Rouse Hall, Pratt Hall, South Rouse Hall, Stringer Commons, and The Village Hall. The Abney Athletic Center, Smethers Field, and the Grubbs Memorial Tennis Courts are the home of intercollegiate athletics on the main campus of Anderson University. On the Boulevard just south of the main campus, the large Athletic Campus includes several new athletic facilities including both competitive and practice soccer fields, indoor softball and baseball practice, wrestling practice, an indoor golf practice facility, and a new gymnasium with two full-sized basketball courts and a walking track. The intramural sports and club sports programs use both campuses and four additional tennis courts between Vandiver Hall and the Sullivan Building, which houses Campus Ministries. In the center of campus is the Student Center, which houses the Post Office, Bookstore, Business Office, the Campus Grill, Game Room, the Center for Student Success, and the Office of International Programs. The Rice Building (Financial Aid Office) is located on Kingsley Road. The Admission

Office is located adjacent to the front corner of campus across the street from the Sullivan building. Across Boulevard Street from the Admission Office is the office for the ACCEL adult evening education program. Vandiver Hall, which houses the College of Business, has undergone extensive construction and now houses a State-of-the Art School of Nursing. (See the map inserted at the back of this catalog for the specific location of all campus buildings and facilities.)

Accreditations and Affiliations

Anderson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Anderson University.

Policy on Substantive Change Reporting: Anderson University is committed to fulfilling all institutional obligations of its membership in the Southern Association of Colleges and Schools, Commission on Colleges. Among these obligations is the notification requirement associated with any significant change in the University's academic programs or mission. Anderson University has vested the responsibility for notification with the Office of the Provost. The University will provide the Commission with the requisite communication; e.g. letter of notification, prospectus, etc. in accordance with published deadlines for prior notification and/or approval.

The National Association of Schools of Music, National Association of Schools of Art and Design, National Council for Accreditation of Teacher Education, and South Carolina State Board of Education (Teacher Education) have accredited specific programs.

Anderson University is accredited by the Accreditation Council for Business Schools and Programs to offer the following undergraduate and graduate business degrees:

Bachelor of Science Degree with a major in Business with Concentrations:
Accounting, Computer Information Systems, Financial Economics, Human Resource Management, International Business, Management, Marketing

Bachelor of Business Administration (BBA) and the BBA with concentrations in
Computer Information Systems, Healthcare Management

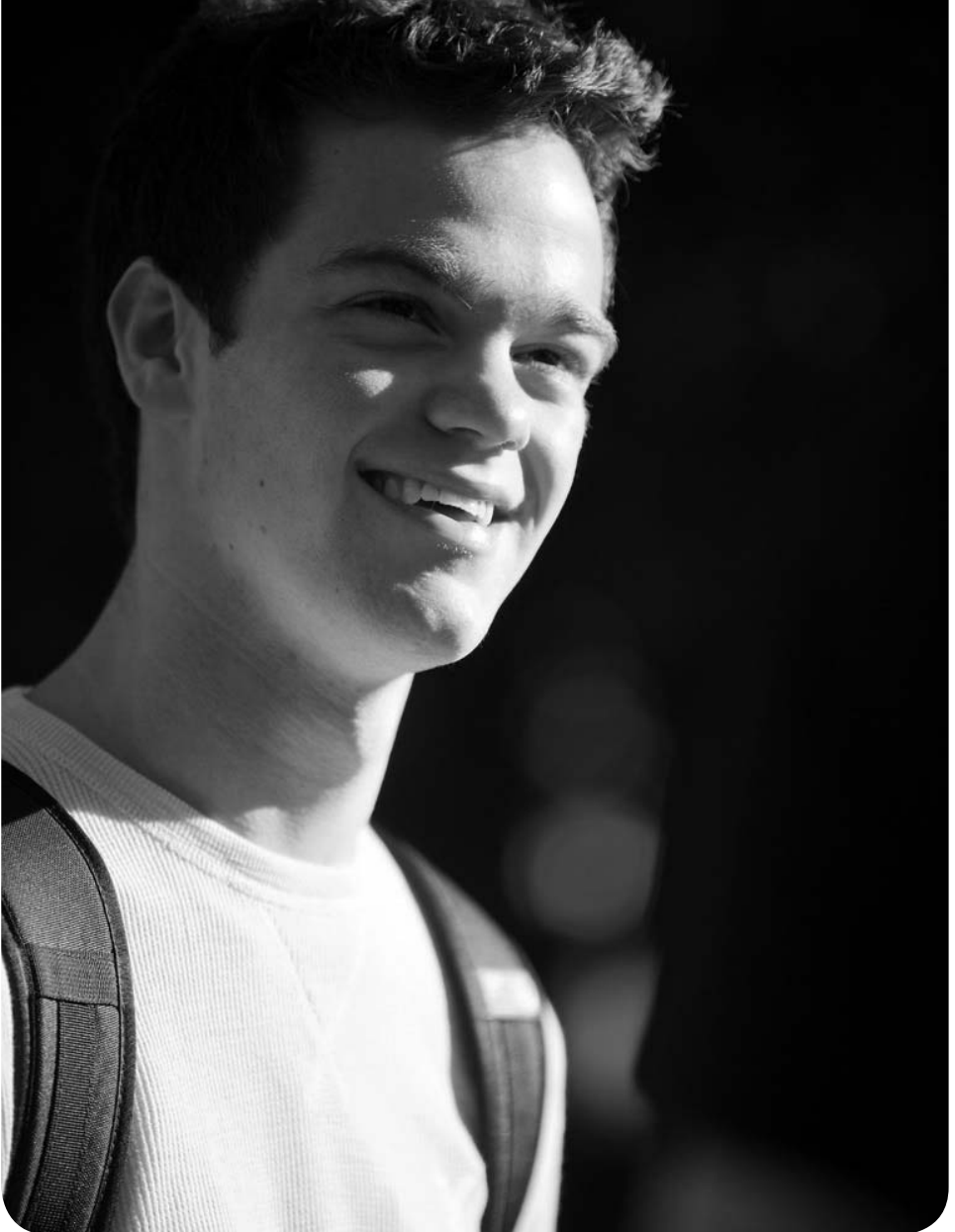
Master of Business Administration (MBA)

(All documents related to Anderson University's accreditation are available for viewing in the Office of the President.)

Anderson University also maintains affiliations with the following:

Association of American Colleges and Universities
International Association of Baptist Colleges and Schools
Council for the Advancement and Support of Education
The Council of Independent Colleges
National Association of Independent Colleges and Universities
South Carolina Association of Colleges and Universities
South Carolina Independent Colleges and Universities
South Carolina College Personnel Association
North American Coalition for Christian Admissions Professionals (NACCAP)
National Association of College Admission Counseling (NACAC)
Council for Christian Colleges and Universities

Admission/Financial Aid/Expenses



ADMISSION

Anderson University is a selective university that attempts to select those students who show promise of being academically successful and who are a good match for Anderson University's academic, social and spiritual environment. The university seeks to enroll an academically talented, well-rounded entering class comprised of students with a wide variety of attributes, accomplishments, backgrounds and interests.

Anderson University accepts students on the basis of academic qualifications, character, and evidence of the potential to benefit from the University's unique educational and campus life experience. The University welcomes qualified applicants without regard to race, religious creed, national origin, sex, age, disability, or ethnicity.

Prospective applicants are encouraged to visit the campus and to talk with an Admission Counselor. The Admission Office will make arrangements for campus visits between the hours of 9:00 a.m. and 4:30 p.m., Monday through Friday. For information or application materials, please call or write:

Director of Admission
Anderson University
316 Boulevard
Anderson, SC 29621
864-328-1835 or 1-800-542-3594

You may also visit our website at www.andersonuniversity.edu

Types of Admission

Regular Admission

Each applicant's record is examined for evidence reflecting potential for intellectual and social growth, strength of character, and seriousness of purpose. These qualities are evaluated by considering each applicant's academic record, including: graduation from a high school or submission of proof of having passed a high school equivalency test, high school grade-point average, the curriculum taken in high school as it relates to the applicant's further educational or career objectives, scores on the SAT Reasoning Test (SAT) or the American College Testing Program (ACT), and optional references. In addition to these considerations, the University may choose to examine further any applicant by the use of psychological, achievement or aptitude tests, and a personal interview.

Contractual Admission

Depending on individual circumstances, the University may admit a limited number of applicants who do not meet regular admission standards. Contractually admitted students are required to take a placement test to determine their correct placement in Math and English. If indicated by testing, the student will take preparatory courses which do not count toward the degree but prepare the student for further coursework. Contractual students also take a specialized first year experience course in the fall semester and participate in additional academic support activities in spring semester. Course loads are restricted during the first academic year.

General Application Procedures

Applicants who are United States citizens, and who are applying for admission to college as full or part-time degree seeking or non-degree seeking students must provide the Admission Office with the following:

1. A completed Application for Admission form. This form can be obtained from the Admission Office or found on our website at www.andersonuniversity.edu.
2. A high school transcript of all work completed or in progress. The applicant is responsible for requesting that a final high school transcript be sent to the Admission Office. All transcripts must be official ones bearing the official seal of the institution and/or the signature of the appropriate officer of the school. Proof of successful completion of a high school equivalency program such as the General Educational Development (GED) Testing Program may be submitted in lieu of a high school transcript. A score of 2500 is required for consideration.
3. The official scores earned on the SAT Reasoning Test (SAT) or the American College Testing Program (ACT). Information regarding these testing programs is usually available through the high school guidance office or can be found on these websites - www.collegeboard.com or www.act.org.
4. A non-refundable processing fee of \$25.00.

Applicants who are 25 years of age or older and who have no previous college experience must submit all of the items listed above, except for SAT or ACT scores, and may be asked to demonstrate acceptable skills in English and writing on a College Placement Exam. Transfer students must submit official transcripts of all previous college work attempted.

Special Procedures for Admission

Transfer Students. Anderson University accepts transfer credits from regionally accredited institutions. Applicants wishing to transfer to Anderson University from another college must submit all items required in the admission procedures listed above, with the following exception: If the transfer applicant has earned 24 or more semester hours of credit at another institution, the high school transcript and SAT or ACT scores need not be submitted. Transfer applicants must submit official transcripts of all previous college work attempted and must be eligible to return to the college in which they were last enrolled. The college transcript(s) will be evaluated by the Registrar at the time the applicant is accepted for admission. The applicant will be notified when the evaluations are complete, and the applicant will be directed to make an appointment with the College Dean of their chosen major. Transfer students who leave their former school on academic probation will enter Anderson University on academic probation if admitted. Students who are academically suspended from another college will not be considered for admission to Anderson University during the period of their suspension. Additional information regarding transferring to Anderson University is available in the "Academic Policies" section of this catalog.

International Students. In addition to the items listed under General Application Procedures, international students are required to submit the official report of the score earned on the Test of English as a Foreign Language (TOEFL) if English is not their first language. SAT or ACT scores should be submitted if they are available. The minimum acceptable TOEFL score (non-computerized) at Anderson University is 550. The minimum acceptable computerized score is 220. The minimum acceptable internet based score is 75. International students must submit all required application for admission materials 60 days prior to the start of their intended term of enrollment. International

students must also provide verification of their ability to pay for room, board, tuition and fees before immigration forms will be issued by the University. They are also responsible for making their own housing arrangements during times when the University is closed for holidays and during certain times during the summer. Following admission to the University, international students are required to submit a \$250 Enrollment Confirmation Fee/Housing Deposit and all necessary documentation for issuance of their student visa.

Former Students. Students who have previously attended Anderson University should submit an Application for Admission. Former students will return under the provisions of the university catalog which is in effect at the time of their readmission.

Transient Students. Applicants who have been attending or are currently attending another college or university and desire to enroll in a course or courses at Anderson University must submit the Application for Admission available from the Admission Office or online, and a statement from the appropriate official at the institution they are attending, indicating that they have approval to take one or more courses at Anderson University.

Concurrent/Dual Enrollment Students. Any high school student who has completed the tenth or the eleventh grade but who is not yet a high school graduate may apply to take courses for college credit during the regular or summer terms. Applicants must submit an Application for Admission online, a transcript of all high school work completed or in progress, a statement of approval from the high school principal or guidance counselor, and SAT or ACT scores. Course offerings are limited.

Summer School Students. Students in any of the above categories may apply for admission to one or more summer terms at Anderson University by submitting an Application for Admission online.

Auditors. Persons desiring to audit classes may do so with the approval of the Registrar and the instructor in the course. The University reserves the right to refuse to allow an individual to register as an auditor in courses in which the predominant mode of instruction makes them inappropriate courses for auditors. Auditors are "listeners" in the class. They do not take examinations and do not receive credit. They may participate in class discussion with the approval of the instructor. The fee for auditing a course is one-half the normal tuition for the course and any special fees that may be required for registering that course.

Notification to Applicants

Upon completion of the application file, the application will be reviewed and the applicant notified of the decision. Applicants approved for admission will be sent an Enrollment Confirmation form which the applicant should complete and return immediately with an Enrollment Confirmation fee of \$250.00. For students not living on campus, this fee will be reflected as a credit on the student account at the time of financial registration. For students living on campus, this will serve as a Housing Deposit and will remain on account as a security deposit. Refund policies are outlined on the Enrollment Confirmation form. Commuting and students planning to reside on-campus are both required to submit the Enrollment Confirmation fee and form to secure their place within the entering class. Early response is important to be assured of being assigned a room in a University residence hall and securing a course schedule. All students must also submit a completed health form.

Continuation of Enrollment

Once admitted to the University, a student is assured of the privilege of enrolling for successive terms, provided he/she maintains satisfactory academic, social, and financial standing. There is no limit to the number of terms of enrollment for part-time students who maintain sufficiently high grades to avoid academic probation or suspension. Students who have been academically suspended, who have served their period of suspension, and who have not exceeded the number of terms of full-time enrollment allowed, may apply for readmission by following the procedures prescribed above for former students.

Anderson Central

Anderson Central is located in the Rice Building and is designed to help students meet their educational goals through centralized support, financial assistance, and commitment to service. There are two Student Service Coordinators to assist students with questions involving student records, financial aid, student accounts and collections. Office hours are Monday through Thursday 8:30 – 5:00 and Friday 8:30 – 4:30.

Anderson Central offers many student services that can be accomplished in one central location:

Anderson Central Services Available:

- Check cashing
- Clear holds on accounts
- Commuter Meal Plans
- Debit card payments
- Financial Aid appointment scheduling
- General information
- Independent Study payments
- Loan checks signed
- Meal plan change forms
- Name/Address change forms
- Outside scholarship payments and billing
- Payments to Student Accounts
- Payment plan brochures / information
- Refund inquiries
- Student account inquiries
- 1098-T tax forms
- Purchase additional copies for computer lab printing

Financial Aid Planning Services Available:

- Exit interviews for loans
- Financial aid counseling appointments
- Submit financial aid forms

Student Academic Services Available:

- Drop/Add fees accepted
- Pay Graduation application fee
- Transcript Request
- Verification of Enrollment Request
- Good Student Discount Forms Completed

Debit Card Payments (for meal plans)

A \$50 minimum is required to set up a debit card. Debit cards may be requested in Anderson Central by either making a payment or requesting to use existing credit from the student's account. A debit card may be used for purchases at the following locations on campus: Martin Dining Room, Student Center Grille, Java City and Food for Thought (located on ground floor of Thrift Library).

Meal Plan Change Forms

All boarding students are required to have a meal plan and should complete a meal plan form prior to the start of the academic year. If a student neglects to complete the form, they will be assigned the 21 meal plan (no debit). Meal plan changes may be made until the third day of classes each semester by completing a meal plan change form in Anderson Central or Residence Life.

Name/Address/Phone Number Changes

Address/Name/Phone number changes can only be processed when received in writing with the student's signature. A change of address form is available online or in Anderson Central. These forms may be mailed or faxed to Anderson Central.

Student Transcripts

An **official transcript** is a copy of a student's entire academic record from Anderson University, bearing the official university seal and stamp. There is a \$10.00 fee for each official transcript request. Anderson University has authorized the National Student Clearinghouse to provide official transcript ordering via the Web. You may find this link at www.andersonuniversity.edu or www.studentclearinghouse.org. You can order transcripts using any major credit card. The site will walk you through placing an order, including delivery options and fees. Official transcript requests will not be processed if you have a financial hold on your account. We encourage students to print their unofficial transcript through Self-Service.

Bills Online via Student Self-Service Account

No paper bills are mailed! All billing statements are published online and can be found on the students' Self-Service accounts at the beginning of July for the fall semester and at the beginning of December for spring semester. Students must set up all third-party logins. Parents and guardians can access financial information on Self-Service by logging in via the "E-Payment Login." If you do not plan to attend Anderson University and have already scheduled your classes, please login to Self-Service and drop your classes or email registrar@andersonuniversity.edu so that others may have the option to enroll before classes begin.

Indebtedness Must be Paid

All indebtedness to the university must be paid before students are permitted to enroll for ensuing semesters or a hold on the account will restrict the release of records (transcripts and/or diploma). Unresolved debts will have billing and collection costs added, may be placed with a collection agency and reported to a credit bureau. If your fees increase for any reason after the initial posting of bills, you must login to Self-Service to view any charges that may have posted since your last statement. Payment for the increase must be made by the payment deadline as referenced under Financial Policies. If the deadline has already passed, you should make payment immediately or risk cancellation of your schedule.

To make payment arrangements or to request financial aid, please e-mail andersoncentral@andersonuniversity.edu or finaid@andersonuniversity.edu or call (864) 231-2070, or 1-800-542-3594.

Check Cashing Policies

We recommend that students have a bank account with an ATM card to meet their banking and cash needs. There are several banks in the Anderson area that offer student bank accounts. Additionally, there is an ATM machine located on campus. In Anderson Central, personal checks may be cashed up to \$100.00. Third party checks cannot be cashed by Anderson University. A student ID is required for all check cashing transactions.

Payment Plans

To help you meet your educational expenses, Anderson University is pleased to offer Nelnet Business Solutions (NBS) as a convenient online payment plan service provider. Students who choose to use NBS may select installment plans that are spread over several months. This is not a loan program. There are no interest or finance charges assessed, and there is no credit check. The cost to budget your interest-free monthly payment plan is a \$60 per year (or \$40 per semester). This is a nonrefundable NBS enrollment fee. Payment plan brochures are available in Anderson Central or more information may be found by selecting the Payment Plan Enrollment link at www.andersonuniversity.edu. Appointments may be scheduled in Anderson Central to review payment plan contract amounts.

Refunds

Refunds will begin to be issued after the date of financial responsibility, providing that all funds have been received from all agencies (i.e. state, federal, loan lenders, etc). Each student should submit a Title IV Authorization Form to Anderson Central to state if funds are to remain on the student account for the following term or semester.

FINANCIAL AID

The Anderson University Office of Financial Aid Planning exists to inform and assist students and parents in finding financial assistance, and to enable students to attend Anderson University. Services offered include informing, counseling and assisting students and parents in a timely and equitable manner. All functions of the Financial Aid Planning Office are geared to enhance the overall learning and spiritual objectives of Anderson University.

The Financial Aid Planning Office is dedicated to helping students and their families make attending Anderson University affordable. There are many different sources of financial aid available to qualified students. It is best to complete and submit all required forms as soon as possible as most financial assistance is awarded on a first come, first served basis for qualified applicants. E-mail communication to the student's AU assigned e-mail address is the official form of communication from the Office of Financial Aid Planning regarding scholarship awards, adjustments, notifications, and deadlines.

The Financial Aid Planning Office awards financial aid to qualified applicants without regard to race, religious creed, national origin, sex, age, disability or ethnicity.

Financial Aid Application Process

Applicants are required to complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov in order to be considered for financial aid. The student and one parent will need to request a PIN number from the Department of Education in order to electronically sign the FAFSA. If you do not currently have a PIN number, request a PIN at www.pin.ed.gov. The completion and submission of the FAFSA allows financial aid administrators to determine how much parents are expected to contribute to the educational costs for the student. It is a fair and equitable system of establishing the financial need for each student. To be considered for full funding, students complete and file the FAFSA form

as soon as possible after January 1. All aid applicants are strongly urged to check with local service clubs, churches, or employers, about scholarships they might offer.

By completing the FAFSA, a student applies for federal, state, and institutional aid. Students should complete only one FAFSA each year. During the application process, students will have the opportunity to list any colleges to which they have applied. Each college listed will receive the FAFSA results electronically. Each college is identified by name and by code number. The Anderson University FAFSA code is 003418.

Completing the FAFSA is easy. Simply go online to the following web address and follow the step-by-step instructions. Go to www.fafsa.ed.gov.

Traditional students must be enrolled full-time (12 hours or more), to receive institutional funds, federal funds, and all state funds. Students may receive institutional financial assistance for a total of four years or eight semesters. **If students receive outside scholarships, Anderson University institutional funds may be adjusted (reduced) dependent upon eligibility or need for financial aid.**

All students are initially awarded as boarding students unless notification has been received from the parent and/or the student that they will commute. If a student changes status from a boarding student to a commuting student, their financial aid could be affected. The financial aid budget will be adjusted (reduced) to reflect the difference between a boarding budget and a commuting budget and individual awards reduced/cancelled as outlined under the individual award requirements in this section. If you have questions, please contact the Financial Aid Office.

Students may not receive financial aid funds in excess of tuition, fees, room and board, regardless of the source(s) of financial assistance. There are no exceptions to this policy.

Students are responsible for the purchase of books and supplies and should allow between \$1,200 and \$1,600 per year.

Award Limitations

All institutional aid is limited and awarded on a first-come, first-served basis. Students must file their FAFSA by June 1st in order to be eligible to receive some institutional funds. As a general policy, institutional financial aid is awarded only to students who have earned an overall grade point average of at least 2.0 on a 4.0 scale. Any student with a cumulative GPA of less than a 2.0 will not be eligible for institutional aid. Financial aid through Anderson University is not available to students who take classes at any other institution. University funded aid is not available for summer school, part time students, ACCEL students, graduate level students, and students seeking either domestic or international studies (Study Abroad). University funded aid is not available for audited courses, independent study, directed study or applied music courses.

Aid applicants are reviewed and awarded individually and on an annual basis. In the awarding of institutional aid, factors such as need, academic potential, major, talents, and other aid received may be considered. Institutional aid is offered up to eight (8) consecutive semesters. Students can appeal extenuating circumstances to the Financial Aid Director prior to June 1.

Full Grant-In-Aid Information

A full grant-in-aid at Anderson University is valued at \$29,914 (21-meal plan & double room) for full-time students living on campus and \$21,730 for those who commute. The value of a full grant-in-aid is intended for the following expenses only: Tuition (12-17 hours), Student Services Fee, Room (double occupancy), and 21-meal plan. A full grant-in-aid does not cover the following: Nursing School tuition in excess of \$21,730, Nursing School lab and clinical fees, Mobile Learning Initiative (MLI) fee or MLI device fee, applied music lessons, private room charge, books, background checks required for internships, international or study abroad fees, fines, tuition overloads (over 17 hrs.) and any other charge not listed above. A full grant-in-aid includes all federal, state, institutional and outside grants and scholarships. The combination of this aid cannot exceed the valued amount for a boarder (\$29,914) or commuter (\$21,730).

Academic Requirements for Maintaining Financial Aid

Institutional academic scholarships have various renewal requirements. Please refer to the "Academic Scholarships" section for various renewal requirements. For additional information on AU scholarships and grants renewals, contact the Financial Aid Planning Office.

First Choice Academic Scholarships

First Choice scholarships are awarded to students who are offered admission to AU, submit the Enrollment Confirmation Deposit, First Choice Scholarship application, and FAFSA⁴caster. Awards are limited in quantity, and awards are determined by the Scholarship Committee. For more information regarding the First Choice Academic program, please contact the Admission office at 1-800-542-3594 or (864)231-2030.

*Annie Dove Denmark: \$3,000 - 3.5 GPA, 1150 SAT or 25 ACT. Renewal cumulative 3.0 GPA. December 1 deadline

*Warthin: \$2,000 - 3.25 GPA, 1000 SAT or 21 ACT. Renewal cumulative 2.5 GPA. January 1 deadline

*Rouse: \$1,000 - 3.0 GPA, 900 SAT or 19 ACT. Renewal cumulative 2.0 GPA. February 1 deadline.

Denmark, Warthin, and Rouse scholarships can be renewed for up to eight (8) consecutive semesters. Requirements for renewal are the above stated cumulative Anderson University GPA and 30 earned hours per academic year (fall, spring and summer terms). Hours earned at other institutions do not count toward this 30 hours. Additionally, students must maintain on-campus residency to retain award. The Financial Aid Planning Office reserves the right to reduce these scholarships if the amount conflicts with the student's full grant in aid, including outside scholarships.

***Cannot be combined with other First Choice Academic Scholarships.**

Academic Scholarships

Scholarship resources are limited and the University reserves the right to place a cap on the number of scholarships offered or awarded at any time, or reduce or increase scholarships at its discretion. Completion of the Free Application for Federal Student Aid (FAFSA) is required in order to be awarded AU financial aid for AU student athletes and for students receiving full tuition and fees scholarship awards.

President's Scholarship - \$8,500 per year* • 3.5 High School GPA • 1150+ SAT or 25+

ACT • Must maintain a minimum cumulative 3.0 GPA for renewal.

Founder's Scholarship - \$6,500 per year* • 3.25 High School GPA and • 1000+ SAT or 21+ ACT • Must maintain a minimum cumulative GPA of 2.5 for renewal.

Provost's Scholarship - \$4,500 per year* • 3.0 High School GPA and • 900+ SAT or 19+ ACT • Must maintain a minimum cumulative GPA of 2.0 for renewal.

* Renewable for up to eight (8) consecutive semesters of enrollment. Full-time (12 credit hours or more each semester) enrollment at AU required.

Other Awards for Traditional Students

Institutional aid resources are limited and the University reserves the right to place a cap on the number of scholarships or grants offered or awarded at any time, or reduce or increase scholarships at its discretion. Scholarships are limited in quantity.

AU Grant - \$3,500 per year* • Awarded to any entering freshmen not receiving a President's, Founder's or Provost's Scholarship. Awards are limited in quantity.

Out-of-State Grant - \$3,000 per year* • Awarded to any out-of-state entering freshman. Awards are limited in quantity.

Residential Grant - \$1,500 per year* • Awarded to any full-time enrolled traditional students living in campus housing.

Gold Grant - award varies (\$1000 or more)*

Need-based grant determined by committee. Must submit FAFSA. Awards are very limited in quantity. Renewal of Gold Grant funds is not automatic and is dependent upon continued demonstration of financial need as determined by the FAFSA application and review by committee.

* Renewable for up to eight (8) consecutive semesters of enrollment. Full-time enrollment at AU required. Must maintain a minimum cumulative grade point average of 2.0 for renewal.

Scholarships and Grants for Transfer Students

Institutional aid resources are limited and the University reserves the right to place a cap on the number of scholarships or grants offered or awarded at any time, or reduce or increase scholarships at its discretion. Scholarships are limited in quantity. Completion of the Free Application for Federal Student Aid (FAFSA) is required in order to be awarded AU financial aid.

Transfer Scholarship - \$6,000 per year* • Must have a minimum 3.0 college GPA • Must maintain a GPA of 2.0 to renew award. Scholarships are limited in quantity.

Transfer Grant - \$5,000 per year* • Awarded to any entering transfer with a GPA below 3.0 • Must maintain a GPA of 2.0 to renew award. Scholarships are limited in quantity.

AU Phi Theta Kappa Honors Scholarship - \$1,000 per year; five awards per year* Must be a U.S. citizen; have a minimum 3.5 GPA and have earned 30 semester hours. Scholarships are limited in quantity.

Out-of-State Grant - \$3,000 per year*

• Awarded to any out-of-state entering transfer. Scholarships are very limited in quantity.

Gold Grant - award varies (\$1000 or more)*

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Need-based grant determined by committee. Must submit FAFSA. Scholarships are limited in quantity.

* Must be a first-time entering transfer. Full-time consecutive enrollment at AU required.

Must maintain a minimum cumulative 2.0 GPA to renew. Renewability of transfer awards is based on prorated semesters of remaining enrollment; not to exceed seven semesters (example: If transfer entered as sophomore, the grant/scholarship can be renewed for no more than six semesters). A transfer student is defined as anyone who has earned college credit following high school graduation.

Required Cumulative GPA and Hours to Renew SC State and Federal Aid Programs

The following lists minimum cumulative GPA requirements and minimum completed credit hour requirements per academic year to maintain South Carolina state and federal financial aid.

SC Palmetto Fellows Scholarship - 30 earned hours/3.0 overall GPA

SC LIFE Scholarship - average of 30 earned hours per year/3.0 LIFE GPA

SC Tuition Grant -24 earned hours/must be meeting minimum SAP

Federal Work Study - Be eligible based on financial need (FAFSA) and meeting SAP

Federal SEOG - Be eligible based on financial need (FAFSA) and meeting SAP

Federal Pell Grant - Be eligible based on financial need (FAFSA) and meeting SAP

Federal Perkins Loan - Be eligible based on financial need (FAFSA), meet SAP, limited funding available with priority to highest need students based on FAFSA information

Federal Stafford Loan - Be eligible based on financial need (FAFSA) and meeting SAP

(SAP stands for Satisfactory Academic Progress, see below)

Satisfactory Academic Progress

Students that receive financial assistance at AU of any type (federal, state, institutional, or outside scholarships/grants) must demonstrate both qualitative (cumulative GPA) and quantitative (credit completion) satisfactory academic progress toward a degree. At the end of the spring semester of each academic year, the Office of Financial Aid Planning evaluates the qualitative and quantitative academic progress of each student receiving financial assistance. This evaluation determines a student's eligibility to receive financial assistance in the next academic year.

In addition, at the end of both the fall and spring semesters, the Office of the Registrar reviews the qualitative academic progress of all degree-seeking students to determine the eligibility for continued enrollment at AU. Qualitative measures are described in the satisfactory academic progress guidelines under academic policies section of this academic catalog.

The satisfactory academic progress standards applicable to students receiving federal assistance are equal to those standards applicable to students receiving only institutional assistance. On the other hand, the standards applicable to students receiving state awards

are prescribed both by the individual states funding those awards and by the institution.

In determining whether or not an undergraduate student is making satisfactory academic progress in order to continue to receive financial assistance, the following factors are considered:

- (1) AU cumulative GPA,
- (2) percentage of credits completed/earned versus credits attempted at AU, and, if applicable,
- (3) total transfer credits plus the total credits attempted at AU.

Baccalaureate Students

- (1) The minimum AU cumulative GPA requirement is 2.0 after 65 attempted credit hours
- (2) The minimum credit completion requirements are:

0 - 24 credit hrs attempted at AU completed/earned at evaluation **60%**
 25-48 credit hrs attempted at AU completed/earned at evaluation **65%**
 49-72 credit hrs attempted at AU completed/earned at evaluation **70%**
 73-96 credit hrs attempted at AU completed/earned at evaluation **75%**
 97+ credit hrs attempted at AU completed/earned at evaluation **80%**

- (3) Full-time students are considered to be making satisfactory academic progress unless they fall below standards in qualitative GPA as described in the satisfactory academic progress guidelines under academic policies.

A student remains eligible to receive federal financial assistance as long as he or she has not attempted more than 150% of his or her degree completion requirements and is able to complete the program in no longer than 150% of the program credit hour requirements. If a student has changed majors, consideration will be given for credits attempted and grades earned that do not count toward the new major.

A course withdrawal, a course repetition, a course incomplete, and a noncredit course **are counted in the total credit hours attempted** for financial aid eligibility; however, a remedial course for which no credit is awarded but that is successfully passed is counted as credit hours completed/earned for financial assistance eligibility purposes. For financial aid purposes, AU must always include courses applicable to a student's satisfactory progress standards. A student is only permitted to receive financial aid for repeated coursework when the course was previously not passed and may only be repeated once and still count in their enrollment for aid eligibility in compliance with the Federal Student Aid Handbook.

A student who loses financial assistance due to a lack of satisfactory progress is again eligible to receive financial assistance when he/she meets the minimum requirements at the end of any subsequent academic year or upon approved appeal of their satisfactory academic progress at the end of a payment period or semester.

Financial Aid Suspension

At the point of review for satisfactory academic progress after the spring term, any student found not to be meeting SAP as outlined above will be immediately placed on financial aid suspension for the following academic year or until he/she successfully completes courses to again be making SAP.

Financial Aid Appeal

A student on financial aid suspension may submit an appeal to the Office of Financial Aid Planning. The appeal must state the reasons why the student failed to meet the SAP requirements and what steps have been taken to ensure academic success in the future. This process is separate from the academic appeals process and must be handled through the Office of Financial Aid Planning as indicated in their Financial Aid Suspension notification they receive from the Office of Financial Aid Planning.

Upon an approval of such an appeal, the student will be placed on financial aid probation and may receive financial aid on a probationary status as described in their appeal response. Any appeal conditions will be outlined in the response and may include an ongoing academic plan or timeframe for which a student must meet certain requirements to bring them into satisfactory academic progress in order to continue to receive financial aid. If a student fails to make satisfactory progress during the period of financial aid probation as assigned, and/or fails to correct academic deficiencies within the prescribed time, that student will be then notified by the Office of Financial Aid Planning of their change to financial suspension, subject to total loss of financial aid, and the loss cannot be appealed again.

Notification of Satisfactory Academic Progress Deficiency

Both undergraduate and graduate students that are not meeting quantitative and qualitative satisfactory academic progress are notified by the Office of Financial Aid Planning via email to their assigned AU student email at the end of the spring semester for the upcoming award year.

2012-2013

Financial Aid Awarding Policies and Procedures

ATTENTION ALL FINANCIAL AID RECIPIENTS:

- The receipt of institutional financial aid is a privilege as opposed to an entitlement or expectation. Anderson University reserves the right to revise a student's financial aid award at any time in its sole discretion due to institutional circumstances and/or considerations and changes in the student's enrollment status, state residency status, boarder/commuter status, and/or mid-year increases and/or decreases in SC state or federal scholarship or grant funding, etc. Institutional financial aid is contingent upon full-time enrollment at Anderson University.**
- The expression of gratitude for scholarships and grants received from the largess of donors and legislators is a basic expectation of civil and mannerly behavior and a characteristic behavior of an educated individual. Accordingly, students offered AU funds and state-funded scholarships and grants accept their grants and scholarships on the condition that they will write a letter of appreciation to donors who give funds and to members of the South Carolina Legislature who pass legislation and state budgets that provide financial aid to our students. Failure to write a letter of appreciation will result in the loss of AU institutional financial aid indefinitely.**

If a student receives additional scholarships and/or grants from other resources, Anderson University institutional funds may be adjusted (reduced or cancelled).

Students must report all outside scholarship sources. (Examples: Scholarships from Businesses, companies, churches, high schools, etc.) If the outside scholarship agency

requires a billing statement for the student before funds can be released, contact the Financial Aid Office for billing arrangements. Outside scholarship funds are reflected on student's award letter once the funds have been received in the Financial Aid Office.

Students may not receive more than the cost of tuition, fees, room and board from all resources in financial assistance, excluding student, parent and/or alternative loans. For students receiving full grant-in-aid scholarships, please refer to your original contract.

Students are responsible for purchasing books and supplies (estimated at \$1200-\$1600 per academic year).

If a student is selected for verification, federal aid will be held until all required documents have been submitted and the verification process is complete.

The remaining balance **not** covered by financial aid may be covered by applying for a flexible payment plan through Nelnet Business Solutions, formerly FACTS Management.

The annual balance (both fall and spring semester balances) may be spread out over 9 to 13 months. If you elect to enroll in the 13-month option, you must enroll by **April 2, 2012**.

The amount of a Work Study award should **not** be deducted from any balance due to AU. Students can **earn** up to the amount awarded. Eligible Work Study students are paid on a monthly basis up to the award amount.

South Carolina (SC) Residents

All SC State scholarships/grants are contingent on the final high school transcript and the receipt of a signed and dated SC Certification Form annually.

All SC State aid offered is contingent on approval of funds by the SC State Legislature.

Student Loans

STAFFORD LOAN

Anderson University participates in the William D. Ford Federal Direct Stafford Loan Program. Contact the Office of Financial Aid Planning for more information or to check for your eligibility to participate in the federal loan program. A current and valid FAFSA is required.

Stafford loans are educational loans made to students based on the student's need for financial aid as determined by the FAFSA. Undergraduate students may be eligible to borrow up to the following amounts determined by year in class: Freshman - \$3,500; Sophomore - \$4,500; Junior and Senior - \$5,500. Students may also borrow an additional \$2,000 in Unsubsidized Stafford Loan funds per academic year. Graduate students may be eligible to borrow up to \$20,500 each academic year in a Federal Direct **Unsubsidized** loan. As of July 1, 2012 Subsidized loans will no longer be available for Graduate students. Federal Stafford loans (subsidized) are interest free and held in deferment until six months after termination of enrollment. At that time, repayment begins with a fixed interest rate dependent on the year the loan was disbursed. All Federal Direct Subsidized loans for the 2012-2013 academic year will be at a fixed rate of 6.8%. Students who are not eligible to receive a subsidized Federal Stafford loan may apply for a non-subsidized (no need) Federal Stafford loan. Students receiving a non-subsidized loan are responsible for interest accrued at a fixed rate of 6.8% while in school with repayment also not beginning until six months after termination of at least half-time enrollment. A student must enroll on at least a half-time (6 credit hours) basis, (3 credit hours per semester for some master's degree

candidates) to be eligible for a Federal Direct Stafford loan.

All first-time borrowers through the Federal Stafford Loan Program must complete a loan entrance counseling session and master promissory note online (www.studentloans.gov) before their funds can be disbursed. All borrowers must complete an exit interview (www.nslds.ed.gov) prior to graduation or withdrawal from the University.

SOUTH CAROLINA TEACHERS LOAN

(www.scstudentloan.org)

The South Carolina Teacher Loan is available to students planning to teach in one of the critical subject areas or in a depressed geographical area as designated by the state. Graduate students are eligible to borrow up to \$5000 each academic year. Application forms for the South Carolina Teachers Loan are available in the Financial Aid Planning Office or online at the South Carolina Student Loan Corporation. Eligible students must meet academic requirements outlined on the SC Teacher Loan Application.

Maximum Amounts are listed below.

Freshman and Sophomore - up to \$2,500

Junior and Senior - up to \$5,000

- All first-time borrowers through the Teachers Loan Program must complete an entrance interview (same process as described above for the Stafford). An exit interview must be completed prior to separation from the University (same process as described above for the Stafford).
- Graduate students must maintain a 3.5 GPA. A prerequisite for eligibility is the successful completion of the EEE or Praxis I Exam.

SOUTH CAROLINA TEACHERS LOAN FOR CAREER CHANGERS

(www.scstudentloan.org)

The South Carolina Student Loan Corporation has a Teacher Loan Program for Career Changers. All applicants must have been employed for a minimum of three years. Also, the student must have completed a baccalaureate degree at least three years ago or have worked as an instructional assistant in South Carolina public schools. If you meet the criteria, please contact the Financial Aid Planning Office for an application and further details. 864.231.2070.

Perkins Loan: A low fixed-interest Federal student loan currently at 5%. Students can borrow up to \$5,500 depending on need as determined by the FAFSA. Limited funding is available.

Federal and SC State Scholarships and Grants

To apply for all Federal and State Aid, complete and submit the FAFSA. Read below for a listing of all Federal and State Aid Programs offered:

Federal Pell Grant: Eligible students may receive up to \$5,550 for the 2012-2013 academic year. Students must complete the FAFSA to be considered. Funding levels are subject to change based on Federal funding limitations.

FSEOG Grant: Federal grant reserved for Pell eligible students with consideration given

to the students with the highest need first. Students must complete the FAFSA to be considered. Award amounts vary. Limited funding is available.

Federal Teach Grant: The College Cost Reduction and Access Act (CCRAA) establishes the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, which provides up to \$4,000 a year in grant assistance to students who plan on becoming teachers and teachers who are obtaining graduate degrees. In exchange for the grant, candidates must agree to serve as a full-time teacher at certain low income schools and within certain high-need fields for at least four academic years within eight years after completing the course of study for which the candidate received a grant. Federal TEACH Grant counseling and an Agreement to Serve are required. Please note that if requirements for the TEACH Grant are not fulfilled, the grant will turn into an unsubsidized loan with interest retro-active back to the date of the disbursement of the grant funds. For more information on the Federal Teach Grant, contact the Financial Aid Office at (864) 231-2070 or finaid@andersonuniversity.edu.

Federal Work Study: Student work program available to students throughout the academic year. Students receive a monthly paycheck for hours worked from the previous month. FAFSA must be completed to determine eligibility. Job listings can be reviewed on the Anderson University website. Limited funding is available.

All SC state programs are contingent upon funding by the General Assembly.

South Carolina State Tuition Grant: South Carolina residents who qualify and apply on time may receive up to \$2,600 as a traditional student and \$ 1,050 as a non-traditional (ACCEL) student in SCTG. More information is available at <http://www.sctuitiongrants.com>. The FAFSA serves as the SC Tuition Grant application and must be received by the Department of Education on or before June 30 in order to be considered for eligibility.

SC LIFE Scholarship: Eligible South Carolina residents must meet two (2) of the following three (3) criteria: a 3.0 high school GPA (State Uniform Grading Scale), 1100 SAT (Math and Verbal Score) or 24 ACT score, or top 30 percent of high school graduating class in order to receive this \$5,000 scholarship. For renewal students must maintain a cumulative 3.0 GPA and complete 30 credit hours each academic year (fall, spring and summer semesters). For incoming freshmen students, the Financial Aid Planning Office, upon receipt of the final high school transcript, determines eligibility for the scholarship.

SC HOPE Scholarship: Scholarship for first time freshmen students who do not meet the requirements for the LIFE Scholarship only. Students with a 3.0 grade point average (State Uniform Grading Scale) but do not meet one of the other LIFE scholarship requirements are eligible. The scholarship awards \$2,800 for the academic year. HOPE can only be received for two semesters and cannot be combined with the LIFE Scholarship. The Financial Aid Planning Office, upon receipt of the final high school transcript, determines eligibility for the scholarship.

SC Palmetto Fellows: State scholarship of \$6,700 for a student's first year, and \$7,500 for the second, third, and fourth years. Eligible students must have a 3.5 GPA, 1200 SAT (Math and Verbal Scores) and be in the top 6 percent of class in order to be considered. Students can apply through their high school guidance office. Students must maintain a

3.0 GPA and earn 30 hours per academic year (fall, spring and summer terms) in order to remain eligible. For more information about deadline dates and eligibility information, see www.che.sc.gov.

SC Palmetto Fellows and LIFE Scholarship Enhancements: The State of South Carolina has created \$2,500 per year Enhancements for Palmetto Fellows and/or LIFE Scholarship recipients majoring in science or math fields. To receive the Enhancement, a student must be a second year student or beyond and meet first-year requirements. The first-year requirements must be completed in the student's first year which includes the fall, spring and summer semesters. First Year requirements, complete at least: 14 hours in science and math, 6 hours in math, 6 hours in science, and complete at least one lab course. To meet the first-year requirements, students can use credits from AP/IB/CLEP, high school dual enrollment, courses taken the summer before the first year and courses taken as pass/fail. Please note that although these types of courses count toward the first-year requirements for an enhancement, they **do not** count toward meeting the renewal criteria of Palmetto Fellows.

Developmental, remedial and non-degree (does not apply towards graduation) courses do not count for the first-year requirements. AU majors for SC Palmetto Fellow or LIFE Enhancement Program: Mathematics-Secondary Education; Mathematics.

**Further information on the SC LIFE, SC HOPE, and SC Palmetto Fellows programs can be obtained at www.che.sc.gov.*

SC Teaching Fellowship: State program that awards a \$6,000 fellowship to eligible applicants who wish to pursue a career in teaching. This is a loan that can be forgiven for teaching within the state. One year of teaching cancels each year the Fellowship was received. \$5,700 of the fellowship is applied to direct university costs while the remaining \$300 is escrowed by the Center for Educator Recruitment, Retention and Advancement (CERRA) for summer enrichment programs. Students must earn a 2.75 GPA and earn 30 hours per academic year to renew the Fellowship. Students can contact their guidance counselor or the Anderson University Teaching Fellow Program Director at (864) 231-2143. Recipients of this scholarship will not qualify for the College of Education scholarship.

Other Resources

Veteran Benefits: Veterans and their dependents may receive benefits to which they are entitled. The program is administered through the VA Certifying Official at (864) 231-2120. More information is available at www.gibill.va.gov.

Vocational Rehabilitation: Persons with physical disabilities which are vocational handicaps are eligible for financial aid from state departments of vocational rehabilitation. Information may be obtained from the vocational rehabilitation department in the student's home state.

Tuition Exchange: The Tuition Exchange Program is a reciprocal scholarship program for children and other family members of faculty and staff employed at over 530 participating institutions. The Tuition Exchange, Inc., a non-profit association, serves higher education by making careers at colleges and universities more attractive. More information can be found at www.tuitionexchange.org. You may also contact our Tuition Exchange Liaison in the Office of Financial Aid Planning for more information on Anderson University's various tuition exchange programs.

State Tuition Prepaid Plans: Anderson University is a cooperating partner with many

different state prepaid tuition plans. We handle all billing requirements for the state prepaid tuition plan. Contact us at (864)231-2070 or 1-800-542-3594 to set up these arrangements.

Outside Scholarships: As a service, any students with outside scholarships that require billing can be handled by the Financial Aid Planning Office. Please contact the outside scholarship coordinator at (864)231-2070 or 1-800-542-3594 for more information.

Anderson University Scholarship/Grant Opportunities

Anderson University scholarships and grants can only be used for fall and spring semesters. AU funds are not available for summer school coursework.

Anderson University Fellows Scholarship: Awarded to entering first-time freshmen students who apply for and receive the SC Palmetto Fellows Scholarship. Beginning with the 2012-2013 year the AU Fellows Scholarship amount is capped at the total cost of tuition and the student services fee only for each academic year, inclusive of financial aid from all sources for which the student qualifies other than the Federal Pell grant and any AU talent based scholarships, or outside scholarships which may go towards other fees such as room, board, mobile learning fee, etc. Any AU Fellows recipient from prior to the 2012-2013 year will still receive up to their AU Fellows contracted amount as agreed upon in their AU Fellows contract. A current FAFSA is required.

School of Nursing students should contact the Admission Office to confirm AU Fellows scholarship limits/benefits given differential tuition rates, lab and clinical fees for nursing students. Students must complete 30 cumulative hours and maintain a cumulative 3.0 GPA for renewal. The scholarship is valid for four consecutive years or eight (8) consecutive semesters. If federal or state financial aid (scholarships, fellowships, grants, and other aid) is reduced prior to or during the student's enrollment, the student is responsible for paying the amount by which the aid is reduced. The AU Fellows Scholarship offer will not exceed the student's cost of tuition. AU Fellows recipients must cover the cost of books and supplies and any related expenses to attend AU.

Transfer AU Fellow recipients are offered one of a limited number of full-tuition only scholarships for the semesters of remaining eligibility, not to exceed seven semesters. The scholarship is inclusive of all state, federal, and other non-institutional scholarships, grants, and aid for which the student qualifies. Room, board, books and supplies are the responsibility of the student. If federal or state financial aid (scholarships, fellowships, grants, and other aid) is reduced prior to or during the student's enrollment, the student is responsible for paying the amount by which the aid is reduced. The AU Fellows Scholarship offer will not exceed the cost of tuition and student services fee during the initial term of enrollment. A current FAFSA is required.

AU Fellows recipients are required to live on campus for the freshman and sophomore years of study. Junior and Senior AU Fellows recipients may choose to commute. The amount of the AU Fellows for Junior and Senior recipients will be the tuition and fees amount for his/her freshman year. (Example: For the 2012-2013 academic year, Junior entered AU in fall of 2010. He can renew the AU Fellows, but wants to commute. The amount of AU Fellows for 2012-2013 would be the 2010 tuition and fees amount.)

AU Fellow recipients who live off-campus will have their awards adjusted to reflect the

difference between and boarding and commuting budget. **AU Fellow recipients should refer to their scholarship contract at the time of initial enrollment for additional policies and requirements.**

AU Fellow scholarships are limited in quantity.

Institutional aid resources are limited and the University reserves the right to place a cap on the number of scholarships or grants offered or awarded at any time, or reduce or increase scholarships at its discretion. Scholarships are limited in quantity.

Anderson University Fellows Presidential Scholarship: A limited amount of AU Fellows Presidential scholarships will be offered to include room and board for selected entering first-time freshmen named a SC Palmetto Fellow. An additional application is required by the stated deadline from the Office of Admission. Awards are limited in quantity and are determined by the Scholarship Committee. Annual award renewal is capped at the total cost of attendance. Contact the Admission Office for an application and scholarship details. The FAFSA is required.

Palmetto Boy's and Girl's State Scholarship: Anderson University is privileged to serve as the host for the annual Palmetto Boy's State event. AU offers \$1,000 in a Boy's or Girl's State scholarship to any entering first-time freshmen or transfer named a Boy's or Girl's State citizen by their state.

Palmetto Boy's State Presidential Scholarship: Anderson University has committed one \$10,000 per year Palmetto Boy's State Presidential Scholarship to be awarded in recognition of our special partnership with the Palmetto Boy's State program. In order to be considered, applicants must be named a Palmetto Boy's State Citizen, submit the required application and participate in the scholarship interview event coordinated and hosted by the Office of Admission. Contact the Admission Office for more details.

Anderson University Gold Grant: The Financial Aid Planning Office offers assistance to full-time boarding and commuting students who demonstrate high need and complete the FAFSA prior to June 30. Awarded amounts vary based on boarder/commuter status. Renewable for up to eight (8) consecutive semesters of enrollment and continued demonstrated need. Institutional aid resources are limited and the University reserves the right to place a cap on the number of scholarships or grants offered or awarded at any time, or reduce or increase scholarships at its discretion. Awards are limited in quantity.

Out of State Grant: First time out-of-state students can receive up to \$3,000 annually. Funding is limited. Renewable for up to eight (8) consecutive semesters of enrollment. Must maintain a 2.0 GPA to renew award. Institutional aid resources are limited and the University reserves the right to place a cap on the number of scholarships or grants offered or awarded at any time, or reduce or increase scholarships at its discretion. Awards are limited in quantity.

Athletic Grants: As a NCAA Division II school, scholarships are awarded to athletes in intercollegiate sports. Please see Athletics for a complete listing of sports offered.

Baptist Scholarship: Students can earn \$300 per year for four years by meeting the following requirements: 1) member in good standing at a church in the South Carolina Baptist Convention or other Baptist church; 2) be a full-time, on-campus student; and 3) gain acceptance to Anderson and maintain a 2.0 cumulative GPA while enrolled. Renewable for up to eight (8) consecutive semesters of enrollment. Institutional aid resources are limited and the University reserves the right to place a cap on the number of scholarships or grants offered or awarded at any

time, or reduce or increase scholarships at its discretion. Scholarships are limited in quantity.

College Scholarships: Limited scholarships may be available for returning students in their major depending on the College of study. Funding is limited and may require an additional application. Students can maintain their scholarship by remaining within their College and meeting the renewal requirements as assigned by that College. Students must also have a 3.0 GPA, thirty hours earned per academic year (fall, spring, and summer) and fulfill all club/activity requirements set by the Dean. College Scholarships are limited to eight consecutive semesters. Institutional aid resources are limited and the University reserves the right to place a cap on the number of scholarships or grants offered or awarded at any time, or reduce or increase scholarships at its discretion. Scholarships are limited in quantity.

Withdrawal, Charges and Refund Policies

Determining the official/unofficial withdrawal date for all students:

An *official withdrawal* date is defined as the date the student begins the withdrawal process as defined by Anderson University. To officially withdraw from the University the following must occur:

- (1) begin process in the Center for Student Success; the official withdrawal date is defined as the date the student initiates the withdrawal process in the Center for Student Success
- (2) review financial obligations with the Financial Aid Planning Office.

An *unofficial withdrawal* is defined only for students receiving federal financial aid. An unofficial withdrawal occurs if a student fails to complete a period of enrollment but does not officially withdraw from Anderson University. The last date of class attendance in all classes becomes the applicable withdrawal date as determined by attendance records, computer assisted instruction, academic counseling, turning in a class assignment, or attending a study group assigned by the instructors.

Withdrawal from the University within the first 14 calendar days of enrollment: Full-time students who officially withdraw within the first 14 calendar days of enrollment will be charged 15% of full tuition, fees, room, and board for the semester.

Withdrawal from the University after the first 14 calendar days of enrollment: Full-time students who officially withdraw after the first 14 calendar days of enrollment will be charged full tuition, fees, room and board for the semester.

IMPORTANT: PLEASE NOTE, ANY CHANGES TO ENROLLMENT DURING THE ADD/DROP PERIOD OR COURSE WITHDRAWAL AT ANY POINT OF THE SEMESTER MAY RESULT IN CHANGES TO YOUR FINANCIAL AID AND/OR BILLING FOR THE SEMESTER. YOU SHOULD CONTACT THE OFFICE OF FINANCIAL AID PLANNING TO DETERMINE THE IMPACT OF SUCH CHANGES ON YOUR AID ELIGIBILITY PRIOR TO ADDING/DROPPING OR WITHDRAWING FROM COURSES.

SUMMER SCHOOL WITHDRAWAL:

Summer school students who officially withdraw from the University will have charges assessed for tuition, fees, room, and meals as follows:

After 1 class/1 day	20%
After 2 classes/2 days	50%
After 3 classes/3 days	80%
After 4 classes/4 days and/or beyond	Full charges will be assessed

Return of Title IV Funds. The return of Title IV funds policy assumes that a student earns federal aid based on the period of time the student remains enrolled. During the first 60% period, a student “earns” Title IV funds in direct proportion to the length of time the student remains enrolled. Unearned Title IV aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned under the formula. Unearned Title IV funds must be returned to the Department of Education according to the Return of Title IV Funds return policy. A student who remains enrolled beyond the 60% point earns all federal aid for that term. No federal Title IV aid will be returned when a student remains enrolled beyond the 60% period. An example of the federal refund calculation is available upon request. Institutional and state aid are considered earned after the financial responsibility date. After a student withdraws and the return of Title IV calculation is complete, the Financial Aid Planning Office will bill the student for any amount owed to the University. Payment is expected within thirty (30) days of receipt of the bill.

Funds to be returned to respective federal programs will be allocated in the following priority: Federal Direct Loans, Perkins Loan program, Federal Direct PLUS, Pell Grant, SEOG and TEACH Grant.

Return of Anderson University Funds Policy - No refund(s) will be made to Anderson University funds for students who withdraw, regardless of the withdrawal date.

Return of SC State Funds Policy – No refund(s) will be made to SC State programs, regardless of the withdrawal date.

Return of Outside Scholarship Funds Policy - No refund(s) will be made to any Outside Scholarship Program, regardless of the withdrawal date.

Appeal Process for Determination of Withdrawal Date

If a student feels there are unusual circumstances regarding the withdrawal date, he/she has the right to appeal. The appeal should be directed to the Center for Student Success.

Endowed Scholarships

Anderson University has a number of scholarship endowments funded by individual donors. Only the interest earned from these scholarship endowments are distributed each year, while the principal remains intact in perpetuity to assist succeeding generations of AU students. Endowed scholarships are offered as a portion of the Anderson University Grant program during the awarding process. Because endowed funds are limited, it is an honor to receive an endowed scholarship that bears the name of a person, family, or organization. The University acknowledges with great appreciation the contributions of

our endowment donors for their generosity, vision, and commitment to Christian higher education and Anderson University.

To be considered, students must apply for institutional aid and complete the FAFSA by the priority deadline of March 1. Recipients are selected based on established criteria and date of FAFSA completion (earlier FAFSA submissions receive priority). Students who are awarded grants that include endowed funds accept these funds on the condition that they will complete a handwritten letter of appreciation to the donor or designated relative associated with the fund (as instructed by the Office of Institutional Advancement at the appropriate time of the academic year) and agree to attend an annual donor appreciation event hosted by the University and agree to meet the donor or his/her representative(s) during the event. Recipients of endowed scholarships who fail to complete a letter of appreciation or attend the donor appreciation luncheon may forfeit the endowed scholarship portion of their Anderson University grant both in the year of award and in future years. Some of the scholarships listed below require a separate application/ interview and are noted with an asterisk (*).

General Scholarships

Abney Foundation	Louise Whitfield & Louise Kellett
Catherine Sullivan Acker	Frances Welborn King & S. Marshall King, Jr.
Alumni Board Scholarship*	Ella Vera Kneece
G. Ross Anderson, Jr.	M. B. Nannie Leopard
Helen Anderson	Ada Powell Meeks
Belk Simpson*	Gayle & Steve Merritt
Bill Brissey	Eugene Milford
Clarence F. & Mildred Cunningham Brown	J. Calhoun Pruitt, Sr.
William D. Brown	George Coventry & Nita Schidt Roughgarden
Eunice and Frank Brownlee	Ed & Zana Rouse
Robert E. Burks*	Sammy & Claudia Sparrow
M. E. Clement	Charles S. Sullivan
Philip and Zilla Cowherd	C. P. Swetenburg
Charles E. Daniels	Lila Terry
Nettie R. Ducworth	Farrah Whitworth Thompson
Charles & Dorothy Fant	Eliza C. Vandiver
Jeanne & Bob Fant	Joe B. & Audrey Vickery
Shirley James Findley	Frances Marion Warder
Bertha McQueen Fortune	Dolly & Rufus Watkins
Lucille Talmadge Gaines	William & Mary Watson
Gary V. Glenn	Annie Elrod Webb
Carroll Griffin	Willie Sue Boleman Webb
Hal Hall	Edith Cecilia Whitten & William
J. B. Hall	Louise Williams
Henry Harper	Leathy Williford McClure & Kathleen Williford
Evelyn Henderson	Margaret Woodham
Lucy Primrose Whyte Hilliker	Ernest Woodson, Sr.
Harold and Ruby Hutchinson	Catherine Pracht Young
Catherine Duncan Johnston	Essie Brown Rainey Memorial Scholarship

For Anderson County Residents

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Pete Stathakis	Ernest F. and Virginia L. Cochran
Anderson Rotary Club	Anna McFall Holler
Nancy Ann Garrison	Frances Welborn King and S. Marshall King, Jr.
Ron C. Cross	Nellie G. Harvey
Betty N. Moore Scholarship	

Ministerial Aid-Church Related Vocations

Rouse-Garrett	Thrift Brothers
Joseph Newton Brown	Carolyne Geer Hester
C. Henry Branyon	C. M. & Martha Bowers
Bill and Susie Brock	Carolyn Brown Mattox
J. K. Lawton	Jim and Gloria Stovall and Family
The Charleston Heights Baptist Church	

For Women

Van Ray Kenny Harvey	Jill Dunlap*
Robyn Axmann	Olga V. Pruitt, MD

Endowed Athletic Scholarships

Golf	Tennis
Harry Winburn Jones*	Todd Fant*
	Max Grubbs*

Art

Blanche Holcombe

Baptist Scholarships

Saluda Association Women's Missionary Assoc.*
Sara Craddock
W. H. Keese & Hazel Leathers Keese
Esther Jordan Caskey

Business Majors

George C. & Jo Ann Langston
Dennis Claramunt

Education

Jeanette Morris Moorhead
Annie May McCarrell
Carroll F. & Katherine A. Reames
The Charles A. 'Chuck' Wooten Teacher Education Scholarship Fund for Graduate Students
Sherrill Knobel Hall Scholarship

Fine Arts

LaVerne R. Hunt
Ruby Stevenson Nettles
Jim Chisman Performing Arts Scholarship

Interior Design

Mary Martin

Journalism

James R. and Marjorie Willis Young

Music Majors

E. Jablonski*

Virginia Evans Hammond*

Mary Jones

Frances Lollis Gaston

Philip Charles Bryant

Floride Smith Dean

Earlene G. Kelley

Annual Scholarships

Anderson County Woman's Club

George and Linda Haynie

D. L. Scurry

Lettie Pate Whitehead

Ralph & Virginia Hendricks

The Baptist Courier

Off-Campus/Foreign/International Studies

Anderson University funded aid is not available for off-campus/foreign/international studies. Students may be able to use a variety of federal and state funds to help finance this experience. The student must be considered enrolled full time. For more information contact the Director of Financial Aid Planning at (864) 231-2070 or (800) 542-3594 or finaid@andersonuniversity.edu.

Consumer Information

Information on financial aid is available by calling 1-800-542-3594 or (864) 231-2070. Students are encouraged to visit the Anderson University website at www.andersonuniversity.edu and click on the Financial Aid link in order to get more information. Specific questions can be e-mailed to finaid@andersonuniversity.edu. This catalog and the website contains information relating to refund policies; description of all financial aid programs available to students who enroll in Anderson University; procedures and forms for applying for such aid; rights and responsibilities of students receiving such aid; criteria for continued eligibility; criteria for determining good standing and maintaining satisfactory progress; means and frequency of payment of awards; terms of loans; general conditions and terms of student employment; and cost of attending the institution, including direct and indirect costs. All aspects of the academic program; data regarding student retention and the number and percentage of students completing a specific program of study are available to any student from the Registrar, Controller or the Vice President of Enrollment Management.

Expenses

The costs listed below represent a major part, but not all, of the actual cost of the education of the students.

Charges (Effective fall semester, 2012 charges subject to change upon suitable notice.)

Full-time student (12-17 credit hrs)	\$10,010.00 per semester
Part-time student (fewer than 12 credit hrs)	\$495.00 per credit hour
Adult Accelerated Program	\$362.00 per credit hour
Recertification Courses	\$ 250.00 per credit hour
High School (Concurrent)	\$ 125.00 per credit hour
Applied Music (private lessons)	\$ 320.00 per credit hour
Independent/Directed Study (Undergraduate and Graduate)	\$535.00 per credit hour
Audit (no credit)	\$248.00 per credit hour
Overload (more than 17 credit hrs in any one sem.)	\$495.00 per credit hour

No additional charge for overloads due to enrollment in Theatre 101, 201, 301, 401, ROTC, EDU 275, FYE 101, Honors 310, 410 or applied music lessons, music ensembles and various levels of music recital.

Village Residence Hall or Private Room	\$2,870.00
New Boulevard or Denmark Residence Halls	\$2,175.00
Clamp, Royce, Gaston, or Pratt Residence Halls	\$2,125.00
Rouse Residence Hall or Village Ground Floor Rooms	\$2,075.00
Stringer, Kingsley, Lawton, South Rouse Basement, or Ministry Houses Residence Halls	\$ 2,025.00
Meal Plan #1 (Unlimited + 50 debit-per semester – no refund)	\$2,094.00 per sem
Meal Plan #2 (21 Meals + 75 debit-per semester – no refund)	\$2,042.00 per sem
Meal Plan #3 (21 Meals)	\$1,967.00 per sem
Meal Plan #4 (15 Meals + 100 debit-per semester – no refund)	\$2,016.00 per sem
Meal Plan #5 (15 Meals)	\$1,916.00 per sem
Meal Plan #6 (13 Meals + 100 debit-per semester – no refund)	
Seniors Only (90 Hours)	\$1,846.00 per sem
Academic and Student Services Fee	\$855.00 per sem

Cost per year for full-time commuting student	
Tuition and Academic and Student Services Fee	\$21,730.00
Cost per year for full-time resident student	
Tuition, Academic and Student Services Fee, Room, and	
21-Meal Plan	\$29,914.00
These totals do not include books, supplies, applied music fees, and personal expenses.	

Special Fees

Application Fee (traditional undergraduate and ACCEL)	\$25.00
Art Course Fee	\$10- \$150.00
BSN (Nursing)	Nursing has some individualized fees—please refer to School of Nursing
Music Lab Fees	
MUP 120 (University Choir) — Uniform and Activity Fee	\$20.00
MUP 122 (Wind Ensemble) — Band Activity Fee	\$20.00
MUP 125 (Anderson Symphony) — Orchestra Activity Fee	\$20.00

MUP 126 (Anderson Ensemble) — Activity Fee	\$40.00
MUP 127 and MUP 227 (Anderson University Chamber Singers) — Uniform and Activity Fee . . .	\$20.00
MUP 128 — Guitar Activity Fee	\$20.00
MUP 130 - Strings Activity Fee	\$20.00
Lab Fee for Laboratory Sciences (unless otherwise noted)	\$45.00
BIO 201, BIO 202	\$150.00
BIO 351, BIO 452, CHE 452	\$80.00
Dropping a class after Drop/Add period	\$10.00
Checking in after Check-in period	\$50.00
Automobile Registration	\$60.00
Graduation Fee by Application Deadline (Undergraduate)	\$50.00
Graduation Fee for Late Application (Undergraduate)	\$75.00
Graduation Reapplication Fee	\$15.00
Transcript (Official)	\$10.00
Transcript (Unofficial)	\$5.00
Returning Student Housing Pre-payment	\$100.00
Returned Check Fee	\$35.00
Student Teaching Fee (Cooperating Teacher Honorarium)	\$305.00
Credit by Examination	\$325.00
CLEP Exam (College Level Exam Program)	\$90.00
Housing Reservation/Damage Deposit (1st time resident student)	\$250.00
Enrollment Confirmation	\$250.00
Mobile Learning Device Fee	\$350.00
Kinesiology Activity Courses	\$10.00
KIN 116: Scuba Diving	\$250.00
KIN 227: Care and Prevention of Exercise Injuries	\$40.00
Orientation Fee	\$100.00
CHR 491	\$100.00
MKT 334, 413, 460	\$25.00
PSY 102	\$13.00
PSY 498	\$20.00
EDU 101	\$100.00
EDU 110	\$70.00
ID 101, 151, 152, 252, 254, 351, 353, 355, 451	\$15.00
ID 251, 253, 255, 350, 352, 496	\$50.00
ID 354, 452, 453, 490	\$100.00
ID 355	\$25.00
THE 130	\$50.00
THE 101, 204, 250, 340	\$30.00

International Students: Charges and Scholarships

Degree Seeking Student - \$30,014 per year, eligible for \$8,000 in scholarships; \$15,007 per semester, eligible for \$4,000 in scholarships (inclusive of room, board, and fees)
Non-Degree Seeking Students - International students who are non-degree seeking may have additional fee assessments and different scholarship eligibility depending on their program of study.

Graduate Tuition and Fees

MBA: Tuition per credit hour	\$403.00
MBA: Tuition per credit hour (Audit — no credit)	\$202.00
MBA: Resource fee per course	\$250.00

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MCJ: Tuition per credit hour	\$403.00
MCJ: Tuition per credit hour (Audit – no credit)	\$202.00
MCJ: Resource fee per course	\$300.00
MAT/ MEd/MEd: AS: Tuition per credit hour	\$331.00
MAT/ MEd/MEd: AS: Tuition per credit hour (Audit – no credit)	\$166.00
MAT: EDU 517 Course Fee	\$110.00
MAT: EDU 594 Cooperating Teacher Honorarium and ID Badge	\$305.00
MEd/MEd: AS: <i>TaskStream</i> Software Fee	\$50.00
MEd: AS: EDU 591/592 Supervising Administrator Honorarium	\$300.00
M.Min: Tuition per credit hour	\$300.00
M.Min: Non-degree seeking	\$150.00
M.Min: Orientation Fee	\$75.00
MM MEd: Tuition per credit hour.	\$331.00
MM MEd: Tuition per credit hour (Audit – no credit)	\$166.00
MM MEd: MUA 501 Applied Lessons fee (per credit hour)	\$320.00
MM MEd: MUP 520 Music Ensemble activity fee	\$20.00
MM MEd: MUH 497 independent study fee (per credit hr.)	\$535.00
MM MEd: MUT 498 independent study fee (per credit hr.)	\$535.00
All*: Application for admission	\$50.00
*Waived for AU graduates	
All: Graduation application fee	\$100.00
All: Graduation application fee (late)	\$125.00
All: Graduation Reapplication Fee	\$15.00
All: Automobile registration (On campus students only)	\$60.00
All: Returned check fee	\$35.00
All: Transcript (Official)	\$10.00
All: Transcript (Unofficial)	\$5.00

Explanation of Charges

Tuition. The tuition charge is the basic cost of the student's education and covers the cost of instruction. It does not include textbooks and supplies, which the student purchases. A full-time student is one who, whether resident or non-resident, is taking 12 or more semester hours of work. The student who takes fewer than 12 semester hours is considered a part-time student and is charged on a semester-hour basis. Part-time students given permission to live in the residence halls are charged the same rate as a full-time student. The student who has permission to take additional hours above 17 is charged for each additional semester hour, with the exceptions noted on the previous page.

Rooms and Meals for Resident Students. Resident students normally receive more financial aid than commuters, therefore, the actual amount paid to live on campus may be much less than the amounts stated. Changes in meal plan, which is required for resident students, are permitted but must be completed by the third class day of each semester. Meal Plan Change Forms may be obtained and submitted through either Residence Life or Anderson Central. The boarding student is entitled to meals for each week the school is in session. This does not include holidays, during which classes are suspended, the residence halls are closed, and the food service is suspended. No refund or cost adjustment is made for meals which the student does not eat. There is no compensation to the student for lost

meals due to institutional activities that require students to be off-campus, or unforeseen institution closures associated with inclement weather, emergencies, etc.

Academic and Student Services Fee. This fee covers a major portion of the total cost of many services and activities offered in the academic and student life program. In the area of academics, academic services, tutoring, and career planning and placement services are some of the programs provided. Within student life, the university newspaper, athletics, Baptist Campus Ministries, health services, Student Government Association, and intramurals are provided. Even though the academic and student services fee covers most social and recreational costs to the student, there are occasional extra expenses in this area.

Health Insurance. All students are encouraged to purchase health insurance. The University does not provide health insurance coverage for students nor offer health insurance for purchase. Students may contact local insurance agents or agents in their home area for information on student health insurance. Although the University does not promote an individual provider, information about health insurance may be obtained in the office of Student Development. Please note that all international students are required to carry health insurance while they are students at the university.

Insurance Coverage for Stolen or Damaged Items. The University does not pay for the replacement of stolen, lost, or damaged items for students. Students are encouraged to purchase renter's insurance which may aid in coverage of stolen, lost, or damaged items.

Special Fees. The art studio fee covers the cost of some materials that must be used by students enrolled in art studio courses. The application fee covers the clerical costs of processing the student application. This fee is non-refundable and is paid only once at the time of initial application to Anderson University. The fee is not paid a second time for students who continue enrollment from one year to the next nor by students who interrupt their enrollment for any period of time. The music instruction fee covers the cost of instruction in applied music in small classes and individual instruction and the maintenance of instruments for student use in music practice. All students, whether residents or commuters, who drive a vehicle onto the Anderson University campus and use the university parking facilities must register their cars with the University. The registration fee covers the vehicle from August 1 through July 31. Those who register a vehicle in the spring or summer terms must register them again for the fall semester. If a student occasionally drives a vehicle other than the one registered (such as a parent's car), an additional bumper sticker must be purchased for this car in order to avoid the penalty of parking an unregistered vehicle on campus. The student handbook contains details concerning parking regulations. All students pay an Enrollment Confirmation Fee of \$250.00 at the beginning of their first semester of enrollment at Anderson University. After graduation or withdrawal from the university, resident students receive a 100 percent refund unless campus property damages or lost keys are charged against them or unless there is an outstanding debt owed to the University. The student will be responsible for any damages in excess of the initial deposit. The \$250.00 paid by commuting students serves as the first payment toward their account and is subject to the refund policy listed below. The graduation fee covers the cost of the diploma and the diploma cover. The transcript fee covers the cost of duplicating and mailing a copy of the student's official academic record to any person to whom, or institution to which, the student requests that the record be sent. The University offers several programs of study/travel. The student who enrolls in these courses pays the course tuition as well as all travel expenses, which are normally included in a package tour.

The mobile learning device fee is a one-time fee assessed to all full-time freshmen and new transfer students to lease a mobile device. The device becomes the property of the student upon graduation.

Financial Policies

New Student Enrollment Confirmation Fee. The applicant who is notified of acceptance should send within two weeks an Enrollment Confirmation Deposit of \$250.00 to secure a place within the entering class, specifically a course schedule and residence hall room. For students not living on campus, this fee will be reflected as a credit on the student account at the time of financial registration. For students living on campus, this will serve as a Housing Deposit and will remain on account as a security deposit. Refund policies are outlined on the Enrollment Confirmation form. Commuting and students planning to reside on-campus are both required to submit the Enrollment Confirmation fee and form to secure their place within the entering class. Early response is important to be assured of a room assignment in a University residence hall and securing a course schedule. Following admission to the University, international students are required to submit a \$250 Enrollment Confirmation Fee/Housing Deposit and all necessary documentation for issuance of their student visa.

Terms of Payment. All expenses for the fall semester are due by the 1st of August. Students who fail to pay all fees for the semester risk the chance of losing desired classes. For the spring semester, payments are due by the 1st of January. For the summer terms and evening division, the payments are due at the time of registration. A billing statement will be published to the student's Self-Service account at the beginning of July for the fall semester and at the beginning of December for the spring semester. The payment of tuition and other basic charges is required in advance. After registration, the Business Office will assess fee charges which apply to special courses such as music instruction fees, fees for overloads or independent study, and audit fees. You may pay online with a credit card or with e-checking.

Financial Penalties. The University always regrets the circumstances which make it necessary for the student to pay any fine or penalty fee. Parking regulations are enforced, and a student who does not follow these regulations will be charged a fine as described in the student handbook. The Library charges fines for students who keep books beyond the assigned period of time. The resident students are held responsible for property damage in the dormitory and make a deposit toward any assigned damages. As explained above, a portion of this fee is returned, less assignable damages, if there is no outstanding debt owed to the University. The student signs an application stating that he or she understands the rules and regulations of the University. The student is held responsible for meeting these regulations and paying any fines which may be imposed for infractions. Students with unpaid balances, whether for regular charges, fees, or fines, are subject to being withdrawn from classes at a time determined by the University if all accounts are not settled in a timely manner. The University does not release transcripts or credits to a student, or to any other college, if the student has unpaid charges or fines. Students cannot register for classes if there is any outstanding balance owed the University.

Academic and Financial Responsibility for Classes. A student who officially withdraws from the University on or before the deadline for withdrawals will receive the grade of "W" for all courses in which he or she is enrolled at the time of withdrawal. The official withdrawal date will be when official notification is given to the university. The following statements do not apply to summer sessions or to special programs. (See the University website for policies pertaining to summer school.) The student is academically responsible for all classes in which he or she is enrolled at the end of the second week of the semester, and is financially responsible for all courses for which he or she is enrolled at the end of the second week of classes. Financial responsibility includes, but is not limited to, tuition, fees, fines, accumulated interest, late charges, and collection costs. Failure to meet obligations to Anderson University may result in the delinquent account being placed with a collection

finances, accumulated interest, late charges, and collection costs. Failure to meet obligations to Anderson University may result in the delinquent account being placed with a collection firm. Students are responsible for all collection costs, attorney's fees and court costs incurred by the University in collecting their delinquent accounts. Collection costs could exceed fifty percent (50%) of the total due. A hold placed on a student account will restrict the release of records (transcripts and diploma) and registration for future semesters.

Optional Monthly Payment Plan. Anderson University offers a service that spreads out the cost of college over a period of time. This plan enables parents to pay for tuition and fees on a monthly basis. Any financial aid (except work-study) received by the student is subtracted from the basic charges to determine the balance due for the year. These payments are divided into equal installments with the last payment being due in April of the academic year.

Please contact Anderson Central for additional information at (864) 231-2070, or stop by Anderson Central to pick up a brochure.



Academic Curriculum and Academic Support



Curricula

All undergraduate degree programs at the University are comprised of a major, general education program requirements, electives, and/or a minor. Some majors are subdivided with a focus in multiple concentrations. The length of a degree program is measured in credit hours and all University degrees are at least 120 hours.

The curricula in the University's various degree programs represent the institution's primary academic programs. These curricula consist of liberal arts and professional courses which meet the general education requirements and the requirements for the majors offered for the baccalaureate degree. The general education component of the curriculum provides an introduction to the various fields of study in the humanities, social sciences, fine arts, mathematics, and natural sciences. In these courses, students have an opportunity to explore and broaden their interests, to build a foundation for the courses in their major, and to develop essential skills in written and oral communication, computation, and research. Courses in the major field of study allow students to explore in depth an area of study that interests them and that provides much of the preparation needed for their future careers. Students may elect to complete a minor, as well. Many curricula offer the opportunity to broaden one's study through the selection of electives. The degree programs, graduation requirements, course descriptions, and academic policies are explained in subsequent sections of this catalog.

All graduate degree programs at Anderson University are intentionally designed to ensure that graduate students engage in courses of study that are progressively more advanced in academic content and intellectual rigor than undergraduate programs in the same or similar academic discipline. Courses of study within the graduate curriculum of the University require intensive study within and knowledge of scholarly literature and findings within each discipline, as well as ongoing student participation in research, pertinent practice and training within the discipline, or both.

Major

A Major is an instructional program that leads to a degree. It consists of a prescribed set of courses and requirements that are of increasing sophistication. Generally, these courses are within a specific discipline, but in interdisciplinary majors may include requirements from multiple disciplines.

Minor

A Minor is a prescribed course of study in a discipline other than a student's major. As such, it shares definition with a major but it is less extensive.

The following principles apply to Minors at Anderson University and are articulated to provide guidance to College Deans and future Academic Policies and Procedures Committee members. It is intended that all minors are subject to the following guidelines:

1. Prerequisites for courses in a minor must be included in the minor unless they meet a general education requirement.
2. Minors consist of eighteen semester hours of course work. If a minor requires courses weighted more than three hours, it may include up to twenty-two semester hours.
3. A minor may not overlap with a student's major more than the greater of six semester hours or two courses with the following exception: If a significant number of courses in a particular minor are required for a particular major, greater overlap may be allowed if the minor in question leads to competencies that are clearly and demonstrably beyond

those expected of students in the major.

4. Proposed minors are subject to normal curricular review processes.

Concentration

A Concentration is a prescribed set of courses that allows a student to acquire a greater in-depth understanding in a sub-discipline of the major. A concentration may include courses outside the major. Anderson University offers the following degree programs through its colleges:

Degree Programs

Anderson University offers the following degree programs with the specific major designated in capital letters.

COLLEGE OF ARTS AND SCIENCES

Bachelor of Arts

COMMUNICATION, with concentrations in

- Mass Media
- Public Relations/Advertising
- Professional Writing

ENGLISH, with concentrations in

- Creative Writing
- Literature

HISTORY

HUMANITIES AND THE LAW

PSYCHOLOGY

SPANISH

Bachelor of Science

BIOLOGY

KINESIOLOGY

MATHEMATICS

and with a concentration in

- Actuarial Science

PRE-ENGINEERING

PSYCHOLOGY

COLLEGE OF BUSINESS (Undergraduate)

Bachelor of Science

BUSINESS, with concentrations in

- Accounting
- Computer Information Systems
- Financial Economics
- Human Resource Management
- International Business
- Management
- Marketing

COLLEGE OF BUSINESS (Graduate)

Master of Business Administration

COLLEGE OF CHRISTIAN STUDIES (Undergraduate)

Bachelor of Arts

CHRISTIAN MINISTRY with concentrations in

- Pastoral Ministry
- Preaching
- Youth Ministry

CHRISTIAN THEOLOGY with concentrations in

- Biblical Studies

COLLEGE OF CHRISTIAN STUDIES (Graduate)

Master of Ministry

Doctor of Ministry

with concentration in Biblical Preaching

COLLEGE OF EDUCATION (Undergraduate)

Bachelor of Arts

SECONDARY ENGLISH EDUCATION (9-12)

SECONDARY SOCIAL STUDIES EDUCATION (9-12)

Bachelor of Science

ELEMENTARY EDUCATION, and with add-on certification in

- Special Education Learning Disabilities (K-12)
- Early Childhood Education

EARLY CHILDHOOD EDUCATION

SPECIAL EDUCATION: MULTI-CATEGORICAL

PHYSICAL EDUCATION

SECONDARY MATHEMATICS EDUCATION (9-12)

COLLEGE OF EDUCATION (Graduate)

Master of Arts in Teaching

Master of Education

Master of Education in Administration and Supervision

COLLEGE OF GRADUATE, ONLINE AND NON-TRADITIONAL (for working adults)

Bachelor of Business Administration, and with concentrations in

- Computer Information Systems
- Healthcare Management

Bachelor of Christian Studies

Bachelor of Human Services, and with a concentration in

- Behavioral Science

Bachelor of Liberal Studies

Bachelor of Organizational Leadership, and with a concentration in
– Human Resource Administration

COLLEGE OF VISUAL AND PERFORMING ARTS (undergraduate)

Bachelor of Arts

ART, with concentrations in
– Ceramics
– Art Education (K-12)
– Graphic Design
– Painting/Drawing

MUSIC
MUSICAL THEATRE
THEATRE
and with concentrations in
– Dance
– Theatrical Design

Bachelor of Music with concentrations in
– Keyboard or Instrumental Performance
– Vocal Performance
– Worship Leadership

Bachelor of Music Education with concentrations in
– Instrumental Music
– Vocal/Choral Music

COLLEGE OF VISUAL AND PERFORMING ARTS (Graduate)
Masters of Music in Music Education

SCHOOL OF CRIMINAL JUSTICE

Bachelor of Arts

CRIMINAL JUSTICE, and with concentrations in
– Law Enforcement
– Homeland Security/Emergency Preparedness

Bachelor of Criminal Justice, (for working adults)
and with concentrations in
– Law Enforcement
– Homeland Security/Emergency Preparedness

Bachelor of Emergency Service Management, (for working adults)
and with concentrations in
– Homeland Security Operations and Administration
– Whole Community

SCHOOL OF CRIMINAL JUSTICE (Graduate)
Master of Criminal Justice

SCHOOL OF INTERIOR DESIGN**Bachelor of Arts**

– Interior Design

SCHOOL OF NURSING**Bachelor of Science**

– Nursing

Minors are offered in the following (For more information, see the section entitled Requirements for Minors in the Academic Programs section of this catalog.):

ACCOUNTING	FRENCH	PSYCHOLOGY
ART	HISTORY	PUBLIC RELATIONS
ART HISTORY	HUMANITIES AND THE LAW	SOCIOLOGY
BUSINESS	KINESIOLOGY	SPANISH
CHEMISTRY	MARKETING	THEATRE
CHRISTIAN STUDIES	MATHEMATICS	WORSHIP LEADERSHIP
COMPOSITION	MEDIA STUDIES	WRITING
COMPUTER INFORMATION SYSTEMS	MUSIC	YOUTH MINISTRY
ENGLISH		

Honors Program

Anderson University invites students with strong academic backgrounds, including above average grades in college preparatory classes and scores on the SAT or ACT examinations, to participate in the Honors Program. Any new applicant or current freshman may apply to be admitted to the Program. Applications are considered throughout the year, but students are admitted only at the beginning of each semester. Each applicant for the Honors Program will be reviewed individually. The Honors Program brochure and application can be requested from the Honors Program Secretary (231-2150).

The Honors Program consists of a unique honors general education curriculum, an honors service project, the honors thesis option, exciting extra-curricular activities, and the opportunity for graduation with honors. Students are expected to take at least one Honors course per semester. Students enrolled in the Honors Program must fulfill the General Education requirements for the degree program in which they are enrolled, and those requirements are the same as those for students who are not enrolled in the Honors Program. The only difference for Honors Program students is that they may fulfill their General Education requirements by successfully completing the Honors Interdisciplinary Colloquium. Honors students need to be aware, however, that the Interdisciplinary Colloquium may not be substituted for a specific General Education course required by their major.

See the course descriptions for the Interdisciplinary Colloquium (HON 101, 201, 301, 401) for more information. The Honors Program also involves extra-curricular activities, such as participation in the National Collegiate Honors Council, field trips, and recreational activities.

Students who complete the Honors Program are eligible for graduation with honors. Participation in the Honors Program will be designated on the student's diploma and recognized at the annual Honors Convocation. Students enrolled in the Honors Program enjoy an experience designed to challenge highly motivated individuals. The curriculum and activities are designed to produce critical thinkers, independent learners, and creative problem solvers. The overall program provides for a solid foundation for the future stages of educational development.

Summer School

Anderson University offers a comprehensive schedule of online and seated courses during the summer. Classes are scheduled in two daytime sessions. There is also an eight-week evening session during the latter part of May and the month of June that is a part of the ACCEL Program. Students may register for up to eight semester hours during each summer term and it is possible for a student to earn up to 16 semester hours during the summer sessions. Since students may repeat courses in which they earned grades of less than C, students may elect to repeat courses during the summer. Summer classes are available to students from other colleges and universities as well as to Anderson University students. University credit is available to qualified high school juniors and seniors through the High School ADVANCE and Dual Credit programs.

Concurrent Enrollment Program

Concurrent enrollment permits high school students to enroll in courses for college credit during regular semesters or in the summer. Credit earned in this program may be applied toward a degree at Anderson University, or may be transferred to another school. However, since transfer policies vary from institution to institution, Anderson University cannot guarantee that every school will accept credit earned in these programs. Concurrent students must submit a Concurrent Student Application, approval from their principal or guidance counselor, an official high school transcript and appropriate SAT or ACT scores to take courses at Anderson University. Students wishing to enroll in English courses must make at least a 500 on the writing portion of the SAT or a 20 on the writing portion of the ACT. Under certain circumstances, it is possible for students to take courses at their high school and/or at Anderson University, which will count for both high school and college credit.

Church-Related Vocations Program

The Church-Related Vocations Program (CRVP) is designed to provide both academic and practical educational experiences for students interested in vocational Christian service. All CRV students participate in the A-Team, a student ministry association which meets monthly for discussion, Bible study and fellowship. The ministry group seeks to provide a source of unity and encouragement for students as they grow in their pilgrimage toward ministry.

The Christian Studies curriculum includes practical internships which allow students the opportunity to explore the call to Christian service, to acquire basic helping skills, and to relate identity and professional roles as a minister. Practical skills, history, and polity are taught in the classroom and in applied ministry activities. Students are also encouraged to participate in short-term ministry experiences (e.g., Spring Break or another Short Mission Trip) and/or an extended ministry experience (e.g., Summer or Semester Missions).

Scholarships are offered to all full-time students majoring in Christian Studies who are preparing for careers in ministry. For scholarships to continue, recipients must maintain a 2.50 GPA, regularly attend monthly A-Team meetings (at least 2/3 of all sessions), be active in a local church body, and fulfill the internship requirement. The financial aid awards are renewable annually after review of each student's progress.

Study/Travel Abroad

International Programs at Anderson University are under the guidance of the Director of International Programs (DIP.) The director facilitates student engagement in international programs through short-term and semester-long study abroad, assists faculty and staff in trip research and development and makes sure they are aware of pertinent institutional policies, enhances international awareness on the campus, and provides a link to other groups that facilitate international exchanges including CGE.

Anderson University offers opportunities for both credit and non-credit foreign study/travel programs. Credit courses offered through these programs may be special topics courses developed for a particular occasion or courses that are included in the University's curriculum. The instructor conducting the program prescribes reading and writing assignments, and students attend lectures on campus prior to the travel experience. In addition, Anderson University students regularly study at Northampton University in England or through programs offered by fellow member institutions of the Consortium for Global Education. Over fifty sites in Africa, Asia, Central America, Europe, and South America are available. The university also has partnerships with the Cemanahuac Educational Community in Cuernavaca, Mexico, and the Tatar-American Regional Institute in Kazan, Tatarstan, Russia. Students interested in foreign travel/study programs should consult the Director of International Education at Anderson University.

International Students and English as a Second Language Support Program

International students whose English language skills need enhancement in order to improve success in the academic program at Anderson University may take English as a Second Language courses. These courses do not count toward meeting graduation requirements but will count as part of the academic load for determining full-time status. Because of the additional costs for this ESL support program, the international students who participate will be charged \$15,000 for tuition and fees per semester. These international students may qualify for a scholarship of \$2500 per semester as well.

Teaching Fellows Program

The AU Teaching Fellows Program provides an enriched academic experience for selected students each year to prepare them to teach effectively in the classroom and to develop the personal and professional skills needed to be future educational leaders in the state of South Carolina. Teaching Fellows are selected and approved by CERRA (South Carolina Center for Educator, Recruitment, Retention, and Advancement).

Pre-Professional Studies

Students interested in pursuing careers in medicine, allied health fields, dentistry and veterinary science are encouraged to apply to Anderson University. In addition to contact with their regular advisor, pre-medical students must contact a member of the Anderson University Pre-Medical Committee during their first semester at the school. Such students will be further advised and tracked according to their interests in pre-medicine. Pre-medical students take the following courses: Principles of Biology – 3 semesters; two years of chemistry including a year of General Chemistry and a year of Organic Chemistry; one year of Introductory Physics; one year of mathematics (Calculus is highly recommended) and one year of English/English Composition. At Anderson University pre-medical students typically complete a Bachelor of Science degree in Biology, however a Bachelor's degree in any field is acceptable as long as the courses mentioned above are included.

Anderson University has an articulation agreement for a Guaranteed Acceptance Program with Virginia College of Osteopathic Medicine (VCOM). This program guarantees acceptance to VCOM when students meet specified requirements. Further information regarding this program can be obtained by contacting a member of the Anderson University Pre-Medical Committee.

Independent Study

The University offers an opportunity for students to take courses in the curriculum outside the classroom setting through independent study. A course will not normally be offered by independent study during an academic term in which that course is included in the class schedule. Students interested in registering for a course to be completed through independent study should consult the appropriate College Dean for the policies and procedures governing independent study.

Directed Study

A faculty member, a student, or a group of students may petition a College Dean to offer through directed study a course that is not in the curriculum. In order to be approved, a course proposed for directed study must conform to the mission and goals of Anderson University and there must be sufficient personnel and other resources to support the offering of the course. Normally, no directed study course on the same topic may be offered more than twice. Courses for which there is a continuing demand must be proposed as regular courses in the curriculum. Directed study courses may be taught as traditional courses, as tutorials, or a combination of these methods.

Traditional Students taking ACCEL Courses

The Adult's College Choice for Exceptional Learning (ACCEL) program is designed for non-traditional students, that is, those students having a minimum of 5-8 year's life-experiences beyond high-school, are financially independent, are working full-time, and who wish to advance their careers by earning a bachelor's degree.

The accelerated format of the classes allows non-traditional students the opportunities to take classes during the evening or in the online format, in 8-week sessions, 5 times throughout the year.

Given the mission and design of the ACCEL program, students who do not meet the criteria of a non-traditional student are restricted from enrolling in ACCEL classes, and are unable to register themselves for ACCEL courses. Traditional students requiring additional courses or who hope to improve their GPA are directed to use the summer school sessions, not ACCEL courses.

Rare enrollment exceptions for upper class traditional students may be made due to class scheduling conflicts that would have a negative impact on progress towards graduation. Traditional upper class students seeking to enroll in an ACCEL course must request a Registration Exception with the dean of the college that has supervision of the class.

Air Force and Army Reserve Officer Training Corps

Through an agreement with the Air Force (AFROTC) and Army Reserve Officer Training Corps (AROTC) at Clemson University, Anderson University students can concurrently

enroll in the AFROTC or AROTC program at Clemson University. The courses of study in these two programs are outlined in this catalog, under Aerospace Studies (A S) for the Air Force ROTC and Military Leadership (ML) for the Army ROTC program. Students can complete the programs in one to four years (time required in the program is based on needs of the military, so check with the appropriate ROTC department for details). There are limited scholarships and incentive programs available to provide funding for tuition, fees, and books. In addition, ROTC students may also be eligible for a monthly tax-free stipend to help offset expenses. Students who complete these programs and commissioning requirements may be appointed as second lieutenants in the respective services. Opportunities also exist for graduate or professional study once on active duty, and temporary deferments to active duty may be possible. Interested students should contact the Air Force ROTC office (864-656-3254) or the Army ROTC office (864-656-3107) at Clemson University.

Academic Support Services

Academic Advising.

Mission

The mission of the Anderson University Academic Advising Program is to promote student success by empowering undergraduate students to take responsibility for achieving their academic, career, and personal goals. This is accomplished through a collaborative mentoring relationship between the student and advisor.

Goals

I. Academic

- a. To assist undergraduate students in setting academic goals.
- b. To assist students in developing an educational plan and selection of courses consistent with the student's goals and objectives as they relate to the respective major program.
- c. To assist students in graduating in a timely manner.
- d. To provide accurate information about institutional, college/school, and department policies, procedures, resources, and programs.
- e. To make referrals to academic support services within the University when appropriate.

2. Career

- a. To assist undergraduate students in learning how to pursue academic goals and other professional requirements tied to a future career.
- b. To make referrals to the Director of Career Services when appropriate.

3. Personal

- a. To make referrals to support resources within the University when appropriate.

Center for Student Success. The Center for Student Success provides a number of academic support services, including disability services, academic coaching and workshops, and a specialized program for contractually admitted students. The Center also oversees the Tutoring Lab and is the beginning point for students who need to withdraw from the university during the semester.

Student Disability Services. Anderson University provides adjustments and modifications to enable students with disabilities to access the University community, in compliance with Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations are determined based on current documentation and are made on a case-by-case basis. Adherence to standards that are essential to a course of study is generally considered non-discriminatory.

Students requesting adjustments from Anderson University must self identify by contacting the Center for Student Success. However, requesting adjustments does not ensure that the student qualifies to receive adjustments.

In order to receive accommodations, students must have a documented disability. All documentation is evaluated on a case-by-case basis. If the documentation is deemed insufficient, the student may be required to provide additional documentation. Complete guidelines for documentation are available from the Center for Student Success, but in general, documentation should include:

- Letterhead, name, and title indicating that the documentation was provided by a professional trained in the differential diagnosis of disorders, and that the evaluation was performed within the last three years;
- A clearly stated diagnosis which rules out alternative explanations and diagnoses;
- Defined levels of functioning;
- An explanation of substantial limitations due to the disability;
- Current treatment and medication;
- Essential accommodations needed for postsecondary education, including duration and rationale.

The Center for Student Success determines the student's eligibility for accommodations and, for eligible students, determines appropriate adjustments and modifications.

Anderson University Writing Center. The Writing Center focuses on helping students develop writing skills essential for academic success. The Writing Center, staffed by peer tutors, helps students identify and correct errors in grammar, punctuation, and language usage; develop and focus theses; organize and strengthen arguments; and incorporate and document primary and secondary sources. Tutors may help students understand writing assignments in most General Education and entry-level courses and offer direction for the completion of first drafts as well as for the revision of essays. The Writing Center is staffed at scheduled times on weekdays during fall and spring semesters. The services of The Writing Center are available to all Anderson University students at no additional cost.

Library Services. In 2007 the university opened the grand new Thrift Library containing a computer lab, café, curriculum lab, special collections, music technology lab, 100 seat multimedia center, conference room, and 10 group study rooms. The library's 150,000 volume collection includes traditional books and media as well as 60,000

eBooks, 120 databases, and more than 50,000 full text periodicals. The Library supports the University's educational mission through its resources and services, by teaching information literacy, and by encouraging its users to be self-directed, lifelong learners.

Computer Services

There are four general purpose academic computer centers on campus, as well as five computer labs dedicated to specific academic areas. Two of the general purpose centers are located in the Watkins Teaching Center and contain approximately 50 workstations; one of these is dedicated exclusively to general student use, while the other is available for both classes and general use. A third center, available for both classes and general use, is located in Vandiver Hall, consisting of 28 student workstations and a specialized instructor's workstation for enhanced classroom instruction. The fourth lab is designated for student use with 35 workstations in The Bunton Computer Laboratory located in the Thrift Library. Two of the dedicated labs are located in the Rainey Fine Arts building providing support to the art and graphic design program. One of these is equipped with 20 Apple Macs dedicated to graphic design and a second lab is also available with 20 mixed workstations offering mixed platforms for design and multimedia pursuits. The university also supports smaller computer laboratories dedicated to mathematics, chemistry, and a CADD laboratory for the interior design program. A combination of wired and wireless networking interconnects all academic and administrative workstations and storage devices, while wireless networking is available to students residing in residence halls. Web-based Student Information Services allows student access to registration, academic records, and financial information. All students are assigned Anderson University email accounts, and have online access to secure storage of documents and assignments.

E-Mail Policy

All students are expected to establish and maintain an e-mail address on the Anderson University e-mail system. Students are expected to check their e-mail at least once each week during the Fall and Spring semesters. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse for failure to meet the requirements of a course or to adhere to University policy.

Individual instructors may require students to check their email more frequently, especially during ACCEL or summer terms.

Media Services

The Media Center, located in the Watkins Teaching Center, provides audiovisual equipment for use in the instructional program and is available for use by authorized student groups.

Academic Programs



General Education

General Education is a program of study that reflects Anderson University's foundation in the liberal arts and the value it places on providing some common learning experiences for all its graduates. The selection of courses has been developed to provide the essential knowledge, skills, and dispositions that lead to informed citizenship, service, wellness, and a foundation for continued learning. The exploration of knowledge and skills in these courses provides the framework through which students may see the connections and distinctions among the academic disciplines.

As a university, we recognize that students gain more when they invest more, and we place a high value on the engaged learner. Skills in communicating, thinking, relating and wellness are cultivated by the general education program as well as many courses in the major. Our heritage as a Christian institution is reflected in courses focused on the Bible, Christ, and ethical living. Knowledge comes to us through many pathways. Knowing and valuing the different process by which disciplines explore and interpret the human experience is an important part of learning.

Upon completion of general education, students should be able to:

- 1) Demonstrate goal-setting for and critical self-reflection of their experience as learners.
- 2) Demonstrate increasing abilities related to the skills of communication, critical and creative thinking, productive interpersonal relationships, personal health and wellness:
 - Communication Skills—writing, speaking, reading, listening in English; achieving basic competency in a second language; developing observation skills, and an awareness of aesthetics
 - Critical Thinking Skills—logic, quantitative skills, research, computation, problem solving, scientific method, and analysis
 - Interpersonal Skills—cooperation, teamwork, and collaboration
 - Wellness Skills—nutritional awareness, physical fitness, and healthy lifestyle practices
- 3) Demonstrate knowledge of Christian Scripture, a knowledge of Christian religious traditions, and the ability to evaluate Christian ethical values.
- 4) Demonstrate knowledge of the contributions of a variety of academic disciplines, and the ability to employ corresponding methods of inquiry:

Humanities (including literature and history)
 Mathematics
 Fine Arts
 Social/behavioral sciences
 Natural Sciences

General Education Requirements (42-44 hours)

Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Music Education Degrees

ORIENTATION

Freshman Year Experience - FYE IOI (1 hour)

SKILLS

Communication (6 hours)

Composition and Speech I – ENG 101 (3 hours)

Composition and Speech II – ENG 102 (3 hours)

Mathematics (3 hours)

MAT 101 or higher (as designated by major)

Foreign Language (5-6 hours; minimum of one year sequence in college-level foreign language study or its equivalent)

FRE 101 and 102, or 131

SPA 101 and 102, or 131

GREEK and HEBREW Studies - *Available only to majors in the College of Christian Studies*

Current Foreign Language placement policies can be found on the AU website. Students cannot receive credit for a foreign language course which is at a level lower than their placement. Students may appeal their placement in writing to the Chair of the Department of Foreign Language.

Healthy Lifestyle (2 hours)

KIN 135

AREAS OF INQUIRY

Humanities (12 hours)

History (3 hours)

HIS 111, 112, 161, 162

Literature (3 hours)

ENG 201, 202, 205, 206, 213, 214, 215

Religion (6 hours)

CHR 105 and 305

CHR 107, 109, and 305 (9 hours) - *Requirement for majors in the College of Christian Studies*

Fine Arts (3 hours)

FA 200

Social Science (3 hours)

ECO 200, PSY 101, SOC 101

Natural Science (7-8 hours)

BIO 150, 160

BIO 110 - *Biology majors only*

BIO 170 - *Elementary Education majors only*

CHE 101/102, 111/113

CHE 105 - *Nursing majors only*

PHY 201/203, 202/204

PSC 101

SCI 101

SCI 107 - *Elementary Education majors only*

AST 101, 102

The Journey / The Cultural Experience (Pass/Fail)

Each student in the traditional four year academic program will need to receive credit for eight (8) semesters of *The Journey* program in order to meet graduation requirements.

Each student in the traditional four-year academic program will need to receive credit for six (6) semesters of *The Cultural Experience* program in order to meet graduation requirements.

Art

B.A. with a Major in Art

Mission Statement: The goal of the Art curriculum is to provide art students with a clear working knowledge of the visual arts as a form of communication, specifically enhanced through an understanding of formal elements and principles, creative visual problem solving, critical thinking skills, and an adept investigation of current tools and materials appropriate to each discipline. Graduating students will receive essential preparation to foster success in the professional fields, further their education at the graduate level, or continue independent creative production. The Art program is committed to providing the University community with direct exposure to artwork, emphasizing the study of art and art history in its historical and contemporary forms in order to broaden the intellectual contexts in which art is experienced.

Admissions Statement

The gateway into all concentrations in the Art Major is the freshman foundations sequence - ART 105 and ART 106. A minimum high school GPA of 3.0 is required for admission into the Art Major. Students who have been accepted into the University but do not meet this minimum standard may enroll in art courses only if their cumulative GPA is at least a 2.5 following their first semester at Anderson University.

In some circumstances, contractual acceptance into the Art Major may be given upon review of a portfolio by the Art Department Chair. If granted, the student must show proficiency during the first semester in art courses by obtaining a 3.0 GPA.

Transfer Student Application Process

Transfer students must have a 2.5 cumulative college GPA to enroll in art courses. This applies to those transferring in from other institutions, as well as those changing majors within Anderson University.

Even if they are already accepted into the University, all transfer art students must apply for acceptance into the art program by submitting a portfolio and scheduling an application interview with a member of the art department. The department is responsible for determining which courses that are transferred in count as equivalent to required courses within the major.

Academic scholarship awards are available to art students based upon artistic merit and academic standards such as GPA and SAT scores. Incoming students wishing to apply for a scholarship must submit 15 - 20 portfolio pieces and schedule an interview with a member of the art faculty. Annual awards typically range from \$500 to \$2,500, and are renewable on a yearly basis provided the student maintains a 3.0 GPA in all art courses. All students enrolled in art courses are required to pay lab fees, which cover the cost of shared consumable materials provided by the Art Department. Fees vary in amount from course to course, and are included on the student's tuition bill.

All students who are pursuing a Bachelor of Arts in Art degree must submit work for review during the sophomore year. All students who plan to graduate with a Bachelor of Arts in Art must participate in a senior review and exhibition. Senior Reviews and exhibitions are scheduled twice a year at the end of the fall and spring semesters.

Art: Ceramics

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: ART 105, 106, 231, 232, 242, 261, 262, 264, 271, 331, 333, 362, 491, and 469. All art majors are required to comply with the policies and procedures itemized in The Art Department Academic Policies under which they entered or are graduating.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ART 105	3	ART 261, 331, 362	9
ENG 101	3	Foreign Language 101	3
Mathematics	3	Electives	3
Natural Science (Lab)	4	Sub-total	15
Social Science	3		
FYE 101	1	Sixth Semester	
Sub-total	17	ART 271, 333, 469	9
		Foreign Language 102	3
Second Semester		CHR 305	3
ART 106	3	Sub-total	15
ENG 102	3		
Natural Science	3	Seventh Semester	
CHR 105	3	ART 469, 491	4
History	3	Social Science	3
KIN135	2	Electives	10
Sub-total	17	Sub-total	17
Third Semester		Eighth Semester	
ART 231, 262	6	ART 469	3
FA 200	3	Electives	14
Literature	3	Sub-total	17
Elective	3		
Sub-total	15		
Fourth Semester			
ART 232, 242, 264	9		
Electives	6		
Sub-total	15		

Art: K-12 Teacher Education

Recommended Course Sequence

No grade below “C” in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: ART 105, 106, 229, 231, 232, 241, 242, 243, 261, 262 or 264, 271, 281, 331, 333, 382, 384, and 481; 6 hrs. of studio elective 300 level or above; Professional education courses include EDU 110, 111, 206, 211, 216 or 217, 410, 490, SOC 101, and PSY 205. All art majors are required to comply with the policies and procedures itemized in The Art Department Academic Policies under which they entered or are graduating.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ART 105	3	ART 331	3
EDU 110, 111	4	ART 382	3
ENG 101	3	ART 243, 261	6
PSY 101	3	PSY 205	3
MAT 101 or 104	3	EDU 206	3
FYE 101	1	Sub-total	18
Sub-total	17		
		Sixth Semester	
Second Semester		ART 333	3
ART 106	3	ART 384	3
EDU 211	3	Studio elective (300 level)	3
ENG 102	3	Literature	3
CHR 105	3	SOC 101	3
BIO 150	4	FA 200	3
Sub-total	16	Sub-total	18
		Seventh Semester	
Third Semester		ART 271	3
ART 231, 241	6	ART 481	2
ART 281	3	EDU 410	3
EDU 216 or 217	3	Studio elective (300 or 400 level)	3
KIN 135	2	CHR 305	3
ART 229	1	Physical Lab Science	4
Electives	3	Sub-total	18
Sub-total	18		
		Eighth Semester	
Fourth Semester		EDU 490	12
ART 232	3	Sub-total	12
Foreign Language	5		
ART 242, 262 or 264	6		
History	3		
Sub-total	17		

Total Number of Semester Hours Required for the Degree: 130–131

Art: Graphic Design

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: ART 105, 106, 120, 221, 222, 231, 232, 242, 261 or 262 or 264, 271, 321, 323, 324, 325, 328, 331, 333, 421, 493, and 495. All art majors are required to comply with the policies and procedures itemized in The Art Department Academic Policies under which they entered or are graduating.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ART 105	3	ART 331	3
ENG 101	3	ART 324, 328	6
Mathematics	3	Natural Science	3
Natural Science (Lab)	4	CHR 305	3
Social Science	3	Sub-total	15
FYE 101	1		
Sub-total	17	Sixth Semester	
		ART 325	3
Second Semester		ART 333	3
ART 106, 120	6	ART 323	3
ENG 102	3	Electives	6
History	3	Sub-total	15
SPA/FRE 131	5		
Sub-total	17	Seventh Semester	
		ART 421	3
Third Semester		ART 261 or 262	3
ART 231	3	Electives	8
ART 221, 222	6	Sub-total	14
ART 271	3		
CHR 105	3	Eighth Semester	
Literature	3	ART 493, 495	6
Sub-total	18	Electives	9
		Sub-total	15
Fourth Semester			
ART 232	3		
ART 321	3		
ART 242	3		
FA 200	3		
KIN 135	2		
Elective	3		
Sub-total	17		

Art: Painting and Drawing

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: ART 105, 106, 231, 232, 241, 242, 243, 261 or 262 or 264, 271, 331, 333, 341, 342, 441, 449 and 491. All art majors are required to comply with the policies and procedures itemized in The Art Department Academic Policies under which they entered or are graduating.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ART 105	3	ART 243, 331, 441	9
ENG 101	3	Foreign Language 101	3
Math	3	ART 271	3
Natural Science (Lab)	4	Sub-total	15
CHR 105	3		
FYE 101	1	Sixth Semester	
Sub-total	17	ART 261 or 264, 342, 449	9
		Foreign Language 102	3
Second Semester		CHR 305	3
ART 106	3	ART 333	3
ENG 102	3	Sub-total	18
History	3		
Natural Science	3	Seventh Semester	
Social Science	3	ART 449	3
KIN 135	2	ART 491	1
Sub-total	17	Electives	11
		Sub-total	15
Third Semester			
ART 231, 241	6	Eighth Semester	
Literature	3	ART 449	3
Electives	6	Electives	12
Sub-total	15	Sub-total	15
Fourth Semester			
ART 232, 242, 341	9		
FA 200	3		
Elective	3		
Sub-total	15		

Christian Ministry

Recommended Course Sequence

B.A. with a Major in Christian Ministry

The mission of the BA in Christian Ministry is to educate students who want to prepare themselves for a variety of careers in fields of Christian Ministry (e.g. pastorate, church staff, missions, evangelism, etc), in order to prepare them for either a) work in a ministry situation, or b) graduate professional studies in ministry or theology.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Required courses in the major include: 107, 109, 205, 240, 250, 305, 335, 352, 365, 382, 491 and 495. Additionally, students must complete five additional 300/400 level Christian ministry courses and three 300/400 Christian Studies electives. Christian Ministry majors have the option of using the sequence of CHR 312 and 322 to meet the foreign language requirement.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CHR 335	3
Natural Science (Lab)	4	CHR 352	3
Social Science	3	CHR 365	3
CHR 107	3	CHR 300/400	3
FYE 101	1	Elective	3
KIN 135	2	Sub-total	15
Sub-total	16		
		Sixth Semester	
Second Semester		CHR 305	3
ENG 102	3	CHR 382	3
Natural Science	3	CHR 300/400	6
History	3	Electives	6
CHR 109	3	Sub-total	18
Electives	4		
Sub-total	16	Seventh Semester	
		CHR 495	3
Third Semester		CHR 300/400	6
CHR 205	3	Electives	9
MAT 101 or 104	3	Sub-total	18
Literature	3		
Foreign Language	3	Eighth Semester	
Elective	3	CHR 491	3
Sub-total	15	CHR 300/400	6
		Electives	6
Fourth Semester		Sub-total	15
FA 200	3		
Foreign Language	3		
CHR 250	3		
Electives	6		
Sub-total	15		

Total Number of Semester Hours Required for the Degree: 128

Christian Ministry: Pastoral Ministry

Recommended Course Sequence

The mission of the BA in Christian Ministry is to educate students who want to prepare themselves for a variety of careers in fields of Christian Ministry (e.g. pastorate, church staff, missions, evangelism, etc), in order to prepare them for either a) work in a ministry situation, or b) graduate professional studies in ministry or theology.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: A Pastoral Ministry concentration requires that the student take the following courses within their CHR electives: CHR 360, 362, and 363. The Ministry Internship (CHR 495) will be done in an area of pastoral ministries. A student may declare a Pastoral Ministries concentration at any point through the seventh semester.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CHR 335	3
Natural Science (Lab)	4	CHR 352	3
Social Science	3	CHR 365	3
CHR 107	3	CHR 300/400	3
FYE 101	1	Elective	3
KIN 135	2	Sub-total	15
Sub-total	16		
		Sixth Semester	
Second Semester		CHR 305	3
ENG 102	3	CHR 382	3
Natural Science	3	CHR 300/400	6
History	3	Electives	6
CHR 109	3	Sub-total	18
Electives	4		
Sub-total	16	Seventh Semester	
		CHR 495	3
Third Semester		CHR 300/400	6
CHR 205	3	Electives	9
MAT 101 or 104	3	Sub-total	18
Literature	3		
Foreign Language	3	Eighth Semester	
Elective	3	CHR 491	3
Sub-total	15	CHR 300/400	6
		Electives	6
Fourth Semester		Sub-total	15
FA 200	3		
Foreign Language	3		
CHR 250	3		
Electives	6		
Sub-total	15		

Total Number of Semester Hours Required for the Degree: 128

Christian Ministry: Preaching

Recommended Course Sequence

The mission of the BA in Christian Ministry is to educate students who want to prepare themselves for a variety of careers in fields of Christian Ministry (e.g. pastorate, church staff, missions, evangelism, etc), in order to prepare them for either a) work in a ministry situation, or b) graduate professional studies in ministry or theology.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: A Preaching concentration requires that the student take the following courses within their CHR electives: CHR 362, 372, and 472. The Ministry Internship (CHR 495) will be done in an area of preaching and/or teaching ministry. A student may declare a Preaching concentration at any point through the seventh semester.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CHR 335	3
Natural Science (Lab)	4	CHR 352	3
Social Science	3	CHR 365	3
CHR 107	3	CHR 300/400	3
FYE 101	1	Elective	3
KIN 135	2	Sub-total	15
Sub-total	16		
		Sixth Semester	
Second Semester		CHR 305	3
ENG 102	3	CHR 382	3
Natural Science	3	CHR 300/400	6
History	3	Electives	6
CHR 109	3	Sub-total	18
Electives	4		
Sub-total	16	Seventh Semester	
		CHR 495	3
Third Semester		CHR 300/400	6
CHR 205	3	Electives	9
MAT 101 or 104	3	Sub-total	18
Literature	3		
Foreign Language	3	Eighth Semester	
Elective	3	CHR 491	3
Sub-total	15	CHR 300/400	6
		Electives	6
Fourth Semester		Sub-total	15
FA 200	3		
Foreign Language	3		
CHR 250	3		
Electives	6		
Sub-total	15		

Total Number of Semester Hours Required for the Degree: 128

Christian Ministry: Youth Ministry

Recommended Course Sequence

The mission of the BA in Christian Ministry is to educate students who want to prepare themselves for a variety of careers in fields of Christian Ministry (e.g. pastorate, church staff, missions, evangelism, etc), in order to prepare them for either a) work in a ministry situation, or b) graduate professional studies in ministry or theology.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: A Youth Ministry concentration requires that the student take the following courses within their CHR electives: CHR 270, 370, and 470. The Ministry Internship (CHR 495) will be done in an area of youth ministry. A student may declare a Youth Ministry concentration at any point through the seventh semester.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CHR 335	3
Natural Science (Lab)	4	CHR 352	3
Social Science	3	CHR 365	3
CHR 107	3	CHR 300/400	3
FYE 101	1	Elective	3
KIN 135	2	Sub-total	15
Sub-total	16		
		Sixth Semester	
Second Semester		CHR 305	3
ENG 102	3	CHR 382	3
Natural Science	3	CHR 300/400	6
History	3	Electives	6
CHR 109	3	Sub-total	18
Electives	4		
Sub-total	16	Seventh Semester	
		CHR 495	3
Third Semester		CHR 300/400	6
CHR 205	3	Electives	9
MAT 101 or 104	3	Sub-total	18
Literature	3		
Foreign Language	3	Eighth Semester	
Elective	3	CHR 491	3
Sub-total	15	CHR 300/400	6
		Electives	6
Fourth Semester		Sub-total	15
FA 200	3		
Foreign Language	3		
CHR 250	3		
Electives	6		
Sub-total	15		

Total Number of Semester Hours Required for the Degree: 128

Christian Theology

Recommended Course Sequence

B.A. with a Major in Christian Theology

The mission of the BA in Theology is to educate students in the traditional theological disciplines (biblical studies and languages, theology, church history, etc.) so that the students will be prepared to (1) enter seminary, (2) pursue a graduate research degree, or (3) enter a career appropriate to a broad-based liberal arts education (not necessarily within ministry). The Theology degree is a good program for students interested in scholarship. No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Required Christian Studies courses include: CHR 107, 109, 205, 240, 250, 305, 331, 345, 445, and 491. Philosophy courses are encouraged, but not required. The sequence of CHR 312 and CHR 322 will be completed to meet a student's language requirement. Majors also must take an additional 27 hours in upper level (300-400) religion courses, including at least 15 hours in theology and/or biblical studies courses.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CHR 305	3
MAT 101 or 104	3	CHR 322	3
CHR 107	3	CHR 331	3
Social Science	3	CHR 300/400	6
Elective	3	Elective	3
FYE 101	1	Sub-total	18
Sub-total	16		
		Sixth Semester	
Second Semester		CHR 345	3
ENG 102	3	CHR 300/400	9
History	3	Elective	3
Natural Science	4	Sub-total	15
KIN 135	2		
CHR 109	3	Seventh Semester	
Sub-total	15	CHR 495	3
		CHR 335	3
Third Semester		CHR 300/400	6
Literature	3	Electives	6
CHR 205	3	Sub-total	18
CHR 312	3		
FA 200	3	Eighth Semester	
Elective	3	CHR 491	3
Sub-total	15	CHR 300/400	6
		Electives	6
Fourth Semester		Sub-total	15
CHR 240	3		
CHR 250	3		
Natural Science	3		
Electives	7		
Sub-total	16		

Total Number of Semester Hours Required for the Degree: 128

Christian Theology: Biblical Studies

Recommended Course Sequence

The mission of the BA in Theology is to educate students in the traditional theological disciplines (biblical studies and languages, theology, church history, etc.) so that the students will be prepared to (1) enter seminary, (2) pursue a graduate research degree, or (3) enter a career appropriate to a broad-based liberal arts education (not necessarily within ministry). The Theology degree is a good program for students interested in scholarship. No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: A Biblical Studies concentration requires that the student take the following courses within their CHR electives: CHR 313 and 323, plus 12 hours in biblical studies (300/400) electives. A student may declare a Biblical Studies concentration at any point through the fifth semester; the four-course language sequence will require four consecutive semesters to complete.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CHR 305	3
MAT 101 or 104	3	CHR 322	3
CHR 107	3	CHR 331	3
Social Science	3	CHR 300/400	6
Elective	3	Elective	3
FYE 101	1	Sub-total	18
Sub-total	16		
		Sixth Semester	
Second Semester		CHR 345	3
ENG 102	3	CHR 300/400	9
History	3	Elective	3
Natural Science	4	Sub-total	15
KIN 135	2		
CHR 109	3	Seventh Semester	
Sub-total	15	CHR 495	3
		CHR 335	3
Third Semester		CHR 300/400	6
Literature	3	Electives	6
CHR 205	3	Sub-total	18
CHR 312	3		
FA 200	3	Eighth Semester	
Elective	3	CHR 491	3
Sub-total	15	CHR 300/400	6
		Electives	6
Fourth Semester		Sub-total	15
CHR 240	3		
CHR 250	3		
Natural Science	3		
Electives	7		
Sub-total	16		

Total Number of Semester Hours Required for the Degree: 128

Communication

B.A. with a Major in Communication

The mission of the BA in Communication is to educate students who want to prepare themselves for a variety of careers in media (e.g. journalism and video production) and professional communication (e.g. advertising, public relations and writing) or for graduate studies in communication.

Communication: Mass Media

Recommended Course Sequence

Communication majors take 27 hours of core communication courses, with additional hours in one of three communication concentrations. The communication core includes COM 101, 111, 201, 211, 301, 315, 403, ENG 332 and ENG 431.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements beyond the core: COM 251, 311, 342, 351, 402, 492, and 495.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
COM 101	3	COM 311	3
COM 111	3	COM 315	3
ENG 101	3	CHR 305	3
FYE 101	1	Electives	6
Mathematics	3	Sub-total	15
CHR 105	3	Sixth Semester	
Sub-total	16	COM 301	3
Second Semester		COM 351	3
ENG 102	3	ENG 332	3
History	3	Electives	8
Natural Science	3	Sub-total	17
Social Science	3	Seventh Semester	
Elective	3	COM 402	3
Sub-total	15	COM 492	3
Third Semester		COM 495	3
COM 251	3	ENG 431	3
FA 200	3	Electives	6
KIN 135	2	Sub-total	18
Foreign Language 131	5	Eighth Semester	
ENG Literature	3	COM 342	3
Sub-total	16	COM 403	3
Fourth Semester		Electives	9
COM 201	3	Sub-total	15
COM 211	3		
Natural Science	4		
Electives	6		
Sub-total	16		

Total Number of Semester Hours Required for the Degree: 128

Communication: Public Relations/Advertising

Recommended Course Sequence

Communication majors take 27 hours of core communication courses, with additional hours in one of three communication concentrations. The communication core includes COM 101, III, 201, 211, 301, 315, 403, ENG 332 and ENG 431.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements beyond the core: COM 230, 251, 320, 321, 342, 351, 495, ENG 301, MKT 331, 334, and 413.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
COM 101	3	COM 315	3
COM III	3	COM 320	3
ENG 101	3	MKT 331	3
FYE 101	1	CHR 305	3
Mathematics	3	Elective	3
CHR 105	3	Sub-total	15
Sub-total	16		
		Sixth Semester	
Second Semester		COM 301	3
ENG 102	3	COM 321	3
History	3	ENG 332	3
Natural Science	3	COM 351	3
Social Science	3	MKT 334	3
Elective	3	Elective	3
Sub-total	15	Sub-total	18
		Seventh Semester	
Third Semester		COM 495	3
COM 230	3	ENG 431	3
COM 251	3	Electives	11
FA 200	3	Sub-total	17
KIN 135	2		
Foreign Language 131	5	Eighth Semester	
Sub-total	16	COM 342	3
		COM 403	3
Fourth Semester		MKT 413	3
COM 201	3	Electives	6
COM 211	3	Sub-total	15
ENG Literature	3		
ENG 301	3		
Natural Science	4		
Sub-total	16		

Total Number of Semester Hours Required for the Degree: 128

Communication: Professional Writing

Recommended Course Sequence

Communication majors take 27 hours of core communication courses, with additional hours in one of three communication concentrations. The communication core includes COM 101, III, 201, 211, 301, 315, 403, ENG 332 and ENG 431.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements beyond the core: COM 230, 311, 320, 321, 342, ENG 301 and 490.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
COM 101	3	COM 311.	3
COM III	3	ENG 320	3
ENG 101	3	ENG 315*	3
FYE 101	1	CHR 305	3
Mathematics	3	ENG 301.	3
CHR 105.	3	Sub-total.	15
Sub-total.	16		
		Sixth Semester	
Second Semester		COM 301	3
ENG 102	3	COM 321	3
History	3	COM 342	3
Natural Science	3	ENG 332	3
Social Science	3	Electives	5
Elective	3	Sub-total.	17
Sub-total.	15		
		Seventh Semester	
Third Semester		ENG 431*	3
COM 230	3	Electives	15
FA 200	3	Sub-total.	18
KIN 135	2		
Foreign Language I31	5	Eighth Semester	
ENG Literature	3	COM 403	3
Sub-total.	16	ENG 490	3
		Electives	9
Fourth Semester		Sub-total.	15
COM 201	3		
COM 211.	3		
Natural Science	4		
Electives	6		
Sub-total.	16		

NOTES: *Students are required to take six of seven writing electives

Total Number of Semester Hours Required for the Degree: 128

Criminal Justice

Recommended Course Sequence

B.A. with a Major in Criminal Justice

The Bachelor of Arts in Criminal Justice provides graduates, in a traditional environment, with a basic understanding of various aspects of the criminal justice system and its component parts. The curriculum combines challenging CRJ courses at the basic level with upper level core courses, major electives, and optional concentrations. The degree is designed to prepare graduates for positions with local, state and federal government agencies such as city and state police and sheriffs' departments, probation and parole departments, FBI, State Law Enforcement Division, drug enforcement agencies, the Secret Service, correctional institutions, juvenile justice agencies and in private, industrial security.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Major Electives: Choose 12 semester hours from CRJ 310, 325, 400, 405, 410, 420, 435, 460, 475, MGT 343, 441, 443, MGT/OLS 440, SOC 320, 398, PSY 301, 350, or others as approved by advisor.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CHR 305	3
CRJ 101	3	CRJ 251	3
PSY 101	3	CRJ 230	3
Foreign Language 131	5	SOC 202	3
FYE 101	1	General Electives	6
Sub-total	15	Sub-total	18
 Second Semester		 Sixth Semester	
ENG 102	3	SOC 310	3
SOC 101	3	ENG 301	3
CRJ 150	3	CRJ 350	3
Natural Science	3-4	Major Elective	3
CHR 105	3	General Elective	3
Sub-total	15-16	Sub-total	15
 Third Semester		 Seventh Semester	
Literature	3	MGT 341	3
CRJ 215	3	CRJ 450	3
History	3	Major Electives	6
Natural Science	3-4	General Elective	3
FA 200	3	Sub-total	15
Sub-total	15-16	 Eighth Semester	
 Fourth Semester		CRJ 490	3
MAT 108	3	Major Elective	3
KIN 135	2	General Electives	9
CRJ 275	3	Sub-total	15
CRJ 301	3		
CIS 101	3		
PS 101	3		
Sub-total	17		

Total Number of Semester Hours Required for the Degree: 128

Criminal Justice: Homeland Security/Emergency Preparedness

Recommended Course Sequence

The Bachelor of Arts in Criminal Justice provides graduates, in a traditional environment, with a basic understanding of various aspects of the criminal justice system and its component parts. The curriculum combines challenging CRJ courses at the basic level with upper level core courses, major electives, and optional concentrations. The degree is designed to prepare graduates for positions with local, state and federal government agencies such as city and state police and sheriffs' departments, probation and parole departments, FBI, State Law Enforcement Division, drug enforcement agencies, the Secret Service, correctional institutions, juvenile justice agencies and in private, industrial security.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Concentration Specific Requirements: CRJ 325, 405, 410, 435

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CHR 305	3
CRJ 101	3	CRJ 251	3
PSY 101	3	CRJ 230	3
Foreign Language 131	5	SOC 202	3
FYE 101	1	General Electives	6
Sub-total	15	Sub-total	18
 Second Semester		 Sixth Semester	
ENG 102	3	SOC 310	3
SOC 101	3	ENG 301	3
CRJ 150	3	CRJ 350	3
Natural Science	3-4	CRJ 325	3
CHR 105	3	General Elective	3
Sub-total	15-16	Sub-total	15
 Third Semester		 Seventh Semester	
Literature	3	MGT 341	3
CRJ 215	3	CRJ 405	3
History	3	CRJ 410	3
Natural Science	3-4	CRJ 450	3
FA 200	3	General Elective	3
Sub-total	15-16	Sub-total	15
 Fourth Semester		 Eighth Semester	
MAT 108	3	CRJ 435	3
KIN 135	2	CRJ 490	3
CRJ 275	3	General Electives	9
CRJ 301	3	Sub-total	15
CIS 101	3		
PS 101	3		
Sub-total	17		

Total Number of Semester Hours Required for the Degree: 128

Criminal Justice: Law Enforcement

Recommended Course Sequence

The Bachelor of Arts in Criminal Justice provides graduates, in a traditional environment, with a basic understanding of various aspects of the criminal justice system and its component parts. The curriculum combines challenging CRJ courses at the basic level with upper level core courses, major electives, and optional concentrations. The degree is designed to prepare graduates for positions with local, state and federal government agencies such as city and state police and sheriffs' departments, probation and parole departments, FBI, State Law Enforcement Division, drug enforcement agencies, the Secret Service, correctional institutions, juvenile justice agencies and in private, industrial security.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Concentration Specific Requirements: CRJ 310, 420, 475, PSY 350

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CHR 305	3
CRJ 101	3	CRJ 251	3
PSY 101	3	CRJ 230	3
Foreign Language 131	5	SOC 202	3
FYE 101	1	General Electives	6
Sub-total	15	Sub-total	18
 Second Semester		 Sixth Semester	
ENG 102	3	SOC 310	3
SOC 101	3	ENG 301	3
CRJ 150	3	CRJ 350	3
Natural Science	3-4	CRJ 310	3
CHR 105	3	General Elective	3
Sub-total	15-16	Sub-total	15
 Third Semester		 Seventh Semester	
Literature	3	MGT 341	3
CRJ 215	3	CRJ 450	3
History	3	CRJ 475	3
Natural Science	3-4	PSY 350	3
FA 200	3	General Elective	3
Sub-total	15-16	Sub-total	15
 Fourth Semester		 Eighth Semester	
MAT 108	3	CRJ 420	3
KIN 135	2	CRJ 490	3
CRJ 275	3	General Electives	9
CRJ 301	3	Sub-total	15
CIS 101	3		
PS 101	3		
Sub-total	17		

Total Number of Semester Hours Required for the Degree: 128

English: Creative Writing

Recommended Course Sequence

B.A. with a Major in English: Creative Writing

The BA in English: Creative Writing major provides students with hands-on experience in several genres of creative writing as well as an overview of relevant literature. Students will be prepared to continue their study in graduate institutions or work in related areas.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: three courses (9 semester hours) chosen from ENG 201, 202, 205, 206, 213, 214, 215; and nine required writing-intensive courses (27 semester hours) chosen from ENG 301, 332, 315, 316, 390, either 415 or 416, 490 and COM III and 342; ENG 494 and 498 (3 semester hours in total) are required of all students. Four Directed Elective English Literature courses must be chosen at the 300/400 level (12 semester hours).

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	ENG 315	3
FYE 101	1	ENG 300/400 Elective	3
Mathematics	3	ENG 301	3
HIS	3	CHR 305	3
Foreign Language I31	5	ENG 200 Level	3
Sub-total	15	Sub-total	15
 Second Semester		 Sixth Semester	
ENG 102	3	ENG 300/400 Elective	3
CHR 105	3	ENG 416 (See above)	3
Natural Science (Lab)	4	ENG 332	3
Social Science	3	ENG 390	1
Elective	3	Electives	7
Sub-total	16	Sub-total	17
 Third Semester		 Seventh Semester	
ENG 200 Level (2)	6	ENG 300/400 Elective	3
FA 200	3	ENG 432	3
KIN 135	2	ENG 415 (See above)	3
COM III (or COM 311)	3	ENG 498	2
Elective	3	Electives	5
Sub-total	17	Sub-total	16
 Fourth Semester		 Eighth Semester	
ENG 200 Level	3	ENG 494	1
Natural Science	3	ENG 300/400 Elective	3
ENG 316	3	ENG 490	3
ART 231 or 232	3	ENG 390	1
Elective	4	Electives	8
Sub-total	16	Sub-total	16

Total Number of Semester Hours Required for the Degree: 128

English: Literature

Recommended Course Sequence

B.A. with a Major in English: Literature

The BA in English: Literature major provides students with an overview of several periods of literature as well as an in-depth exploration of selected areas. Students will be prepared to continue their study in graduate institutions or work in related areas.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Required non-ENG courses include the second year (201-202) of foreign language; required ENG courses include three courses chosen from ENG 201, 202, 205, 206, 213, 214, 215; and ten required ENG courses (26 semester hours): 303, 352, 361, 362, 375, 401, 411, 452/453, 494 and 498 (3 semester hours in total). These will be offered at least once during any two year cycle. Four Directed Elective English Literature courses must be chosen at the 300/400 level (12 semester hours).

First Semester	Sem. Hr.	Third Semester	Sem. Hr.
ENG 101	3	ENG 200 Level	3
HIS 100/200	3	Fine Arts 200	3
Foreign Language 131	5	Foreign Language (201)	3
Mathematics	3	Social Science	3
FYE 101	1	KIN 135	2
Sub-total	15	Elective	3
		Sub-total	17
 Second Semester		 Fourth Semester	
ENG 102	3	ENG 200 Level	6
CHR 105	3	Foreign Language (202)	4
Natural Science (Lab)	4	Natural Science	3
Electives	6	Elective	3
Sub-total	16	Sub-total	16

JUNIOR/SENIOR YEARS (Fifth - Eighth Semesters)

- I. Ten required English courses (26 semester hours): 303, 352, 361, 362, 375, 401, 411, 452/453, 494 and 498. These will be offered at least once during any two year cycle.
- II. Elective Directed English courses, four must be chosen at the 300/400 level (12 semester hours).
- III. CHR 305 (3 hours)
- IV. Free Electives to bring total to 128 hours.

Total Number of Semester Hours Required for the Degree: 128

Bachelor of Arts: Secondary English Education (9-12)

Recommended Course Sequence

This degree program is designed for the teacher candidate who wants to teach English at the high school level. There are two main areas of emphasis: English and education. The English major component includes 30 hours of courses (beyond the general education requirement) to meet South Carolina certification standards in English. Additionally, the teacher candidate must complete 39 hours of professional education courses in order to be certified. This program is nationally recognized by the National Council of Teachers of English (NCTE).

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	EDU 317	3
BIO 150, 160, PSC 101, CHE 101, III, or SCI 101	3-4	ENG 213, 214, or 215	3
Foreign Language I	3	EDU 206	3
EDU 110	1	Elective	3
EDU 111	3	EDU 324	3
FYE 101	1	ENG 303 or 411	3
Sub-total	14-15	Sub-total	18
Second Semester		Sixth Semester	
ENG 102	3	EDU 452	3
EDU 211	3	ENG 303 or 411	3
MAT 101 or 104	3	CHR 305	3
PSY 101	3	ENG 401	3
Foreign Language II	3	ENG Elective 3XX or 4XX	3
SOC 101	3	KIN 135	2
Sub-total	18	Sub-total	17
Third Semester		Seventh Semester	
EDU 217*	3	EDU 443*	3
Elective	3	Elective	3
ENG 201 or 202	3	ENG 498	2
ENG 205 or 206	3	ENG Elective 3XX or 4XX	3
EDU 220	3	ENG 332	3
Elective	3	Elective	3
Sub-total	18	Sub-total	17
*Application to Benchmark I		*Application to Benchmark II	
Fourth Semester		Eighth Semester	
CHR 105	3	EDU 490+	6
BIO 150, 160, PSC 101, CHE 101, III, or SCI 101	3-4	EDU 491	6
PSY 205	3	No other courses may be taken during the clinical experience semester.	
FA 200	3	Sub-total	12
HIS 111, 112, 161, or 162	3	+Application to Benchmark III	
Sub-total	15-16		

Total Number of Semester Hours Required for the Degree: 129-131

History

Recommended Course Sequence

B.A. with a Major in History

The mission of the B.A. in History is to educate students in the areas of American, European, and world/non-Western history so that the students will be prepared to 1) pursue graduate or professional studies, 2) enter the teaching field, 3) enter a career in the public or private sector, or, 4) enter a career appropriate to a broad-based liberal arts education (not necessarily within history).

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Required Non-HIS courses include PS 101, COM 230, and the second year (201-202) of foreign language. The required courses in History are III, II2, I61, I62, 295*, 494, 497 and 18 semester hours of 300/400 courses (two courses in European history, two in American History, one in world/non-Western history, and one elective). HIS 495 is strongly recommended.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	HIS 300/400, 300/400	s6
HIS III	3	CHR 305	3
Foreign Language I31	5	COM 230	3
MAT 101/104	3	Electives	3
FYE 101	1	Sub-total	15
Sub-total	15		
Second Semester		Sixth Semester	
ENG 102	3	HIS 300/400, 300/400	6
HIS II2	3	Electives	12
CHR 105	3	Sub-total	18
Natural Science	3		
Elective	3	Seventh Semester	
Sub-total	15	HIS 300/400, 497	6
Third Semester		Electives	10
HIS I61	3	Sub-total	16
Social Science	3		
FA 200	3	Eighth Semester	
Foreign Language 201	3	HIS 300/400	4
Natural Science	4	Electives	11
Sub-total	16	HIS 494	1
		Sub-total	16
Fourth Semester			
PS 101	3		
HIS 295*	3		
Foreign Language 202	3		
HIS I62	3		
KIN 135	2		
ENG 2XX	3		
Sub-total	17		

*A grade of "C" or higher must be earned in HIS 295 before enrolling in 300-400 level history courses.

Total Number of Semester Hours Required for the Degree: 128

Bachelor of Arts: Secondary Social Studies Education (9-12)

Recommended Course Sequence

The Bachelor of Arts: Secondary Social Studies Education program is designed in accordance with guidelines established by the South Carolina State Department of Education. The program consists of a general education strand; a professional education strand; cognate courses in Political Science, Geography, and the Social Sciences; as well as methods courses in social studies. A teacher candidate learns strategies for teaching and assessing students in the secondary classroom in the major courses.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	EDU 317	3
HIS 111	3	COM 110	3
MAT 101 or 104	3	KIN 135	2
EDU 110	1	SOC 101	3
EDU 111	3	EDU 206	3
FYE 101	1	HIS 300/400	3
CHR 105	3	Sub-total	17
Sub-total	17		
Second Semester		Sixth Semester	
ENG 102	3	EDU 452	3
HIS 112	3	ENG 2XX	3
EDU 211	3	PSC 101, CHE 101, or CHE 111	4
GEO 102	3	Elective	3
PSY 101	3	HIS 300/400	3
PS 101	3	Sub-total	16
Sub-total	18		
Third Semester		Seventh Semester	
EDU 217*	3	EDU 443*	3
Foreign Language I	3	Elective	2-3
HIS 161	3	HIS 382	3
EDU 220	3	CHR 305	3
BIO 150	4	HIS 497	3
Sub-total	16	Sub-total	14-15
*Application to Benchmark I		*Application to Benchmark II	
Fourth Semester		Eighth Semester	
HIS 162	3	EDU 490+	6
Foreign Language II	3	EDU 491	6
PSY 205	3	All coursework must be completed before Enrollment in EDU 490, Clinical Experience I.	
HIS 295	3	Sub-total	12
FA 200	3	+Application to Benchmark III	
ECO 200	3		
Sub-total	18		

Total Number of Semester Hours Required for the Degree: 128-129

Humanities and the Law

Recommended Course Sequence

The mission of the major in Humanities and the Law is to educate students in the humanities and in legal studies in order to prepare them for graduate school in law or to enter a career appropriate to an interdisciplinary, liberal arts education. This program is consistent with the core values adopted for the mission and purpose of the College (Vision 2014 Strategic Plan Strategy I and 4).

Humanities and the Law is Anderson University's Pre-Law degree program. Students interested in attending law school can pursue any major, but Humanities and the Law is designed to give students experiences preparatory for a graduate education in law. This major, however, is more than a pre-professional program in law. It is also an inter-disciplinary course of study in the humanities. Students will receive an academic background which could be used in preparation for a career in government, charitable organizations, economic development or public service.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: MAT108 fulfills the General Education requirement in Math. PSY101 fulfills the General Education requirement in Social Science. The major consists of two sections: required courses in Legal Studies (LEG 101, 201, 395, and 401) and required courses in the Behavioral Sciences (CRJ 350; SOC 101, 202, 315, 398; PS 101, 102; PSY 190, 211, 301, 316, 350). Other courses required for the major are COM 301; ENG 332, 431; PHI 101, 205.

First Semester	Sem. Hr.
ENG 101	3
MAT 108	3
PSY 101	3
HIS 161	3
FYE 101	1
CHR 105	3
Sub-total	16

Second Semester	Sem. Hr.
ENG 102	3
Foreign Language 131	5
SOC 101	3
PHI 101	3
LEG 101	1
KIN 135	2
Sub-total	17

Third Semester	Sem. Hr.
Literature	3
FA 200	3
Natural Science	4
PS 101	3
LEG 201	3
Sub-total	16

Fourth Semester	Sem. Hr.
BIO 200	3
PSY 190	3
PSY 211	4
PS 102	3
SOC 202	3
Sub-total	16

Fifth Semester	Sem. Hr.
CHR 305	3
PHI 205	3
PSY 301	3
SOC 315	3
Electives	4
Sub-total	16

Sixth Semester	Sem. Hr.
LEG 395	2-3
ENG 332	3
PSY 316	3
Electives	7
Sub-total	15-16

Seventh Semester	Sem. Hr.
COM 301	3
PSY 350	3
ENG 431	3
Electives	7
Sub-total	16

Eighth Semester	Sem. Hr.
CRJ 350	3
LEG 401	3
SOC 398	3
Electives	7
Sub-total	16

Total Number of Semester Hours Required for the Degree: 128

Interior Design

Recommended Course Sequence

B.A. with a Major in Interior Design

The mission of the School of Interior Design is to create an environment for aspiring designers to rigorously engage in student centered learning by providing a strong foundation in interior design within the context of a liberal arts education in a distinctly Christian community. Additionally, the curriculum seeks to foster the development of the technical processes, conceptual and perceptual skills, creative problem solving, project management skills, self-discipline, environmental responsibility and professional ethics essential for graduates to practice Interior Design with a global perspective in a world market.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Art 105, 106, 229, 232, select one from Art 231, 331, 333 or 335, ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, 355, 451, 452, 453, 490, 495, ID 359 or ID 496.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ID 101	2	ID 350	4
ID 151	3	ID 351	3
ART 105	3	ID 353	3
ENG 101	3	Natural Science (non-lab)	3
Social Science	3	CHR 305	3
KIN 135	2	Sub-total	16
FYE 101	1		
Sub-total	17	Sixth Semester	
		ID 352	3
Second Semester		ID 354	3
ART 106	3	ID 355	3
ENG 102	3	Natural Science (lab)	4
ID 152	3	Electives	3
SPA/Fre 131	5	Sub-total	16
Sub-total	14		
		Seventh Semester	
Third Semester		ID 451	3
ID 251	4	ID 452	4
ID 252	3	Electives	9
Literature	3	Sub-total	17
CHR 105	3		
ART 229	1	Summer Term	
ART History	3	ID 495	3
Sub-total	17		
		Eighth Semester	
Fourth Semester		ID 453	4
ID 253	4	ID 490	3
ID 254	3	FA 200	3
ID 255	3	ID 359 or 496	3
ART 232	3	Elective	1
Mathematics	3	Sub-total	14
Sub-total	16		

Total Number of Semester Hours Required for the Degree: 128

Music

Recommended Course Sequence

B.A. with a Major in Music

Admission to music study as a major is by audition only. Requirements vary from degree to degree and instrument to instrument. See the AU Music Handbook for details. All prospective music majors, including transfers, must successfully complete the following in addition to all other AU entrance requirements: (1) Audition application (including an essay and two recommendations), (2) Performance for and interview with a committee of AU music faculty, (3) Theory placement test (incoming freshmen), (4) Music sight reading test. Auditionees may be admitted unconditionally, admitted with specific conditions, or denied admission.

Incoming freshmen and transfers who are denied admission may re-audition on any regular audition day prior to May 1 of the year in which they intend to begin study at AU. Those who have not passed the audition by May 1 and who still wish to study music at AU must do the following: (1) Enroll in the theory class determined by the theory placement test, (2) Enroll in the most basic level of applied instruction offered for their primary instrument; (3) Enroll in the major ensemble required for their major and instrument if they are qualified, (4) Re-audition on a regularly scheduled audition day during the fall semester of their freshman year or first semester as a transfer student. Students who are not accepted for music study at this point will not be allowed to enroll in classes intended specifically for music majors. The Bachelor of Arts degree in Music provides a broad, Christian, liberal arts education that combines academic study of music with a large number of electives, including a minor area of study. Students in the program may tailor their studies to suit a wide range of possible academic or professional goals. The major includes history, literature, and theoretical studies of music supported by a variety of applied music experiences, including private study and ensembles.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Major Applied Area (8 hrs.), Secondary Applied Area (2 hrs.), Music Ensembles (10 hrs. Primary 8 hours and Specialized 2 hours), Recital Hour 090 (7 semesters), MUS 205, 317, 494; MUH 210 or 211 or 212 or 213, 370, 371; MUT 101, 103, 201, 203, 301, 303, and 12 hours of music electives, selected from any music course except applied music. In addition to the general education course requirements, 19 hours of non-music courses are required. These courses must include a minor outside of music, or in composition or worship leadership. All music majors are required to comply with the policies and procedures itemized in the [Music Handbook](#).

First Semester	Sem. Hr.
ENG 101	3
Foreign Language 101	3
Social Science	3
MUS 090, MUT 101	3
Primary Ensemble	1
Applied Music	2
FYE 101	1
Sub-total	16

Second Semester	Sem. Hr.
ENG 102	3
Foreign Language 102	3
MAT 101 or Higher	3
MUS 090, MUT 103	3
Primary Ensemble	1
Applied Music	2
Non-Music Elective	3
Sub-total	18

Third Semester	Sem. Hr.
CHR 105	3
MUS 090, MUT 201, one of MUH 210-213	6
Primary Ensemble	1
Applied Music	2
Non-Music Elective	3
Sub-total	15

Fourth Semester	Sem. Hr.
CHR 305	3
FA 200	3
MUS 090, MUT 203	3
Non-Music Elective	3
Primary Ensemble	1
Applied Music	2
Sub-total	15

Fifth Semester	Sem. Hr.
MUS 090, 205, 317, MUT 301, MUH 370	10
Primary Ensemble	1
Secondary Ensemble	1
Applied Music	2
Non-Music Elective	3
Sub-total	17

Sixth Semester	Sem. Hr.
Natural Science	3
Music Elective	2
KIN 135	2
MUS 090, MUH 371, MUT 303	6
Primary Ensemble	1
Secondary Ensemble	1
Non-Music Elective	2
Sub-total	17

Seventh Semester	Sem. Hr.
Non-Music Electives	3
Natural Science (Lab)	4
Literature	3
MUS 090	0
Music Elective	2
Primary Ensemble	1
HIS 111, 112, 201, or 202	3
Sub-total	16

Eighth Semester	Sem. Hr.
MUS 494	3
Non-Music Electives	8
Primary Ensemble	1
Music Elective	2
Sub-total	14

Total Number of Semester Hours Required for the Degree: 128

Psychology

Recommended Course Sequence

B.A. with a Major in Psychology

The mission of the Psychology major at Anderson University is to provide students a foundational understanding of the science of psychology and its applications, in order to prepare them for their roles as citizens in the liberal arts tradition including graduate education in both research and applied programs or a career appropriate to a broad-based liberal arts education.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Preparation for the psychology major includes some additional courses outside of the major. These courses include Philosophy 101 and a second social science course beyond the one required in general education. In addition, Psychology 101 counts in the major and not in general education while Biology 150 and Chemistry 101 are designated as the science courses in general education for students majoring in psychology. Psychology majors are required to take a total of 42 semester hours of Psychology courses as follows: Psychology Core: PSY 101, 102, 190, 211, 350, 410, 498 and either 490 or 491 – 24 semester hours. Five additional Psychology electives must also be taken. PSY 490 or 491 will count as a general elective if not taken as a part of the core requirements.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	PSY Elective	3
Gen. Ed. MAT	3	PSY Elective	3
PSY 101	3	PSY Elective (Any)	3
Foreign Language	5	CHR 305	3
Foreign Language Lab (LAN)	0	Elective	3
FYE 101	1	Sub-total	15
Sub-total	15		
		Sixth Semester	
Second Semester		PSY Elective	3
ENG 102	3	PSY Elective	3
PSY 102	2	PSY Elective (Any)	3
Social Science	3	Electives	8
BIO 150	4	Sub-total	17
CHR 105	3		
Sub-total	15	Seventh Semester	
		PSY 490 or PSY 491	3
Third Semester		PSY 498	3
PSY 205	3	Electives	10
PSY 211	4	Sub-total	16
PSY 190	3		
Literature	3	Eighth Semester	
FA 200	3	PSY 410	3
Sub-total	16	Electives	13
		Sub-total	16
Fourth Semester			
PHI 101	3		
CHE 101	4		
HIS (Pick one: 111, 112, 201, 202)	3		
KIN 135	2		
Elective	3		
Sub-total	15		

Total Number of Semester Hours Required for the Degree: 128

Spanish

Recommended Course Sequence

B.A. with a Major in Spanish

The BA in Spanish at Anderson University exists to promote and teach about all things Hispanic, including language, culture and literature, in order to raise the level of awareness in our graduates. It also seeks to make the University and larger community aware of issues related to Hispanics throughout the world.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Required non-SPA courses include ENG 205 or 206 and 12 hours in a second language (French is shown, but students could study another language). The major requires 35 hours of Spanish courses above the 201 level.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
SPA 131	5	SPA 305, 321, 341	9
ENG 101	3	Elective	3
Natural Science (Lab)	4	FRE 101	3
Mathematics	3	Sub-total	15
FYE 101	1		
Sub-total	16	Sixth Semester	
Second Semester		SPA 310, 322, 405	7
ENG 102	3	FA 200	3
Natural Science	3	FRE 102	3
Social Science	3	CHR 305	3
Elective	6	Sub-total	16
Sub-total	15	Seventh Semester	
Third Semester		SPA 325, 342, 410	7
SPA 201	3	FRE 201	3
ENG 205 or 206	3	Electives	6
CHR 105	3	Sub-total	16
Electives	9	Eighth Semester	
Sub-total	18	SPA 326, 450, 490	9
Fourth Semester		FRE 202	3
SPA 202	3	Electives	6
History	3	Sub-total	16
KIN 135	2		
Elective	7		
Sub-total	16		

Total Number of Semester Hours Required for the Degree: 128

B.A. with a Major in Musical Theatre

Admission to the theatre department is by audition/interview only. Musical theatre audition requirements include the performance of two musical theatre pieces (32 measures of each) of contrasting nature and a one minute monologue. Contractual acceptance into the department may be given; in this case, the student must show proficiency during the first semester in theatre courses by obtaining a 3.0 or higher and must audition again during the semester to become a musical theatre major.

The Musical Theatre Major provides training in musical theatre productions for aspiring actors, designers, directors, technicians, theatre managers, music and theatre teachers and church drama directors. Students in the major will be able to successfully perform and rehearse as a "triple threat" (actor/singer/dancer) in musical theatre, direct and/or produce musical theatre productions in education, church, community, military and professional settings, audition for professional work in musical theatre, identify basic music theory components, identify the history and components of American musical theatre, identify musical theatre repertoire, identify major influences in musical theatre, identify appropriate musical theatre productions for various audiences and venues, identify characters and themes from musical theatre repertoire and critique musical theatre productions.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Theatre majors take a specified required 49 hours of theatre which include: THE 102; THE 112; THE 120; THE 130; THE 145; THE 155; THE 160; THE 201; THE 204; THE 220; THE 222; THE 240; THE 245; THE 250; THE 252; THE 255; THE 260; THE 320; THE 492; and eight semesters of theatre practicum (THE 101 - THE 401). Plus Eight Hours of Theatre Electives: THE 203; THE 402; THE 490 (This can be taken twice). In addition to the above courses they are also required to take 12 hours of required courses from the music department : MUT 101; MUS 134; MUS 145; 5 Semesters of Applied Voice (MUA 110); 2 Semesters of AU Choir (MUP 120). All theatre majors are required to comply with the policies and procedures itemized in the Theatre Handbook edition under which they entered or are graduating.

First Semester	Sem. Hr.
THE 101	1
THE 102	3
THE 120	3
THE 145	1
THE 155	1
THE 160	1
Mathematics	3
ENG 101	3
FYE 101	1
MUS 145	1
Sub-total	18

Second Semester	Sem. Hr.
THE 101	1
THE 130	3
Literature 200-Level	3
ENG 102	3
THE 202	3
THE 245	1
THE 255	1
MUA 110	1
THE 112	1
Sub-total	17

Third Semester	Sem. Hr.
THE 201	1
CHR 105	3
MUP 120	1
MUA 110	1
Foreign Language	3
FA 200	3
THE 252	3
THE 260	1
Sub-total	16

Fourth Semester	Sem. Hr.
KIN 135	2
THE 201	1
THE 204	3
THE 240	3
History	3
Foreign Language	3
Sub-total	15

Fifth Semester	Sem. Hr.
THE 320	3
THE ELECTIVE	2
MUA 110	1
MUS 134	1
THE 301	1
MUP 120	1
MUT 101	3
THE 301	1
Social Science	3
Sub-Total	16

Sixth Semester	Sem. Hr.
THE 301	1
THE 250	3
MUA 110	1
CHR 305	3
Natural Science w/ lab	4
THE ELECTIVE	3
Sub-total	15

Seventh Semester	Sem. Hr.
THE 220	3
MUA 110	1
Natural Science	3
THE elective	3
Electives	5
Sub-total	15

Eighth Semester	Sem. Hr.
THE 222	3
THE 492	3
Electives	10
Sub-total	16

Total Number of Semester Hours Required for the Degree: 128

Theatre

Recommended Course Sequence

B.A. with a Major in Theatre

Admission to the theatre department is by audition/interview only. Theatre audition requirements include the performance of two contrasting one minute monologues. Contractual acceptance into the department may be given; in this case, the student must show proficiency during the first semester in theatre courses by obtaining a 3.0 or higher and must audition again during the semester to become a theatre major.

The Theatre Major provides foundational training in theatrical productions for aspiring actors, designers, directors, technicians, theatre managers and church drama directors. Students in the major will understand, utilize and develop a level of mastery of fundamental theatrical skills, cultivate team-building and leadership skills, and achieve a level of confident independent expression in the theatrical medium. The major is intended to provide a broad foundation leading to professional work in the theatre (both artistic and administrative), advanced degree work in theatre or theatre in a faith-based environment.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Theatre Majors take a specified required forty-five hours of Theatre Courses. The forty-five hours include: THE 102; THE 112; THE 120; THE 130; THE 202; THE 203; THE 220; THE 222; THE 230; THE 240; THE 340; THE 360; ENG 200 Level; ENG 411 Shakespeare and eight semesters of theatre practicum (THE 101-THE 401). At Least 12 hours of theatre elective options: THE 252; THE 302; THE 330; THE 402; THE 490; THE 492; THE 495. All theatre majors are required to comply with the policies and procedures itemized in the Theatre Handbook edition under which they entered or are graduating.

Four of the following six theatre courses must be taken as electives: THE 252, THE 302, THE 330, THE 402, THE 490 (may be taken twice), THE 492, THE 495.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
THE 101	1	THE 220	3
THE 102	3	THE 301	1
THE 120	3	THE 340	3
Mathematics	3	THE Electives	6
ENG 101	3	THE 360	2
CHR 105	3	ENG 411	3
FYE 101	1	Sub-total	18
Sub-total	17		
		Sixth Semester	
Second Semester		THE 222	3
THE 101	1	THE 301	1
THE 130	3	THE 402	3
Elective	3	CHR 305	3
ENG 102	3	Electives	6
KIN 135	2	Sub-total	16
THE 202	3		
Sub-total	15	Seventh Semester	
		THE 401	1
Third Semester		Natural Science w/lab	4
THE 201	1	Electives	11
THE 230	3	Sub-total	16
Foreign Language	3		
FA 200	3	Eighth Semester	
Social Science	3	THE 401	1
Theatre Electives	3	Natural Science	3
Sub-total	16	THE Electives	3
		Electives	8
Fourth Semester		Sub-total	15
THE 112	1		
THE 201	1		
THE 203	3		
THE 240	3		
English 200 level literature	3		
History	3		
Foreign Language	3		
Sub-total	17		

Total Number of Semester Hours Required for the Degree: 128

Theatre: Dance Concentration

Recommended Course Sequence

Admission to the theatre department is by audition/interview only. Theatre audition requirements include the performance of a one minute monologue and two choreographed dance pieces of contrasting nature. Contractual acceptance into the department may be given; in this case, the student must show proficiency during the first semester in theatre courses by obtaining a 3.0 or higher and must audition again during the semester to become a theatre major with a dance concentration.

The Theatre Major provides foundational training in theatrical productions for aspiring actors, designers, directors, technicians, theatre managers and church drama directors. Students in the major will understand, utilized and develop a level of mastery of fundamental theatrical skills, cultivate team-building and leadership skills, and achieve a level of confident independent expression in the theatrical medium. The major is intended to provide a broad foundation leading to professional work in the theatre (both artistic and administrative), advanced degree work in theatre or theatre in a faith-based environment.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Theatre Majors are required to take a specified forty-five hours of theatre courses which include: THE 102; THE 112; THE 120; THE 130; THE 202; THE 203; THE 220; THE 222; THE 240; THE 340; THE 360; ENG 200 level; ENG 411 Shakespeare; and eight semesters of theatre practicum (THE 101-THE 401). Plus twelve hours of theatre electives which include: THE 252; THE 302; THE 330; THE 402; THE 490; THE 492; THE 495. Concentration specific requirements include: THE 145; THE 155; THE 160; THE 170; THE 245; THE 255; THE 260; THE 270; THE 295; THE 475. All theatre majors are required to comply with the policies and procedures itemized in the Theatre Handbook edition under which they entered or are graduating.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
THE 101	1	THE 220	3
THE 102	3	THE 270	1
THE 120	3	THE 301	1
Mathematics	3	THE 340	3
ENG 101	3	THE Electives	2
THE 155	1	THE 360	2
THE 145	1	THE 475	1
FYE 101	1	ENG 411	3
Sub-total	16	Sub-total	16
Second Semester		Sixth Semester	
THE 101	1	THE 222	3
THE 130	3	THE 301	1
Elective	3	THE 402	3
ENG 102	3	CHR 105	3
THE 202	3	Electives	7
THE 255	1	Sub-total	17
THE 245	1	Seventh Semester	
KIN 135	2	THE 401	1
Sub-total	17	Natural Science w/Lab	4
Third Semester		Electives	9
THE 201	1	CHR 305	3
THE 230	3	Sub-total	17
Foreign Language	5	Eighth Semester	
Social Science	3	THE 401	1
THE 170	1	Natural Science	3
THE 160	1	THE 492 (recital)	3
FA 200	3	Electives	9
Sub-total	17	Sub-total	16
Fourth Semester			
THE 112	1		
THE 201	1		
THE 203	3		
THE 240	3		
Eng. 200 level Lit.	3		
History	3		
THE 295	1		
THE 260	1		
Sub-total	16		

Total Number of Semester Hours Required for the Degree: 128-129

Theatre: Theatrical Design Concentration

Recommended Course Sequence

Admission to the Theatre Department: Theatrical Design concentration is by interview only.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Theatre Majors take a specified required forty-five hours of Theatre Courses. The forty-five hours include: THE 120; THE 130; THE 102; THE 112; THE 202; THE 203; THE 220; THE 222; THE 230; THE 240; THE 302; THE 340; THE 360; and eight semesters of theatre practicum (THE 101 - THE 401). Plus twelve hours of theatre electives to include: THE 252; Concentration specific requirements: THE 325; THE 317; THE 331. All theatre majors are required to comply with the policies and procedures itemized in the Theatre Handbook edition under which they entered or are graduating.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
THE 101	1	THE 220	3
THE 120	3	THE 301	1
THE 102	3	THE 340	3
Mathematics	3	THE 331	3
ENG 101	3	THE 360	2
CHR 105	3	THE Electives	3
FYE 101	1	ENG 411	3
Sub-total	17	Sub-total	18
Second Semester		Sixth Semester	
THE 101	1	THE 222	3
THE 130	3	THE 301	1
THE 202	3	THE 317	3
Elective	3	THE Elective	3
ENG 102	3	CHR 305	3
KIN 135	2	Natural Science w/Lab	4
Sub-total	15	Sub-total	17
Third Semester		Seventh Semester	
THE 201	1	THE 401	1
THE 230	3	THE Elective	3
Foreign Language	3	Electives	12
FA 200	3	Sub-total	16
Social Science	3		
THE 325	3	 	
Sub-total	16	Eighth Semester	
 		THE 401	1
 		Electives	8
Fourth Semester		THE Electives	3
THE 112	1	Natural Science	3
THE 201	1	Sub-total	15
THE 203	3		
THE 240	3		
Foreign Language	3		
200-Level Literature	3		
History	3		
Sub-total	17		

Total Number of Semester Hours Required for the Degree: 128-129

Biology

Recommended Course Sequence

B.S. with a Major in Biology

The Bachelor of Science degree in Biology prepares students for a variety of careers and professional occupations such as public service with federal, state and local natural resource and environmental agencies; consulting and manufacturing firms and educational institutions. The major is also a solid foundation for those wishing to pursue further training in medical, dental, veterinary or graduate school (see page 55). Students interested in pre-Medical studies must contact the Anderson University Pre-Medical Committee. The University currently has an articulation agreement for a Guaranteed Acceptance Program with the Virginia College of Osteopathic Medicine (VCOM). Detailed information about pre-Medical requirements and the aforementioned Agreement can be obtained from the Pre-Medical Committee.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: General Education: 44 hours – includes BIO 110, CHE 111/113 and MAT 108; Major Requirements: 68 – 72 hours – includes BIO 111, 208, 212, 214, 320, 351, 452, (or CHE 452), 453 and Biology Electives, totaling 16 hours, selected from courses numbered BIO 300 or higher, including at least 8 credit hours in 400-level courses; MAT 107 or 140 (may require MAT 130 prerequisite); CHE 112/114, 201, 202, 203, 204 and 301; and PHY 151/153 or 201, PHY 152/154 or 201. MAT 107 or 130/140, or its equivalent, must be taken and passed with a C or better before enrolling in PHY 151/153. A grade of C or better must be earned in all of the Major Requirements. General Electives: 12 – 16 hours. Total: 128 hours.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BIO 110	4	BIO 320	4
CHE 111/113	5	CHE 301	4
MAT 108	3	PHY 151/153 or 201	4
ENG 101	3	Foreign Language	5
FYE 101	1	Sub-total	17
Sub-total	16		
		Sixth Semester	
Second Semester		Biology 300/400 level	4
BIO 111	4	PHY 152/154 or 202	4
CHE 112/114	5	History	3
CHR 105	3	CHR 305	3
ENG 102	3	BIO 351	1
KIN 135	2	Sub-total	15
Sub-total	17		
		Seventh Semester	
Third Semester		Biology 300/400 level	4
BIO 208	4	BIO 452/CHE 452 and BIO 453	1
CHE 201/203	5	FA 200	3
MAT 107 or		Social Science	3
MAT 130 or 140	3/4	Electives	6
ENG Literature	3	Sub-total	17
Sub-total	15-16		
		Eighth Semester	
Fourth Semester		Biology 300/400 level – 2 classes	8
BIO 214	4	Electives	6/7
CHE 202/204	5	Sub-total	14/15
BIO 212	4		
Elective or MAT 140	3/4		
Sub-total	16/17		

Total Number of Semester Hours Required for the Degree: 128

Business

B.S. with a Major in Business

Mission Statement for the Traditional Business Program – The Bachelor of Science degree in Business prepares graduates, in a traditional environment, with the basic tools necessary to achieve success in an ever-changing business environment. This is enhanced by a curriculum with challenging core courses in basic business knowledge and applications, enhanced by concentration specific courses. The degree is designed to allow graduates to satisfy goals for entry-level positions leading to a professional career in business, industry, government, charitable and other not-for-profit organizations.

Business: Accounting

Recommended Course Sequence

No grade below “C” in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Concentration Specific Requirements: ACC 310, 311, 3 ACC electives, 1 elective from ACC, BUS 401, CIS, FIN, ECO or MGT.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BUS 110	1	MGT 341	3
FYE 101	1	ACC 310	3
ENG 101	3	FIN 310	3
CHR 105	3	Electives	5-7
MAT 106	3	Sub-total	14-16
Foreign Language 131	5		
Sub-total	16		
		Sixth Semester	
Second Semester		BUS 351	3
ENG 102	3	CIS 352	3
MAT 113	3	ACC 311	3
Natural Science	3-4	CHR 305	3
PSY 101 or SOC 101	3	MKT 331	3
History	3	BUS 494	1
Sub-total	15-16	Sub-total	16
		Seventh Semester	
Third Semester		BUS 495	2
CIS 120	3	ACC Electives	6
ACC 201	3	Electives	9
BUS 230	3	Sub-total	17
ECO 211	3		
Natural Science	4	Eighth Semester	
Sub-total	16	BUS 490	3
		Business Elective	3
Fourth Semester		ACC Elective	3
ACC 202	3	Electives	6
ECO 212	3	Sub-total	15
FA 200	3		
Literature	3		
KIN 135	2		
Elective	3		
Sub-total	17		

Total Number of Semester Hours Required for the Degree: 128 hours

Business: Computer Information Systems

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Concentration Specific Requirements: CIS 202, 203, 310, 330, 490, 2 CIS electives, MGT 451.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BUS 110	1	MGT 341	3
FYE 101	1	CIS 330	4
ENG 101	3	FIN 310	3
CIS 120	3	CHR 105	3
MAT 106	3	Electives	2-4
Foreign Language 131	5	Sub-total	15-17
Sub-total	16		
		Sixth Semester	
Second Semester		BUS 351	3
ENG 102	3	CIS 352	3
MAT 113	3	FA 200	3
Natural Science	3-4	CHR 305	3
PSY 101 or SOC 101	3	MGT 451	3
History	3	BUS 494	1
Sub-total	15-16	Sub-total	16
		Seventh Semester	
Third Semester		BUS 495	2
CIS 202	4	CIS 310	3
ACC 201	3	CIS 492	3
BUS 230	3	MKT 331	3
ECO 211	3	Electives	6
Natural Science	4	Sub-total	17
Sub-total	17		
		Eighth Semester	
Fourth Semester		CIS 490	3
ACC 202	3	BUS 490	3
CIS 203	4	CIS 494	3
ECO 212	3	Electives	6
Literature	3	Sub-total	15
KIN 135	2		
Electives	2		
Sub-total	17		

Business: Financial Economics

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Concentration Specific Requirements: Track I – FIN 3II, 320, ECO 30I, 310 and 3 electives to be selected from ECO, FIN, ACC 300+. **Track II** – FIN 3II, ECO 340, 350, 320 or 330 and 3 electives to be selected from ECO and FIN.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BUS 110	1	MGT 34I	3
FYE 101	1	I. ECO 310; II. ECO 340	3
ENG 101	3	FIN 310	3
CHR 105	3	ECO/FIN Elective	3
MAT 106	3	Electives	2-4
Foreign Language 131	5	Sub-total	14-16
Sub-total	16		
		Sixth Semester	
Second Semester		BUS 351	3
ENG 102	3	BUS 494	1
MAT 113	3	CIS 352	3
Natural Science	3-4	I. ECO 30I; II. ECO 350	3
PSY 101 or SOC 101	3	CHR 305	3
History	3	FIN 3II	3
Sub-total	15-16	Elective	2
		Sub-total	17
Third Semester		Seventh Semester	
CIS 120	3	BUS 495	2
ACC 201	3	MKT 331	3
BUS 230	3	ECO/FIN Elective	3
ECO 211	3	I. FIN 320; II. ECO 320 or 330	3
Natural Science	4	Electives	5
Sub-total	16	Sub-total	17
Fourth Semester		Eighth Semester	
ACC 202	3	BUS 490	3
ECO 212	3	ECO/FIN Elective	3
FA 200	3	Electives	9
Literature	3	Sub-total	15
KIN 135	2		
Elective	3		
Sub-total	17		

Total Number of Semester Hours Required for the Degree: 128

Business: Human Resource Management

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Concentration Specific Requirements: MGT 343, 420, PSY 318, BUS 401, 3 electives to be selected from ACC, BUS, ECO, MGT, MKT, PSY, or SOC, and MGT 410 must be taken, rather than BUS 351. PSY 101 and SOC 101 are taken as general education requirements.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BUS 110	1	MGT 341	3
FYE 101	1	MKT 331	3
ENG 101	3	FIN 310	3
CHR 105	3	MGT 420	3
MAT 106	3	Electives	3-5
Foreign Language 131	5	Sub-total	15-17
Sub-total	16		
 		Sixth Semester	
Second Semester		BUS 401	3
ENG 102	3	BUS 494	1
MAT 113	3	CIS 352	3
Natural Science	3-4	MGT 343	3
PSY 101	3	CHR 305	3
History	3	PSY 318	3
Sub-total	15-16	Sub-total	16
 		Seventh Semester	
Third Semester		BUS 495	2
CIS 120	3	Business Electives	6
ACC 201	3	Electives	9
BUS 230	3	Sub-total	17
ECO 211	3		
Natural Science	4		
Sub-total	16		
 		Eighth Semester	
Fourth Semester		MGT 410	3
ACC 202	3	BUS 490	3
ECO 212	3	Business Elective	3
FA 200	3	Electives	6
Literature	3	Sub-total	15
KIN 135	2		
SOC 101	3		
Sub-total	17		

Business: International Business

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Concentration Specific Requirements: BUS 330, 401, ECO 310, MKT 450 and 3 electives selected from ACC, BUS, CIS, ECO, FIN, MGT, MKT. PSY 101, SOC 101, and GEO 101 are taken as general education requirements. Literature requirement from ENG 201, 202, 205, or 206 and history from HIS 111 or 112.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BUS 110	1	GEO 101	3
FYE 101	1	MGT 341	3
ENG 101	3	MKT 331	3
CHR 105	3	FIN 310	3
MAT 106	3	Electives	2-4
Foreign Language 131	5	Sub-total	14-16
Sub-total	16		
		Sixth Semester	
Second Semester		BUS 351	3
ENG 102	3	BUS 494	1
MAT 113	3	CIS 352	3
Natural Science	3-4	CHR 305	3
PSY 101	3	Business Elective	3
HIS 111 or 112	3	Elective	2
Sub-total	15-16	Sub-total	15
		Seventh Semester	
Third Semester		BUS 495	2
CIS 120	3	MKT 450	3
ACC 201	3	ECO 310	3
BUS 230	3	Electives	8
ECO 211	3	Sub-total	16
Natural Science	4		
Sub-total	16	Eighth Semester	
Fourth Semester		BUS 401	3
ACC 202	3	BUS 490	3
ECO 212	3	Business Electives	6
FA 200	3	BUS 330	3
ENG 201, 202, 205 or 206	3	Sub-total	15
KIN 135	2		
SOC 101	3		
Sub-total	17		

Total Number of Semester Hours Required for the Degree: 128

Business: Management

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Concentration Specific Requirements: MGT 343, BUS 401, MGT 451, 469 or 479, 4 electives to be selected from ACC, BUS, CIS, ECO, FIN, MGT, MKT. PSY 101 and SOC 101 are taken as general education requirements.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BUS 110	1	MGT 341	3
FYE 101	1	MKT 331	3
ENG 101	3	FIN 310	3
CHR 105	3	Electives	5-7
MAT 106	3	Sub-total	14-16
Foreign Language 131	5		
Sub-total	16	Sixth Semester	
Second Semester		BUS 351	3
ENG 102	3	BUS 494	1
MAT 113	3	CIS 352	3
Natural Science	3-4	MGT 343	3
PSY 101	3	CHR 305	3
History	3	Business Elective	3
Sub-total	15-16	Elective	1
		Sub-total	17
Third Semester		Seventh Semester	
CIS 120	3	BUS 495	2
ACC 201	3	MGT 451/469/479	3
BUS 230	3	Business Elective	3
ECO 211	3	Electives	9
Natural Science	4	Sub-total	17
Sub-total	16		
Fourth Semester		Eighth Semester	
ACC 202	3	BUS 401	3
ECO 212	3	BUS 490	3
FA 200	3	Business Electives	6
Literature	3	Elective	3
KIN 135	2	Sub-total	15
SOC 101	3		
Sub-total	17		

Business: Marketing

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Concentration Specific Requirements: MKT 334, 340, 413, 433, 2 electives selected from MKT 350, 360, 440, 450, 460, 492, COM 320, 321 or MGT 469. 2 business electives selected from ACC, BUS, CIS, ECO, FIN, MGT, MKT. PSY 101 and SOC 101 are taken as general education requirements.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BUS 110	1	MGT 341	3
FYE 101	1	MKT 334	3
ENG 101	3	MKT Elective	3
CHR 105	3	FIN 310	3
MAT 106	3	Electives	2-4
Foreign Language 131	5	Sub-total	14-16
Sub-total	16		
		Sixth Semester	
Second Semester		BUS 351	3
ENG 102	3	BUS 494	1
MAT 113	3	CIS 352	3
Natural Science	3-4	MGT 340	3
PSY 101	3	CHR 305	3
History	3	MKT 413	3
Sub-total	15-16	Elective	1
		Sub-total	17
		Seventh Semester	
Third Semester		BUS 495	2
CIS 120	3	MKT 433	3
ACC 201	3	MKT Elective	3
BUS 230	3	Business Elective	3
ECO 211	3	Literature	3
Natural Science	4	Electives	3
Sub-total	16	Sub-total	17
		Eighth Semester	
Fourth Semester		BUS 490	3
ACC 202	3	Business Electives	6
ECO 212	3	Elective	3
FA 200	3	Sub-total	15
MKT 331	3		
KIN 135	2		
SOC 101	3		
Sub-total	17		

Total Number of Semester Hours Required for the Degree: 128

Bachelor of Science: Elementary Education with add-on certification in Early Childhood Education

Recommended Course Sequence

The College of Education offers an undergraduate degree in Elementary Education with add-on certification in Early Childhood Education according to guidelines recognized by the South Carolina State Department of Education. The teacher candidate completes the courses required for the elementary education program and 12 hours of coursework that leads to add-on certification in Early Childhood. The content of the courses in Early Childhood facilitates the application of developmentally appropriate strategies for teaching and assessing students from birth to eight years old in these major courses. The add-on certification is nationally recognized by the National Association for the Education of Young Children (NAEYC).

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
EDU 111	3	EDU 316	3
EDU 110	1	EDU 260	3
BIO 150 or BIO 170	4	EDC 350	3
ENG 101	3	EDU 330	3
PSY 101	3	HIS 270	3
FYE 101	1	HIS 161 or 162	3
Sub-total	15	Sub-total	18
Second Semester		Sixth Semester	
EDU 211	3	EDU 321 or EDU 410	3
ENG 102	3	EDU 322 or EDU 421	3
MAT 136 or 137	3	EDU 335 or EDU 440	3
SOC 101	3	EDU 336 or EDU 442	3
CHR 105	3	ENG 205 or 206	3
FA 220	3	EDC 315	3
Sub-total	18	Sub-total	18
Third Semester		Seventh Semester	
EDU 216*	3	EDU 443*	3
EDU 220	3	EDU 410 or EDU 321	3
HIS 111 or 112	3	EDU 421 or EDU 322	3
MAT 136 or 137	3	EDU 440 or EDU 335	3
Foreign Language I	3	EDU 442 or EDU 336	3
PSY 205	3	CHR 305	3
Sub-total	18	Sub-total	18
*Application to Benchmark I		*Application to Benchmark II	
Fourth Semester		Eighth Semester	
EDU 215	3	EDU 490+	6
EDU 206	3	EDU 491	6
KIN 135	2	All coursework must be completed before Enrollment in EDU 490, Clinical Experience I.	
EDC 201	3	Sub-total	12
SCI 107	4	+Application to Benchmark III	
Foreign Language II	3		
Sub-total	18		

Total Number of Semester Hours Required for the Degree: 134-135

Bachelor of Science: Elementary Education

Recommended Course Sequence

The Elementary Education major is designed in accordance with guidelines established by the South Carolina State Department of Education. The program consists of a general education strand; a professional education strand; and methods courses in science and social studies, mathematics, language arts and reading, fine arts, physical education, and literature. A teacher candidate learns strategies for teaching and assessing students in 2nd through 6th grade classrooms in these major courses. This program is nationally recognized by the Association for Childhood Education International (ACEI).

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
EDU 111	3	EDU 316	3
EDU 110	1	EDU 260	3
BIO 150 or BIO 170	4	Elective	3
ENG 101	3	EDU 330	3
PSY 101	3	HIS 270	3
FYE 101	1	HIS 161 or 162	3
Sub-total	15	Sub-total	18
Second Semester		Sixth Semester	
EDU 211	3	EDU 321 or EDU 410	3
ENG 102	3	EDU 322 or EDU 421	3
MAT 136 or 137	3	EDU 335 or EDU 440	3
SOC 101	3	EDU 336 or EDU 442	3
CHR 105	3	ENG 205 or 206	3
KIN 135	2	Elective	3
Sub-total	17	Sub-total	18
Third Semester		Seventh Semester	
EDU 216*	3	EDU 443*	3
EDU 220	3	EDU 410 or EDU 321	3
HIS 111 or 112	3	EDU 421 or EDU 322	3
MAT 136 or 137	3	EDU 440 or EDU 335	3
Foreign Language I	3	EDU 442 or EDU 336	3
PSY 205	3	CHR 305	3
Sub-total	18	Sub-total	18
*Application to Benchmark I		*Application to Benchmark II	
Fourth Semester		Eighth Semester	
EDU 206	3	EDU 490+	6
FA 200	3	EDU 491	6
Elective	3	All coursework must be completed before	
SCI 107	4	Enrollment in EDU 490, Clinical	
Foreign Language II	3	Experience I.	
Sub-total	16	Sub-total	12
		+Application to Benchmark III	

Total Number of Semester Hours Required for the Degree: 131-132

Bachelor of Science: Elementary Education with add-on certification in Special Education Learning Disabilities (K-12)

Recommended Course Sequence

The College of Education offers an undergraduate degree in Elementary Education with add-on certification in Special Education: Learning Disabilities (K-12) according to guidelines recognized by the South Carolina State Department of Education. The teacher candidate completes the courses required for the elementary education program and nine hours of coursework that leads to add-on certification in Special Education Learning Disabilities (K-12). The add-on certification is nationally recognized by the Council for Exceptional Children (CEC).

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
EDU 111	3	EDU 316	3
EDU 110	1	EDU 260	3
BIO 150 or BIO 170	4	HIS 270	3
ENG 101	3	EDU 330	3
PSY 101	3	CHR 305	3
FYE 101	1	HIS 161 or 162	3
Sub-total	15	Sub-total	18
Second Semester		Sixth Semester	
EDU 211	3	EDU 321 or EDU 410	3
ENG 102	3	EDU 322 or EDU 421	3
MAT 136 or 137	3	EDU 335 or EDU 440	3
SOC 101	3	EDU 336 or EDU 442	3
CHR 105	3	EDS 435	3
ENG 205 or 206	3	EDS 460	3
Sub-total	18	Sub-total	18
Third Semester		Seventh Semester	
EDU 216*	3	EDU 443*	3
EDU 220	3	EDU 410 or EDU 321	3
HIS 111 or 112	3	EDU 421 or EDU 322	3
MAT 136 or 137	3	EDU 440 or EDU 335	3
Foreign Language I	3	EDU 442 or EDU 336	3
PSY 205	3	EDS 436	3
Sub-total	18	Sub-total	18
*Application to Benchmark I		*Application to Benchmark II	
Fourth Semester		Eighth Semester	
EDU 206	3	EDU 490+	6
FA 200	3	EDU 491	6
KIN 135	2	All coursework must be completed before	
SCI 107	4	Enrollment in EDU 490, Clinical	
Foreign Language II	3	Experience I.	
Elective	3	Sub-total	12
Sub-total	18	+Application to Benchmark III	

Total Number of Semester Hours Required for the Degree: 134-135

Mathematics

Recommended Course Sequence

B.S. with a Major in Mathematics

The mission of the BS in Mathematics is to educate students in the traditional mathematical disciplines (e.g. calculus, discrete methods, probability and statistical theory and methods, linear programming, linear and abstract algebra, etc.) so that students will be prepared to 1) pursue a graduate degree, or 2) enter a career in mathematics. The BS in Mathematics is distinct from the BS in Secondary Education Mathematics in that the course of study requires a capstone course in which the student will apply mathematical knowledge in an independent research project. The Mathematics degree is designed for students with a strong commitment to applying mathematical knowledge in a career.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Students in this program are expected to begin with MAT 140. MAT 130 is intended for students who are not prepared for MAT 140. MAT 130 counts toward elective credit, not a course in the major..

Course Requirements: General Education: 44-45 hours including MAT 140, PHY 201/203, 202/204. Major: 41 hours including MAT 160, 190, 215, 240, 270, 290, 340, 380, 390, 420, 430, 496, Math Elective. Cognate: 4 hours CIS 202. Electives: 38-39

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CIS 202	4
MAT 140	4	MAT 340	3
Elective	3	FA 200	3
Foreign Language 131	5	Elective	3
FYE 101	1	CHR 105	3
Sub-total	16	Sub-total	16
Second Semester		Sixth Semester	
ENG 102	3	MAT 380, 390	6
MAT 160, 190	7	CHR 305	3
Elective	3	Electives	9
History	3	Sub-total	18
Sub-total	16		
Third Semester		Seventh Semester	
MAT 215, 240	7	MAT 420, 430	6
PHY 201/203	4	Electives	9
Elective	3	Sub-total	15
KIN 135	2		
Sub-total	16	Eighth Semester	
Fourth Semester		MAT 496	3
MAT 270, 290	6	MAT Elective	3
Social Science	3	Electives	9
Literature	3	Sub-total	15
PHY 202/204	4		
Sub-total	16		

Total Number of Semester Hours Required for the Degree: 128 hours

Mathematics: Actuarial

Recommended Course Sequence

In accordance with the mission of the BS degree program in Mathematics to train the Mathematics major for a career, this concentration prepares the student in the fundamentals of actuarial science and for an actuarial career in the insurance industry. The courses prescribed for the concentration give students background the first four exams (Exam P, Exam FM, Exam M, and Exam C) of the Society of Actuaries.

No grade below "C" in a course required for the major or minor (including cognates and specific electives) will count toward satisfying the course requirement. This policy does not refer to general education requirements or elective courses.

Students in this program are expected to begin with MAT 140. MAT 130 is intended for students who are not prepared for MAT 140. MAT 130 counts toward elective credit, not a course in the major.

Course Requirements: General Education: 44-45 hours including MAT 140, PHY 201/203, and PHY 202/204. Major: 41 hours including MAT 160, 190, 215, 240, 270, 290, 340, 380, 390, 420, 440, 480, and 496. Accounting: ACC 201, ACC 202. Business: BUS 301, Computer Information System: CIS 202, 203. Economics: ECO 211, 212, 240, and 301. Finance: FIN 310. Electives: 9-10 hours.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CHR 305	3
MAT 140	4	MAT 340	3
KIN 135	2	FIN 310	3
Foreign Language 131	5	PHY 201/203	4
FYE 101	1	Elective	3
Sub-total	15	Sub-total	16
 Second Semester		 Sixth Semester	
ENG 102	3	MAT 380, 390	6
MAT 160, 190	7	MAT 440/480*	3
Social Science	3	PHY 202/204	4
History	3	FA 200	3
Sub-total	16	Sub-total	16
 Third Semester		 Seventh Semester	
MAT 215, 240	7	MAT 420	3
ACC 201	3	CIS 202	4
ECO 211	3	ECO 240	3
CHR 105	3	BUS 301	3
Sub-total	16	Elective	3
 Fourth Semester		 Sub-total	
MAT 270, 290	6	16	
ACC 202	3	 Eighth Semester	
Literature	3	MAT 440/480*	3
ECO 212	3	MAT 496	3
Elective	3	Electives	9
Sub-total	18	Sub-total	15

* offered alternating years

Total Number of Semester Hours Required for the Degree: 128 hours

Bachelor of Science: Secondary Math Education (9-12)

Recommended Course Sequence

This degree program is offered by the College of Education in collaboration with the Department of Mathematics for those who want to teach mathematics at the high school (9-12) level. The main components of the program include courses in mathematics, physics, and professional education. Additionally, the teacher candidate must complete 33 hours of professional education courses to be certified. This program is nationally recognized by the National Council of Teachers of Mathematics (NCTM).

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	EDU 317	3
MAT 140	4	MAT 340, 320	6
HIS 1XX	3	KIN 135	2
EDU 110	1	PHY 201/203	4
EDU 111	3	EDU 206	3
FYE 101	1	Sub-total	18
Sub-total	15		
Second Semester		Sixth Semester	
ENG 102	3	MAT 380, 390	6
MAT 160, 190	7	EDU 452	3
EDU 211	3	FA 200	3
EDU 220	3	PHY 202/204	4
Sub-total	16	Sub-total	16
Third Semester		Seventh Semester	
EDU 217*	3	EDU 443*	3
MAT 215, 240	6	MAT 420, 430, 497	9
ENG 2XX	3	Elective	3
Foreign Language I	3	CHR 305	3
PSY 101	3	Sub-total	18
Sub-total	18	*Application to Benchmark II	
*Application to Benchmark I		Eighth Semester	
Fourth Semester		EDU 490+	6
MAT 270, 290	6	EDU 491	6
CHR 105	3	All coursework must be completed before	
Foreign Language II	3	Enrollment in EDU 490, Clinical Experience I.	
PSY 205	3	Sub-total	12
Elective	3	+Application to Benchmark III	
Sub-total	18		

Total Number of Semester Hours Required for the Degree: 130-131

Kinesiology

Recommended Course Sequence

B.S. with a Major in Kinesiology

The mission of the Anderson University Kinesiology Department is to offer students the opportunity to successfully prepare themselves for a career in either the health and fitness profession or graduate studies. A secondary purpose of the program is to convey to all students the importance of lifetime wellness.

All Kinesiology students are admitted to the major as Pre-Kinesiology students. After successful completion of three introductory courses (BIO 150, CHE 111/113, MAT 107) with a minimum GPA of 2.5 in these courses, the student may apply to the Department of Kinesiology for full acceptance into the major. The student must apply no later than at the completion of 75 credit hours. The student completes an "Application for Admission to the Kinesiology Major" form with his/her advisor and obtains the signature of the Department Chair. Should a student receive transfer credit for one or more of the required courses, the GPA requirement must still be met.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: KIN 132, 135, 227, 260, 289, 301, 340, 365, 389, 401, 440, 490, BIO 150, 201, 202, CHE 111/113, MAT 107, 108, PHY 151, Electives (12 hours) to be selected from KIN 321, 335, 465, 470, 475, 492, 495, or 498.

First Semester Sem. Hr.

BIO 150	4
ENG 101	3
FYE 101	1
KIN 132	3
MAT 107	3
Social Science	3
Sub-total	17

Second Semester

CHE 111/113	5
CHR 105	3
ENG 102	3
KIN 135	2
MAT 108	3
Sub-total	16

Third Semester

BIO 201	4
KIN 227	3
KIN 260	3
KIN 289	3
PHY 151/153	4
Sub-total	17

Fourth Semester

BIO 202	4
FA 200	3
History	3
Literature	3
Elective	3
Sub-total	16

Fifth Semester Sem. Hr.

Foreign Language	5
KIN 301	3
Elective	9
Sub-total	17

Sixth Semester

KIN 340	3
KIN 365	3
KIN 389	3
KIN 401	3
KIN Elective	3
Sub-total	15

Seventh Semester

CHR 305	3
KIN 440	3
KIN Elective	6
Elective	3
Sub-total	15

Eighth Semester

KIN 490	3
KIN Elective	3
Electives	9
Sub-total	15

Total Number of Semester Hours Required for the Degree: 128 hours

Physical Education

Recommended Course Sequence

B.S. with a Major in Physical Education

The physical education program is designed to prepare teacher candidates to teach physical education, K-12. The curriculum content includes areas, such as organization and administration of physical education programs, scientific understanding of the human body and its capabilities in athletic performances, and methods of instruction for basic elementary and secondary physical education classes. Other subjects include techniques for the performance of sports' skills; the development of skill tests and various methods of evaluation; and individual classes in gymnastics, rhythmic activities, and lifetime fitness. Physical education teacher candidates also complete professional education courses to meet South Carolina certification.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

First Semester	Sem. Hr.
EDU 110	1
EDU 111	3
ENG 101	3
MAT 101 (or higher)	3
KIN 135	2
BIO 150	4
FYE 101	1
Sub-total	17

Second Semester	Sem. Hr.
EDU 211	3
ENG 102	3
PSY 101	3
MAT 108	3
KIN 132	3
CHR 105	3
Sub-total	18

Third Semester	Sem. Hr.
EDU 216 or 217*	3
BIO 201	4
EDU 220	3
SOC 101	3
Foreign Language I	3
Sub-total	16

*Application to Benchmark I

Fourth Semester	Sem. Hr.
PSY 205	3
PE 220 (S)	3
PE 231 (S)	3
PE 232 (S)	3
Foreign Language II	3
Elective	3
Sub-total	18

(F) Fall only course
(S) Spring only course

Fifth Semester

Sem. Hr.

Total Number of Semester Hours Required for the Degree: 130-131

PE 324 (F)	3
KIN 260 (F)	3
KIN 321	3
PE 383 (F)	3
CHE 101, 111, PHY 101, or PSC 101	4
Sub-total	16

Sixth Semester

Elective	3
ENG 205 or 206	3
PE 333 (S)	3
PE 263 (S)	3
KIN 301 (F & Su)	3
FA 200	3
Sub-total	18

Seventh Semester

EDU 443*	3
KIN 340	3
PE 403 (F)	3
PE 323 (F)	2
HIS 111, 112, 161 or 162	3
CHR 305	3
Sub-total	17

*Application to Benchmark II

Eighth Semester

EDU 490+	6
EDU 491	6
All coursework must be completed before Enrollment in EDU 490, Clinical Experience I.	
Sub-total	12
+Application to Benchmark III	

Pre-Engineering

Recommended Course Sequence

B.S. with a Major in Pre-Engineering

The mission of the Pre-Engineering major at Anderson University is to provide students a foundational understanding of Engineering principles in order to prepare them for transfer to Clemson University, where they will complete their Engineering degree.

This major is a “3 +” (Dual-Degree) program in association with Clemson. Students will complete the requirements for three academic years at Anderson University, including the General Education courses, and will then transfer to Clemson for the remaining courses to satisfy the requirements for the Engineering major. Clemson recommends that the prospective student attend summer school at Clemson following the Junior year at AU. Upon completion of this program, the student will receive an engineering degree from Clemson and a Bachelor of Science in Pre-Engineering degree from AU.

Students participating in this program must complete a form entitled, “Intention to Pursue the Dual-Degree Program at Clemson University” and send it to the Associate Dean of Engineering in the College of Engineering at Clemson University. Formal application for admission to Clemson University should be made during the Fall semester of the third year at AU. Students completing the program should apply for graduation at both institutions.

The sequence below is suggested based on the general requirements of the Engineering degrees at Clemson. Students should consult the specific requirements of their chosen Engineering major at Clemson in order to determine the best course of study at Anderson University.

No grade below “C” in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: MAT 140 fulfills the General Education requirement for MAT. Other courses in this major beyond General Education are MAT 190, 240, 290, PHY 201, 202, CHE 111, 112, 113, 114, BIO 160, CIS 120, 202, EG 101, BUS 301 and a 200-level literature course. In addition, students must complete a Social Science Elective and a Social Science or Humanities Elective which meets Clemson’s General Education requirements.



First Semester	Sem. Hr.	Fourth Semester	Sem. Hr.
ENG 101	3	MAT 290	3
MAT 140	4	CHE 112/114	5
Foreign Language 131	5	PHY 202/204	4
CIS 120	3	Electives	5
FYE 101	1	Sub-total	17
Language Lab	0		
Sub-total	16		
Second Semester		Fifth Semester	
ENG 102	3	Directed Electives	4
MAT 190	4	BIO 160	3
History	3	Literature	3
EG 101	2	Social Science	3
CHR 105	3	CIS 202	4
KIN 135	2	Sub-total	17
Sub-total	17		
Third Semester		Sixth Semester	
MAT 240	4	Directed or Free Electives	7
PHY 201/203	4	Hum. or Social Sci. Elective	3
CHE 111/113	5	CHR 305	3
BUS 301	3	FA 200	3
Sub-total	16	Sub-total	16

Clemson's Science and Technology Requirement is met through BIO 160.

Directed Electives include CHE 201/203, 202/204, CIS 203, MAT 108, 215, MGT 341. These are courses designed to prepare the students for particular Engineering majors at Clemson, but they are not required for all Engineering majors. Courses should be selected in consultation with the Clemson Engineering catalog.

Students are expected to enter the Pre-Engineering curriculum ready for MAT140 (Calculus). Students who cannot enter AU with placement into MAT140 may not be able to fulfill the AU coursework within 3 years. Students are placed into an appropriate Math course based on SAT score.

- a) A score of 580 or above will result in a placement into MAT140.
- b) A score of 500 - 579 will result in placement into MAT130.
- c) If a student's score is 450 - 499, the sequence of courses to prepare for MAT140 is MAT101 and MAT107.
- d) If a student's score is below 450, the sequence of courses to prepare for MAT140 is MAT100, MAT101, and MAT107.

Any student may appeal his/her math placement by contacting the Chair of the Department of Mathematics.

Clemson's Cross-Cultural Awareness Requirement can be met through the following courses: ANT 101, GEO 102, HIS 111, HIS 112, CHR 330

Total Number of Semester Hours Required for the degree is determined by the Engineering degree offered through Clemson.

Psychology

Recommended Course Sequence

B.S. with a Major in Psychology

The mission of the Psychology major at Anderson University is to provide students a foundational understanding of the science of psychology and its applications, in order to prepare them for graduate education in both research and applied programs.

No grade below “C” in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses

Course Requirements: Preparation for the psychology major includes some additional courses outside of the major. These courses include Philosophy 101 and a second social science course beyond the one required in general education. In addition, Psychology 101 counts in the major and not in general education while Biology 150 and Chemistry 111 are designated as the science courses in general education for students working toward a B.S. in psychology. Psychology majors are required to take a total of 40 semester hours of Psychology courses as follows: Psychology Core: PSY 101, 102, 190, 205, 211, 212, 290, 350, 410, 498, and either 490 or 491 – 34 semester hours. Two additional Psychology electives must also be taken.

First Semester	Sem. Hr.
ENG 101	3
Gen. Ed. MAT – MAT 113	3
PSY 101	3
CHR 105	3
Social Science	3
FYE 101	1
Sub-total	16

Second Semester	Sem. Hr.
ENG 102	3
PSY 102	2
PSY 205	3
HIS (Choose one: 111, 112, 161, 162)	3
Foreign Language	5
Sub-total	16

Third Semester	Sem. Hr.
PSY 190	3
PSY 211	4
Literature	3
FA 200	3
PHI 101	3
Sub-total	16

Fourth Semester	Sem. Hr.
PSY 212	4
BIO 150	4
PSY 290	3
Elective	3
Social Science Elective	3
Sub-total	17

Fifth Semester	Sem. Hr.
BIO 201	4
CHE 111/113	4
PSY Elective	3
CHR 305	3
Elective	3
Sub-total	17

Sixth Semester	Sem. Hr.
BIO 202	4
PSY Elective	3
PSY 350	3
Electives	6
Sub-total	16

Seventh Semester	Sem. Hr.
PSY 498	3
PSY (490 or 491)	3
KIN 135	2
Electives	9
Sub-total	17

Eighth Semester	Sem. Hr.
PSY 410	3
Electives	10
Sub-total	13

Total Number of Semester Hours Required for the Degree: 128

Music Performance

Bachelor of Music Degree

Admission to music study as a major is by audition only. Requirements vary from degree to degree and instrument to instrument. See the AU Music Handbook for details. All prospective music majors, including transfers, must successfully complete the following in addition to all other AU entrance requirements: (1) Audition application (including an essay and two recommendations), (2) Performance for and interview with a committee of AU music faculty, (3) Theory placement test (incoming freshmen), (4) Music sight reading test. Auditionees may be admitted unconditionally, admitted with specific conditions, or denied admission.

Incoming freshmen and transfers who are denied admission may re-audition on any regular audition day prior to May 1 of the year in which they intend to begin study at AU. Those who have not passed the audition by May 1 and who still wish to study music at AU must do the following: (1) Enroll in the theory class determined by the theory placement test, (2) Enroll in the most basic level of applied instruction offered for their primary instrument; (3) Enroll in the major ensemble required for their major and instrument if they are qualified, (4) Re-audition on a regularly scheduled audition day during the fall semester of their freshman year or first semester as a transfer student. Students who are not accepted for music study at this point will not be allowed to enroll in classes intended specifically for music majors.

The Bachelor of Music degree in Performance is designed for students who wish to focus their career on performance and private teaching. This degree requires intensive study in individual and ensemble performance and supporting music courses. It provides excellent preparation for graduate study in music.

Music Performance: Instrumental

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Major Applied Area (16 hrs.), Minor Applied Area (2 hrs.), Primary Ensemble (8 hrs.), Secondary Ensemble (4hrs.), MUS 090 (7 semesters), 205, 316, 317; MUT 101, 103, 201, 203, 301, 303; MUH one of 210-213, appropriate literature 326 or 327 or 410, 370, 371, Recitals: MUR 300, 400. Other courses include the general education requirements of the University and 17-19 hours of non-music electives. All music majors are required to comply with the policies and procedures itemized in the Music Handbook.

First Semester	Sem. Hr.
Primary Applied (2), Sec. Applied (1)	3
Primary Ensemble	1
MUS 090, MUT 101	3
ENG 101	3
MAT 101 or Higher	3
FYE 101	1
Natural Science	3
Sub-total	17
Second Semester	
Primary Applied (2), Sec. Applied (1)	3
Primary Ensemble	1
MUS 090, MUT 103	3
ENG 102	3
HIS 111, 112, 201, or 202	3
Natural Science (Lab)	4
Sub-total	17
Third Semester	
Primary Applied	2
Primary Ensemble	1
Secondary Ensemble	1
MUS 090, MUT 201	3
MUS 205, one of 210-213	5
Non-Music Elective	3
Literature	3
Sub-total	18
Fourth Semester	
Primary Applied	2
Primary Ensemble	1
Secondary Ensemble	1
MUS 090, MUT 203	3
FA 200	3
Non-Music Electives	6
Sub-total	16

Fifth Semester	Sem. Hr.
Primary Applied	2
Primary Ensemble	1
Secondary Ensemble	1
MUS 090, MUT 301, MUH 370	6
Foreign Language 101	3
MUS 317	2
Sub-total	15
Sixth Semester	
Primary Applied	2
Primary Ensemble	1
Secondary Ensemble	1
MUS 090, MUH 371, MUR 300, MUT 303	6
Foreign Language 102	3
CHR 105	3
Non-Music Elective	3
Sub-total	16
Seventh Semester	
Primary Applied	2
MUH 326 or 327 or 410	3
Primary Ensemble	1
MUS 090	0
Non-Music Elective	3
CHR 305	3
Social Science	3
Sub-total	15
Eighth Semester	
Primary Applied	2
Primary Ensemble	1
MUR 400, MUS 316	5
Non-Music Electives	4-6
KIN 135	2
Sub-total	14-16

Total Number of Semester Hours Required for the Degree: 128

Music Performance: Vocal

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Major Applied Area (16 hrs.), Minor Applied Area (2 hrs.), Primary Ensemble (8 hrs.), Secondary Ensemble (2hrs.), MUS 090 (7 semesters), 118, 136 (2 hrs.), 205, 315, 317, 318; MUT 101, 103, 201, 203, 301, 303; MUH one of 210-213, 325, 370, 371; Recitals: MUR 300, 400. Other courses include the general education requirements of the University and 17-19 hours of non-music electives. All music majors are required to comply with the policies and procedures itemized in the Music Handbook.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
Primary Applied (2), Sec. Applied (1)	.3	Primary Applied	.2
Primary Ensemble	.1	Primary Ensemble	.1
MUS 090, MUT 101	.3	MUS 090, MUT 301, MUH 370	.6
ENG 101	.3	Foreign Language 101	.3
MAT 101 or Higher	.3	Non-Music Elective	.3
FYE 101	.1	MUS 315	.2
Natural Science	.3	Sub-total	.17
Sub-total	.17		
		Sixth Semester	
Second Semester		Primary Applied	.2
Primary Applied (2), Sec. Applied (1)	.3	Primary Ensemble	.1
Primary Ensemble	.1	MUS 090, MUH 371, MUR 300, MUT 303	.6
MUS 090, MUT 103	.3	Foreign Language 102	.3
ENG 102	.3	CHR 105	.3
HIS 111, 112, 201, 202	.3	Non-Music Elective	.3
Natural Science (Lab)	.4	Sub-total	.15
Sub-total	.17		
		Seventh Semester	
Third Semester		Primary Applied	.2
Primary Applied	.2	Primary Ensemble	.1
Primary Ensemble	.1	MUS 136	.1
Secondary Ensemble	.1	MUS 090	.0
MUS 090, 118, 205, MUT 201,		CHR 305	.3
MUH one of 210-213	.9	Social Science	.3
Literature	.3	KIN 135	.2
Sub-total	.16	Non-Music Elective	.3
		Sub-total	.15
		Eighth Semester	
Fourth Semester		Primary Applied	.2
Primary Applied	.2	Primary Ensemble	.1
Primary Ensemble	.1	MUH 325	.2
Secondary Ensemble	.1	MUS 317, MUR 400	.4
MUS 090, 318, MUT 203	.4	FA 200	.3
MUS 136	.1	Non-Music Electives	.4-6
Non-Music Electives	.6	Sub-total	.16
Sub-total	.15		

Total Number of Semester Hours Required for the Degree: 128

Worship Leadership

Bachelor of Music Degree

Recommended Course Sequence

The Bachelor of Music degree in Worship Leadership is designed for students who are called to full-time worship and music ministry. This program of study is focused on developing the skills today's diverse churches need. It includes practical field experiences, significant coursework in Christian studies, and thorough musical training. The curriculum embraces diverse musical styles and worship practices.

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: CHR 240, 250, 352 and 364; MUC 105, 324, 375, 495; MUH 207, 211; MUS 090 (seven semesters), 205, 317, 417; MUT 101, 103, 201, 203, 208, 309; Applied Music 14 hours: Class Voice (MUS 145 two semesters), Applied Voice (MUA 110 2 semesters), Class Piano or Applied Piano if eligible (4 semesters), Class Guitar (two semesters in MUS 137 or MUS 138), with remainder of 14 Applied Music hours in one area: Voice (MUA 110), Piano (MUA 211), or Guitar (MUA 113). Ensembles: MUP 120, 127, or 227 (as assigned) 6 hours, MUP 202 2 hours, any other MUP course(s) 2 hours; Free electives 12 hours. Other courses include the general education requirements of the University. All music majors are required to comply with the policies and procedures itemized in the Music Handbook.

First Semester	Sem. Hr.
MUS 090	0
MUT 101	3
MUS Primary Applied Class Lessons	1
MUS Secondary Applied Class Lessons	1
MUS Supporting Class Lessons	1
MUP 120/127/227 Primary Ensemble	1
MUC 105	1
General Studies/Electives	8
Sub-total	16

Second Semester	Sem. Hr.
MUS 090	0
MUT 103	3
MUS Primary Applied Class Lessons	1
MUS Secondary Applied Class Lessons	1
MUS Supporting Class Lessons	1
MUP 120/127/227 Primary Ensemble	1
MUH 207	3
General Studies/Electives	6
Sub-total	16

Third Semester	Sem. Hr.
MUS 090	0
MUT 201	3
MUA Primary Applied Lessons	1
MUA Secondary Applied Lessons	1
MUP 120/127/227 Primary Ensemble	1
MUP Secondary Ensemble	1
MUP 202	1
MUS 205	2
CHR 250	3
MUT 208	2
Sub-total	15

Fourth Semester	Sem. Hr.
MUS 090	0
MUT 203	3
MUP Primary Applied Lessons	1
MUA Secondary Applied Lessons	1
MUP 120/127/227 Primary Ensemble	1
MUP 202	1
MUH 211	3
MUC 324	3
General Studies/Electives	4
Sub-total	17

Fifth Semester	Sem. Hr.
MUS 090	0
MUA Primary Applied Lessons	1
MUP 120/127/227 Primary Ensemble	1
MUP Secondary Ensemble	1
MUS 317	2
MUC 375	3
CHR 364	3
MUT 309	2
General Studies/Electives	3
Sub-total	16

Sixth Semester	Sem. Hr.
MUS 090	0
MUA Primary Applied Lessons	1
MUP 120/127/227 Primary Ensemble	1
MUS 417	2
General Studies/Electives	12
Sub-total	16

Seventh Semester	Sem. Hr.
MUS 090	0
MUA Primary Applied Lessons	1
CHR 352	3
CHR 240	3
General Studies/Electives	9
Sub-total	16

Eighth Semester	Sem. Hr.
MUA Primary Applied Lessons	1
MUC 495	3
General Studies/Electives	12
Sub-total	16



Music Education

Bachelor of Music Education Degree

Admission to music study as a major is by audition only. Requirements vary from degree to degree and instrument to instrument. See the AU Music Handbook for details. All prospective music majors, including transfers, must successfully complete the following in addition to all other AU entrance requirements: (1) Audition application (including an essay and two recommendations), (2) Performance for and interview with a committee of AU music faculty, (3) Theory placement test (incoming freshmen), (4) Music sight reading test. Auditionees may be admitted unconditionally, admitted with specific conditions, or denied admission.

Incoming freshmen and transfers who are denied admission may re-audition on any regular audition day prior to May 1 of the year in which they intend to begin study at AU. Those who have not passed the audition by May 1 and who still wish to study music at AU must do the following: (1) Enroll in the theory class determined by the theory placement test, (2) Enroll in the most basic level of applied instruction offered for their primary instrument; (3) Enroll in the major ensemble required for their major and instrument if they are qualified, (4) Re-audition on a regularly scheduled audition day during the fall semester of their freshman year or first semester as a transfer student. Students who are not accepted for music study at this point will not be allowed to enroll in classes intended specifically for music majors.

The Bachelor of Music Education program is designed to prepare pre-service music students to become leaders in their chosen music profession specialty, by exemplifying excellence in teaching, musicianship, and professional disposition. The degree program is designed to prepare for certification to teach K-12 choral or instrumental music in South Carolina. The BME program also prepares students for continued study in graduate school, and for professional service including private studio teaching.



Music Education: Instrumental

Recommended Course Sequence

No grade below “C” in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Applied Music – Principal Instrument: 12 hours; Secondary Instrument: 3 hours; Music Ensembles: 7 hours minimum of Primary Ensemble; Music Classes: MUS 090 (7 semesters), 111, 205, 317, 417; MUT 101, 103, 201, 203, 301, 204 (or 2 hours of MUP 129-A); MUH 210 (or 211 or 212 or 213), 370, 371; MUR 300; Music Education: MUE 114, 115, 116, 117, 314, 416; Professional Education: EDU 110, 111, 206, 211, 216 or 217, 395, 490. All music majors are required to comply with the policies and procedures itemized in the Music Handbook. Additional degree requirements explained in the Music Handbook include the keyboard proficiency exam and junior recital. The Music Handbook is considered an extension of the college catalog.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
Primary Applied	2	Primary Applied	2
Secondary Applied	1	Primary Ensemble	1
Primary Ensemble	1	MUS 090, MUT 301, MUH 370, MUS 317	8
MUS 090, MUT 101	3	MUE 117	2
ENG 101	3	Foreign Language 101	3
MAT 101 or Higher	3	EDU 206	3
FYE 101	1	Sub-total	19
EDU 110	1	Sixth Semester	
EDU 111	3	Primary Applied	2
Sub-total	18	Primary Ensemble	1
Second Semester		MUS 090, 417, MUH 371, MUR 300	5
Primary Applied	2	MUE 314	3
Secondary Applied	1	MUT 204 or MUP 129-A	1
Primary Ensemble	1	KIN 135	2
MUS 090, MUT 103	3	Foreign Language 102	3
MUE 114	2	Sub-total	17
ENG 102	3	Seventh Semester	
HIS 111, 112, 201, or 202	3	Primary Ensemble	1
CHR 105	3	MUS 090	0
Sub-total	18	MUE 416	3
Third Semester		CHR 305	3
Primary Applied	2	EDU 395	1
Secondary Applied	1	Social Science	3
Primary Ensemble	1	FA 200	3
MUS 090, 111, 205, MUT 201, MUH 210 or 211 or 212 or 213	9	Lab Science	4
MUE 116	2	Sub-total	18
EDU 216 or 217	3	Eighth Semester	
Sub-total	18	EDU 490	12
Fourth Semester		Sub-total	12
Primary Applied	2		
Primary Ensemble	1		
MUS 090, MUT 203	3		
MUE 115	2		
ENG 200-level	3		
EDU 211	3		
Natural Science	3		
Sub-total	17		

Total Number of Semester Hours Required for the Degree: 135-137

Music Education: Vocal/Choral

Recommended Course Sequence

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Course Requirements: Applied Music - Primary Voice or Piano: 12 hours. Applied Music - Secondary Voice or Piano: 4 hours. Music Ensembles: 7 hours minimum of Primary Ensemble; Music Classes: MUS 090 (7 semesters), 118, 205, 315, 317, 318, 417; MUT 101, 103, 201, 203, 301, 204 (or 2 hours of MUP 129-A); MUH 210 (or 211 or 212 or 213), 370, 371; MUR 300; Music Education: MUE 112, 113, 314, 416; Professional Education: EDU 110, 111, 206, 211, 216 or 217, 395, 490. All music majors are required to comply with the policies and procedures itemized in the Music Handbook.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
Primary Applied	2	Primary Applied	2
Secondary Applied	1	Primary Ensemble	1
Primary Ensemble	1	MUS 090, 317,	
MUS 090, MUT 101	3	MUT 301, MUH 370	8
ENG 101	3	MUE 113	2
EDU 110	1	EDU 206	3
EDU 111	3	Foreign Language 101	3
CHR 105	3	Sub-Total	19
Sub-Total	18		
		Sixth Semester	
Second Semester		Primary Applied	2
Primary Applied	2	Primary Ensemble	1
Secondary Applied	1	MUS 090, 417, MUH 371, MUR 300,	
Primary Ensemble	1	MUS 315, MUT 204 or MUP 129-A	8
MUS 090, MUT 103	3	MUE 314,	3
ENG 102	3	Foreign Language 102	3
HIS 111, 112, 201, or 202	3	Sub-Total	17
Natural Science (Lab)	4		
Sub-Total	17	Seventh Semester	
		Primary Ensemble	1
Third Semester		MUS 090	0
Primary Applied	2	MUE 416	3
Secondary Applied	1	FA 200	3
Primary Ensemble	1	KIN 135	2
MUS 090, 118, 205, MUT 201, MUH		CHR 305	3
210 or 211 or 212 or 213	9	EDU 395	1
MUE 112	2	Social Science	3
EDU 216 or 217	3	Natural Science	3
Sub-Total	18	Sub-Total	19
		Eighth Semester	
Fourth Semester		EDU 490	12
Primary Applied	2	Sub-Total	12
Secondary Applied	1		
Primary Ensemble	1		
MUS 090, 318, MUT 203	4		
Mat 101 or higher	3		
EDU 211	3		
ENG 200-level	3		
Sub-Total	17		

Total Number of Semester Hours Required for the Degree: 135-137

Business Administration - ACCEL

Course Requirements

Bachelor of Business Administration

(120 hours)

Mission Statement: The Bachelor of Business Administration degree prepares graduates, in a non-traditional environment, with the basic tools necessary to achieve success in an ever-changing business environment. This is enhanced by a curriculum with challenging core courses in basic business knowledge and applications, enhanced by upper-level electives or concentration specific courses. The degree is designed to allow graduates to satisfy goals such as professional development, career advancement, personal growth, or job mobility.

Requirements for Admission: In order to be admitted, applicants must be classified as adult students and must have had a minimum of three years of significant full-time employment, that is, in a position normally considered to be a career-track managerial, supervisory, or other professional position requiring specialized skill and knowledge.

Admission into program: All BBA students are admitted initially as pre-business students. After successful completion of three core courses (ACC 202, ECO 211, MGT 341) and a fourth specialized course (BUS 230 for the BBA or CIS 203 for the BBA/CIS concentration or HCM 110 for the BBA/HCM concentration) with a minimum 2.5 GPA, students can apply for full acceptance into the major. Should a student receive transfer credit for one of the above courses, another Anderson University business course will be substituted.

GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours)

Mathematics (6 hours): MAT 106 and MAT 113

AREAS OF INQUIRY

Humanities: Religion (6 hours): CHR 105 and 305

Humanities/Fine Arts (3 hours)

Literature (3 hours)

Natural Sciences (3 hours)

Social/Behavioral Sciences (6 hours)

Additional Requirements in Humanities/Fine Arts and Social/Behavioral Sciences (9 hours)

BUSINESS CORE (39 hours)

ACC 201, 202; BUS 230, 351 (or MGT 410), 401, 490; CIS 120, 352; ECO 211, 212; FIN 310; MGT 341; MKT 331

BUSINESS ELECTIVES (24 hours)

Selected from courses numbered 300 and above in Accounting, Business, Computer Information Systems, Economics, Finance, Management, and Marketing.

GENERAL ELECTIVES (15 hours)

Selected from any discipline in the Anderson University curriculum or can be any courses normally accepted in transfer.

Business Administration: Computer Information Systems - ACCEL

Course Requirements
(120 hours)

GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours)

Mathematics (6 hours): MAT 106 and MAT 113

AREAS OF INQUIRY

Humanities: Religion (6 hours): CHR 105 and 305

Humanities/Fine Arts (3 hours)

Literature (3 hours)

Natural Sciences (3 hours)

Social/Behavioral Sciences (6 hours)

Additional Requirements in Humanities/Fine Arts and Social/Behavioral Sciences (9 hours)

BUSINESS CORE (39 hours)

ACC 201, 202; BUS 230, 351 (or MGT 410), 401, 490; CIS 120, 352; ECO 211, 212;
FIN 310; MGT 341; MKT 331

CONCENTRATION SPECIFIC REQUIREMENTS (24 hours)

CIS 202, 203, 310, 330, 490, two CIS electives

GENERAL ELECTIVES (15 hours)

Selected from any discipline in the Anderson University curriculum or can be any courses normally accepted in transfer.



Business Administration: Healthcare Management - ACCEL

Course Requirements
(120 hours)

GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours)

Mathematics (6 hours): MAT 106 and MAT 113

AREAS OF INQUIRY

Humanities: Religion (6 hours): CHR 105 and 305

Humanities/Fine Arts (3 hours)

Literature (3 hours)

Natural Sciences (3 hours)

Social/Behavioral Sciences (6 hours)

Additional Requirements in Humanities/Fine Arts and Social/Behavioral Sciences (9 hours)

BUSINESS CORE (39 hours)

ACC 201, 202; BUS 230, BUS 351 (or MGT 410), 401, 490; CIS 120, 352; ECO 211, 212; FIN 310; MGT 341; MKT 331

CONCENTRATION SPECIFIC REQUIREMENTS (24 hours)

HCM 110, 120, 220, 310, 320, 410, two HCM electives

GENERAL ELECTIVES (15 hours)

Selected from any discipline in the Anderson University curriculum or can be any courses normally accepted in transfer



Christian Studies

Course Requirements

Bachelor of Christian Studies

(120 hours)

The Bachelor of Christian Studies program is designed to provide a solid preparation for adult students who wish to prepare themselves for a variety of careers in Christian Ministry or to strengthen their own biblical and theological knowledge for more effective Christian service. The degree also offers effective preparation for those who wish to continue with graduate education in theology or ministry areas. In order to be admitted, applicants must be identified as adult students.

The degree may be completed using all online courses. Students enrolled in the Bachelor of Christian Studies may have the option of taking selected courses on campus if they choose, but it is anticipated that most of the program will be completed using online course offerings

GENERAL EDUCATION (36-37 hours)

SKILLS

Communication (6 hours): ENG 101; ENG 102

Mathematics (3-6 hours): MAT 1XX

AREAS OF INQUIRY

Humanities and Fine Arts (12 hours): HIS 1XX , ENG 2XX, and CHR 107, 305;

Natural Sciences (3-4 hours): Science Prefix Course

Social/Behavioral Science (6 hours): PSY 101; SOC 101

Additional hours of Inquiry Courses (6 hours): CHR 109; Additional course from Humanities, Fine Arts, Natural Sciences, Social and Behavioral Science

PROFESSIONAL COURSE REQUIREMENTS (51 Semester Hours): CHR 205, 250, 240, 335, 365, 382, 491; 30 hours of Christian Studies Electives

ELECTIVES (32-33 Semester Hours)

Criminal Justice - ACCEL

Course Requirements

Bachelor of Criminal Justice (degree completion)

(123 hours)

The Bachelor of Criminal Justice (BCJ) Degree (degree completion) is designed for mid-career working adults who seek careers in the criminal justice field. The program requires completion of coursework in CRJ, usually from a community/technical college program or other accredited institution. In order to be admitted, applicants must be classified as adult students and present evidence of appropriate preliminary study in the field.

GENERAL EDUCATION REQUIREMENTS (42 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Mathematics (3 hours): MAT 108

AREAS OF INQUIRY

Humanities: Religion (6 hours): CHR 105, 305

Humanities/Fine Arts (3 hours): Courses may be selected from: Literature, Foreign Language, Music, Theatre, Art, Philosophy, or History

Social Science (18 hours): PSY 101, 205; SOC 101, 202; PS 101, 102

Natural Sciences (3 hours)

Literature (3 hours)

CRIMINAL JUSTICE MAJOR REQUIREMENTS (36 hours)

CIS 101; BUS 301; MGT 341; SOC 310; CRJ 301, 350, 450, 490; plus 12 hours of upper level courses in CRJ, HS, MGT, OLS, PS, PSY, SOC

CRIMINAL JUSTICE PREPARATORY REQUIREMENTS (33 hours)

ELECTIVES (12 hours)

Criminal Justice - ACCEL

Course Requirements

Bachelor of Criminal Justice: Law Enforcement (degree completion)

(123 hours)

The Bachelor of Criminal Justice (BCJ) Degree (degree completion) is designed for mid-career working adults who seek careers in the criminal justice field. The program requires completion of coursework in CRJ, usually from a community/technical college program or other accredited institution. In order to be admitted, applicants must be classified as adult students and present evidence of appropriate preliminary study in the field.

GENERAL EDUCATION REQUIREMENTS (42 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Mathematics (3 hours): MAT 108

AREAS OF INQUIRY

Humanities: Religion (6 hours): CHR 105, 305

Humanities/Fine Arts (3 hours): Courses may be selected from: Literature, Foreign Language, Music, Theatre, Art, Philosophy, or History

Social Science (18 hours): PSY 101, 205; SOC 101, 202; PS 101, 102

Natural Sciences (3 hours)

Literature (3 hours)

CRIMINAL JUSTICE MAJOR REQUIREMENTS (36 hours)

CIS 101; BUS 301; MGT 341; PSY 350; SOC 310; CRJ 301, 310, 350, 420, 450, 475, 490

CRIMINAL JUSTICE PREPARATORY REQUIREMENTS (33 hours)

ELECTIVES (12 hours)

Criminal Justice - ACCEL

Course Requirements

Bachelor of Criminal Justice: Homeland Security/Emergency Preparedness (degree completion)

(123 hours)

The Bachelor of Criminal Justice (BCJ) Degree (degree completion) is designed for mid-career working adults who seek careers in the criminal justice field. The program requires completion of coursework in CRJ, usually from a community/technical college program or other accredited institution. In order to be admitted, applicants must be classified as adult students and present evidence of appropriate preliminary study in the field.

GENERAL EDUCATION REQUIREMENTS (42 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Mathematics (3 hours): MAT 108

AREAS OF INQUIRY

Humanities: Religion (6 hours): CHR 105, 305

Humanities/Fine Arts (3 hours): Courses may be selected from: Literature, Foreign Language, Music, Theatre, Art, Philosophy, or History

Social Science (18 hours): PSY 101, 205; SOC 101, 202; PS 101, 102

Natural Sciences (3 hours)

Literature (3 hours)

CRIMINAL JUSTICE MAJOR REQUIREMENTS (36 hours)

CIS 101; BUS 301; MGT 341; SOC 310; CRJ 301, 325, 350, 405, 410, 435, 450, 490;

CRIMINAL JUSTICE PREPARATORY REQUIREMENTS (33 hours)

ELECTIVES (12 hours)

Criminal Justice - ACCEL

Course Requirements

Bachelor of Criminal Justice

(123 hours)

The Bachelor of Criminal Justice (BCJ) Degree is designed for adults who seek careers in the criminal justice field. This option is geared toward first-time freshmen and those without an extensive academic background in Criminal Justice. The program provides graduates with a basic understanding of various aspects of the criminal justice system and its component parts. The curriculum combines challenging CRJ courses at the basic level with upper level core courses and major electives. The degree is designed to prepare graduates for positions with local, state and federal government agencies such as city and state police and sheriffs' departments, probation and parole departments, FBI, State Law Enforcement Division, drug enforcement agencies, the Secret Service, correctional institutions, juvenile justice agencies and in private, industrial security.

GENERAL EDUCATION REQUIREMENTS (42 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Mathematics (3 hours): MAT 108

AREAS OF INQUIRY

Humanities: Religion (6 hours): CHR 105, 305

Humanities/Fine Arts (3 hours): Courses may be selected from: Literature, Foreign Language, Music, Theatre, Art, Philosophy, or History

Social Science (18 hours): PSY 101, 205; SOC 101, 202; PS 101, 102

Natural Sciences (3 hours)

Literature (3 hours)

CRIMINAL JUSTICE MAJOR REQUIREMENTS (54 hours)

CIS 101; BUS 301; SOC 310; CRJ 101, 150, 215, 230, 251, 275, 301, 350, 450, 490; MGT 341, plus 12 hours of upper level courses in CRJ, HS, MGT, OLS, PS, PSY, SOC

ELECTIVES (27 hours)

Criminal Justice - ACCEL

Course Requirements

Bachelor of Criminal Justice: Law Enforcement

(123 hours)

The Bachelor of Criminal Justice (BCJ) Degree is designed for adults who seek careers in the criminal justice field, especially in positions related to police work and law enforcement. This option is geared toward first-time freshmen and those without an extensive academic background in Criminal Justice. The program provides graduates with a basic understanding of various aspects of the criminal justice system and its component parts. The curriculum combines challenging CRJ courses at the basic level with upper level core courses and major electives. The degree is designed to prepare graduates for positions with local, state and federal government agencies such as city and state police and sheriffs' departments, probation and parole departments, FBI, State Law Enforcement Division, drug enforcement agencies, the Secret Service, correctional institutions, juvenile justice agencies and in private, industrial security.

GENERAL EDUCATION REQUIREMENTS (42 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Mathematics (3 hours): MAT 108

AREAS OF INQUIRY

Humanities: Religion (6 hours): CHR 105, 305

Humanities/Fine Arts (3 hours): Courses may be selected from: Literature, Foreign Language, Music, Theatre, Art, Philosophy, or History

Social Science (18 hours): PSY 101, 205; SOC 101, 202; PS 101, 102

Natural Sciences (3 hours)

Literature (3 hours)

CRIMINAL JUSTICE MAJOR REQUIREMENTS (54 hours)

CIS 101; BUS 301; PSY 350; SOC 310; CRJ 101, 150, 215, 230, 251, 275, 301, 310, 350, 420, 450, 475, 490; MGT 341

ELECTIVES (27 hours)

Criminal Justice - ACCEL

Course Requirements

Bachelor of Criminal Justice: Homeland Security/Emergency Preparedness
(123 hours)

The Bachelor of Criminal Justice (BCJ) Degree is designed for adults who seek careers in the criminal justice field, especially in positions related to homeland security and emergency preparedness. This option is geared toward first-time freshmen and those without an extensive academic background in Criminal Justice. The program provides graduates with a basic understanding of various aspects of the criminal justice system and its component parts. The curriculum combines challenging CRJ courses at the basic level with upper level core courses and major electives. The degree is designed to prepare graduates for positions with local, state and federal government agencies such as homeland security/emergency preparedness agencies, city and state police and sheriffs' departments, probation and parole departments, FBI, State Law Enforcement Division, drug enforcement agencies, the Secret Service, correctional institutions, juvenile justice agencies and in private, industrial security.

GENERAL EDUCATION REQUIREMENTS (42 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Mathematics (3 hours): MAT 108

AREAS OF INQUIRY

Humanities: Religion (6 hours): CHR 105, 305

Humanities/Fine Arts (3 hours): Courses may be selected from: Literature, Foreign Language, Music, Theatre, Art, Philosophy, or History

Social Science (18 hours): PSY 101, 205; SOC 101, 202; PS 101, 102

Natural Sciences (3 hours)

Literature (3 hours)

CRIMINAL JUSTICE MAJOR REQUIREMENTS (54 hours)

CIS 101; BUS 301; SOC 310; CRJ 101, 150, 215, 230, 251, 275, 301, 325, 350, 405, 410, 435, 450, 490; MGT 341

ELECTIVES (27 hours)

Emergency Services Management - ACCEL

Course Requirements

Bachelor of Emergency Services Management

(123 hours)

The Bachelor of Emergency Management Services is designed to provide graduates with the knowledge and skills needed to perform professionally in the role of an emergency services organization or agency manager and learner.

GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Mathematics (3 hours): MAT 101, 106, 108

AREAS OF INQUIRY

Humanities: Religion (6 hours): REL 105 and 305

Social and Behavioral Sciences (3 hours): PSY 101, 205, SOC 101, 202, PS 101, 102

Natural Sciences (3 hours)

Humanities or Fine Arts (3 hours): Courses may be taken from: Literature, Foreign Language, Music, Theatre, Art, philosophy or History

Social and Behavioral Sciences/Humanities/Fine Arts, or Natural Sciences (9 hours):

Literature (3 hours)

Emergency

SERVICES MANAGEMENT REQUIREMENTS (27 hours)

CIS 101 or CIS 120; CRJ 325; CRJ 435; ESM 310; ESM 315; ESM 360; ESM 375; ESM 451; EMS 490

CONCENTRATION ELECTIVES REQUIREMENTS (15 hours)

OLS 310; ESM 335; ESM 342; ESM 415; ESM 495

MAJOR ELECTIVES REQUIREMENTS (9 hours)

CIS 352; MGT 441; ESM 410; ESM 423; ESM 442

ELECTIVES (36 hours)

Emergency Services Management - ACCEL

Course Requirements

Bachelor of Emergency Services Management: Whole Community

(123 hours)

The purpose of the Bachelor in Emergency Services Management with a concentration in Whole Community degree program provides a diversity of courses designed to offer students the theoretical and practical knowledge necessary to help save lives and property from the potentially devastating impact of disasters. Emergency management is both a profession and a field of study in the key areas involved in addressing any threat or hazard, including prevention, protection, response, recover, and mitigation. The field covers man-made disasters, as well as issues of homeland security.

GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Mathematics (3 hours): MAT 101, 106, 108

AREAS OF INQUIRY:

Humanities: Religion (6 hours): REL 105 and 305

Social and Behavioral Sciences (3 hours): PSY 101, 205, SOC 101, 202, PS 101, 102

Natural Sciences (3 hours)

Humanities or Fine Arts (3 hours): Courses may be taken from: Literature, Foreign Language, Music, Theatre, Art, philosophy or History

Social and Behavioral Sciences/Humanities/Fine Arts, or Natural Sciences (9 hours): Literature (3 hours)

EMERGENCY SERVICES MANAGEMENT REQUIREMENTS (27 hours)

CIS 101 or CIS 120; CRJ 325; CRJ 435; ESM 310; ESM 315; ESM 360; ESM 375; ESM 451; EMS 491

CONCENTRATION ELECTIVES REQUIREMENTS (15 hours)

OLS 310; ESM 342; ESM 410; ESM 415; ESM 495

MAJOR ELECTIVES (9 Semesters)

CIS 352; MGT 343; MGT 441; ESM 415; ESM 442

ELECTIVES (36 hours)

Emergency Services Management - ACCEL

Course Requirements

Bachelor of Emergency Services Management: Homeland Security Operations and Administration

(123 hours)

The purpose of the Bachelor in Emergency Services Management with a concentration in Homeland Security Operations and Administration degree program provides a comprehensive review of the major components of the United States' Homeland Security apparatus. The coursework includes studies of existing and emerging threats, the structure and roles and responsibilities of the Department of Homeland Security (DHS) and agencies that comprise the DHS; the roles and responsibilities of local, state, tribal, territorial, private sector, and other Federal entities that are stakeholders and/or collaborative parties within the homeland security community, and the laws, authorities, actions, technologies, and processes associated with the nation's homeland security enterprise.

GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Mathematics (3 hours): MAT 101, 106, 108

AREAS OF INQUIRY:

Humanities: Religion (6 hours): REL 105 and 305

Social and Behavioral Sciences (3 hours): PSY 101, 205, SOC 101, 202, PS 101, 102

Natural Sciences (3 hours)

Humanities or Fine Arts (3 hours): Courses may be taken from: Literature, Foreign Language, Music, Theatre, Art, philosophy or History

Social and Behavioral Sciences/Humanities/Fine Arts, or Natural Sciences (9 hours):

Literature (3 hours)

EMERGENCY SERVICES MANAGEMENT REQUIREMENTS (27 hours)

CIS 101 or CIS 120; CRJ 325; CRJ 435; ESM 310; ESM 315; ESM 360; ESM 375; ESM 451; EMS 492

CONCENTRATION ELECTIVES REQUIREMENTS (15 hours)

MGT 341; MGT 343, ESM 342, ESM 423, ESM 495

MAJOR ELECTIVES (9 Semesters)

CIS 352; OLS 310; MGT 441; ESM 415; ESM 442

ELECTIVES (36 hours)

Human Services - ACCEL

Course Requirements

Bachelor of Human Services

(120 hours)

The Bachelor of Human Services program is designed to provide courses in theory and applications associated with human/social services. The degree prepares students to enter a career field related to a variety of service delivery agencies and helping professions. Graduates may work in a variety of positions related to the social assistance and health care industries, frequently in positions related to child welfare, substance abuse, adult services, and elderly services. In addition, the degree program provides excellent preparation for pursuing a graduate degree in several disciplines. The curriculum has two options. One is a degree completion option for those with an associate's degree or higher and is available online or in the classroom. The other option is for those without an associate degree. All courses are available in the classroom, and the majority of the courses are online.

DEGREE COMPLETION OPTION – GENERAL EDUCATION AND DEGREE REQUIREMENTS

Completion of approved associate's degree (a maximum of 64 semester hours transferred as "block" credit); a minimum of 56 semester hours from a senior college or university; a minimum of 45 semester hours of upper division courses; a minimum of 36 semester hours from Anderson University; a minimum of 36 semester hours of general education courses to include statistics, humanities/fine arts, social/behavioral sciences, communication, natural science, and Christian studies.

OR

OPTION FOR FIRST-TIME FRESHMEN AND NON-DEGREED STUDENTS – GENERAL EDUCATION REQUIREMENTS (36 HOURS)

SKILLS

Communication (6 hours): ENG 101 and 102

Statistics (6 hours) MAT 104 and 108

AREAS OF INQUIRY

Humanities (6 hours): CHR 105 and 305

Humanities/Fine Arts (3 hours)

Literature (3 hours)

Natural Sciences (3 hours)

Social/Behavioral Sciences (6 hours): PSY 101, SOC 101

Additional Requirements in Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences (3 hours)

HUMAN SERVICES CORE – BOTH OPTIONS (36 semester hours)

HS 101, 201, 301, 310, 450, 495, PSY 205, BUS 301, CIS 101, MGT 341, and two from SOC 303, 320, 398

MAJOR ELECTIVES – BOTH OPTIONS (18 semester hours)

300-level and above courses in Business, Criminal Justice, Human Services, Management, Organizational Leadership, Psychology, or Sociology; at least three 400-level courses must be included.

GENERAL ELECTIVES (To complete requirement for 120 hours)

Human Services - Behavioral Science

Course Requirements

Bachelor of Human Services

(120 hours)

The Bachelor of Human Services/Behavioral Science Concentration program is designed to provide knowledge and skills in human/social services, psychology, and sociology. The degree prepares students to enter a career field related to a variety of service delivery agencies, helping professions, or counseling. In addition, it provides excellent preparation for pursuing a graduate degree in several disciplines, to include human services, social work, psychology, counseling, and others. The curriculum has two options. One is a degree completion option for those with an associate's degree or higher and is available online or in the classroom. The other option is for those without an associate degree. All courses are available in the classroom, and the majority of the courses are online.

DEGREE COMPLETION OPTION – GENERAL EDUCATION AND DEGREE REQUIREMENTS

Completion of approved associate's degree (a maximum of 64 semester hours transferred as "block" credit); a minimum of 56 semester hours from a senior college or university; a minimum of 45 semester hours of upper division courses; a minimum of 36 semester hours from Anderson University; a minimum of 36 semester hours of general education courses to include statistics, humanities/fine arts, social/behavioral sciences, communication, natural science, and religion.

OR

OPTION FOR FIRST-TIME FRESHMEN AND NON-DEGREED STUDENTS – GENERAL EDUCATION REQUIREMENTS (36 HOURS)

SKILLS

Communication (6 hours): ENG 101 and 102

Statistics (6 hours) MAT 104 and 108

AREAS OF INQUIRY

Humanities: Religion (6 hours): CHR 105 and 305

Humanities/Fine Arts (3 hours)

Natural Sciences (3 hours)

Social/Behavioral Sciences (6 hours): PSY 101, SOC 101

Additional Requirements in Humanities/Fine Arts, Social/Behavioral Sciences, and

Natural Sciences (3 hours)

Literature (3 hours)

HUMAN SERVICES CORE – BOTH OPTIONS (45 semester hours)

HS 101, 201, 301, 310, 450, 495, PSY 205, 301, 316, 350, 375, BUS 301, CIS 101, MGT 341, and one from SOC 303, 320, 398

MAJOR ELECTIVES (9 hours)

Choose from 400-level courses in Business, Criminal Justice, Human Services, Management, Organizational Leadership, Psychology, or Sociology

GENERAL ELECTIVES (To complete requirement for 120 hours)

ACCEL Elementary Education with add-on certification in Early Childhood Education

Course Requirements

Bachelor of Science: Elementary Education with add-on certification in Early Childhood Education

(133 hours)

College of Education Mission Statement

The Mission of the College of Education is to prepare men and women to become Christ-centered “educators who are builders of knowledge, values, and community” by nurturing the development of character, servant leadership, and cultural engagement.

Education Curriculum

The College of Education offers a Bachelor of Science Degree in Elementary Education with the option of add-on certification in Early Childhood Education. This program is delivered in an ACCEL format for working adults who wish to become teachers and need the availability of evening classes to meet their educational needs. The education curriculum includes a concentrated course sequence that focuses on teaching methods and techniques used in elementary classrooms (grades 2-6) and early childhood settings (K-grade 3). To facilitate the required field experiences in cooperating public schools, the candidate must begin the program in either Term I or Term III. From there, the education courses in the program are offered in a lock-step sequence so the candidate can complete the education curriculum in approximately 24 months. With the content knowledge gained in the general education curriculum as a basis, the candidate completes pedagogical studies in math, English language arts, science, and social studies. Further, the candidate meets the requirements of professional education courses that include classroom management, educational philosophy, and child development. The candidate must also pass the four Benchmarks that constitute the “College of Education Unit Assessment System” in order to be recommended for initial teacher certification. This process is described further on pages 198-200 in this catalog. Upon the successful completion of all course work and the four Benchmarks, the candidate is recommended to the South Carolina State Department of Education for initial teacher certification.

Field Experiences

Three field-related courses are part of a continuous and hierarchical model that prepares the teacher candidate for the Clinical Experience. These courses are designed to give the teacher candidate ever-increasing time, observation, and experience in the classroom. Field experiences, in addition to field labs, must be completed throughout the program in the context of public school cooperating classrooms. Therefore, the ACCEL student must make prior arrangements with an employer to schedule these field experiences during the normal operating hours of the public school day. Credit for previous or present employment in a school classroom (public or private) will not be granted or substituted for field placement requirements. No credit will be awarded for field experiences completed as a part of previous course work from other institutions. Candidates will not be placed in cooperating schools where they previously attended or where relatives work or attend. Requests by the candidate for placement at a specific cooperating school will be forwarded to the respective school district by the Coordinator of Field Partnerships; however, the final decision for placement is made by the school district. Under no circumstances is a candidate permitted to discuss field/lab experience placements with school district personnel, including district office personnel, school building administrators, teachers, paraprofessionals, or school building staff. A candidate who enters the program as an education paraprofessional may use the place of employment to fulfill the requirements for one field experience, but the request for placement must be made through the respective school district office by the Coordinator of Field Partnerships.

ACCEL teacher candidates complete the Clinical Experience during the final semester of the program of study in a public school cooperating classroom. ACCEL teacher candidates attend all required orientation sessions, which are scheduled to accommodate traditional teacher candidates, as well. No teacher candidate may hold employment during the Clinical Experience.

GENERAL EDUCATION REQUIREMENTS (58 hours)

SKILLS (11 hours)

Communication

ENG 101

Foreign Language:

SPA 101 and 102

Healthy Lifestyle

KIN 135

AREAS OF INQUIRY (26 hours)

Humanities:

ENG 102

Christian Studies: CHR 105, 305

HIS 111 or 112

Humanities/Fine Arts:

FA 200

Social Science:

PSY 101

Natural Science:

BIO 150 and SCI 107

COGNATE COURSES (21 hours)

MAT 136, MAT 137

PSY 205

HIS 161 or 162

HIS 270

SOC 101

ENG 205 or 206

ELECTIVES:

Elementary Education (9 hours)

Add-On Certification in Early Childhood Education (0 hours)

EDUCATION COURSES (76 hours)

PROFESSIONAL ELEMENTARY EDUCATION COURSE REQUIREMENTS (49 hours)

EDU 110, EDU 111, EDU 211, EDU 216, EDU 206, EDU 220, EDU 260, EDU 316, EDU 321, EDU 322, EDU 330, EDU 335, EDU 336, EDU 410, EDU 421, EDU 440, EDU 442

PROFESSIONAL EARLY CHILDHOOD EDUCATION COURSE REQUIREMENTS (OPTIONAL 12 hours)

EDC 201, EDC 215, EDC 315, EDC 350

PROFESSIONAL FIELD EXPERIENCES (15 hours)

EDU 443, EDU 490, EDU 491

Liberal Studies - ACCEL

Course Requirements

Bachelor of Liberal Studies

(120 hours)

The Bachelor of Liberal Studies program educates students in theory and applications associated with a variety of disciplines. The core disciplines include business, social/behavioral sciences, humanities, and professional studies. Students, with the aid of an academic advisor, can design a program of study that best fits their personal and professional goals. The BLS degree also provides excellent opportunity to take prerequisite courses in preparation for pursuing a graduate degree. The curriculum has **two options**. One is a degree completion option for those with an associate's degree. The other is for those without a degree.

DEGREE COMPLETION OPTION – GENERAL EDUCATION AND DEGREE REQUIREMENTS

Completion of approved associate's degree (a maximum of 64 semester hours transferred as "block" credit); a minimum of 56 semester hours from a senior college or university; a minimum of 45 semester hours of upper division courses; a minimum of 36 semester hours from Anderson University; a minimum of 36 semester hours of general education courses to include statistics, humanities/fine arts, social/behavioral sciences, communication, natural science, and Christian studies.

OR

OPTION FOR FIRST-TIME FRESHMEN AND NON-DEGREED STUDENTS – GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Statistics (6 hours) MAT 104 and 108

AREAS OF INQUIRY

Humanities:

Christian Studies (6 hours): CHR 105 and 305

Fine Arts (3 hours)

Literature (3 hours)

History (3 hours)

Natural Sciences (3 hours)

Social/Behavioral Sciences (3 hours)

Additional Requirements in Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences (3 hours)

LIBERAL STUDIES CORE – BOTH OPTIONS (48 hours)

CIS 101, ENG 301, LS 101, LS 495, plus 36 semester hours of 300- and 400-level courses from the categories shown below. (At least three 400-level courses must be included.) The 36 semester hours must be distributed according to Option One or Option Two (described below).

Category A: College of Adult and Professional Studies Courses

Category B: College of Arts and Sciences Courses

Category C: College of Business Courses: Maximum of 18 Semester Hours (For the purposes of the Liberal Studies degree, College of Business courses—for example, BUS 351, FIN 310, MGT 341, and MKT 331—are considered to be one discipline.)

Category D: College of Christian Studies Courses

Category E: College of Education Courses

Category F: College of Visual and Performing Arts (For the purposes of the Liberal Studies degree, College of Visual and Performing Arts courses—for example, ART 231, MUH 211, and THE 220—are considered to be one discipline.)

Option One:

Choose 36 semester hours of 300-level + courses from the above categories. Courses must meet the following criteria.

1. At least two *categories* must be included
2. Must have at least 15 semester hours in one *discipline or subject area*, to include at least three semester hours at the 400-level if available
3. Must have at least 12 semester hours in a second *discipline or subject area*, to include at least three semester hours at the 400-level if available
4. Remaining nine hours can come from any category, though students are limited to a maximum of 18 semester hours of College of Business courses

(Note: The term discipline refers to courses with the same course prefix. A subject area can include courses with different prefixes, but which are housed in the same college.)

Option Two:

Students, with the assistance of a faculty advisor, may develop an individualized curriculum based upon a unifying issue, time period, region, or theme. A total of 36 semester hours of 300-level + courses must meet the following criteria:

1. At least two *categories* must be included
2. At least 21 semester hours must relate directly to the unifying issue, time period, region, or theme, to include at least six semester hours of 400-level courses, if available. (One can select a maximum of 18 semester hours from the College of Business. Students must get advisor approval for another course to total 21 hours.)
3. At least nine (9) semester hours must be taken in a separate, specific discipline or subject area, to include at least three semester hours of 400-level courses, if available.
4. Remaining six hours can come from any category

GENERAL ELECTIVES (To complete requirement for 120 hours)



Organizational Leadership - ACCEL

Course Requirements

Bachelor of Organizational Leadership

(120 hours)

The purpose of the Bachelor of Organizational Leadership program is to provide leadership skills based on Christian principles, increase interpersonal skills and employee relations skills that are required of leaders, enhance communication skills needed by leaders, and expand skills in one's chosen career path. The curriculum will have two options. One is a degree completion option for those with an associate's degree. The other is for those without a degree. The program is intended to supplement one's technical skills and work experience with leadership and people skills.

DEGREE COMPLETION OPTION – GENERAL EDUCATION AND DEGREE REQUIREMENTS

Completion of associate's degree (a maximum of 64 semester hours transferred as "block" credit); a minimum of 56 semester hours from a senior college or university; a minimum of 45 semester hours of upper division course; a minimum of 36 semester hours from Anderson University; a minimum of 36 semester hours of general education courses to include MAT 101: College Algebra **or** MAT 106: Algebra with Business Applications, and at least three semester hours from each of the following areas: Humanities/Fine Arts, Social/Behavioral Sciences (Note: PSY 101 and SOC 101 are prerequisites for several required upper level courses), Communication (Note: This includes ENG 101 and 102), and Natural Science; CHR 105 and CHR 305

OR

OPTION FOR FIRST-TIME FRESHMEN AND NON-DEGREED STUDENTS – GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Mathematics (3 hours): MAT 101 **or** 106

(Students should have earned an acceptable score on a math placement test before enrolling in MAT 101 **or** 106)

AREAS OF INQUIRY

Humanities: Christian Studies (6 hours): CHR 105 and 305

Humanities/Fine Arts (3 hours)

Literature (3 hours)

Natural Sciences (3 hours)

Social/Behavioral Sciences (3 hours)

Additional Requirements in Humanities/Fine Arts and Social/Behavioral Sciences (9 hours)

ORGANIZATIONAL LEADERSHIP CORE (36 semester hours)

BUS 230, CIS 120, ENG 301, MGT 341, 343, 410, 443, PSY 318, SOC 310, OLS 450, 479, 490

MAJOR ELECTIVES (12 hours)

Choose from OLS 310, OLS 420, OLS 440, OLS 495 (3-6 hours), CIS 352, MGT 469, PSY 301, and SOC 315

GENERAL ELECTIVES (To complete requirement for 120 hours)

Organizational Leadership: Human Resource Administration - ACCEL Course Requirements

Bachelor of Organizational Leadership

(120 hours)

The Bachelor of Organizational Leadership with a Concentration in Human Resource Administration degree is designed to provide knowledge and skills in theory and applications associated with human resources. Courses include such topics as employment and placement, compensation, benefits, employee relations, job analysis, training and development, along with leadership skills based on Christian principles. The curriculum offers two tracks of study. One is a degree completion option for those with an associate's degree or higher. The other is for those without a degree. The program is designed to prepare students for a career in human resources. The BOLS/HRA degree also provides excellent preparation for students to enhance their leadership and management potential by pursuing a graduate degree in human resource management, human resource development, business administration, or other fields.

DEGREE COMPLETION OPTION – GENERAL EDUCATION AND DEGREE REQUIREMENTS

Completion of associate's degree (a maximum of 64 semester hours transferred as "block" credit); a minimum of 56 semester hours from a senior college or university; a minimum of 45 semester hours of upper division courses; a minimum of 36 semester hours from Anderson University; a minimum of 36 semester hours of general education courses to include MAT 101: College Algebra or MAT 106: Algebra with Business Applications, and at least three semester hours from each of the following areas: Humanities/fine arts, Social/behavioral sciences (Note: PSY 101 and SOC 101 are prerequisites for several required upper level courses), Communication (Note: This includes ENG 101 and 102), and Natural science; CHR 105 and CHR 305.

OR

OPTION FOR FIRST-TIME FRESHMEN AND NON-DEGREED STUDENTS – GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours): ENG 101 and 102

Mathematics (3 hours): MAT 101 **or** 106

(Students should have earned an acceptable score on a math placement test before enrolling in MAT 101 **or** 106)

AREAS OF INQUIRY

Humanities: Religion (6 hours): CHR 105 and 305

Humanities/Fine Arts (3 hours)

Natural Sciences (3 hours)

Social/Behavioral Sciences (3 hours)

Additional Requirements in Humanities/Fine Arts and Social/Behavioral Sciences (9 hours)

Literature (3 hours)

ORGANIZATIONAL LEADERSHIP CORE (48 semester hours)

BUS 230, CIS 120, 352, ENG 301, MGT 341, 343, 410, 443, PSY 318, SOC 310, OLS 310, 420, 440, 450, 479, 490

GENERAL ELECTIVES (To complete requirement for 120 hours)

Requirements for Minors

Course requirements for the **Minor in Accounting**: ACC 201, 202, 310, CIS 120, two courses from ACC 300/400 level. Business majors may not receive this minor. Total semester hours: 18.

Course requirements for the **Minor in Art**: ART 105, 106; one course chosen from ART 231, 232, or 335; two courses chosen from ART 241, 242, 243, 261, 262, 264 or 271; one course from 341, 342, 362, 363, 371. Total semester hours: 18

Course requirements for the **Minor in Art History**: ART 231, 232, 331, 333, choose two ART 335: Special Topics in Art History courses. Total semester hours: 18.

Course requirements for the **Minor in Business**: ACC 201, 202, CIS 120, ECO 200, MGT 341, MKT 331. Total semester hours: 18

Course requirements for the **Minor in Chemistry**: CHE 111, CHE 112, CHE 201, CHE 202, CHE 203, CHE 310. Total semester hours: 22

Course requirements for the **Minor in Christian Studies**: CHR 205, 240, 250, plus 9 credit hours (300-400 level) in Christian Studies courses. Christian Ministries majors may not receive this minor. Total semester hours: 18.

Course requirements for the **Minor in Composition**: Non-music majors: MUT 101, 103, 201, 203; MUA 129 (2 semester hours), remaining 4 hours from the following to include at least one 300-level course: MUA 129, 229; MUT 208, 305, 309; MUT 210, 301, 303. Music majors: MUA 129 (2 semester hours), MUT 101, 103; Remaining 10 hours from the following to include at least one 300-level course: MUA 129, 229; MUT 208, 210, 303, 305, 309. Courses selected may not be counted toward the music major. Total semester hours: 18.

Course requirements for the **Minor in Computer Information Systems**: CIS 120, 202, 203, 310; two courses chosen from CIS 330, 352, 490, 492, 494. Total semester hours: 20

Course requirements for the **Minor in English**: Two courses from ENG 200 level; four courses chosen from ENG 300/400 level. Total semester hours: 18

Course requirements for the **Minor in French**: FRE 201, 202, 301, 302, 405, 450. Total semester hours: 18.

Course requirements for the **Minor in History**: Two courses chosen from HIS 111, 112, 201, 202 (in addition to the 3 credit General Education requirement in History); HIS 295; and, three courses chosen from the HIS 300/400 level. Total credit hours in addition to the General Education requirement for the minor: 18. History minors who take advantage of the Study Abroad program may credit a maximum of six semester hours of history taken at a foreign institution toward meeting the requirements of a B.A. degree from Anderson University. History minors in the Study Abroad program must take at least one 300/400 level course at Anderson University.

Course requirements for the **Minor in Humanities and the Law**: LEG 101, LEG 201, LEG 395, LEG 401, HIS 210, HIS 210 (repeated), and two additional courses chosen from GEO 102, PHI 101, PHI 205, PS 101, PS 102, PSY 301, PSY 316, SOC 101, SOC 202, SOC 398. Total semester hours: 18

Course requirements for the **Minor in Kinesiology**: BIO 201, CHE 111, KIN 301, 340, and 365. Total semester hours: 18

Course requirements for the **Minor in Marketing**: MKT 331, 334, 340, 413, and two

courses from the following 300/400 level courses – MKT 350,360, 433,440, 460, COM, 320, 321, or MGT 469. Business Majors may not receive this minor. Total semester hours: 18 hours. Course requirements for the

Course requirements for the **Minor in Mathematics**: MAT 140, 160, 190, and 215; two courses chosen from: MAT 240, 270, 340, 380, 390, 420, or 430. Total hours: 20-21

Course requirements for the **Minor in Media Studies**: COM 101, 211, 301, 402, 403; and one course from COM III, 251. Total semester hours: 18.

Course requirements for the **Minor in Music**: MUT 101; one 200-level MUH course; 2 SH of applied music on the same instrument (two 1-hour courses); 4 SH of primary ensemble as required for your instrument; 6 SH of MUC, MUH, MUS, or MUT courses. At least one course in this group must be from the 300/400 level. Four semesters of MUS 090. Total semester hours: 18. Students desiring minors offered by the music department must be admitted to the ensemble required by their major and instrument and take the theory placement exam.

Course requirements for the **Minor in Psychology**: PSY 101, 201, 205, and four additional PSY electives. Total semester hours: 19

Course requirements for the **Minor in Public Relations**: COM III, 320, 321, ENG 301; one course from ENG 332, 431; and one course from MKT 331, COM 495. Total semester hours: 18.

Course requirements for the **Minor in Sociology**: SOC 101 and 202; four courses (one of which must be SOC 303 or SOC 310): KIN 335, SOC 303, 310, 315, 320, 350, 398. Total semester hours: 18

Course requirements for the **Minor in Spanish**: SPA 305; five courses chosen from SPA 201 and above - excluding SPA 310 and 410. Total semester hours: 18

Course requirements for the **Minor in Theatre**: THE 101, 102, 120, 130, 201. Students may choose seven credits from the following courses to complete the minor: THE 112, 145, 155, 160, 202, 204, 220, 222, 245, 255, 260, 340, or 360. Total semester hours: 18

Course requirements for the **Minor in Worship Leadership**: CHR 250, applied music (keyboard, voice, or guitar) 2 hours, MUC 105, 324, MUH 207, MUP 202, MUP 120, 127, or 227 (as assigned) 2 hours, MUT 101. Total semester hours: 18. Students desiring minors offered by the music department must be admitted to the ensemble required by their major and instrument and take the theory placement exam.

Course requirements for the **Minor in Writing**: ENG 301, 332; two courses from ENG 315, 316, 415, 416; and two courses from COM III, 311, ENG 431, 490. Total semester hours: 18.

Course requirements for the **Minor in Youth Ministry**: Chr. 250, 270, 370, 470. Choose any two of these courses: Chr. 352, Chr. 365, or Chr. 382. Total semester hours: 18



Academic Courses



College of Graduate, Online, and Non-Traditional Programs

Dr. Sandra M. Mancuso
Dean of the College of Graduate, Online, and Non-Traditional Programs
864-231-6946, or smancuso@andersonuniversity.edu

Mrs. Kathy Kay, Associate Director of Graduate and Evening Admission
(864) 328-1762; kkay@andersonuniversity.edu
Ms. Judy Smith, Graduate and Evening Financial Aid and Student Accounts Counselor
(864) 231-2074; jsmith@andersonuniversity.edu
Mrs. Amy Cromer, Advisor for Accelerated Program
(864) 231-2479; acromer@andersonuniversity.edu
Mrs. Claudia Boles, Advisor for Accelerated Program
(864) 231-2058
Mrs. Betty Baskin, Administrative Assistant

Office of Graduate and Evening Admissions
(864) 231-2020
ACCEL@andersonuniversity.edu

College Mission Statement

The Adults' College Choice for Exceptional Learning (ACCEL) program at Anderson University offers adults the opportunity to earn a bachelor's degree by providing quality, affordable academic programs at the undergraduate level. The program, which is presented in an accelerated format in the evening and online, is committed to providing an excellent education in a nurturing, Christian environment and allows most students the potential to graduate within four years.

ACCEL Administrative Staff

Dr. Sandra M. Mancuso, Dean, College of Graduate, Online, and Non-Traditional Programs
Dr. Michael Duduit, Dean, College of Christian Studies
Dr. Carol Karnes, Dean, College of Business
Dr. Raymond Locy, Dean, College of Education
Dr. Teresa M. Jones, Chair, Liberal Studies and Assistant Professor of English
Dr. Jeffrey Moore, Chair, Organizational Leadership and Associate Professor of Management
Dr. David F. Reinhart, Chair, Human Services and Associate Professor of Psychology

ACCEL Program for Adult Students

The Adults' College Choice for Exceptional Learning (ACCEL) program is designed for non-traditional students. A non-traditional student is one having a minimum of at least 5-8 year's life-experiences beyond high-school, is working full-time, and is financially independent. Applicants, who do not meet the criteria of a non-traditional student, may be considered for admission after completing the Special Circumstances procedure.

The program is specifically designed for mid-career adults who wish to advance their careers by earning a bachelor's degree. Many degree programs are available in ACCEL, these include

Business:

Bachelor of Business Administration (BBA)

Bachelor of Business Administration, Computer Information Systems Concentration
(BBA - CIS)

Bachelor of Business Administration, Healthcare Management Concentration (BBA - HCM)

Christian Studies:

Bachelor of Christian Studies (BCS)

Education:

Bachelor of Science in Elementary Education (BEE)

The Bachelor of Science in Elementary Education also offers an optional add-on certification in Early Childhood Education.

Human Services:

Bachelor of Human Services and Resources (BHSR). Note: New students are no longer admitted into the Human Services and Resources, for it has been replaced by other programs.

Bachelor of Human Services (BHS)

Bachelor of Human Services, Behavioral Science Concentration (BHS-BS)

Liberal Studies:

Bachelor of Liberal Studies (BLS)

Organizational Leadership:

Bachelor of Organizational Leadership (BOL)

Bachelor of Organizational Leadership, Human Resource Administration Concentration (BOL - HRA)

ACCEL Schedule

The ACCEL program is offered during five eight-week terms – two during the fall, two during the spring, and one during the summer. Students who register for 30 semester hours during each of four calendar years (that is, two courses during each eight-week term for four years) have the potential to complete the degree requirements in most programs in that length of time. It is important to emphasize that classes are taught in an accelerated format. The equivalent content and requirements expected in the traditional 15-week semester are compressed into an eight-week term for the ACCEL courses. Therefore, it is essential for students to complete all assignments in a timely manner and to work at the pace prescribed in the course syllabus. Students who are successful in this structure normally exhibit good study habits, persistence, and self-discipline.

Admission to ACCEL Program

Given the accelerated nature of the program, a candidate for admission to the ACCEL program must meet the following criteria: (1) Hold a high school diploma or proof of successful completion of a high school equivalency program, such as the General Educational Development (GED) testing program may be submitted in lieu of high school transcripts. A GED score of 2500 is required for consideration; (2) Have completed three years of full or part-time employment since completion of their high school diploma or GED; or have provided full or part-time care for dependent family members for three years following completion of their high school diploma or GED; (3) Complete the ACCEL Application for Admission. This can be obtained from the ACCEL Admission Office or at www.andersonuniversity.edu; (4) Submit the non-refundable application processing fee of \$25.00; (5) Students who have completed prior college coursework are required to submit official transcripts from any regionally accredited college/university coursework previously attempted. Applicants must be eligible to return to the college in which they were last enrolled. Students who are academically suspended from another college will not be considered for admission to Anderson University during the period

of suspension; (6) Students who have not completed the equivalent of ENG 101 (English Composition I) with a grade of "C" or higher will be required to complete and pass a writing skills assessment; (7) Take a math placement test, unless one has successfully completed all math courses required in one's program of study. The math placement test results are used to recommend appropriate math course(s) that may be needed. Those whose applicable math credit is over five years old may need to take the math placement test; (8) International students and students for whom English is not their first language will be required to submit official results of the Test of English as a Foreign Language (TOEFL), with scores of at least 550 (paper), 220 (computer), or 75 (internet).

Traditional Students taking ACCEL Courses

The Adult's College Choice for Exceptional Learning (ACCEL) program is designed for non-traditional students, that is, those students having a minimum of 5-8 year's life-experiences beyond high-school, are financially independent, are working full-time, and who wish to advance their careers by earning a bachelor's degree.

The accelerated format of the classes allows non-traditional students the opportunities to take classes during the evening or in the online format, in 8-week sessions, 5 times throughout the year.

Given the mission and design of the ACCEL program, students who do not meet the criteria of a non-traditional student are restricted from enrolling in ACCEL classes, and are unable to register themselves for ACCEL courses. Traditional students requiring additional courses or who hope to improve their GPA are directed to use the summer school sessions, not ACCEL courses. Rare enrollment exceptions for upper class traditional students may be made due to class scheduling conflicts that would have a negative impact on progress towards graduation. Traditional upper class students seeking to enroll in an ACCEL course must request a Registration Exception with the dean of the college that has supervision of the class.

Contractual Admission Requirements

Students who have less than a 2.0 cumulative grade point average (GPA) on previous college courses or who have earned a score less than 250 on the GED may be admitted contractually. Students granted contractual admission to the ACCEL Program will be required to sign an agreement stating that a GPA of at least 2.0 must be earned within the first two ACCEL terms of enrollment to remain in the ACCEL Program. Thereafter, students will come under the Satisfactory Academic Progress policy listed in the Anderson University catalog.

Financing your Education in the ACCEL programs

Anderson University offers a tuition discount for all ACCEL students, which makes them ineligible for Institutional Scholarships through Anderson University. However, ACCEL students do qualify for financial aid through federal and state funding. To apply for Federal and State Aid, students should submit the Free Application for Federal Student Aid (FAFSA) on or before the priority deadline of May 1. For a complete listing of federal and state aid, please visit our website at www.andersonuniversity.edu. Accelerated students are not awarded financial aid until they have been accepted into the ACCEL program and have pre-registered for their classes. Outside scholarships are an excellent resource that can be used to further subsidize your education. The Internet is a good tool to use to search for scholarships. Some of the more popular websites are listed on our web page.

Financial Responsibility Policy for ACCEL Students

After the first two nights of on-site classes during any term, students are financially responsible for all on-site courses in which they are enrolled. Tuition charges are not assessed if all on-site classes are dropped prior to the third class. Financial responsibility includes, but is not limited to: tuition, book charges, fees, and fines. For the financial responsibility policy for online classes, please see section below for online ACCEL Courses.

Withdrawal from ACCEL Classes

Important: Please note any changes in enrollment during the add/drop period or course withdrawal at any point of the semester may result in revisions to your financial aid and/or billing for the semester. You should contact the Office of Financial Aid Planning to determine the impact of such changes on your aid eligibility prior to adding/dropping or withdrawing from courses.

Withdrawal from a Seated ACCEL Class

Students who choose to drop a seated course must do so before the third class in a term by sending a message via e-mail to the ACCEL Office. The student will be removed from the class roster, will not be charged for the course, and will not receive a grade for the course.

After the third day, students are financially obligated for the course and will receive a grade. Students, who withdraw after the date of financial responsibility, must send a message via e-mail to the ACCEL Office before the last day to withdrawal, which is by Noon, Friday of the 5th week of classes. The student will receive a grade of "W" for the course. Failure to send a message via e-mail to the ACCEL Office will result in a grade of an "F" for the course. Students should refer to the ACCEL Academic Calendar for exact drop and withdrawal dates for the respective terms.

Students who exceed the number of absences allowed in a seated class after the withdrawal date will receive a grade of "F".

A \$10.00 fee, payable to Anderson Central, applies per term when withdrawing from classes after the date of financial responsibility. The fee should be submitted after Anderson Central has received a Course Withdrawal Form with the aforementioned e-mail message attached.

Withdrawal from an Online ACCEL Class

Students who choose to drop an online course must do so within 72 hours after midnight of the first full day of a term, by sending a message via e-mail to the ACCEL Office. The student will be removed from the class roster, will not be charged for the course, and will not receive a grade for the course.

After the 72 hours, students are financially obligated for the course and will receive a grade. Students, who withdraw after the date of financial responsibility, must send a message via e-mail to the ACCEL Office before the last day to withdrawal, which is by Noon, Friday of the 5th week of classes. The student will receive a grade of "W" for the course. Failure to send a message via e-mail to the ACCEL Office will result in a grade of an "F" for the course. Students should refer to the ACCEL Academic Calendar for exact drop and withdrawal dates for the respective terms.

"Attendance" in an online class is as important as a seated class. Students should maintain

regular participation by logging into the course at least 2 times during the week. Students, who fail to maintain regular attendance and complete course assignments, will receive an F for the course.

A \$10.00 fee, payable to Anderson Central, applies per term when withdrawing from classes after the date of financial responsibility. The fee should be submitted after Anderson Central has received a Course Withdrawal Form with the aforementioned e-mail message attached.

Online ACCEL Courses

To increase convenience and flexibility for adult students, Anderson University offers selected online courses from the Anderson University curriculum. The online offerings that support ACCEL degree programs have expanded so that some of these programs will offer most, if not all, of the required courses in the online format. Detailed information on ACCEL programs and course offerings is available on the University Website. It must be noted that the financial responsibility date for online classes is different from the financial responsibility date for classroom courses. After 72 hours from the start of the online course, students are financially responsible for all online courses in which they are enrolled each term.

All students are required to log on within 24 hours (Eastern) of the first day of class. If a student does not log on within the 24-hour period, the student will be dropped from the roll. The student initiated drop-add period for an online class ends 72 hours after midnight of the day the class begins.

Attendance: Online "attendance" requirements differ from onsite requirements due to the unique nature and compressed time frames of online learning. Online courses are designed as outcome-based not attendance-based courses. The emphasis falls on fulfilling the course learning objectives, not the amount of time it takes to complete the course. Students are expected to complete all assignments in accordance with the due dates and instructions published in the course syllabus. The course instructor will designate in the syllabus any online or onsite events (e.g. Final Exam) for which attendance is required. Appeals regarding attendance will follow the same procedure as grade appeals.

Incomplete Grades: Requests for the grade of Incomplete (I) will follow the same procedures and policies as onsite courses which can be found on page 273 of the Academic Catalog.

Textbooks: Students are responsible for procuring the correct textbook(s) for an online course. The textbook(s) will be available through the AU Bookstore at 864-231-2010 or through the AU website. From the website, select "Bookstore" in the drop-down tab labeled "Students". Students who purchase course textbooks elsewhere do so at their own risk. Online professors will not work from multiple editions.

ACCEL ACADEMIC CALENDAR 2012-2013

ADULT ACCELERATED DEGREE PROGRAM – FALL, 2012

Term I: August 13 – October 8 **Term II:** October 15 – December 10

Fall Semester Term I, 2012 -- August 13 – October 8

New Student Orientation Term I	Thursday, August 9
Registration Deadline for Term I	Friday, August 10
First day of Class for the Fall Semester Term I	Monday, August 13
Last day to withdraw from seated or online course with no grade by Midnight (financial responsibility after this date)	Thursday, August 16
Labor Day Holiday	Monday, September 3

Deadline to apply for May 2013 Graduation	Friday, September 14
Last day to withdraw from Term I class(es) with a "W" by Noon, Friday of the 5th week of classes	Friday, September 14
Open House Information Meeting	Tuesday, September 18
*Early Exam Day	Sunday, October 7
Term I Final Exams	Monday, October 8
Fall Break	Thursday-Friday, October 11-12

Fall Semester Term II, 2012 -- October 15 – December 10

New Student Orientation Term II	Thursday, October 11
Registration Deadline for Term II	Friday, October 12
First day of Class for the Fall Semester Term II	Monday, October 15
Last day to withdraw from seated or online course with no grade by Midnight (financial responsibility after this date)	Thursday, October 18
Registration for Term III begins	Thursday, November 1
Open House information meeting	Tuesday, November 13
Last day to withdraw from Term II class(es) with a "W" by Noon, Friday of the 5th week of classes	Friday, November 16
Thanksgiving Holiday	Wednesday-Friday, November 21-23
*Early Exam Day ...	Sunday, December 9
Term II Exams	Monday, December 10
Graduation	Friday, December 14

ADULT ACCELERATED DEGREE PROGRAM – Spring, 2013

Term III: January 3 – February 25 **Term IV:** February 28 – April 29

Spring Semester Term III, 2013 -- January 3 – February 25

New Student Orientation Term III	Wednesday, January 2
Registration Deadline for Term III	Wednesday, January 2
First day of Class for the Spring Semester Term III	Thursday, January 3
Last day to withdraw from seated or online course with no grade by Midnight (financial responsibility after this date)	Monday, January 6
Last day to withdraw from Term III class(es) with a "W" by Noon, Friday of the 5th week of classes	Friday, February 1
Open House Information Meeting	Tuesday, February 5
*Early Exam Day ..	Sunday, February 24
Term III Final Exams	Monday, February 25

Spring Semester Term IV, 2013 -- February 28 – April 29

New Student Orientation Term IV	Tuesday, February 26
Registration Deadline for Term IV	Wednesday, February 27
First day of Class for the Spring Semester Term IV	Thursday, February 28
Last day to withdraw from seated or online course with no grade by Midnight (financial responsibility after this date)	Monday, March 4
Deadline to apply for August/December 2013 graduation	Thursday, March 7
Spring Break	Monday-Friday, March 11-15
Registration for Terms V, I, & II begins.....	Thursday, March 21
Last day to withdraw from Term IV class(es) with a "W" by Noon, Friday of the 5th week of classes	Friday, March 29
Open House information meeting	Tuesday, April 2
*Early Exam Day	Sunday, April 28
Term IV Exams	Monday, April 29
Graduation	Saturday, May 4

ADULT ACCELERATED DEGREE PROGRAM – Summer, 2013

Term V: May 6 – July 1

Summer Semester Term V, 2013 -- May 6 – July 1

New Student Orientation Term V	Thursday, May 2
Registration Deadline for Term V	Friday, May 3
First day of Class for the Summer Semester Term V	Monday, May 6
Last day to withdraw from seated or online course with no grade by Midnight (financial responsibility after this date)	Thursday, May 9
Memorial Day Holiday	Monday, May 27
Last day to withdraw from Term V class (es) with a "W" by Noon, Friday of the 5th week of classes	Friday, June 7
*Early Exam Day ...	Sunday, June 30
Term V Final Exams	Monday, July 1

*Early exam day/night applies to students who will have two exams scheduled on exam night.

Human Services (HS)

201. Social Welfare Policies and Services (3)
Study of historical and contemporary United States social welfare policy and programs including goals, program design and service delivery, and their relation to other social institutions and to social work; Topics include influence of social, political and economic forces, as well as implications of prejudice and discrimination, poverty and income maintenance alternatives. Prerequisite: HS 101

301. Human Behavior in the Social Environment (3)
Study of human development and behavior across the lifespan with emphasis on inter-relationships among human biological, social, psychological, and cultural systems that are relevant to the assessment of social functioning; interactions among individuals, families, groups, institutions, organizations, and communities are examined in larger socio-cultural environments. Prerequisite: HS 101 or PSY 101.

310. Foundations of Social Work Practice (3)
Study of the generalist method in social work practice, including its contexts, processes and stages; intervention strategies, problem-solving methods, and ethical issues are examined from multiple perspectives. Prerequisite: HS 101

450. Administration in Human Services (3)
This course is designed to focus on the development and application of knowledge and skills related to organizational and program development and community planning in human services. Emphasis is placed on effective practices in human service leadership. Prerequisites: MGT 341, HS 201, HS 310 and senior standing in Human Services.

490. Seminar in Human Services (3)
Topics include job search skills, practical issues of the work world, professional ethics, and human relations. Prerequisite: Senior standing and HSR Major.

491. Internship (3)
Capstone course providing opportunity for experiential learning in human service organizations. (Off-campus job placement must be approved in advance by instructor.) Prerequisite: Senior standing or faculty approval. Same as PSY 491.

495. Senior Seminar in Human Services (3)
Capstone course integrating knowledge and skills to address major issues in the human services field. Prerequisite: Human Services major and senior standing.

Organizational Leadership (OLS)

310. Accounting/Budgeting Concepts for Managers (3)
The evaluation of financial reports and the use of accounting information in making management and investment decisions. Topics include applications of income statements, balance sheets, cash flow statements, and variance analysis. Students will develop operational and capital budgets. Prerequisite: MGT 341

420. Compensation (3)
An examination of compensation systems in the context of current theory, research, and practice. The course includes a survey of established approaches to compensation decisions; new developments in application of compensation; and how compensation can be managed to provide a strategic advantage. Prerequisite: MGT 343. (Same as MGT 420).

440. Training and Development (3)
Topics include assessing training needs, creating learning objectives, identifying training

resources, understanding adult learners, designing training, using training media effectively, and evaluating training results and the return on investment. Prerequisite: MGT 343. (Same as MGT 440.)

450. Critical Thinking in Organizations (3)

This course focuses on systems thinking and the understanding of research design and measurement theory used in solving organizational and human resource development problems. The emphasis is on applied methodology rather than statistical issues, with the intent of the student becoming an effective consumer of information. The student will learn how to report findings in a practical and influential manner. Includes the importance of knowledge management. Prerequisite: MGT 34I.

479. Quality Management. (3)

Study of fundamental management techniques, existing and innovative improvement efforts, and specialized technical skills in a structure focused on continuously improving all processes within organizations - both service and manufacturing. (Same as MGT 479). Prerequisites: MGT 34I and BUS 230 or MAT 108 and 109.

490. Senior Seminar in Organizational Leadership (3)

A study of how organizational leaders create an environment conducive to high levels of employee self-motivation, quality and productivity. Emphasis is placed on process and system thinking. Prerequisite: MGT 343, 443, PSY 318

495. Organizational Leadership Internship (3)

Students apply knowledge of theories, methods, and problems from previous course work to observe, study, and then recommend procedures to enhance or improve some aspect of an organization. The internship may be completed at students' places of employment; however the work performed must be outside the scope of the students' normal duties. The practicum also may be completed elsewhere. The course may be repeated once, but the students experiences must be different than or a more demanding extension of the original internship. Prerequisite: MGT 343, 443, PSY 318.



School of Criminal Justice Administration

Mr. George M. Ducworth, Dean of the School of Criminal Justice

Faculty

- Mr. Jeff Black, Assistant Professor
- Dr. Damon Camp, Coordinator of the Command College
- Mr. George M. Ducworth, Assistant Professor
- Mr. Donald E. Brookshire, Adjunct Instructor
- Mr. Michael C. Carson, Adjunct Instructor
- Mr. Benjamin H. Cothran, Adjunct Instructor
- Dr. Thomas Johnson, Adjunct Instructor
- Dr. James Metts, Adjunct Instructor
- Mr. John Tate, Adjunct Instructor
- Ms. Debbie Turner, Adjunct Instructor
- Dr. Timothy W. Turner, Adjunct Instructor

The School of Criminal Justice (SCJ) provides coursework towards degree programs for both traditional students at the undergraduate level and for non-traditional students at the undergraduate and graduate level. The programs are designed to prepare students to think critically about issues in the criminal justice system or in emergency services and to assist them in pursuing employment in the field of study.

The Command College of South Carolina at Anderson University is housed in the School of Criminal Justice. The Master of Criminal Justice program is designed to prepare executive leaders in the field of criminal justice to deal with the complexities and challenges of managing justice system agencies in an organizationally sound and ethical manner. Details on the Command College can be found in the Graduate Studies section of this Catalog.

The following degree programs are provided by the SCJ:

- Bachelor of Arts in Criminal Justice (traditional)
with concentrations in Law Enforcement and Homeland Security/Emergency Preparedness
- Bachelor of Criminal Justice (non-traditional)
with concentrations in Law Enforcement and Homeland Security/Emergency Preparedness
- Bachelor of Emergency Service Management (non-traditional)
with concentrations in Homeland Security Operations and Administrations and Whole Community
- Master of Criminal Justice

Criminal Justice (CRJ)

101. Introduction to Criminal Justice (3)

This foundation course introduces Criminal Justice majors to the courts, police, and corrections as a function of crime control at federal, state, and local levels.

150. Criminology (3)

Through the analysis of various causational theories students will explore the origins,

nature, and the extent of crime in contemporary society. The types of crime and the classification of offenders will also be addressed.

215. American Police Systems. (3)

An introductory overview of the social and historical settings of the police and of the police role and function in America is provided in this course. Topics include an examination of the structure of American policing, the use of police discretionary powers, police values, police culture, and the organization and control of police.

230. Criminal Law (3)

This course is designed to give students a general knowledge of substantive criminal law. The substantive content, structure, and sources of major crimes against persons and property, will be covered as will the various legal defenses to criminal liability under both common law (case law) and statutory law (legislative law) approaches.

251. Criminal Investigation (3)

This course examines the origins of criminal investigation and traces the development to its present state. The course also provides an overview of the criminal investigation process from inception to culmination, including interviewing and investigation techniques and the use of forensic science to solve crimes.

275. Correctional Systems. (3)

This survey course will examine both the traditional and evolving aspects of contemporary corrections. Students will review probation as well as the operations of various jails, prisons and will assess classification, security, safety, and programming issues facing contemporary American corrections.

301. Research Methods in Criminal Justice. (3)

Principles and methods of research in criminal justice. Prerequisite: MAT 108.

310. Psychology and the Law (3)

Study of psychological principles and techniques applied to the criminal justice field; topics include repressed memories, eyewitness testimony, scientific jury selection, insanity defense, and death-qualified juries. Prerequisite: PSY 101.

325. Incident Management & Planning for Emergencies. (3)

This course focuses on the philosophical and theoretical underpinnings of the emergency management and the principles that define effective practice including pre-plan requirements, hazards and resource assessments, vulnerability analysis, methodology of planning, and public policy considerations.

350. Judicial Systems and Practices (3)

Critical analysis of the legal system with an emphasis in letting the student develop a practical understanding of the entire criminal justice system. This is a required CRJ course. Prerequisites: PS 101 & Junior standing.

400. Special Topics. (3)

Examines timely issues and developments in the field of criminal justice. It may be repeated for credit for different topics. This is a specified elective. Prerequisites: Junior standing.

405. Vulnerability & Risk Assessment (3)

developing practices to use such information to improve decision-making processes in the context of emergency management.

410. Terrorism (3)

This course is designed to provide students with the opportunity to explore the phenomenon of terrorism. Here, the political nature and theoretical underpinnings of terror will be examined along with responses to terroristic violence.

420. Executive Criminal Justice (3)

Designed for elected sheriffs, police chiefs, or top assistants to provide training in personnel matters, budgeting, grant writing, and media relations. This is a specified elective. Prerequisites: Junior standing.

435. Strategic Planning: Homeland Security & Emergency Preparedness (3)

This course provides an in-depth examination of selected homeland security and emergency preparedness planning issues policies, strategies, and strategic operations. The course will cover various approaches used to determine and execute their homeland security policies and actions.

450. Ethics in Criminal Justice (3)

This course provides an examination of the critical ethical dilemmas encountered in the criminal justice system. The course will focus on an exploration of professionalism and decision making in criminal justice through the lens of ethics, professional codes of conduct and leadership by identifying and analyzing various moral dilemmas confronting criminal justice professionals and determining responses to those complex and controversial dilemmas. Prerequisite: Junior Standing.

460. Readings in Criminal Justice (3)

Readings in Criminal Justice. Prerequisite: Consent of instructor. Requires a 2.0 AU GPA. This course permits selected qualified students to pursue an approved topic through independent study under the direction of a faculty member.

475. Constitutional Law (3)

This course explores the development of the U.S. constitutional system and fundamental principles of constitutional interpretation. Emphasis is on the authority and restraints imposed on law enforcement by the federal Constitution and Supreme Court decisions, and the rights and responsibilities afforded to individuals.

490. Senior Seminar in Criminal Justice (3)

Capstone course integrating knowledge and skills to address major issues in the criminal justice field. Prerequisite: Senior standing & CRJ major.

Emergency Services Management (ESM)

310: All Hazards Primer (3)

This course provides an overview of the historical patterns of disaster and civil defense/emergency management policy that culminated in all-hazards emergency management. It provides an introduction to basic principles of preparedness, strategies and tactics, and qualities that characterize effective emergency management. Emergency management roles are summarized for local, state and federal agencies and private-sector organizations for a

estimated national losses, and examples of natural, technological, and conflict based disaster incidents/events will be examined. Students will analyze types of disaster impacts and some of the problems in measuring disaster losses. And, students will be introduced to terrorism in its various forms, including catastrophic and international terrorism. Distinctions will be made among weapons of mass destruction and potential types of targets. The course will provide assessments of the similarities with and differences between responses to man-made (intentional), man-made (accidental), and natural disasters.

315: Principles of Emergency Services Management (3)

This is a "Bridge" Course designed to familiarize students with the fundamentals of emergency services management, emergency management, and homeland security. Topics covered will include a review of the related terms and definitions commonly used by the emergency response community. It will also identify key players involved at the national, state, and local levels and their role and responsibilities in preparing for, mitigating, responding to, and recovering from a natural or man-made incident(s). Students will be knowledgeable of appropriate Federal agency mandates, including Department of Homeland Security, Federal Emergency Management Agency, Department of Health and Human Services, Centers for Disease Control and Prevention. The content will cover directives and guidelines included in the National Incident Management System (NIMS), National Response Framework (NRF), National Infrastructure Protection Plan (NIPP), Target Capabilities List (TCL's), Homeland Security Presidential Directives (HSPD) 5, 7, and 8, Presidential Policy Directive 8, the National Fire Prevention Association (NFPA) 1600 Standard on Disaster/Emergency Management and Business Continuity Programs, and the FEMA Comprehensive Preparedness Guide (CPG) IOI.

335: Safety Management (3)

This course provides basic concepts of risk management, occupational health, occupational safety, and force protection and their relationship to emergency services organizations. Some major course topics include classic risk management, pre-incident planning, incident scene safety, post incident analysis, and threat recognition and avoidance.

This course will:

- Describe the responder's role in safety;
- Discuss safety concepts in emergency and non-emergency situations;
- List and explain regulations, codes, laws, standards and procedures related to safety;
- Describe the role of both the Health and Safety Officer and the Incident Safety Officer;
- Develop students' ability to assess (or "read") risks and threats within all phases of incident management operations;
- Develop students' ability to prepare a post incident analysis report; and,
- Describe individual and group force protection methods and practices.

342: Social Dimensions of a Disaster (3)

This purpose of this course is for students to increase their abilities to examine, understand, and, where applicable, plan for and respond to disasters from an informed sociological, theoretical perspective. This course provides concepts of disaster and disaster behavior; types of disasters and the phases that comprise the disaster life cycle; social factors that are contributing to the increase in number and severity of disasters; and, basic principles of organizational response to disaster, coordination requirements and difficulties, and strategies for improvement of both coordination and response/recovery effectiveness. This course includes the use of factual information and theoretical concepts,

360: Emergency Management Planning and Technical Writing (3)

This course examines terminology, concepts and principles of community risk assessment, planning, and response to fires, natural and man-made disasters, including National Incident Management System (NIMS) Incident Command System (ICS), mutual aid and automatic response, training and preparedness, communications, civil disturbances, terrorist threats/incidents, hazardous materials planning, mass casualty incidents, earthquake preparedness, and disaster mitigation and recovery. Participants will exercise the art of technical writing in developing plans, procedures, and policies in accordance with current emergency management planning guidelines and best practices.

375: Crisis Communications and Leadership in Crisis (3)

This course introduces best practices identified by the Federal Emergency Management Agency (FEMA) and the Centers for Disease Control and Prevention [CDC] for crisis communications; and, leadership before and during crises using the meta-leadership framework. The course provides essential lessons, useful tools, and network building techniques that increase efficacy of communications and ultimately, community resilience. Students will also study media responses to disasters, their impacts, and planning approaches and strategies for emergency services managers and emergency managers. The course also provides an introduction to crisis decision making and the conditions and challenges that characterize it, as well as a review of the functioning, staffing, and organization of emergency operations centers (EOCs).

NOTE: Students must complete all 300-level courses before taking any of the 400-level courses.

410: Integrated Response to Disaster (3)

When an entire community is affected by a large-scale incident involving mass casualties such as a natural disaster, a pandemic outbreak, or a terrorist attack, response activities require integration of emergency services, emergency management, healthcare providers, public health officials, school public safety officials, and other agencies operating in a community. Large-scale incidents are likely to overwhelm traditional government-centric systems, and traditional and non-traditional responders, using a whole of community approach to emergency management, must work together to address the needs of an overwhelming number of disaster victims and survivors. This course will provide a perspective of the activities of medium- to high-level decision makers, as well as providing comprehensive planning tools to mitigate impacts on communities during large-scale incidents. This course examines the need for collaboration among responders in a community-wide disaster response.

415: Disaster Management (3)

This course is designed to enable students to understand and think critically about response and recovery operations in the profession of emergency management. Students will learn about the nature of emergencies and disasters, and assess alternative viewpoints about how practitioners should deal with them. While reviewing the disaster research literature, important functions will be mentioned along with various strategies and tools to be utilized for the effective management of disaster response activities. The course will also survey recovery policies and programs, and methods to promote a rapid return to normalcy (or near normalcy) with the mitigation of future disasters in mind. This course uses three approaches to help student learn about this complex set of issues: case studies of past disasters or scenarios of potential ones; examination of risk and social networks; and public policy and response options. Instructional methodologies include: Lecture/discussions, guest speakers, case studies, team activities, and student led discussions and presentations designed to actively involve the students in the learning process. presentations designed to actively involve the students in the learning process.

423. Information and Intelligence Fusions Operations (3)

The need to develop and share information and intelligence across all levels of government has significantly changed in recent years; and, fusion centers address many of the unique information needs of state, local, tribal, and territorial authorities, along with their stakeholders, including the private sector. This course provides students with the concepts and practices involved in the process of collecting, analyzing and evaluating intelligence and in managing intelligence functions. Also covered is the influence of intelligence in shaping homeland security decision-making at the Federal, state and local levels. The course examines the structures, roles, and interactions of the national, state and local intelligence entities, the intelligence gathering and analysis capabilities of criminal justice and private sector entities, and the use of intelligence processes to support homeland security investigations, planning, and policy formulation. Using case studies, students will develop an understanding of the roles and responsibilities of collaborating agencies, as well as an appreciation for the ethical, Constitutional, and civil liberties issues involved. Specific topics considered include the intelligence cycle, the purpose and concept of operations of fusion centers, open source intelligence, assessing the reliability and validity of information, intelligence sharing, Homeland Security managers as both producers and consumers of intelligence, and the future of homeland security intelligence.

442: Public Administration in Emergency Services Management (3)

This course is designed to be a progressive primer for students who want more knowledge about emergency services administration. The course demonstrates the importance of the following skills, necessary to manage and lead an emergency services department through the challenges and changes of the 21st century: Persuasion and influence, accountable budgeting, anticipation of challenges and the need for change, and using specific management tools for analyzing and solving problems. A central part of the course focuses on how the leadership of an emergency services department develops internal and external cooperation to create a coordinated approach to achieving the department's mission.

451. Emergency Services Technology (3)

This course is designed to demonstrate the importance that the effective use of technology has within emergency services management and emergency management operations. Effective emergency management and incident response activities rely on flexible communications and information systems that provide a common operating picture to emergency management/response personnel and their affiliated organizations. Establishing and maintaining a common operating picture and ensuring accessibility and interoperability are the principal goals of the Communications and Information Management component of NIMS. Properly planned, established, and applied communications enable the dissemination of information among command and support elements and, as appropriate, cooperating agencies and organizations. And, a general understanding of the types, capabilities and limitations of emergency response equipment and technologies is essential for developing policies, plans, and procedures. Evaluations and assessments of emergency services and emergency management technology will occur during guided tours of the facilities and technologies within the South Carolina Emergency Management Division (SCEMD) State Emergency Operations Center (Columbia, SC), or the Centers for Disease Control and Prevention (CDC) EOC (Atlanta, GA), and/or a state-of-the-art 911 Communications Center (Anderson, SC), as well as with local Fire Departments, EMS agencies, and Law Enforcement agencies.

490. Senior Seminar (3)

Capstone course integrating knowledge and skills to address major issues in the emergency services management field. Prerequisite: Senior standing & ESM major.

NOTE: Students must complete ESM 410, ESM 415, ESM 423, ESM 442, ESM 451 before taking ESM 490, ESM 491, ESM 492 and ESM 495.

491. Senior Seminar in Whole Community Emergency Management (3)

Emergency managers and emergency services managers need to have specific skills to conduct community-based planning that engages the whole community by using a planning process that represents the actual population in the community and involves community leaders and the private sector in the planning process. This course explores the entire preparedness cycle, as well as prevention, protection, response, recovery, and mitigation best practices.

492. Senior Seminar in Homeland Security (3)

This course offers students a more specialized opportunity to explore the intricacies of Homeland Security. The focus is on thoroughly understanding costs, benefits, and challenges of protecting the nation borders from both domestic and foreign threats.

495. Internship (3)

This course will provide the student with the practical experience in an actual work environment. Emphasis is placed on all phases of the industry in the student's area of specialization (Local or State Emergency Management Office, Public Health, Business Continuity, or Homeland Security Operation). Students are acquainted with occupational responsibilities through realistic work situations and are provided with insights into management applications on the job. Topics include: adaptability to the job setting, use of proper interpersonal skills, application of emergency preparedness skills and techniques, application of emergency management/homeland security technologies and equipment, application of homeland security professional development. In addition to highly substantive and meaningful projects, interns gain in-depth knowledge of the field by completing formal training courses, participating in exercises, providing support to incident and event management, and networking with emergency managers across the nation.



College of Arts and Sciences

Dr. Wayne Cox
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College Mission Statement:

The mission of the College of Arts and Sciences is to educate students in the disciplines traditional to the Humanities and the Sciences so that students will a) be prepared to enter careers appropriate to their fields of study and/or b) continue their education in graduate school.

Faculty

Department of Biology

Dr. Margarit S. Gray, Professor of Biology
Dr. Diana S. Ivankovic, Associate Professor of Biology and Director of the
Dr. James A. Henderson Undergraduate Cancer Research Center.
Dr. Carrie T. Koenigstein, Chair and Assistant Professor of Biology and Chemistry
Dr. Thomas R. Kozel, Professor of Biology
Dr. Frank A. Norris, Jr., Associate Professor of Biology and Assistant Director of the
Dr. James A. Henderson Undergraduate Cancer Research Center.
Mrs. Betty Jo Pryor, Associate Professor of Biology
Dr. Anna Lee H. Smolen, Assistant Professor of Biology

Department of Chemistry

Dr. Dorota A. Abramovitch, Professor of Chemistry
Mr. James A. Dancik, Instructor of Chemistry and Science Lab Manager

Department of Communication

Dr. James S. Duncan, Chair and Associate Professor of Communication

Department of English

Dr. Wayne Cox, Professor of English
Dr. Sarah Paige Ellisor-Catloe, Assistant Professor of English
Dr. Bob L. Hanley, Professor of English and Education
Dr. James P. Haughey, Professor of English
Dr. Teresa M. Jones, Assistant Professor of English
Dr. Edgar V. McKnight, Jr., Associate Professor of English
Mrs. Sarah L. Sprague, Associate Professor of English
Mrs. Linda M. Welborn, Instructor of English

Department of Foreign Language

Dr. David O. Korn, Chair and Associate Professor of Spanish
 Dr. Conny Palacios, Associate Professor of Spanish

Department of History

Dr. John Lassiter, Professor of History
 Dr. Lewie H. Reece, IV, Assistant Professor of History
 Dr. Joyce A. Wood, Chair and Professor of History and Coordinator of Secondary Social Studies Education

Department of Kinesiology – Exercise Science

Dr. Vanessa Rettinger, Assistant Professor of Kinesiology
 Dr. Rodney M. Rutland, Chair and Associate Professor of Kinesiology
 Mrs. Jackie V. Walker, Assistant Professor of Kinesiology

Department of Liberal Studies

Dr. Teresa M. Jones, Chair and Assistant Professor of English

Department of Mathematics

Mrs. Jacque W. Davison, Associate Professor of Mathematics
 Mrs. Kim H. Freeman, Assistant Professor of Mathematics
 Dr. Gilbert T. Eyabi, Chair and Associate Professor of Mathematics
 Dr. David J. Prager, Assistant Professor of Mathematics
 Ms. Joy M. Rish, Assistant Professor of Mathematics and Coordinator of Secondary Mathematics Education

Department of Psychology

Dr. Bradley B. Gregory, Assistant Professor of Psychology
 Dr. David F. Reinhart, Associate Professor of Psychology
 Dr. Patty-Jeanne Slaughter, Chair and Associate Professor of Psychology

Department Physics & Astronomy

Dr. Charles A. Rains, Jr., Professor of Physics and Coordinator of the Pre-Engineering Degree

Department of Sociology

Dr. Masa Higo, Associate Professor of Sociology
 Mrs. Laura Allison Stewart, Instructor of Sociology

Anthropology (ANT)

101. General Anthropology (3)
 Study of existing cultures and human behavior; analysis of cultural comparisons about social institutions in various societies, from early preliterate to modern non-Western and Western societies.

Astronomy (AST)

101. Solar System Astronomy (4)
 Study of the solar system; planets, moons, comets, asteroids, light, telescopes, gravitation. Lab meets at night. (Fall)

102. Stellar Astronomy (4)
 Study of the sun and stars beyond the solar system; stellar associations, galaxies, interstellar material. Lab meets at night. (Spring)

Biology (BIO)

BIO 110. Principles of Biology I (4)

Designed for biology and pre-professional majors; introduction to modern biology integrating lecture and laboratory and incorporating experimental and quantitative approaches. Topics covered include macromolecules, cell structure and function; cell interactions and metabolism; classical and modern genetics; and biotechnology. CHE III/II3 is suggested as a co-requisite. (Fall)

BIO 111. Principles of Biology 2 (4)

Continuation of Principles sequence. Emphasis on protozoa and animals as functional units. Topics include diversity, phylogeny, adaptation, morphology, physiology, ecology and behavior. Prerequisite: BIO 110 with a grade of C or better. (Spring)

BIO 150. Human Biology (4)

Introduction to principles of modern biology using humans as the model system; topics include human anatomy, physiology, genetics, nutrition, and disease. Laboratory included. Will not count for credit toward the major in Biology. No prerequisite. (Fall, Spring)

BIO 160. Introduction to Environmental Science (3)

Study of human relationships with the environment; topics include genesis and development of contemporary environmental thinking; physical, chemical, and biological principles related to the environment; environmental economics and ethics; and a survey of current environmental problems. Prerequisites: None. (Fall, Spring)

BIO 170. Introduction to the Life Sciences (4)

This course is designed to expose students to the scientific method and the fundamental concepts of the life sciences as both learners and pre-service teachers. Prerequisite: College of Education Student

BIO 201. Human Anatomy and Physiology I (4)

Study of the anatomy and physiology of humans; topics include cell physiology and biochemistry; metabolism; tissue types; the skeleto-muscular, cardiovascular, lymphatic, and respiratory systems. Lab includes dissection. Prerequisite: BIO 150 or BIO 111. (Fall)

BIO 202. Human Anatomy and Physiology 2 (4)

Continuation of BIO 201 with emphasis on the nervous, somatic and special senses, endocrine, digestive, reproductive, and urinary systems; additional topics include the study of nutrition, human growth and development, genetics, and electrolyte balance. Lab includes dissection of sheep brain and eye. Prerequisite: BIO 150 or BIO 111. (Spring)

BIO 208. Cellular Biology (4)

Introduction to the biology of prokaryotic and eukaryotic cells, including their morphology, biochemistry, ecology and genetics. Laboratory exercises focus on cell morphology, biochemistry and current techniques. Prerequisites: BIO 111; CHE 112/II4. (Fall)

- 212. Principles of Biology 3** (4)
Continuation of Principles sequence. Emphasis on fungi, algae and plants as functional units. Topics include diversity, phylogeny, adaptation, morphology, physiology, ecology and behavior. Prerequisite: BIO III with a grade of C or better. (Spring)
- 214. Genetics** (4)
Study of traditional Mendelian and molecular genetics. Topics include Mendelian patterns of inheritance, transmission genetics, chromosome structure and function, mutation, population genetics, structure, function and control of genes and, recombinant DNA. Laboratory will include directed and independent projects. Prerequisites: BIO 208; MAT 108; CHE 112/114. (Spring)
- 215. Fundamentals of Microbiology** (4)
A study of the fundamental principles of microbiology with an emphasis placed on those microorganisms directly related to health problems. Topics include structure, epidemiology, and diagnostic procedures for identification. Not open to biology majors. Prerequisite: BIO 201.
- 305. Comparative Anatomy and Vertebrate Development.** (4)
Phylogenetic and comparative aspects of macroscopic structure and development of vertebrates. Laboratory dissections include dogfish, necturus, a representative bird and mammal. Prerequisite: BIO III.
- 314. Physiological Psychology** (3)
Survey of the physiological bases and mechanisms of behavior. Prerequisites: PSY 101, CHE 101 or III, BIO 110 or 150, or permission of instructor. Same as PSY 314.
- 315. Introduction to Marine Biology** (3)
Introduction to marine ecosystems including their physical, chemical, geologic, and biotic components. Human impacts on, and resources extracted from, the marine environment are also examined. Prerequisite: BIO III or permission of instructor.
- 316. Marine Biology Laboratory** (1)
Laboratory experience at a marine field station. Co-requisite: BIO 315.
- 320. Ecology.** (4)
Principles underlying the distribution and abundance of organisms. Laboratory exercises include the use of ecological modeling and field work where appropriate. Prerequisites: BIO 212; MAT 108; CHE 112/114. (Fall)
- 325. Economic Botany** (4)
Study of plants with emphasis on them as sources of food, drink, spices, medicines, clothing, raw materials for industry, energy, poisons, and allergens. Includes laboratory. Prerequisite: Bio 212.
- 330. Microbiology** (4)
Study of the morphology, biochemistry, physiology, pathogenicity and ecology of microorganisms with particular emphasis on the bacteria. Laboratory exercises include

isolation and identification of bacteria using standard procedures. Prerequisites: BIO 214; CHE 112/114.

335. Ornithology (4)

An introduction to the lives of birds, including their taxonomy, anatomy, physiology, behavior, ecology and importance to humans. Includes laboratory and field studies, the latter designed to familiarize students with the local avifauna. Prerequisite: BIO 111.

340. Immunology (4)

Principles of immunology with a focus on the vertebrates; topics include gross and microanatomy of organs and tissues, ultrastructure of immune system cells; biochemistry; development and regulation of the immune response. Laboratory exercises introduce the techniques of modern immunology. Prerequisites: BIO 214, MAT 108, CHE 112/114.

351. Methods in Research (1)

Students will prepare for their research project by studying research methods and choosing a topic and professor for their research proposal. Prerequisite: CHE 201 and BIO 208. (Spring)

380. Field Botany (4)

Study of local plants in their natural environment with emphasis on the vascular plants. Includes field trips, collections, identification and preservation of plant materials. Prerequisite: BIO 212.

400. Animal Physiology (4)

Comparative study of function in the kingdoms Protista and Animalia; topics include food processing and nutrient allocation, circulation and respiration, excretion, communication via hormones and nervous transmission, reproduction, locomotion and support. Laboratory included. Prerequisites: BIO 214, CHE 202, MAT 108.

405. Invertebrate Zoology (4)

Taxonomy; ecology; morphology and physiology of the invertebrate phyla. Laboratory exercises emphasize taxonomy and morphology, and include field trips, collection and preservation techniques. Prerequisite: BIO 111; CHE 112/114.

410. Molecular Biology (4)

Detailed study of the structure and function of DNA, protein synthesis, gene expression and regulation and the manipulation of these molecules and processes through the techniques of biotechnology. Lab exercises emphasize the fundamental techniques of genetic engineering and biotechnology. Prerequisites: BIO 214, CHE 301, MAT 108.

425. Wetlands Biology (4)

A detailed study of the geological and biological structure and function of the world's wetlands, including their importance to, and modification by, humans. The Anderson University wetland will be used for laboratory and field studies. Prerequisite or Co-requisite: BIO 320.

430. Field Biology (4)

Detailed study of the habitats, taxonomy and natural history of local flora and fauna, with emphasis on field marking, collection and identification. Prerequisite: BIO 320.

440. Parasitology (4)

Introduction to the eukaryotic animal parasites, including their phylogeny, morphology, ultrastructure, physiology, life history, ecology, medical and veterinary importance; laboratory emphasis on macro- and microscopic anatomy, standard identification techniques and the preparation of reference slides. Prerequisites: BIO 214, CHE 202.

452. Research(1)
Capstone course integrating knowledge and skills from previous course work leading to a Senior-level research project. BIO 452 may be repeated for a maximum of 3 credits. Prerequisite: BIO 351.

453. Research Presentation (0)
The students will present their individual research to the representatives of the science faculty in both a written and oral form. Co-req of BIO 452 or CHE 452.

492. Current Topics in Biology(1)
Study of a current topic in biology with an emphasis on recent discoveries and scientific literature. BIO 490 may be repeated for a maximum of 2 credits. Pre-requisite: Junior or Senior Status

495. Internship (1-3)
Application of skills and knowledge in actual work or research environments under the supervision of faculty and professionals. May be substituted for BIO452 with permission of the Department Chair.

Chemistry (CHE)

101. Chemistry in Context (4)
Designed for non-science majors; study of the basic chemistry related to important current societal issues such as the ozone layer; global warming; energy; acid rain; nuclear fission; polymers; drugs; and nutrition. Lab required. (Fall, Spring)

102. Chemistry in Context Lab (0)
Required Lab for CHE 101. Co-requisite: CHE 101.

105. Essentials of General, Organic and Biochemistry (4)
Biochemically significant substances and phenomena are used as the basis for understanding principles of general, organic, and biochemistry. Special attention is given to topics relevant to the health sciences. Lab required. Pre-requisite: College of Nursing Student.

106. Essentials of General, Organic and Biochemistry Lab (0)
Required lab for CHE 105. Corequisite: CHE 105.

III. General Chemistry I (5)
Fundamental concepts of modern chemistry; topics include properties of the gas, liquid and solid states; atomic structure; chemical bonding; the periodic table; properties of elements and compounds; chemical formulas, nomenclature and equations; thermo-chemistry and solutions. Laboratory introduces quantitative analysis. Students registering for CHE III must attend Recitation. Prerequisite: MAT 101 or SAT MATH score of 500 or better and Co-requisite of CHE II3. (Fall)

II2. General Chemistry 2 (5)
Continuation of Chemistry III; topics include: chemical equilibria; acid-base theory; chemical kinetics; electrochemistry; nuclear chemistry; descriptive inorganic chemistry and an introduction to organic and biochemistry. Laboratory includes qualitative inorganic analysis. Prerequisite: C or better in CHE III and Co-requisite of CHE II4. (Spring)

II3. General Chemistry I Lab (0)
Required Lab for CHE III. Co-requisite: CHE III/II3.

- 114. General Chemistry 2 Lab** (0)
Required Lab for CHE 112. Co-requisite: CHE 112/114.
- 201. Organic Chemistry I** (3)
Fundamental concepts of organic chemistry; topics include chemical bonding; alkanes, including coal and petroleum; alcohols; alkyl halides; alkenes; stereochemistry; nucleophilic aliphatic substitution; alkynes; arenes and electrophilic aromatic substitution. Co-requisite: CHE 203. Prerequisite: CHE 112/114. (Fall)
- 202. Organic Chemistry 2** (3)
Continuation of Chemistry 201; topics include: spectroscopy; organometallic compounds; alcohols; diols; thiols; ethers; epoxides; sulfides; aldehydes; ketones; enols; enolates; enamines; carboxylic acids and their derivatives; amines; carbohydrates and natural products. Co-requisite: CHE 204. Prerequisite: CHE 201. (Spring)
- 203. Organic Chemistry Lab 1** (2)
Laboratory for CHE 201; introduction to organic chemistry techniques. Co-requisite: CHE 201. (Fall)
- 204. Organic Chemistry Lab 2** (2)
Laboratory for CHE 202; introduction to qualitative organic analysis and synthesis. Prerequisite: CHE 203. Co-requisite: CHE 202. (Spring)
- 210. Survey of Organic and Biochemistry** (4)
Introduction to life processes at the molecular level; topics include structure, nomenclature, reactions, stereoisomerism, and the various classes of organic compounds, structure and function of biological molecules, metabolism and bioenergetics, biosynthesis, and genetics. Laboratory examines structure, synthesis, reactions, and isolation of organic and biological compounds. Prerequisite: CHE 112/114.
- 301. Biochemistry** (4)
Study of structure, properties, and function of biomolecules, and of cell chemistry. Topics include: structure and function of major components of the cell; energetics and metabolism; carbohydrates, lipids, and compounds of nitrogen; and workings of the genetic code. Laboratory included. Prerequisites: BIO 214; CHE 202.
- 310. Instrumental Analysis** (4)
Fundamental principles and practices of modern instrumental analysis, including specific aspects of UV, visible, and infrared spectroscopy, NMR, gas and liquid chromatography, and electrophoretic separations. Prerequisite: CHE 301.
- 452. Research** (1)
Capstone course integrating knowledge and skills from previous coursework leading to a Senior-level research project. CHE 452 may be repeated for a maximum of 3 credits. Prerequisite: BIO 351.
- 490. Current Topics in Chemistry** (1)
Study of a current topic in chemistry with an emphasis on recent discoveries and scientific literature. CHE 490 may be repeated for a maximum of 2 credits. Pre-requisite: Junior or Senior Status.

Communication (COM)

- 101. Media and Society** (3)
Explores the role and function of mass media in our society, and how social, economic and political forces shape the media and its messages. How does it affect us? How do we affect the media?
- 110. Public Speaking** (3)
Introductory course in principles of speech; topics include outlining, delivery, oral communication, persuasion, listening, and leadership; opportunities to develop proficiency in several forms of public address.
- 111. Introduction to Newswriting** (3)
Study of the common elements of news and research skills for newsgathering; experience in interviewing, covering speeches and meetings, and gathering information for news stories.
- 200. Media Lab** (1)
Supervised work on campus media productions. May be repeated for elective credit.
Prerequisite: COM 111.
- 201. Interpersonal Communication** (3)
Study of principles and skills necessary for initiating and maintaining relationships; includes dyad, small group discussion, and leadership styles.
- 211. History of Communication** (3)
Study of significant personalities, movements and technologies shaping the development of the mass communications media.
- 230. Rhetoric** (3)
Analyzes speeches from antiquity and American history to discover classic speech strategies. Students will write and deliver speeches designed to effectively respond to various rhetorical situations. Prerequisite: ENG 102.
- 251. Video Production** (3)
Introduction to broadcast writing, audio and digital video editing,
- 300. Media Lab** (1)
Supervised work on campus media productions. May be repeated for elective credit.
Prerequisite: COM 311 or COM 342
- 301. Media Law** (3)
Review of the First Amendment and related current federal and state law as it applies to the media in areas such as libel, privacy, copyright, telecommunications and advertising.
- 311. Feature Writing** (3)
Analysis of content, style and structure of effective feature pieces for newspapers and magazines.
Prerequisite: COM 111 or permission of instructor.
- 315. Multimedia Communication** (3)
Topics and skills in collecting and editing digital text, audio and video material to create a multimediated documentary for Internet distribution.
- 320. Principles of Public Relations** (3)

Introduction to the theory and practice of public relations. The course will review different kinds of publics, institutions, campaigns and career options in public relations.

321. Public Relations Writing and Production (3)

A practical approach to public relations using case studies to prepare students to implement a comprehensive public relations campaign. Emphasis is placed on different forms of public relations writing. Prerequisite: COM 320.

342. Copyediting (3)

Principles of writing headlines, editing photographs, and planning newspaper, magazine and brochure layout. Prerequisites: COM III or permission of instructor.

351. Advanced Video Production (3)

This course builds on skills developed in the Video Production class. Students will learn advanced production and writing techniques by producing long-form video projects. Prerequisite: COM 251.

402. Media Ethics (3)

Examines the roles and obligations of media in society to help students develop principled approaches to ethical dilemmas faced by media practitioners and audiences. The course will pay particular attention to developing a Christian critique and response to the mass media.

403. Communication Theory (3)

Study of various theories regarding the communication process, with attention to both interpersonal and mass communication. Prerequisite: Junior and senior communication majors.

492. Advanced Topics Seminar (3)

Topics studied will vary depending on instructor and student interests. Prerequisites: Junior standing, six hours of communication skills courses or permission of instructor.

495. Internship (3)

Capstone experiential learning consisting of placement in one area of mass communications or public relations. Prerequisite: 15 semester hours of pertinent communication courses and permission of academic advisor.

Engineering (EG)

101. Introduction to Engineering Concepts (2)

Basic introduction to Engineering concepts, problem-solving, and projects.

English (ENG)

097. English as a Second Language I (3)

Designed to help foreign speakers of English develop speaking, writing, and reading skills needed for success at Anderson University; credit does not count for graduation and course does not satisfy any requirement in English.

098. English as a Second Language 2 (3)

Continuation of ENG 097; credit does not count for graduation and course does not satisfy any requirement in English. Prerequisite: ENG 097 or consent of instructor.

100: Fundamentals of Composition (3)

Instruction in grammar, punctuation, spelling, mechanics, and diction; designed to provide practice in writing paragraphs and short themes. Credit does not count toward graduation and course does not satisfy any requirement in English or in general education. Students may not enroll in ENG 100 if prior credit for 101 or higher has been completed with a grade of C or better. (Fall)

101. English Composition & Speech I (3)
 Introductory course in writing and oral communication, including reading and analysis of expository prose, synthesis and documentation of sources. Prerequisite: ENG 100 or placement. (Fall and Spring)

102. English Composition & Speech 2 (3)
 Continuation of English 101, with additional practice of key skills of summary, critique, and synthesis with an emphasis on research; production of essays and oral presentations in response to assigned readings. Prerequisite: ENG 101 or equivalent. (Spring)

201. British Literature I (3)
 Survey of British literature, beginning with the Anglo-Saxon period and continuing through the Restoration and Eighteenth Century. Prerequisite: ENG 102 or equivalent. (Fall)

202. British Literature 2 (3)
 Survey of British literature beginning with the Romantic period and continuing through the works of the Twentieth Century. Prerequisite: ENG 102 or equivalent. (Spring)

205. World Literature I (3)
 Survey of major works of Western and non-Western literature from antiquity to seventeenth century. Prerequisites: ENG 102 or equivalent. (Fall)

206. World Literature 2 (3)
 A survey of major works of Western and non-Western literature from seventeenth century to the present. Prerequisite: ENG 102 or equivalent. (Spring)

213. American Literature to 1865 (3)
 Survey of American literature, beginning with the colonial period through 1865. Prerequisite: ENG 102 or equivalent. (Fall)

214. American Literature since 1865 (3)
 Survey of American literature since the Civil War. Prerequisite: ENG 102 or equivalent. (Spring)

215. African-American Literature (3)
 Survey of African-American literature from 1750 to the present. Prerequisite: ENG 102 or equivalent.

301. Business Communications (3)
 Introduction to business communications with emphasis on business writing and speaking. Prerequisite: ENG 102 or equivalent. Same as BUS 301.

303. Topics in Literary Criticism and Research (3)
 Advanced study and application of literary criticism combined with research materials and methods. Prerequisites: ENG 102 or equivalent and a sophomore literature survey. (Offered in alternate years)

315. Creative Writing: Poetry Workshop I (3)

Study and writing of poetry in a workshop setting; emphasis on traditional and modern poetic forms. Prerequisites: ENG 102 or equivalent. (Fall)

316. Creative Writing: Fiction Workshop I (3)

Study and writing of short fiction in a workshop setting; emphasis on revision and the writing process. Prerequisites: ENG 102 or equivalent. (Spring)

332. Advanced Composition and Grammar (3)

Study of expository, informative, and personal writing; emphasizes the development of clear thinking, organization, and reasoning and provides extensive practice in writing, analyzing, and evaluating representative essays. Same as COM 332. Prerequisite: ENG 102 or equivalent. (Fall and Spring)

352. Modern British Fiction (3)

Study of selected prose (novel, short fiction, and essay) of the Modern Period. Prerequisites: ENG 102 or equivalent and a sophomore literature survey. (Offered on alternate years)

361. Nineteenth Century American Literature (3)

Study of American authors from 1820 to 1900. Prerequisites: ENG 102 or equivalent and a sophomore literature survey. (Offered on alternate years)

362. Twentieth Century American Fiction (3)

Study of the works of important American authors of the twentieth century. Prerequisites: ENG 102 or equivalent and a sophomore literature survey. (Offered on alternate years)

365. Film Studies: From Fiction to Film (3)

A study of how fiction is adapted to film. The class focuses on developing clear thinking, organization, and reasoning in response to something about which we rarely analyze extensively: the movies. More importantly, we will examine also just as thoroughly the original sources of these films—short fiction, novels, and plays. As a foundation for analysis, students will develop a vocabulary for discussing film and integrate it into their discussion of how the two genres are related. Some use of library research materials is required.

375. Modern British and American Poetry (3)

Study of modern English and American poetry and the origins, themes, and techniques which shape it. Prerequisites: ENG 102 or equivalent and a sophomore literature survey. (Offered on alternate years)

390. Literary Editing and Publishing (1)

Practical experience in publishing through work on *Ivy Leaves*, the campus literary journal. Focuses on soliciting and evaluating poetry, fiction, and non-fiction essays for publication; emphasizes practical experience in editing, producing, publicizing, and promoting the journal. Prerequisite: ENG 315 or ENG 316. (Spring) May be repeated four times.

401. History of the English Language (3)

Study of the nature, structure, and varieties of the English language in vocabulary, grammar, pronunciation, and semantics. Prerequisites: ENG 102 or equivalent and a sophomore literature survey. (Offered on alternate years)

411. Shakespeare (3)

Study of selected Shakespearean sonnets, tragedies, comedies and history plays. Prerequisites: ENG 102 or equivalent and a sophomore literature survey. (Offered yearly)

415. Creative Writing: Poetry Workshop 2 (3)

- Continuation of study and writing of poetry in a workshop setting; emphasis on traditional and modern poetic forms. Prerequisite: ENG 315. Course may be repeated. (Fall)
- 416. Creative Writing: Fiction Workshop 2** (3)
Continuation of study and writing of short fiction in a workshop setting; emphasis on revision and the writing process. Prerequisite: ENG 316. Course may be repeated. (Spring)
- 431. Techniques of Persuasive Writing** (3)
Study of theories of argument and persuasion; practice in persuasive writing. Prerequisite: ENG 102 or equivalent. (Offered on alternate years)
- 452. Studies in Romanticism** (3)
Study of selected poetry and prose of the Romantic Period. Prerequisites: ENG 102 or equivalent and a sophomore literature survey. (Offered on alternate years)
- 453. Victorian Literature** (3)
Study of selected poetry, prose, and drama of the Victorian Period. Prerequisites: ENG 102 or equivalent and a sophomore literature survey. (Offered on alternate years.)
- 462. Southern Literature** (3)
Survey of major American Southern literature including minority writers. Prerequisite: ENG 102 or equivalent.
- 481. Topics in Literary Studies** (3)
Detailed study of a movement, period, or writer(s). May be repeated for credit once. Prerequisite: ENG 102 or equivalent.
- 490. Seminar in Writing** (3)
Intensive study of creative writing focusing on a well-defined project chosen in conjunction with the professor. Prerequisites: Senior standing and approval of the instructor. (Spring)
- 494. Senior Bridge Course** (1)
This course is designed to give students an opportunity to a)complete program assessments, and b)to enhance their career development skills. (Spring)
- 498. Senior Capstone Experience** (2)
Designed for senior English majors to take in their final year, this course helps majors prepare for and take the GRE, develops an ability to teach grammar and understand its nuances, fine tunes a sense of career placement and future plans, and further enhances research skills. (Fall)

French (FRE)

Students with two or more high school language credits may take the Foreign Language Placement Test during orientation with the option of being placed at a **higher** level.

Students with prior study in educational institutions in which French is the primary language are not allowed to receive credit for the elementary level of the native language. They should complete the IO1-IO2 sequence of another language.

- IO1. Elementary French I** (3)
Introduction to pronunciation and structure patterns of simple French sentences; open only to students with little (one HS credit) or no previous study of French. Course materials include a language lab (aural/oral) component available through the campus

intranet, which is to be completed outside class. (Fall)

102. Elementary French 2 (3)

Continuation of FRE 101; study of the basic sounds and structures of the French language. Students may not earn credit for both FRE 131 and FRE 101/102. Course materials include a language lab (aural/oral) component available through the campus intranet, which is to be completed outside class. (Spring)

131. Elementary French in Review (5)

A one-semester study of the basics covered in FRE 101-102 for students who have had some previous study of the language. Prerequisite: Two or more credits of high school French with an average grade of C or better. Successful completion of this course will complete the two-semester general education foreign language requirement. A student may exempt this course, for credit, upon making a superior score on the French Placement Test and completing FRE 201 with a grade of C or better. Students may not earn credit for both FRE 131 and FRE 101/102. Course materials include a language lab (aural/oral) component available through the campus intranet, which is to be completed outside class.

201. Intermediate French I (3)

Study of many verb forms and grammatical structures; emphasis on varied, complex sentences. Prerequisite: FRE 102 or 131 or superior score on the French Placement Test. FRE 201 is offered in alternate years in Fall.

202. Intermediate French 2 (3)

Focus on conversation and reading; emphases on varied, complex sentences. Prerequisite: Credit for FRE 102 or 131 or superior score on the French Placement Test. FRE 202 is offered in alternate years in Spring.

301. Survey of French Literature I (3)

Historical treatment of the main currents of French literature before 1800 with selected readings in each period. Prerequisite: FRE 201 and 202. (Offered on demand)

302. Survey of French Literature 2 (3)

Historical treatment of the main currents of French literature from 1800, with selected readings in each period. Prerequisite: FRE 201 and 202. (Offered on demand)

405. Advanced French Composition and Conversation (3)

Detailed study of French standards of composition and conversation; including extensive practice in both forms of communication. Prerequisite: FRE 201 and 202. Offered on demand.

450. Topics in French Literature/Culture (3)

In-depth study of topics designed to enhance the student's major discipline. Prerequisite: FRE 201 and 202. Offered on demand.

Geography (GEO)

102. World Geography (3)

Study of physical and cultural factors influencing human activity.

History (HIS)

History majors who take advantage of the Study Abroad Program may credit a maximum of nine semester hours of history courses taken at a foreign institution towards meeting the requirements of a B.A. degree from Anderson University. History majors in the Study Abroad Program must take all of the required core courses (HIS 295, 494, 496, and 497) and at least one 300/400 level course from each of the three required areas of European, America, and world/non-Western history at Anderson University.

- III. Western Civilization I** (3)
Social, political, cultural, economic, and religious movements in Western civilization from ancient times to the seventeenth century.
- II2. Western Civilization 2** (3)
Social, political, cultural, economic, and religious movements in Western civilization from the seventeenth century to the present.
- 161. United States History I** (3)
Study of American political and social development from the colonial period through the Reconstruction Era. (Formerly HIS 201).
- 162. United States History 2** (3)
Study of American political and social development from 1865 to the present. (Formerly HIS 202).
- 210. Current History** (1)
Study of contemporary events using news media. May be repeated each semester for credit.
- 270. South Carolina History** (3)
Study of South Carolina political, economic, and social development from 1670 to the present.
- 295. Historiography** (3)
Introduction to the discipline of history and development of skills to engage in historical research and writing. 6 hours 100-200 level courses; open only to History and Social Studies majors, and History minors.
All 300/400-level history courses require the completion of HIS 295 with a grade of "C" or higher or permission of instructor as prerequisites.
- 321. History of England to 1688** (3)
Survey of the political, social, economic and cultural development of England from its beginnings to the Glorious Revolution of 1688.
- 322. History of England Since 1688** (3)
Survey of the political, social, economic and cultural development of England from the Glorious Revolution to the present.
- 334. Medieval European Civilization** (3)
Interdisciplinary survey of medieval European civilization from its origins in late antiquity to the Renaissance; emphasis on cultural and institutional development of Latin Christendom and includes the influence of Byzantium and Islam on the West.

336. The Age of Reformation (3)
 Study of issues related to the birth and development of Protestant Christianity in sixteenth-century Europe.

360. Colonial and Revolutionary America (3)
 This course includes an examination of the founding period of American History including the exploration and settlement of the American colonies, the developments that led to the American Revolution, and the first years of independence.

361. Civil War and Reconstruction (3)
 This course includes an examination of the origins of the American Civil War, the political and military events of the war, and Reconstruction.

362. The Gilded Age and Progressive Era (3)
 This course includes an examination of the Gilded Age and Progressive Era, from the end of Reconstruction through the 1920s.

363. Modern American History: The Great Depression to the Present (3)
 This course includes an examination of American History from the Great Depression and the New Deal to the present.

382. The Non-Western World Since 1914 (3)
 Survey of political, social, and economic trends in Asia, Africa and Latin America since 1914.

438. Modern Europe (3)
 Survey of the political, social, economic and cultural developments of Europe 1914 to the present.

481. The Modern Middle East. (3)
 Survey of the political, social, economic and cultural developments of the Middle East since 1914.

494. Senior Bridge Course (1)
 This course is designed to give students an opportunity to a)complete program assessments, and b)to enhance their career development skills.

495. Internship (1-3)
 Experiential learning in work environments under the supervision of faculty and professionals; may be repeated once for credit. Prerequisite: Senior standing or permission of the instructor.

497. Senior Seminar. (3)
 Capstone course; includes major research paper synthesizing themes from student's major and oral presentation and defense of the research. Prerequisites: HIS 295 and permission of instructor. (Spring)

498. Topics in History (1-3)
 Reading and research on a selected historical topic dependent upon interest and expertise of instructor. Prerequisite: HIS 295.

570. South Carolina History. (3)
 A study of South Carolina political, economic, and social development from 1670 to the present, with an emphasis on historiography skills and research. Students will focus their attention on a specific era of South Carolina history and will be expected to produce

original research using period resources.

Kinesiology (KIN)

Students may receive credit toward graduation for a maximum of two activity courses. Veterans may exempt the physical education requirement by presenting a request to the Registrar. The general education requirement in physical education can be satisfied by one or more ROTC courses.

101-122. Activity Classes. (1)

Knowledge, skills, and participation in various physical activities; evidence of health status may be required. Graded by pass/fail only.

- | | |
|-----------------------|--------------------------|
| 101. Basketball | 113. Karate/Kickboxing |
| 103. Beginning Tennis | 115. Advanced Karate |
| 104. Badminton | 116. Scuba Diving* |
| 105. Golf | 117. Intermediate Tennis |
| 106. Weight Training | 119. Fitness Yoga |
| 107. Fitness Jogging | 120. Ballroom Dancing I |
| 108. Fitness Walking | 122. Ballroom Dancing II |
| 109. Aerobics | 123. Pilates |
| 110. Fitness Swimming | |

***Extra Course Fee Required**

132. Introduction to Physical Education and Kinesiology (3)

Study of roles and responsibilities of professionals in physical education and exercise science. The relationship of the field to education, its history, current trends and philosophies that underlie its sub-disciplines. Career opportunities will also be explored.

135. Lifetime Wellness (2)

Survey of concepts of lifetime physical fitness and health; topics include positive effects of exercise on the heart and blood vessels, obesity and proper diet, body mechanics, stress management and other contemporary health-related problems.

227. Care and Prevention of Exercise Injuries. (3)

Study of theoretical and practical methods of preventing, treating, and rehabilitating injuries that occur during sport and exercise; topics include taping and bandaging; first aid and CPR certification; massage; use of physical therapy modalities. A \$40.00 lab fee is required.

260. Motor Development and Learning (3)

Study of motor development and physical changes across the lifespan with emphasis on the sequential process of motor behavior, factors influencing skill development and learning, and optimal conditions.

289. Measurement and Evaluation (3)

Study of methods in measuring and evaluating physical performance, knowledge and attitudes, procedures for evaluating tests and their results and data analysis techniques. Prerequisites: MAT 108.

301. Exercise Physiology (3)

Introduction to the physiological effects of human physical activity; topics include neuromuscular, cardiovascular-respiratory and metabolic responses and adaptations to exercise and training. Prerequisite: KIN major or PE major, BIO 201.

321. Sport and Exercise Psychology (3)

Survey of psychological principles applicable to coaching and exercise situations; topics include the understanding of participants, sport and exercise environments, and group processes; enhancing performance, health and well-being; and facilitating psychological growth and development. Prerequisite: KIN major or PE major, PSY 211.

335. Sport in Society (3)

Study of the nature, function, and relationships of sport and society; topics include recreational, educational, and professional sport in social and cultural contexts and the social variables that affect participation are presented. Prerequisite: KIN major.

340. Kinesiology (3)

Anatomical and kinesiological principles involved in movement and sport skills; includes anatomy, movement terminology, muscle mechanics and function and analysis of motor skills. Prerequisite: KIN major or PE major, BIO 201.

365. Nutritional Aspects of Health/Human Performance (3)

Detailed study of nutrition emphasizing structure, function, and selection of food to improve health and human performance; topics include estimation of energy needs, fluid balance, food fads, and nutritional needs of the body during various stages of life. Prerequisite: CHE III and KIN 301.

389. Research Methods in Kinesiology (3)

Design and application of research projects measuring cognitive, affective and psychomotor performance; including statistical procedures and interpretation of published research in the discipline. Prerequisites: KIN major, KIN 289.

401. Applied Exercise Physiology (3)

Principles of human physiology, neuromuscular, cardiovascular-respiratory and metabolic responses to exercise with special emphasis on the application of physiological findings to practical problems related to human physical activity such as diet, environmental conditions, gender, body composition, and health aspects. Prerequisites: KIN major, KIN 301.

440. Biomechanics (3)

Study of mechanical principles of human movement; topics include basic mechanics, kinematics, kinetics and modeling of human movement. Emphasis is on the quantitative analysis of human movement. Prerequisites: KIN major, KIN 340 and PHY 151.

465. Nutritional Aspects of Health/Human Performance (3)

This course examines the relationship between nutrition, physical activity, exercise, health and sport performance. Topics include the biochemical, physiological and the behavioral aspects of nutrition with respect to health promotion, fitness, and sport as well as ergogenic substances. Prerequisite: KIN major and CHE III, KIN 301, and KIN 365.

470. Scientific Principles of Conditioning and Fitness (3)

Designing and implementing individualized, scientifically based exercise prescriptions for athletic conditioning or physical fitness development, including development of muscular strength and endurance, aerobic and anaerobic power, flexibility, and weight control or reduction. Prerequisite: KIN major, KIN 301 and KIN 340.

475. Exercise Diagnosis and Prescription (3)

Study of exercise physiology and exercise prescription for clinical populations with particular attention on the study of acute and chronic responses to exercise in patients with cardiac, pulmonary, metabolic, and musculoskeletal diseases; special topics include pathophysiology of the disease process, clinical assessment of disease severity, exercise testing in clinical populations, exercise prescription in

medium and high-risk clinical populations. Prerequisites: KIN major, KIN 301 and BIO 201.

490. Senior Seminar in Kinesiology (3)

Presentation and discussion of various topics related to current science and issues regarding human performance, fitness, health, and nutrition. Prerequisites: Senior standing, KIN major, KIN 301.

492. Current Topics in Kinesiology (3)

A writing-intensive course designed to introduce students to a variety of current topics in Kinesiology. Students will review original research in professional journals and through several writing assignments express their comprehension of a topic of self-interest. Prerequisites: senior standing, KIN major, KIN 301, and, KIN 389

495. Practicum in Kinesiology (1-4)

Placement in exercise science laboratories, sport and fitness facilities, or clinical settings for experiential learning opportunities under the supervision of professionals and college faculty. Prerequisites: KIN major, KIN 301. Graded by pass/fail only.

498. Directed Research in Kinesiology (1-3)

On-campus study or research experience under a specialist in student’s field of interest; arranged through the Exercise Science Program Coordinator. Prerequisites: KIN major, KIN 389 and permission of the instructor. Can be repeated for up to a total of 3 credit hours.

Legal Studies (LEG)

101. Introduction to the Law (1)

This course will examine the basic sources, functions, and fields of U.S. law through the jurisprudence of American federal and state courts.

201. Legal Writing, Research, and Communication (3)

This course will introduce students to legal writing and research and help prepare them for demands of law school. Topics will include the development of broad-based analytical, research and writing skills, and an introduction to the basics of legal methods, legal reasoning and legal processes.

395. Internship (3)

Students apply knowledge and skill from previous course work to observe, study, and assist in an established legal environment.

401. Senior Seminar (3)

Capstone course integrating knowledge and skills to address major issues in the legal profession.

Liberal Studies (LS)

101. Introduction to Liberal Studies (3)

This course will introduce students to research-based writing within the program, documentation styles, assessment of learning outcomes in the program, and prepare students to select major electives based on long-range goals, goals that allow students to unify courses of study by focusing on two disciplines/subject areas or by building a curriculum based on a unifying issue, time period, region, or theme.

495. Senior Seminar in Liberal Studies (3)

Capstone course integrating knowledge and skills to address major issues related to the student's curriculum. Prerequisite: Liberal Studies major and senior standing.

Mathematics (MAT)

A student with a "C" or better in a math course numbered 140 or higher may not subsequently receive credit for a math course numbered less than 140, unless, due to the student's major or change of major, the course is a math requirement.

100. Fundamentals of Algebra (3)

Introduction to algebra. Course does not count toward graduation and course does not satisfy any requirement in mathematics or in general education. Students may not enroll in MAT 100 if prior credit for 101 or higher has been completed with a grade of C or better.

101. College Algebra (3)

Math 101 is a basic algebra course beginning with a review of the real number system and basic algebraic properties. It is intended for students who need a terminal course in college algebra and for those who wish to take a more advanced mathematics course but do not have sufficient algebra skills. Topics include: sets; real numbers; operations; order; inequalities; polynomial factoring; functions; graphs; exponents; first and second degree equations; variation; and systems of equations. Prerequisite: Score of 450+ on math SAT or MAT 100. A student cannot receive academic credit for both MAT 101 and MAT 106.

104. Math for the Liberal Arts (3)

Designed as a terminal course in mathematics, focusing on topics particularly relevant to liberal arts. Topics will be selected from the following: sets and logic, problem solving and critical thinking, number theory, measurement, algebraic and geometric models, probability and statistics, consumer mathematics and the mathematics of finance, voting methods, and graph theory/networks.

106. Algebra with Business Applications (3)

The purpose of this course is to review the basic algebra skills needed by students majoring in business and to introduce new material which will provide the algebra background required for understanding more advanced mathematical concepts that business majors will encounter in future courses. Topics include sets; real numbers; operations; order; inequalities; polynomial factoring; functions; models; graphs; exponents; logarithms; exponential equations; variation; first and second degree equations; systems of equations; introduction to matrices; and probability. Applications will be selected from business and economics. Prerequisite: Score of 450+ on math SAT or MAT 100. A student cannot receive academic credits for both MAT 101 and MAT 106.

107. College Trigonometry* (3)

Study of trigonometric functions; radian measure; identities; equations; inverse functions; solutions of right and oblique triangles; and graphs. Prerequisite: Score of 500+ on math SAT and completion of high school Algebra II with a C or above; MAT 101; or MAT 106.

108. Finite Probability and Statistics I (3)

Introduction to probability and statistics; topics include descriptive statistics; probability; discrete and continuous random variables; the Binomial, Normal, and Student-T probability distributions; and estimation and hypothesis testing; linear correlation and regression. Academic credit will not be awarded for both MAT 108 and BUS 230.

Prerequisite: Score of 450+ on math SAT and completion of high school Algebra II; or MAT 100; or MAT 101; or MAT 106.

109. Statistics 2. (3)

Continuation of MAT 108; topics include empirical frequency distributions; computation of descriptive statistics; basic statistical inference including estimation and testing of hypotheses; regression and correlation analysis; the Multinomial Distribution; and Chi-Square tests. Prerequisite: MAT 108.

113. Calculus Concepts I: An Intuitive Approach to Differential Calculus (3)

Designed for students seeking degrees in business, non-math and science secondary education, and related areas; topics include functions; data models; derivatives and their applications including; optimization and curve-sketching; indefinite and definite integrals; area under a curve. Prerequisite: Score of 500+ on math SAT; or MAT 101; or MAT 106.

114. Calculus Concepts 2: Intuitive Approach to Integral and Multivariate Calculus (3)

Continuation of MAT 113; topics include approximating area under a curve, limits of sums, recovering functions from rates of change, antiderivatives, definite integrals, averages, income streams, integrals in economics, introduction to differential equations, partial rates of change, multidimensional models, multidimensional optimization, optimizing under constraints, least squares model fitting, and multiple integration. Prerequisite: MAT 113.

130. Precalculus (3)

Reviews topics from algebra and trigonometry which are essential for understanding and succeeding in Math 140 — Analytic Geometry and Calculus I. Prerequisite: Score of 500+ on math SAT and high school Algebra II with C or above; or MAT 101. A student cannot receive academic credit for both MAT 107 and MAT 130. MAT 130 is open only to students whose majors require them to take MAT 140.

136. Mathematics for the Elementary/Early Childhood Teacher: Part One (3)

Study of mathematical concepts in the following areas: algebraic reasoning and representation; geometry; measurement; statistics; probability. MAT 136 cannot be used to satisfy the general education requirement in mathematics for any major other than Early Childhood/Elementary Education, Elementary Education, and Special Education. MAT 136 is open only to students majoring in Early Childhood/Elementary Education, Elementary Education, and Special Education.

137. Mathematics for the Elementary/Early Childhood Teacher: Part Two (3)

Study of mathematical concepts in the following areas: set theory; numeration systems; whole number operations; number theory; fractions; decimal numbers; ratio and proportion; and percent. MAT 137 cannot be used to satisfy the general education requirement in mathematics for any major at Anderson University. MAT 137 is open only to students majoring in Early Childhood/Elementary Education, Elementary Education, and Special Education.

140. Analytic Geometry & Calculus I. (4)

Introduction to differential and integral calculus; topics include limits; differentiation and applications; integration and applications; and the calculus of the trigonometric functions. Prerequisites: Score of 580 + on Math SAT; or MAT 130; or MAT 101 and MAT 107.

- 160. Introduction to Discrete Methods** (3)
Introduction to elementary methods of discrete mathematics. Topics include mathematical logic; methods of proof; theory of sets; relations; functions; mathematical induction; closure operations; order relations; equivalence relations; and basic concepts of cardinal arithmetic. Prerequisite: Score of 580+ on math SAT or MAT 101 or MAT 130 or MAT 106 or MAT 107.
- 190. Analytic Geometry & Calculus 2** (4)
Continuation of MAT 140; topics include exponential and logarithm functions, inverse trigonometric functions, techniques of integration, improper integrals, indeterminate forms, sequences, and series, conics, parametric equations, and polar coordinates. Prerequisite: C or better in MAT 140.
- 215. Linear Algebra** (3)
Introduction to the algebra of matrices, vector spaces, polynomials, and linear transformations. Prerequisite: C or better in MAT 160 and 190.
- 240. Calculus with Several Variables** (4)
Real valued functions of several variables, multiple integration, and differential calculus of functions of several variables. Prerequisite: C or better in MAT 190.
- 270. Linear Programming** (3)
Study of mathematical models, with applications to the sciences and business; use of various methods to solve and interpret problems. Prerequisite: C or better in MAT 190 and 215.
- 290. Differential Equations** (3)
Introduction to theory, methods, and applications of ordinary differential equations, including first- and higher-order differential equations, series solutions, systems, approximate methods, and Laplace transforms. Prerequisite: C or better in MAT 240.
- 320. College Geometry** (3)
Topics include axiomatic Euclidean geometry, instructional methodology in measurement and two- and three-dimensional geometry, topology, transformational geometry and other non-Euclidean geometrics, with an emphasis upon historical context. Prerequisite: C or better in MAT 160.
- 340. Probability and Statistical Theory and Methods I.** (3)
Calculus-based course in probability and statistics. Topics include counting methods; discrete and continuous random variables; joint, marginal and conditional densities; moment generating functions; expectation; important distributions; and applications of probability. Prerequisite: C or better in MAT 160 and MAT 240.
- 380. Probability and Statistical Theory and Methods 2** (3)
Applications and principles of descriptive statistics, sampling distributions, estimation, and hypothesis testing. Includes inferences for one and two means; variances; and proportions; simple linear regression; and contingency tables. Statistical software is used. Prerequisite: C or better in MAT 340.
- 390. Advanced Calculus I** (3)
Detailed study of limits; continuity; and differentiation of functions of one variable; and the Riemann integral. Prerequisite: C or better in MAT 240 and MAT 160.

- 415. Numerical Analysis** (3)
Introduction to numerical techniques in interpolation; approximations of solutions to equations; numerical differentiation and integration; solutions to linear systems; and error analysis. A Computing software systems such as MATLAB or MATHEMATICA may be used. Prerequisite: C or better in MAT 160 and MAT 215.
- 420. Abstract Algebra** (3)
Theoretical development of common algebraic structures such as number system and groups, rings, and fields. Prerequisite: C or better in MAT 160 and 215.
- 430. History of Mathematics** (3)
Introduction to the history of mathematics; emphasis on famous problems; role of historical methods in modern development; and influential mathematicians. Prerequisite: C or better in MAT 160, 290, and 380.
- 440. Theory of Interest** (3)
This course covers the material for the Actuarial Exam Financial Mathematics (FM), offered by the Society of Actuaries. This course provides the mathematical treatment of the topics Simple and Compound Interest, yield rates, annuities, amortization, valuation of bonds, valuation of stocks, short sales, depreciation, interest rate risk, and basic immunization calculations using duration and convexity. Prerequisites: C or better in MAT 240.
- 480. Actuarial Models** (3)
This course introduces students to mathematical models used in financial and economic applications. The topics include payoff and profit functions, spreads and other option strategies, hedging, binomial tree models, and the Black-Scholes Formula. Prerequisite: C or better in MAT 340.
- 495. Internship** (3)
Application of skills and knowledge in actual work environments under the supervision of professionals. Prerequisite: Permission of instructor.
- 496. Senior Research in Mathematics** (3)
A capstone course serving as a culmination of the mathematics curriculum; students will conduct independent research under the supervision and guidance of a faculty member. Attendance at mathematical events and presenting of results are required. Prerequisites: C or better in MAT 270, 290, and 380.
- 497. Senior Seminar for Majors in Mathematics Secondary Education** (3)
Math 497 includes a review of mathematical concepts taught in secondary schools, instructional techniques that will prepare students to be highly effective secondary mathematics teachers, discussion of classroom management, and preparation for exit exams and professional licensure tests. Prerequisite: Admission into Teacher Education Program, senior standing.
- 498. Topics in Mathematics** (3)
Investigation of a selected mathematical topic, depending upon student and instructor interests and expertise. Prerequisite: Permission of instructor.
- *Students who must take Math 140, Analytic Geometry and Calculus I, may take Math 101 and Math 107 concurrently.**

Philosophy (PHI)

- 101. Introduction to Philosophy** (3)
Survey of basic philosophical issues and problems; includes works of important philosophers, modes of thinking, and philosophical inquiry.
- 205. Introduction to Ethics** (3)
Survey of modes of moral thinking and analysis and their application in specific practical settings; influence of religious values upon ethical development.

Physical Science (PSC)

- 101. Physical Science** (4)
Overview of physics and chemistry, with numerous practical applications; with lab. Designed for non-science majors. Prerequisite: MAT 101 (Fall; Spring)
- 201. Earth Science** (4)
Study of concepts of geology, meteorology, and oceanology; with laboratory. Prerequisite: MAT101

Physics (PHY)

- 151. General Physics 1** (4)
Study of kinematics, statics, vectors, energy, momentum and heat. Laboratory included. Prerequisite: MAT 107 or MAT 140.
- 152. General Physics 2** (4)
Study of electricity, magnetism, wave motion, sound, and light. Laboratory included. Prerequisite: PHY 151.
- 153. General Physics 1 Lab** (0)
Required lab for PHY151. Corequisite: PHY 151.
- 154. General Physics 2 Lab** (0)
Required lab for PHY152. Corequisite: PHY 152.
- 201. University Physics 1** (4)
Calculus-based study of kinematics, force, energy, momentum, oscillatory motion, and waves. Laboratory included. Prerequisite: MAT 140.
- 202. University Physics 2** (4)
Calculus-based study of heat, thermodynamics, electric potential, electric and magnetic fields and currents. Laboratory included. Prerequisite: PHY 201.
- 203. University Physics 1 Lab** (0)
Required lab for PHY201. Corequisite: PHY 201.
- 204. University Physics 2 Lab** (0)
Required lab for PHY202. Corequisite: PHY 202.
- 325. Basic Electronics** (4)
An introduction to the analysis of dc and ac circuits, amplifiers, filters, semiconductor devices, and instrument systems. Prerequisites: PHY 152 or PHY 202.

Political Science (PS)

101. American National Government (3)

Study of the constitutional basis of the federal government, including its organization, functions, and services.

102. State and Local Government (3)

Survey of the constitutional basis, structure, and functions of state and local governments in the United States.

Psychology (PSY)

101. Introduction to Psychology (3)

Introduction to Psychology is a survey course that provides an overview of the methods, terms, theories and research findings in the field of psychology. By understanding the principles of psychology, students learn and understand more about themselves and others.

102. Pathways in Psychology (2)

Study of career planning and developmental issues; topics include an overview of the psychology major, career options, and improving writing skills with an emphasis on APA format. Course fee: \$13.00

190. Statistics for the Behavioral Sciences (3)

Statistics for the Behavioral Sciences provides an introduction to descriptive and inferential statistics as well as computer statistical analysis. Prerequisite: Score of 450+ on the math SAT; PSY 101. Co-Requisite: PSY 211.

205. Human Development (3)

This course provides a survey of human development and developmental theories from conception to death focusing on the physical, cognitive, and psychosocial factors that affect individuals across the life span. Prerequisite: PSY 101

211. Research Methods (4)

This course examines the principles of research design, methodology, and data analysis in psychology. Method and design issues relevant to a wide range of substantive areas in psychology are covered, such as experimental designs, survey research, observational research, and qualitative content analysis. Further, students receive an introduction to data management and analysis and research ethics. Prerequisites: PSY 101 and PSY 190 with a C or better. Co-Requisite: PSY 190.

212. Research Methods II (4)

Advanced course in research methods combining text based learning of more complex methodological techniques and analysis, design, implementation, analysis. The presentation of a completed project is expected. Prerequisites: PSY 101, 190, and 211.

290: Statistics for the Behavioral Sciences II (3)

This course builds on student knowledge attained in PSY 190 and provides an in-depth examination of inferential statistics used in Behavioral Sciences. Topics include analysis of variance, analysis of covariance, multivariate techniques, and non-parametric analyses. Prerequisites: PSY 101, PSY 190.

301. Social Psychology (3)

This course examines the influence of the social context on an individual's thoughts and behavior. Topics include social perception and cognition, attribution, attitude formation, prejudice and discrimination, interpersonal attraction and relationships, social influence, prosocial behavior, and aggression. Prerequisite: PSY 101.

312. Principles of Learning (3)

Survey of principles of behavior and learning and their significance for psychological theory and application. Prerequisite: PSY 211. PSY 312 cannot be used as a substitute for EDU 211.

314. Physiological Psychology (3)

Survey of the physiological basis and mechanisms of thoughts and behavior through a study of the anatomy and physiology of the nervous system, particularly the processing of sensation and perception. Prerequisite: PSY 101, CHE 101 or 111, Bio 110 or 150, or permission of instructor. Same as BIO 314.

316. Personality (3)

Study of major theories of personality; organization, dynamics, development and assessment of personality. Prerequisite: PSY 101. (Fall, Spring)

318. Industrial/Organizational Psychology (3)

Study of psychological principles applied to the workplace. Topics include: employee recruitment, selection, training, performance management, motivation, attitudes, and response to workplace stressors. Prerequisite: PSY 101.

350. Abnormal Psychology (3)

Study of the epidemiology, etiology, diagnostic system, and treatment of neuropsychiatric syndromes and disorders. This course does not produce diagnosticians of mental illness but is a preparation for the clinical study of diagnosis. Prerequisite: PSY 101

360. Cognitive Psychology (3)

Introduction to the study of how the mind perceives, organizes and remembers information. Topics include attention, knowledge representation, memory, language, and reasoning. Experiences include data compilation, analysis, evaluation, and reporting; critical reading of supplementary articles; demonstrations and discussions.

375. Counseling Psychology (3)

Study of major theories and techniques of counseling and psychotherapy with attention to the basic helping skills common to all therapeutic interaction. Prerequisite: PSY 101. (Fall, Spring)

380. Psychology of Religion (3)

Empirical analysis of the effects religion has on the individual; topics include religious development; religious expression; religious conversion; religious attitudes and behaviors; and religion's effects on mental health. Prerequisite: PSY 101

410. History and Systems of Psychology (3)

Examination of psychology from its origins in philosophy, biology, and physics through the major schools of psychology and current perspectives of behavior. Prerequisite: Senior standing. Course fee: \$20.00.

490. Individual Project (3)

Designed for upper level psychology majors; extensive written review or a research project with a paper under the direct supervision of a faculty member. May be repeated once for credit: if taken a second time, it will count as a general elective. Prerequisites: 12 hours of PSY courses including PSY 211

491. Internship (3)

This course is designed to provide exposure to the work of a human services organization and to provide an opportunity for career exploration. An academic component complements the work experience. Internships are individually arranged and may be done in wide variety of human service settings. Students may take this course up to two times for credit if the internship placements differ. Prerequisite: Junior Psychology major standing. Same as HS 491.

498. Senior Seminar (3)

A capstone seminar for graduating seniors designed to survey, review and integrate the various findings and subject matter of psychology and to prepare the student for future employment or graduate study. Prerequisite: Senior Psychology majors or permission of the instructor.

Sciences (SCI)

101. Introduction to the Sciences (3)

Study of the scientific method and the fundamental concepts of biology, chemistry, and physics.

107. Introduction to the Physical Sciences (4)

This course is designed to expose students to the scientific method and the fundamental concepts of physical science, earth science, space science, and chemistry as both learners and pre-service teachers. Pre-requisite: MAT 136 and MAT 137.

Sociology (SOC)

101. Introductory Sociology (3)

Introduction to major subjects in sociology. Main topics include historical development of the discipline, contemporary perspectives, and issues on social stratification, gender, ethnicity, socialization process, formal organizations, and selected social institutions. (Fall, Spring)

202. Social Problems (3)

Overview of social problems in the United States as well as in other countries and worldwide. Main topics include: crime, poverty, work, education, ethnicity, population growth, environmental issues, substance abuse, health care, terrorism, war and conflict.

303. Marriage and the Family (3)

Examination of historical trends, current status, and future prospects of human intimacy and family building from a cross-national perspective. Main topics include cultural and demographic factors shaping and transforming romantic relationships, kinship structure, parent-child relations, and gender role in the family. Prerequisite: Soc. 101. (Fall, Spring)

310. Race and Ethnicity: Diversity and Conflicts in Society (3)

Critical overview of major challenges experienced by some selected racial and ethnic groups in the U.S. and other countries in the past and today. Main topics include social construction of race and ethnicity, socio-economic and health inequalities, racial and ethnic conflicts, overt and covert racism, and white privileges. Prerequisite: SOC 101. (Fall, Spring)

312. Deviance and Crime in Society (3)

Critical analysis of social construction of deviance and crime in the U.S. society from historical and cross-national perspectives. Main topics include social labeling, white-color

crimes, juvenile delinquency, organized crimes, mental illness, suicide, and other forms of individual or institutional deviance and social control. Prerequisite: Soc. 101. (Replaces Soc. 398).

315. Self and Society (3)

Examination of the interplay between individuals and their surrounding social institutions in the contemporary U.S. society from a cross-cultural perspective. Main topics include impacts of mass media, education, religions, and consumer society on identity construction, self-images, self-esteem, gender socialization, and the aging process. Prerequisite: Soc. 101.

320. Mental Illness and Substance Abuse (3)

Overview of mental illness and substance abuse through a sociological lens. Main topics include: the medical model and related forms of treatment, the role of stress, and social reactions to mental illness including treatment methods and policies. Substance abuse is analyzed in relation to a variety of social and cultural factors including: gender, age, class, and ethnicity. Prerequisite: Soc. 101.

350. Faith, Religion & Religiosity (3)

Examination of the role of religion as a social institution in the U.S. and other countries. Main topics include individuals' experience of religiosity, the role of religious organizations in broader society, and socio-historical diversity of religious traditions from cross-cultural comparative perspective. Prerequisite: Soc. 101.

Spanish (SPA)

A student with two or more high school language credits may take the Spanish Placement Test during orientation with the option of being placed at a **higher** level.

Students with prior study in educational institutions in which Spanish is the primary language are not allowed to receive credit for the elementary level of the native language. They should enroll in courses at the 300/400 level of the native language, or complete the 101-102 sequence of another language.

101. Elementary Spanish I (3)

Introduction to pronunciation, grammar, reading of simple texts and aural-oral practice; open only to students with little (one HS credit) or no previous study of Spanish. Course materials include a language lab (aural/oral) component available through the campus intranet, which is to be completed outside class. (Fall)

102. Elementary Spanish 2 (3)

Continued study of additional verb tenses and grammatical structures and reading assignments of higher complexity. Prerequisite: SPA 101. Course materials include a language lab (aural/oral) component available through the campus intranet, which is to be completed outside class. (Spring)

131. Elementary Spanish in Review (5)

One-semester study of the basics of Spanish covered in 101-102; for students who have had some previous study of the language. Prerequisite: Two or more credits of high school Spanish with a grade of C or better. Successful completion of this course will complete the two-semester general education foreign language requirement. A student may exempt this class, for credit, upon making a superior score on the Spanish Placement Test and completing SPA 201 with a grade of C or better. Students may not earn credit for both SPA 131 and SPA 101/102. Course materials include a language lab (aural/oral) component available through the campus intranet, which is to be completed outside class.

- 201. Intermediate Spanish I** (3)
 Application of grammatical skills in reading and writing; includes study of all Spanish speaking countries. Prerequisite: SPA 102 or 131 or superior score on Spanish Placement Test. (Fall)
- 202. Intermediate Spanish 2.** (3)
 Continuation of SPA 201, with an additional selection of reading materials; emphasis on reading and writing in Spanish. Prerequisite: SPA 201. (Spring)
- 305. Advanced Conversation and Composition** (3)
 This course offers review and practice in both oral and written Spanish. Students will polish skills in hearing, speaking, reading and writing Spanish at an advanced level. Prerequisite: SPA 202.
- 310. Oral Spanish Practice I** (1)
 Oral practice in Spanish supplementing coursework in grammar and literature; emphasis on precision, fluency and native-level speed in conversation on topics of general interest to educated speaker and current topics in several Spanish-speaking countries. May be repeated. Prerequisite: SPA 202.
- 321. Survey of Spanish Literature I** (3)
 Study of the early period of Spanish literature, from the jarchas and El Cid to the end of the Baroque era; includes works of Cervantes, Lope de Vega and Calderón. Prerequisite: SPA 202.
- 322. Survey of Spanish Literature 2.** (3)
 Study of the modern period of Spanish literature, from approximately 1700 to the present; includes prose, poetry and dramatic works along with sufficient historical and literary background to understand their context and appreciate their value. Prerequisite: SPA 202.
- 325. Survey of Spanish American Literature** (3)
 Study of the literature of Spanish America, from the Colonial period to 1900. includes prose, poetry and dramatic works along with sufficient historical and literary background to understand their context and appreciate their value. Prerequisite: SPA 202.
- 326. Survey of Spanish American Literature 2.** (3)
 Study of the literature of Spanish America from approximately 1900 to the present. Continuation of SPA 325. Includes prose, poetry and dramatic works along with sufficient historical and literary background to understand their context and appreciate their value. Prerequisite: SPA 202.
- 341. Spanish Civilization** (3)
 Survey of the civilization of Spain including history, geography, the origins of its people, and its cultural products; topics include pre-Roman and Roman civilizations, the Arabic influence, the Reconquista, Ferdinand and Isabella and the Spanish Empire, the Golden Age in the arts, and the development of modern-day Spain. Prerequisite: SPA 202.
- 342. Spanish American Civilization** (3)
 Survey of the civilization of Spanish America including history, geography, the origins of its people, and its cultural products; topics include pre-Columbian civilizations, the Spanish influence, independence movements, the origins of the countries of Spanish America, and the development of modern Spanish America. Prerequisite: SPA 202.

405. Advanced Spanish Grammar and Composition (3)
Detailed study of Spanish grammar in several types of writing. Prerequisite: SPA 202.

410. Oral Spanish Practice 2. (1)
Continuation of Spanish 310; Oral practice in Spanish supplementing coursework in grammar and literature; emphasis on precision, fluency and native-level speed in conversation on topics of general interest to educated speaker and current topics in several Spanish-speaking countries. Students in their senior year will include the Oral Proficiency interview (OPI) to evaluate their oral ability. Prerequisites: SPA 202, 310.

450. Topics in Hispanic Literature (3)
Study of selected topics in the literature of Spain or Spanish America; topics vary. Prerequisite: SPA 202.

490. Seminar (3)
Capstone presentations of research; topics include preparation for professional work in the area of Spanish language and culture. Prerequisite: Junior or Senior standing in SPA or permission of instructor.





College of Business (Undergraduate Studies)

Dr. Carol L. Karnes
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231-2003 or ckarnes@andersonuniversity.edu

Dr. Jerry Bilbrey
Associate Dean of the College of Business
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College Vision Statement

The College of Business envisions developing extraordinary professional business leaders with a Christian worldview who display exemplary integrity and have a passion to apply the experiences and knowledge mastered during their educational experience.

College Mission Statement

The College of Business produces professionally-prepared graduates, grounded in the liberal arts, ready to serve God, family, employer, and community. The College fulfills the University's mission by challenging business students in an atmosphere which affirms the teachings of Jesus Christ. This is accomplished by an enhanced curriculum in the business disciplines. The curriculum provides students with the knowledge and applications needed to make decisions and solve problems in a rapidly changing world. Faculty emphases are in the areas of instruction, advising, role modeling, scholarship, and integrating faith and learning, all of which leads to teaching excellence. This is enhanced by a philosophy of "The Place to Prepare."

Faculty

Mr. Kyle Anderson, Professor of Accounting
Dr. Jerry Bilbrey, Associate Professor of Management
Dr. Douglas J. Goodwin, Associate Professor of Management
Dr. Miren Ivankovic, Associate Professor of Economics and Finance
Dr. Carol Karnes, Professor of Management
Dr. Joseph Spencer, Professor of Marketing
Dr. William Laing, Associate Professor of Management
Dr. Jeffrey Moore, Associate Professor of Management
Mrs. Valerie Owens, Assistant Professor of Computer Information Systems
Dr. Jamie Ressler, Associate Professor of Marketing
Mr. Greg Silver, Assistant Professor of Computer Information Systems
Dr. Gordon R. Smith, Associate Professor of Economics and Finance
Mrs. Teresa Taylor, Instructor of Accounting

The College of Business sponsors a SIFE (Students In Free Enterprise) Team. SIFE is a global non-profit organization active on more than 1,400 university campuses in 48 countries. The AU SIFE team creates economic opportunities in the Anderson community by organizing outreach projects that focus on market economics, entrepreneurship, financial literacy, success skills, and business ethics. More information about SIFE can be found at www.SIFE.org.

All business students are admitted to the major as pre-business students. After successful completion of six introductory courses with a minimum GPA of 2.5 in these courses, the student may apply to the College for full acceptance into the major. The student must apply no later than at the completion of 75 credit hours. The student completes an “Application for Admission to the Business Major” form with his/her advisor and obtains the signature of the College Dean. Should a student receive transfer credit for one of the required courses, another Anderson University business course will be substituted. For each concentration these courses include the following:

Accounting – ACC 201, 202, CIS 120, ECO 211, 212, BUS 230

Computer Information Systems – ACC 201, 202, BUS 230, CIS 120, 203, ECO 211

Financial Economics – ACC 201, 202, CIS 120, ECO 211, 212, BUS 230

Human Resource Management – ACC 201, 202, CIS 120, ECO 211, BUS 230, PSY 101

International Business – ACC 201, 202, CIS 120, ECO 211, BUS 230, PSY 101

Management – ACC 201, 202, CIS 120, ECO 211, BUS 230, PSY 101

Marketing – ACC 201, 202, CIS 120, ECO 211, BUS 230, PSY 101

Exit exam. All business students must take the Major Field Exam in Business provided by Educational Testing Services as a graduation requirement. This is a comprehensive exam covering all of the major business disciplines. The exam is taken as part of the Senior Seminar (BUS 490) course.

Common business core. All concentrations include the following common professional courses: ACC 201, 202, BUS 230, CIS 120, ECO 211, 212, MKT 331, MGT 341, BUS 351 or MGT 410, FIN 310, CIS 352, BUS 490, 494 and 495.



Accounting (ACC)

201. Introduction to Financial Accounting (3)

Topics include the accounting cycle, accounting for service and merchandising enterprises, preparation and use of financial statements, receivables and payables, deferrals, and accruals, plant assets, accounting systems, and cash flows. (Fall and spring)

202. Introduction to Managerial Accounting (3)

Topics include Behavioral accounting concepts, breakeven analysis, budgeting, control accounting, and decision making. Prerequisite: ACC 201. (Fall and spring)

305. Cost Accounting (3)

Cost accounting for production management; topics include cost systems for internal control, standard cost, inventory planning and control, capital budgeting, and relationship between cost accounting and other quantitative areas. Prerequisite: ACC 202. (Fall)

310. Intermediate Accounting I (3)

Study of financial accounting theory and practice related to generally accepted accounting principles; emphasis on the balance sheet and the income statement. Prerequisite: ACC 202. (Fall)

311. Intermediate Accounting 2. (3)

Continuation of ACC 310; topics include liability section of the balance sheet relative to generally accepted accounting principles, preparation and analysis of the statement of cash flow, income determination, inter-period tax allocation, and special issues such as pensions and leases. Prerequisite: ACC 310. (Spring)

330. Introduction to Taxation. (3)

Introduction to concepts and methods of determining tax liability of individuals, corporations, partnerships, and estates; emphasizes existing federal and state laws and points encountered by the typical business. Prerequisite: ACC 202 (Fall)

401. Auditing (3)

Study of the installation, use, and effect of internal control systems; topics include ethics, legal liability, the audit of electronic data processing systems, the audit application of statistical sampling, the reporting function of the independent auditor, and internal auditing. Prerequisite: ACC 310. (Spring)

410. Accounting Information Systems (3)

Study of the skills, tools, and procedures needed properly to evaluate Electronic Data Processing controls; topics include the accounting, ethical, and legal considerations that should be integrated into the design of business accounting and auditing systems. Prerequisite: ACC 202. (Spring)

435. Advanced Accounting (3)

Specialized aspects of financial accounting, including business combinations, reorganizations and liquidations, emerging practices and developments in financial accounting, and accounting and reporting practices for governmental and not-for-profit entities. Prerequisite: ACC 311 (Fall)

- 492. Current Topics in Accounting** (3)
Examination of various topics related to current research and issues regarding accounting.
Prerequisites: Senior standing and permission of the instructor.

Business (BUS)

- 110. Investigating Business** (1)
Serves as an introduction to the major subject areas of business. Faculty from each business discipline will teach one class. Students will also be introduced to the Internship Program, SIFE, and Business Club. Required for all freshmen business majors.

- 210. Students in Free Enterprise (SIFE)** (1)
SIFE offers students the tools to learn the free enterprise system in a real working situation. This class challenges students to take what they are learning in the classroom to better their community. Students will design and implement projects that demonstrate how the free enterprise system works. Students may enroll for multiple credits up to eight total credit hours. Students may use three credits to count as one upper level business elective. Other credits beyond the three may be used as general electives. This course may be taken for no credit. The course is open to all majors. (Fall and Spring)

- 215. Students in Free Enterprise II** (2)
Same as BUS 210, except this course is for the SIFE leadership team. This course may be taken a maximum of two times. Prerequisites: instructor's permission.

- 220. Personal Financial Planning** (3)
Introduction to personal financial management; topics include requisite financial records, personal financial planning, investments, insurance, home ownership, interest rates, borrowing, tax preparation, and recent consumer legislation. (Spring)

- 230. Business Statistics** (3)
An application oriented course in how to use statistics in business situations. Topics include graphical descriptions of data, how to collect and accurately sample populations, discrete and continuous probability distributions, hypothesis testing, testing sample means, ANOVA analysis, Chi-Square applications, regression and correlation, and time series forecasting. Prerequisite: MAT 106 or 101; CIS 120. (Replaces MAT 203 for business majors)

- 301. Business Communications** (3)
Introduction to business communications with extensive practice in different types of business writing and speaking, focusing on the more common types of communication, such as letters, memos, interviews, and shorter reports. (Same as ENG 301)
Prerequisites: ENG 101, 102. (Fall and spring)

- 330. Business Overseas** (3)
Introduces students to an international experience abroad and enables them to study business in a country or region of the world along with travel to that area.

- 340. Business Ethics** (3)
Focuses on the ethical perspectives of business decision-making and policy development in a variety of key areas including individual behavior, human resource management, work environments, marketing, property rights, and international business. A Biblical worldview will be contrasted to a humanist worldview and used to develop Biblical ethical principles which will be contextualized in the business environment.

351. Legal Environment of Business (3)
 Study of law and society, government and business, contracts, agency and employment, according to the Uniform Commercial Code. (Spring)

401. International Business (3)
 Introduction to the nature and importance of international business, the international monetary system, and forces within the foreign environments and their effect on business practices are included; trends of international companies are studied. Prerequisites: MGT 341 and MKT 331. (Spring)

410. Entrepreneurship (3)
 Study of logistics and problems associated with developing a business plan, launching a new business and managing that business. Prerequisites: CIS 120, one ACC course, one ECO course, MKT 331, MGT 341.

490. Senior Seminar in Business (3)
 Application of economic, accounting, marketing, and management theories and ethical principles to solve current business problems; methods include group and individual learning activities to develop successful strategy and analysis techniques. Prerequisite: FIN 310, CIS 352, Senior Standing. (Fall and spring)

492. Current Topics in Business Management (3)
 Examination of various topics related to current research and issues regarding business management. Prerequisites: Senior standing.

494. Professional Development Seminar. (1)
 Preparing the business student for transition into the professional business environment. Professional skills are developed such as resume and letter writing, interviewing and job/ internship search.

495. Business Internship (2)
 Supervised experiential learning and research in various areas of business are combined for aiding the transition to the workplace. Prerequisites: Business senior, admitted to business major. (Fall)

Computer Information Systems (CIS)

101. Introduction to Computers (3)
 Introduction to basic desktop computing with an emphasis on utilizing applications as productivity tools. Topics include word processing, spreadsheet creation, presentation graphics, electronic mail, and Internet. For non-business majors only. Cannot be taken if you already have had CIS 120.

120. Introduction to Information Processing Systems (3)
 Introduction to basic microcomputer concepts and applications; emphasis on the utilization of information processing systems in business. Topics include word processing, spreadsheet creation, database development, presentation graphics, electronic mail, and Internet. (Fall and Spring)

202. Computer Science I (4)
 This course is intended to introduce students to computer programming as a method for solving problems. A high-level computer language will be used to introduce structured, event-driven, and object oriented programming techniques and their application to common problems. Prerequisites: CIS 120, MAT 106 or higher. (Fall)

203. Computer Science II (4)

This course builds on the concepts taught in CIS 202. It emphasizes the development of application programs using object oriented programming techniques. Topics include object oriented program development, elementary data structures, database programming, and other advanced programming concepts. Prerequisite: CIS 202. (Spring)

310. Introduction to Database Management Systems (3)

Study of techniques for designing and developing a database to support a business and basic techniques for using and implementing systems using the client/server approach; practical experience includes a project involving object-oriented methodology during initial development phases, and a relational database during the implementation stage. Prerequisite: CIS 202. (Fall)

330. Telecommunications and Networking (4)

Introduction to network design and operations with emphasis on client/server PC networking; topics include data communications/telecommunication concepts, components, architecture, protocols, and standards for message movement within an information network. Prerequisite: CIS 203. (Fall)

352. Management of Information Systems. (3)

Introduction to the management aspects of information technology; topics include an introduction to the System Development Life Cycle; alternatives for hardware, software, data, personnel and procedures; operating systems; database management systems; and electronic commerce. Cases and current topics addressing the role and the usage of information technology are also used. Prerequisites: CIS 120, Junior Standing. (Spring)

490. Information System Analysis, Design, and Implementation. (3)

Study of organizational efforts to analyze, design, and implement information systems; topics include design of computer-based solutions to individual and organizational problems; analysis of subsystems user interfaces, hardware/software selection and evaluation, and system implementation; and exploration of the interface between systems/individuals and systems/organizations. Prerequisites: CIS 310, 352. (Spring)

492. Current Topics in CIS I (3)

Examination of various topics related to current research and issues regarding computer science and/or computer information systems. Prerequisites: CIS 310, 203, or instructor's permission.

494. Current Topics in CIS II. (3)

Examination of various topics related to current research and issues regarding computer science and/or computer information systems. Prerequisites: CIS 492 or instructor's permission.

Economics (ECO)**200. Economic Concepts (3)**

Comprehensive study of micro- and macro-economic topics for non-business majors. Cannot be taken if the student has previously completed ECO 211 or 212. (Fall)

211. Principles of Microeconomics (3)

Study of the economic decision making of firms and individuals in a market setting; topics include basic economic concepts, product markets, factor markets, and micro-economic issues. (Fall)

212. Principles of Macroeconomics. (3)
 Study of output, employment, income, and price in the economy; topics include basic economic concepts, macroeconomic issues, and international economics. Prerequisite: C or better in ECO 211. (Spring)

240. Mathematics for Economics and Finance (3)
 Study and development of the mathematical and statistical tools needed to interpret and forecast economics and financial data: functional analysis, optimization, model construction, linear programming, and regression analysis. Prerequisites: BUS 230, ECO 212, MAT 113.

301. Money and Banking. (3)
 Study of the relation of money to prices, employment and business activity; topics include analysis of money and capital markets, interest rate determination, the Federal Reserve structure and monetary control, current policies and their impact on the future. Prerequisite: ECO 212, FIN 310. (Fall)

310. International Economics and Finance. (3)
 Study of the functioning of the international economy; topics include theoretical principles that govern international trade, empirical evidence of world trade patterns and policies in industrialized and developing nations, balance of payments, trade deficits and surpluses, and exchange rates. Prerequisite: ECO 212.

320. Labor Economics (3)
 Study of the organization, functioning, and outcomes of labor markets; the decisions of prospective and present labor market participants; and the public policies which relate to the employment and payment of labor resources. Prerequisite: ECO 212.

330. Economics of Government Regulation (3)
 Study of the role of government in market economies; topics include process of taxation, financing government spending through the bond market, and behavior of politicians. Prerequisites: ECO 211.

340. Intermediate Microeconomics (3)
 Analytical study of the basic concepts of value and distribution under alternative market conditions (free markets, monopoly, oligopoly and monopolistic competition). Prerequisites: ECO 211. (Fall)

350. Intermediate Macroeconomics (3)
 Analytical study of a society's aggregate production and the resulting problems of inflation and unemployment produced by business cycles. Statistics (GDP and the CPI) and theory will be included. Prerequisite: ECO 212, ECO 240.

410. Business Regression Analysis. (3)
 Introduction to single equation least squares estimation and some elements of time series analysis; topics include ANOVA, autocorrelation, dummy variables, heteroscedasticity, and multicollinearity. Prerequisites: MAT 113, BUS 230. (Spring)

492. Current Topics in Economics (1-3)
 Examination of various topics related to current research and issues regarding economics. Prerequisite: ECO 340.

Finance (FIN)

310. Financial Management I (3)
 Introduction to the management of a firm's financial resources; topics include analysis

of financial statements and cash flows, financial markets and institutions, risk and return analysis using the capital asset pricing model, time value of money, stock and bond valuation, the cost of capital and an introduction to capital budgeting. Prerequisites: ECO 212, ACC 202, and BUS 230. (Fall)

311. Financial Management II. (3)

Continuation of FIN 310; topics include in-depth analysis of capital budgeting, strategic financing decisions such as capital structure, tactical financing decisions such as issuing securities and lease financing, working capital management, and special topics in derivatives, bankruptcy, mergers, and leveraged buy-outs. Prerequisite: FIN 310. (Spring)

320. Investment Analysis (3)

Introduction to the essentials of investing; topics include taxonomy of investing terminology, risk and return, efficient diversification, capital asset pricing, the efficient market hypothesis, fixed income securities, macroeconomic and industry analysis, equity valuation, financial statement and technical analysis, along with futures and options markets. Prerequisite: ECO 240, FIN 311.

410. Basics of Options, Futures and Other Financial Derivatives. (3)

Study of options, interest rate swaps, interest rate futures, stock index futures and foreign exchange futures from applied and theoretical perspectives. Prerequisite: FIN 311.

492. Current Topics in Finance (1-3)

Examination of various topics related to current research and issues regarding finance. Prerequisite: FIN 311.

Healthcare Management (HCM)

110. Introduction to Healthcare Management (3)

An introduction to health services, health care organizations, and policy making in the United States. Emphasis will be on the current issues in U.S. health policy, the present organization of the U.S. health care system, and professional and clinical specialties in health service settings.

120. Principles and Methods of Epidemiology. (3)

A study of the determinants of the distribution of health and disease in community populations. Research includes the causes of disease, the advancement and evaluation of disease prevention methods, and the planning and evaluation of public health effectiveness. Employing quantitative methods (biostatistics), topics will include comparative measure of disease frequency, contingency table analysis, logistic regression and survival analysis. Prerequisite: BUS 230.

220. Management for Health Care Organizations. (3)

Includes organizational characteristics of primary, secondary, and tertiary health delivery system, as well as ambulatory, acute, and long-term care facilities. Management issues and strategies involving governance, clinical services, human and fiscal resources, community-based services, and all facets of risk management including risk financing, loss prevention, and loss control. Prerequisite: HCM 110.

310. Health Economics and Policy (3)

Alternative forms of market contracting and organizational structures as methods of governance are interpreted and the role they play in the evolving health insurance and health care systems is examined. Theoretical topics include vertical integration, relational contracting

and network forms of organization, principal-agent problems, the dynamic capabilities of firms, quality, and the implications of nonprofit, for-profit, and public ownership. Applied topics include managed integrated delivery systems, organizational chains and franchising, and HMOs. Prerequisites: ECO 211, 212, HCM 110.

311. Healthcare Financial Management (3)

Examination of the concerns and practices of healthcare financial management, health insurance, and managed care. Health care financial management tools and techniques will be presented and utilized. The financial impact of public policy and private sector cost containment initiatives will be explored, with specific attention to the role of public, private and managed care insurance. Prerequisites: CIS 120, MAT 113, ECO 211, MGT 341, HCM 110.

320. Ethical and Legal Issues in U.S. Health Care (3)

A course for non-lawyers in legal issues in the organization and delivery of health care which include regulation, fraud and abuse, physician arrangements, Medicare, managed care, privacy, malpractice, patient dumping, and contracts. Case studies will focus on the application and communication of legal and ethical principles in complex but common health care decision-making situations. Prerequisite: HCM 110.

330. Hospital Management (3)

Aims to develop the ability to think analytically and to handle the management and development issues faced by hospital managers. Designed to provide knowledge and skills in functional areas such as quality, finance, personnel, marketing, management information systems, and services planning. Students are trained in leadership and problem solving to enable them to coordinate day-to-day patient care activities and provide direction to the administrative team. Prerequisites: MGT 341, MKT 331, ACC 202.

340. Research and Practice in Healthcare Management (3)

Students formulate an applied research project, perform a policy analysis or conduct a management study. The proposal must be approved by the professor and address either a secondary dataset, a collection of journal articles or descriptive policy analysis materials. Students work to develop a “theory” based research agenda that include the first three sections of a traditional research project (Introduction, Literature Review, and Research Methods) while hypothesizing the potential projected responses for the final two sections within traditional research (Findings and Conclusions). Prerequisite: Junior Status, BUS 230, HCM 120, HCM 110.

410. Seminar in Healthcare Management (3)

An interdisciplinary approach to planning and decision making in health care organizations. Application of health policy, strategic thinking, management principles, organizational behavior and internal and external environmental assessments. Methods include group and individual learning activities, case studies and simulations. Prerequisite: Senior status.

430. Practicum/Field Work in Community Health Care Organizations (3)

Students gain experience in community health activities in agencies delivering and planning health services. Agencies may include neighborhood clinics, health planning bodies, medical practice settings, public health agencies, special problem clinics and facilities, environmental programs and services. Prerequisite: Senior status.

to become an “*educator who is a builders of knowledge, values, and community.*” The central metaphor

Management (MGT)

341. Principles of Management (3)

Analysis of the role of management in an organization; topics include theories of management; leadership; social responsibility of management; functions of management in planning, supervision, communications, budget control, quality control, and resources development. Prerequisite: PSY 101 or SOC 101 (Fall and spring)

343. Management of Human Resources (3)

Introduction to supervision of human resources in business; topics include the process of hiring and training employees and evaluating performance; compensating employees; organizing, motivating, and directing workers; maintaining discipline and resolving conflict. Prerequisite: MGT 341. (Spring)

360. Project Management (3)

Emphasis on project management tools, team problem solving techniques and the interpersonal skills required to lead effective project teams. Students apply knowledge gained from classroom discussions, exercises and analyzing case studies to leading a team in planning a simulated project. Moral and ethical issues are examined as students practice leading a project team.

410. Employment and Labor Law (3)

Survey of legal issues impacting various human resource functions; topics include equal employment opportunity; hiring, developing, promoting, and compensating employees; benefits; sexual harassment; labor relations; and occupational safety; congressional involvement with labor issues and laws affecting unionization; development of employment law; jurisdiction of federal and state agencies; and the rights and responsibilities of employers and employees. Prerequisite: BUS 351 or MGT 343. (Spring)

420. Compensation (3)

An examination of compensation systems in the context of current theory, research, and practice. The course includes a survey of established approaches to compensation decisions; new developments in application of compensation; and how compensation can be managed to provide a strategic advantage. (Same as OLS 420). Prerequisite: MGT 343.

440. Training and Development (3)

Topics include assessing training needs, creating learning objectives, identifying training resources, understanding adult learners, designing training, using training media effectively, and evaluating training results and the return on investment. (Same as OLS 440). Prerequisite: MGT 343

441. Management of Organizational Behavior (3)

Analysis of the theory of organizations, the structure and setting in which work takes place, and individual and group behavior within organizations; emphasis on skills needed for leadership. Prerequisite: MGT 341. (Fall)

443. Leadership (3)

This course is designed to provide students with an understanding of various theories and concepts of leadership. Moral and ethical issues will be examined as students focus on how to be effective leaders. Students will apply knowledge gained in analyzing case studies and resolving real world issues pertaining to leading themselves, subordinates, teams, and organizations. Prerequisite: MGT 341.

451. Operations Management.
(3)

Survey of production-operations functions including basic procedures and techniques in the design and analysis of operating systems; topics include product planning, competitive priorities, forecasting, process design, technological choices, work measurement, capacity, production plans, inventory systems, quality management, and quality control. Prerequisites: MGT 341, BUS 230.

469. Service Quality Management.
(3)

Study of philosophy and style of management that service-producing organizations can use to gain competitive advantage. Topics include strategies for developing and designing service operations, managing supply and demand, the service supply chain, and quality solutions for service-providers. Prerequisite: MGT 341. (Fall)

479. Quality Management.
(3)

Study of fundamental management techniques, existing and innovative improvement efforts, and specialized technical skills in a structure focused on continuously improving all processes within organizations - both service and manufacturing. (Same as OLS 479). Prerequisites: MGT 341 and BUS 230, or MAT 108 and 109.

Marketing (MKT)

331. Principles of Marketing.
(3)

Study of the basic principles, methods, and problems in planning, pricing, promotion, and distribution of goods and services. (Fall and spring)

334. Consumer Behavior.
(3)

Study of the decision-making process of consumers in the response to marketing and promotional objectives and activities; pertinent concepts from behavioral sciences are examined to assist in analyzing consumer decision-making. Prerequisite: MKT 331.

340. Sales and Sales Management.
(3)

Study of the sales process (business to consumer and business to business). Study includes techniques of excellence in selling and how a firm manages salespeople. Course includes simulated selling situations.

350. New Product Development.
(3)

Study of how firms and organizations go about effectively developing new products and bring them to market or to their customers.

360. Negotiations Skills.
(3)

Study of how individuals and firms successfully conduct negotiations.

413. Advertising and Promotion.

440. Marketing Research.
(3)

The study of how firms and organizations understand their current and potential customers and markets.

450. International Marketing.
(3)

A study of the roles and responsibilities of marketers in the international marketplace. The course examines the effects of culture, politics, trading blocks, and competition on the development and implementation of marketing programs that cross national boundaries. Prerequisite: MKT 331.

460: Internet Marketing
(3)

The study of using the Internet to market products, services, and organizations. Examines the techniques and uses of social media, web media, e-mail and web marketing techniques.



College of Christian Studies

Dr. Michael Dudit
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Vision Statement

The Mission of the College of Christian Studies is to equip a new generation of God-called men and women to change the world through transformative Kingdom service.

The College of Christian Studies offers an array of undergraduate programs in Biblical studies, theology and ministry studies, as well as graduate study in ministry through the David T. Clamp Graduate School of Christian Ministry. Students in the College of Christian Studies are encouraged to blend their academic study with practical experience in the church or other settings for ministry service. The College also sponsors the A-Team, a student organization for those who are preparing for some type of ministry service.

Faculty

Dr. Michael Dudit, Dean and Professor of Christian Ministry
Dr. Kristopher K. Barnett, Associate Dean, Clamp Graduate School of Christian Ministry, and Assistant Professor of Christian Ministry
Dr. Ryan A. Neal, Chair of Traditional Undergraduate Programs and Associate Professor of Christian Studies
Dr. James E. Motes, Chair of Online Undergraduate Programs and Associate Professor of Christian Ministry
Dr. Channing Crisler, Director of Doctor of Ministry Studies and Assistant Professor of Christian Studies
Dr. Bryan H. Cribb, Assistant Professor of Christian Studies
Dr. Charles W. Fuller, Assistant Professor of Christian Studies

Christian Studies (CHR)

- 105. Introduction to the Bible** (3)
Literary, historical, and theological introduction to the Bible.
- 107. Introduction to the Old Testament** (3)
An introduction to the literary and theological content and historical setting of the Old Testament. Note: For majors only or with permission of lead instructor.
- 109. Introduction to the New Testament** (3)
An introduction to the literary and theological content and historical setting of the New Testament. Note: For majors only or with permission of lead instructor.
- 205. Hermeneutics** (3)
An introduction to the process of interpreting scripture. Prerequisite: CHR 105 or CHR 107/109.
- 210. Communication for Ministry** (3)
A study of rhetorical theory and the process of communication in a contemporary setting, with particular focus on the local church context. Areas of communication to be addressed include

preaching, teaching, interpersonal communication, communicating via electronic media, and marketing for ministry.

230. Southern Baptist Life and Structures (3)

A survey of the characteristics of the Southern Baptist Convention as a Christian denomination, including its purposes, agencies, and institutions. Requires travel to the South Carolina Baptist Convention, a two-day event which meets in mid-November.

240. Systematic Theology (3)

An introductory survey of the principal topics in the field of Christian theology.

Prerequisites: CHR 205 or permission of instructor.

250. Introduction to Ministry (3)

An introductory survey of the theology and practice of ministry in the local church.

270. Introduction to Youth Ministry (3)

An introductory survey of the theology, theories, philosophies and practice of youth ministry in the local church.

305. Christian Worldview and Contemporary Application (3)

Study of the teachings of Jesus and Christian worldview in comparison to its contemporary rivals; includes an emphasis on the ethical application of Christian beliefs. Pre-requisite: CHR 105 (or 107/109) and Junior status.

310. Hebrew Prophets (3)

Study of prophecy in Israel and the prophetic literature of the Old Testament; emphasis on the historical setting of the prophets, the literary forms used in prophetic preaching, and the contemporary relevance of the prophetic message. Prerequisite: CHR 105 or CHR 107 and CHR 205

311. Hebrew Poetry and Wisdom Literature (3)

Study of Proverbs, Ecclesiastes, Job, Psalms, and Song of Solomon; explores wisdom thinking in Israel and the characteristics of Hebrew poetry. Prerequisite: CHR 105 or CHR 107 and CHR 205.

312. Introduction to Biblical Hebrew (3)

Survey of reading biblical Hebrew; basic grammar and vocabulary are emphasized.

313. Intermediate Biblical Hebrew (3)

A study of the grammar and syntax of the Hebrew Old Testament, emphasizing translation and exegesis of the biblical text.

314. Pentateuch (3)

A study of the first five books of the Old Testament, including content, narratives, theological themes, and textual issues. Prerequisite: CHR 105 or CHR 107 and CHR 205

315. Historical Books (3)

A study of the historical books of the Old Testament, including content, narratives, theological themes, and textual issues. Prerequisite: CHR 105 or CHR 107 and CHR 205

320. Jesus and the Gospels (3)

Survey of the life and ministry of Jesus and interpretation of his teachings. Prerequisite: CHR 105 or CHR 109 and CHR 205

- 321. Life and Letters of Paul** (3)
 Survey of the life of Paul with special attention on an exposition of his letters. Prerequisite: CHR 105 or CHR 109 and CHR 205
- 322. Introduction to Biblical Greek** (3)
 Study of basic Greek grammar and vocabulary in order to read simple narrative passages from the New Testament.
- 323. Intermediate Biblical Greek** (3)
 A study of the grammar and syntax of the Greek New Testament, including exegesis of the biblical text.
- 324. Acts and General Epistles** (3)
 A study of the book of Acts and the General Epistles in the New Testament, including content, theological themes, and textual issues. Prerequisite: CHR 105 or CHR 109 and CHR 205
- 325. Pastoral Epistles and Revelation** (3)
 A study of the Pastoral Epistles and the book of Revelation in the New Testament, including content, theological themes, and textual issues, with attention to the nature of apocalyptic literature in regard to Revelation. Prerequisite: CHR 105 or CHR 109 and CHR 205
- 330. World Religions** (3)
 Survey of major contemporary religious traditions with special attention to beliefs, practices, and historical background; includes manner in which each addresses common human questions. Prerequisite: CHR 105 or CHR 107/109.
- 331. Christian Thought** (3)
 Survey of the writings of prominent Christian thinkers addressing perennial human questions. Prerequisite: CHR 240 or permission of instructor.
- 332. Baptist History** (3)
 Survey of the history of the Baptists, with particular emphasis on the development of that tradition in America.
- 335. History of Christianity** (3)
 Survey of the history of the Christian church.
- 336. The Age of Reformation** (3)
 Study of issues related to the birth and development of Protestant Christianity in sixteenth-century Europe. Prerequisites: Completion of 3 hours in history or permission of instructor. Same as HIS 336.
- 340. Issues in Theology** (1)
 A survey of specific issues in theology.
- 341. Christian Ethics** (3)
 Survey of Christian theological perspectives on such social issues as the use of violence, economic and political structures, human sexuality, ethnicity, the environment, technology, and the world of medicine. Prerequisite: CHR 240 or permission of instructor.
- 345. Philosophy of Religion** (3)
 A study of the philosophical attempt to understand the nature of God and the significance of religion in the life of man. Prerequisite: CHR 240.

- 350. Christian Education and Ministry Management** (3)
 Study of areas of Christian education in the context of church organizations and ministry management principles. Prerequisite: CHR 250.
- 352. Ministry Leadership and Management** (3)
 A survey of principles and practices of leadership and management in the local church. Prerequisite: CHR 250 or permission of instructor.
- 357. Christian Apologetics** (3)
 A study of the defense of Christianity with a view to application in contemporary ministry. Prerequisites: Chr. 205 and Chr. 240.
- 360. Pastoral Ministry** (3)
 An introduction to the theological foundations and practical strategies relating to pastoral ministry, including: pastoral care, worship, discipleship, spiritual disciplines, and topics in local church ministry. Prerequisite: CHR 250 or permission of instructor.
- 361. Christian Philosophy** (3)
 A study of Christian approaches to epistemology, metaphysics, and philosophical theology. Prerequisites: CHR 205, 240.
- 362. Christian Preaching** (3)
 A study of the preparation and delivery of effective biblical sermons. Prerequisite: CHR 205.
- 363. Pastoral Care and Counseling** (3)
 An introduction to the biblical-theological foundations and practical strategies relating to pastoral care and counseling in the local church.
- 364. Worship** (3)
 An introductory survey of the history, theology and practice of worship in the local church. Prerequisite: CHR 250
- 365. Evangelism and Missions** (3)
 An introduction to the disciplines of evangelism and missions, including their biblical basis and theological foundations along with a study of strategies, methodologies, and trends in the 21st century church. Prerequisite: CHR 205.
- 366. Missiology** (3)
 A survey of missions and outreach with particular focus on Southern Baptist missions and emerging mission strategies in the 21st century. Prerequisite: CHR 365 or permission of instructor.
- 367. Ministry in the Contemporary Church** (3)
 A study of practices and trends in ministry in contemporary churches, including use of technology, multi-site approaches, church planting strategies, and other topics. Students will be required to attend a major ministry conference as part of the course. Prerequisite: CHR 250 or permission of instructor.
- 370. Youth Ministry Administration** (3)
 A study of the various aspects of administering the work of the youth minister focusing on roles, relationships, resources and responsibilities, and practical application to the local church. Prerequisite: CHR 270 or permission of instructor.
- 372. Preaching Practicum** (3)

Students will have the opportunity to practice and further develop skills developed in CHR 362, Christian Preaching. Students will sharpen their skills in effectively preparing and delivering sermons, discover insight on developing genre specific sermons, and learn to develop and implement a preaching plan. Prerequisite: CHR 362 or permission of instructor.

380. Psychology of Religion (3)

Empirical analysis of the effects of religion on the individual; topics include religious development; religious expression; religious conversation; religious attitudes and behaviors; and religion's effects on mental health. Prerequisite: PSY 101. Same as PSY 380.

382. Spiritual Formation in Ministry (3)

A survey of biblical foundations, theological principles, and practices of spiritual formation for the minister.

415. Old Testament Topics (3)

Study of specialized topic of Old Testament; includes individual research projects under faculty supervision. Prerequisite: CHR 105 or 107 and REL 205. May be repeated once for credit.

425. New Testament Topics (3)

Study of specialized topic of New Testament research; includes individual research projects with faculty supervision. Prerequisite: CHR 105 or 109 and REL 205. May be repeated once for credit.

445. Topics in Christian Theology (3)

An in-depth study of selected topics of theological significance. Prerequisite: CHR 240. May be repeated once for credit. Prerequisite: CHR 240.

470. Topics and Issues in Youth Ministry (3)

A study of the issues facing youth as well as the developmental nature of youth and the issues affecting them and their families, as well as an examination of the demands upon the schedule, priorities, family and other aspects of the youth minister's life focusing on personal habits, family involvement, calling, career opportunities and continuing development. Prerequisite: CHR 270 or permission of instructor.

472. Special Topics in Preaching. (3)

A study of advanced topics in Christian preaching including hermeneutics, sermon forms, and delivery techniques. Prerequisite: CHR 362.

491. Senior Seminar in Christian Studies (3)

Research, career preparation, senior project, and/or study abroad. Prerequisites: Senior Standing in Christian Theology or Christian Ministry.

495. Internship (1-3)

Students apply classroom skills and insights in actual work environments under professional supervision. May be repeated once for credit. Prerequisite: Senior Standing in Christian Theology or Christian Ministry.



College of Education

Administrative Office: Johnston Hall, Room 100

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The Standard of Excellence
in Teacher Preparation

Administration

Dr. Raymond S. Locy, Dean of the College of Education

Dr. Danny L. Hawkins, Associate Dean of the College of Education

Faculty

Mr. Phil Ashley, Assistant Professor of Education and Coordinator of Education Field Partnerships

Mr. Ethan E. Hodge, Assistant Professor of Education and Coordinator of Secondary Education Programs

Dr. Larry Knighton, Assistant Professor of Education

Dr. Jacquelynn Malloy, Assistant Professor of Education

Dr. Linda McCuen, Associate Professor of Education

Mrs. Lois Oldenburg, Instructor of Education

Mrs. Lynette M. Pannell, Instructor of Education

Dr. Lee Rawl, Associate Professor of Education

Dr. Patrice Shearin, Assistant Professor of Physical Education

Ms. Joanna B. Stegall, Assistant Professor of Education

Dr. Margaret Walworth, Associate Professor of Education

Staff

Mrs. Kay Babecki, Administrative Assistant to the Dean

Mrs. Brenda Gray, Coordinator of Graduate Studies

College of Education Mission Statement

The Mission of the College of Education is to prepare men and women to become Christ-centered "educators who are builders of knowledge, values, and community" by nurturing the development of character, servant leadership, and cultural engagement.

Conceptual Framework

The conceptual framework for the initial and advanced programs establishes the shared mission for the unit's efforts in preparing "educators who are builders of knowledge, values, and community" for service in P-12 schools. It is the basis upon which programs, courses, teaching, candidate performance, scholarship, service, and unit accountability are established and sustained. The conceptual framework is knowledge-based, articulated, shared, coherent, and consistent with the institutional and unit mission statements.

The teacher education program of the College of Education prepares the teacher candidate to become an "educator who is a builders of knowledge, values, and community." The central metaphor

that captures the guiding pedagogical principles of the Teacher Education Program describes the teacher as a *master builder*. Therefore, the primary role of the teacher is that of a builder-facilitator who:

- presents content *knowledge* using multiple teaching strategies designed to include all students in the learning experience;
- *values* and encourages the development of students as critical thinkers and life-long learners; and
- creates a safe, supportive learning *community* within the classroom.

The concepts of social constructionism support this metaphor and its associated principles. At the core of constructivist theory is the idea that learners must individually discover and transform complex information if they are to make it their own (Ryan & Cooper, 2004). Learners engaged in a constructivist classroom constantly check new information against previous rules and revise them when they no longer work. (Slavin, 2006). Pass (2004) notes that the social construction of meaning occurs through a communications dialogue. Each participant within the community is continuously revising and reforming meaning as a collaborative process. Several of Vygotsky's concepts that are central to his theories and complementary of the social constructionist position likewise provide a theoretical foundation for the Teacher Education Program. Four key principles derived from Vygotsky are critical to the teacher as builder, including the social nature of learning, the zone of proximal development, cognitive apprenticeship, and mediated learning (Slavin, 2006). Most significantly, Vygotsky places social interaction at the forefront of his theories. Intellectual development occurs, therefore, through the engagement in activity in the company of parents, teachers, peers, and others. Thus, the teacher must be a *competent builder of knowledge*.

Along with Vygotsky, Piaget and Kohlberg's concept of moral development espouses a constructionist approach to learning. Piaget observed that children often engage in discussions of hypothetical situations, which lead to a morality of cooperation as the child's social world expands to include interaction with increasing numbers of peers. Kohlberg also recognizes that the development of moral reasoning and insights are greatly influenced by the relationships and individual responses to structured situations. Effective teachers and teacher education programs thus promote the development of teachers with critical thinking and problem solving skills. They also encourage the inclusion of opportunities for these social interactions and incorporate values education at the global, local, and individual levels (Lickona, 1991). Accordingly, teachers must become *caring builders of values*. Moreover, such teachers must engage in self-examination and reflection of their own performance and use their conclusions to improve their teaching.

The emphasis on the social nature of learning and the use of groups of peers to model appropriate ways of thinking, as well as identify and challenge misconceptions, are key elements of Piaget's and Vygotsky's conception of cognitive change (Slavin, 2006). Vygotsky, furthermore, applies his principle of learning as a social construct to his concept of the zone of proximal development, which is a shared creation of the learner and the more competent "others" (Ryan & Cooper, 2004). According to Vygotsky (1978), the zone of proximal development is "the distance between a child's actual development level, as determined by independent problem-solving, and the higher level of potential development, as determined through problem solving under adult guidance, or in collaboration with more capable peers" (p. 86). He also states that a constructivist approach makes extensive use of cooperative learning because students will discover and comprehend difficult concepts if they can discuss problems and issues with peers. Thus, the teacher must be a *committed builder of community*.

Learning occurs through a building process. To teach another, one must have more advanced knowledge than the learner. Such a teacher must have the necessary skills needed to transform this knowledge into meaningful experiences where students can acquire this new knowledge. The tenets of social constructivism, as well as the specific principles posited by Vygotsky and his peers, supply the theoretical foundation for the Conceptual Framework which guides the Teacher Education Program of the College of Education. The guiding metaphor of the Conceptual Framework centers on the concept of the “*Teacher as Builder*.” This concept is made concrete through the multiple roles assumed by the teacher within the classroom, the school, and the community. The teacher serves as mediator in the learning process. Through the teacher’s actions as a *builder of knowledge, values and community*, learners are engaged in meaningful learning experiences that facilitate the acquisition of information that then becomes the foundation for the development of critical thinking skills.

References:

- Lickona, T. (1991). *Moral, character, and civic education in the elementary school*. J. S. Benninga, (Ed.). New York, NY: Teachers College Press
- Pass, Susan. (2004). *Parallel paths to constructivism: Jean Piaget and Lev Vygotsky*. Greenwich, CN: Information Age Publications.
- Ryan, K. & Cooper, J. (2004). *Those who can, teach*. Boston, MA: Houghton Mifflin Company.
- Slavin, R. (2006). *Educational psychology theory and practice*. Boston, MA: Pearson
- Vygotsky, L.D. (1978). *Mind in society*. M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, (Eds.). Cambridge, MA: Harvard University Press.

Teacher Education Program

The College of Education is accredited by the *National Council for Accreditation of Teacher Education* (NCATE) and the South Carolina State Department of Education. The College of Education offers a comprehensive and systematic sequence of courses designed to develop the knowledge, skills, and dispositions necessary for effective teaching. Programs are available that lead to a Bachelor’s degree with initial certification from the State of South Carolina in Elementary Education; Elementary Education with add-on certification in Early Childhood Education; and Elementary Education with add-on certification in Special Education Learning Disabilities (K-12). In collaboration with Departments of the College of Arts and Sciences, the College of Education also offers the option of completing a prescribed sequence of Professional Education courses that lead to initial teacher certification in the secondary (9-12) areas of English, mathematics, and social studies. Undergraduate degrees with initial teacher certification are also offered in Art Education (K-12) and vocal or instrumental music education (K-12) in partnership with the College of Visual and Performing Arts. Through the educational process that is unique to each of these programs, the teacher candidate becomes a competent builder of knowledge, caring builder of values, and committed builder of community. From these three guiding principles emerge the professional knowledge, skills, and dispositions expected of the teacher candidate who completes the program.

Along with these professional competencies, the teacher candidate acquires a desired set of enduring understandings through the application of research, theory, pedagogy, and practice. The teacher preparation program of the College of Education seeks to instill the following enduring understandings in its teacher candidates:

- Teacher candidates maintain the disposition that an “*educator is a builder of knowledge, values, and community.*”
- Teacher candidates act on the belief that all students can learn.
- Teacher candidates integrate biblical truth with learning and teaching.
- Teacher candidates model the teaching/learning attitudes and skills of professionals who are caring, committed, and competent.
- Teacher candidates create a safe learning environment that fosters the free exchange of ideas.
- Teacher candidates create a learning environment that promotes active learning, critical thinking, collaborative learning, and knowledge creation.
- Teacher candidates possess the requisite beliefs, attitudes, and knowledge that facilitate caring, committed, and competent teaching.
- Teacher candidates possess information, digital, and visual competencies that are indicative of the 21st-century.
- Teacher candidates demonstrate innovation in teaching and learning by using technology.
- Teacher candidates use formative and summative evaluation to develop and assure the competence of all learners in specified learning outcomes.
- Teacher candidates value the belief that the pluralistic nature of the community is a resource for teaching and learning.
- Teacher candidates model the characteristics of a professional educator.
- Teacher candidates model research and professional development for the benefit of learners.
- Teacher candidates practice reflection by applying the performance standards of effective teachers as outlined in *Assisting, Developing, and Evaluating Professional Teaching (ADEPT)*.
- Teacher candidates demonstrate knowledge of standards/elements of their respective Specialty Professional Associations.
- Teacher candidates promote the *Education and Economic Development Act*.

The College of Education is commonly referred to as the “unit.” In collaboration with College of Education colleagues, university colleagues, stakeholders, and teacher candidates, the College of Education has developed a unit assessment system that monitors the competency of all teacher candidates throughout the program. The unit assessment system also serves to ensure the quality of the teacher education program at Anderson University and the teaching profession. The four levels of the unit assessment system are referred to as “Benchmarks.” The successful admission to each Benchmark is based on the teacher candidate meeting specified requirements. A teacher candidate may not continue in the education major by scheduling additional education courses, other than those permitted prior to Benchmark I, if all criteria of a specific assessment level are not met. If any requirement of an assessment level is not successfully met, the teacher candidate will be required to remediate all deficiencies as set forth in a *Candidate Assistance Plan* (CAP). The following information describes the requirements for each Benchmark that comprise the unit assessment system.

Benchmark I Admission into the Teacher Education Program

Application to Benchmark I is made as part of the requirements of the respective Best Practices course. The pre-teacher candidate may complete a maximum of 13 hours of prescribed education courses, that is, courses identified with an EDU prefix, prior to application for entrance into the Teacher Education Program. These courses are limited to EDU 110, Essentials of Teacher Candidacy (1); EDU 111, Foundations of Education (3); EDU 211, Educational Psychology (3); EDU 216, Best Practices for the Elementary Classroom/Field Experience I (3) or EDU 217, Best Practices for the Secondary Classroom/Field Experience I (3) ; and EDU 220, Technology for the 21st Century Classroom (3).

The following criteria must be met to successfully complete this Benchmark:

- complete the application for admission to Benchmark I as part of the requirements for the respective Best Practices course;
- complete 45 hours of the courses, one of which must be EDU 216, Best Practices for the Elementary Classroom/Field Experience I (3) or EDU 217, Best Practices for the Secondary Classroom/Field Experience I (3);
- completion of a curriculum sequence proposal , in collaboration with the respective advisor, indicating that all course work will be completed prior to the semester the teacher candidate is enrolled in the Clinical Experience;
- achieve minimum passing scores as mandated by the South Carolina State Board of Education for Praxis I in reading, mathematics, and writing, or qualifying scores on the SAT or ACT;
- achieve a minimum cumulative grade point average (GPA) of 2.5.
- sign a statement indicating adherence to a Code of Professional Ethics;
- submit a recommendation form from a College of Education faculty member who supports the candidate’s entrance into the Teacher Education Program;
- achieve competency on selected InTASC Standards/ADEPT Performance Standards as evidenced by artifacts presented in the e-portfolio;
- achieve passing scores on specified ADEPT Performance Standards/InTASC Standards resulting from teaching a lesson in a cooperating public school as a part of the requirements of the respective “Best Practices/Field Experience I” course; and
- achieve passing scores on specified ADEPT Performance Standards/InTASC Standards based on a Teaching Audition adjudicated by professional educators.

Benchmark II Admission to the Clinical Experience

Application to Benchmark II is made by the teacher candidate at the beginning of the Pre-Clinical Experience. The following criteria must be met to successfully complete this Benchmark:

- complete the application for admission to Benchmark II as part of the requirements for the EDU 443, Pre-Clinical Field Experience;
- achieve a minimum cumulative grade point average of 2.5;
- achieve a minimum final overall rating of “Proficient” on all ADEPT Performance Standards/InTASC Standards 1-10 by the unit supervisors and the public school partner upon the completion of the Pre-Clinical Experience;
- sign a statement indicating adherence to a Code of Professional Ethics;
- pass a disciplinary record check as conducted by the Anderson University Office of Student Development;
- confirm with the academic advisor that all course work will be completed prior to enrollment in the EDU 490, Clinical Experience I. A teacher candidate for whom an exception has been made must be on schedule as outlined in the approved program completion proposal submitted in Benchmark I; and
- complete the materials necessary to facilitate an application for teacher certification prior to application for admission to Benchmark II. This should be completed online at www.scteachers.org. Information regarding this process is distributed and discussed during the “Clinical Experience Information Meeting” held the year prior to the teacher candidate’s enrollment in EDU 490, Clinical Experience I. Among the requirements for application is the inclusion of:
 - the South Carolina Department of Education *Application for Educator Certificate* form;
 - a copy of the student’s social security card;
 - a fingerprint review as mandated by South Carolina state law. An applicant must have a full set of legible fingerprints taken by Integrated Biometric Technology (IBT) on campus or at a Greenville location. The fingerprint review is conducted by the State Law Enforcement Division (SLED) to determine any state criminal history and the Federal Bureau of Investigation to determine any other criminal history. The fee for this service is \$54.25; and
 - completion of on-line licensure application with \$95.00 fee.

Benchmark III

Exit from the Clinical Experience Criteria

Application to Benchmark III is made by the teacher candidate at the beginning of the Clinical Experience. In order to successfully complete Benchmark III, the teacher candidate must meet the following requirements:

- sign a statement indicating adherence to a Code of Professional Ethics.
- have a minimum cumulative grade point average (GPA) of 2.5.
- submit the e-portfolio, which will be assessed by a professional educator who has served in the community. The portfolio will present evidence that the teacher candidate has met competency in all InTASC/AU Standards. The teacher candidate must obtain a minimum rating of 2.0 “Proficient” on each element of the electronic portfolio.
- obtain minimum final grades of 2.5 in EDU 490, Clinical Experience I and EDU 491, Clinical Experience II. The teacher candidate must receive a final overall rating of “Proficient” on all of the ADEPT Performance Standards by Supervisor I, Supervisor II, and the Cooperating Teacher upon the completion of the Clinical Experience placement(s) (InTASC Standards 1-10).
- Submit the **Clinical Assessment of the Teacher Candidate** form completed by the

Clinical Experience Cooperating Teacher and Unit Supervisor I. The teacher candidate must be assessed at the level of “Proficient” on all of the InTASC/Anderson University Standards:

- **The Learner and Learning**
 - Standard 1: Learner Development
 - Standard 2: Learning Differences
 - Standard 3: Learning Environments
- **Content Knowledge**
 - Standard 4: Content Knowledge
 - Standard 5: Innovative Applications of Content
- **Instructional Practice**
 - Standard 6: Assessment
 - Standard 7: Planning for Instruction
 - Standard 8: Instructional Strategies
- **Professional Responsibility**
 - Standard 9: Reflection and Continuous Growth
 - Standard 10: Collaboration
- **College of Education Disposition**
 - Principle II: Dispositions

Benchmark IV

Initial Certification Criteria

Benchmark IV must be completed by the teacher candidate who wishes to be recommended by the College of Education to the South Carolina State Department of Education for initial teacher certification. The requirements of Benchmark IV are not required for graduation from Anderson University with an undergraduate degree in education.

However, they must be met for the Coordinator of Teacher Certification to offer a recommendation on behalf of the College of Education for the teacher candidate’s initial teacher licensure in the state of South Carolina. In order to successfully complete Benchmark IV, the teacher candidate must meet the following requirements:

- The teacher candidate must obtain minimum passing scores as established by the South Carolina State Board of Education on the required Praxis II: Licensure Area Test(s) for the areas in which the teacher candidate is seeking initial licensure.
- The teacher candidate must obtain minimum passing scores as established by the South Carolina State Board of Education on the Praxis II: Principles of Learning and Teaching (PLT) Test.

Program Completer

A teacher candidate is considered a “program completer” when all the requirements for teacher certification as prescribed by the College of Education have been completed. Although the College of Education does not require that the Praxis II tests be passed in order to graduate, the South Carolina Department of Education requires that all respective *Praxis II: Subject Assessment Tests and the Principles of Learning and Teaching Test* be passed before granting initial teacher certification to any candidate. A pre-teacher candidate will not be accepted into the Teacher Education Program if that person has committed a felony.

Pre-Teacher Candidate Status

Prior to admission to the Teacher Education Program, the student enrolled in the

prescribed 13 hours of education courses is referred to as the “pre-teacher candidate.” Once the pre-teacher candidate has successfully passed Benchmark I, that designation is revised to “teacher candidate.” The pre-teacher candidate may enroll in thirteen (13) hours of prescribed education courses. However, the candidate must be admitted into the Teacher Education Program before enrolling in additional courses with an EDU, EDC, EDS, or PE prefix. The criteria for each Benchmark must be successfully completed or the candidate will be issued a *Candidate Assistance Plan* (CAP) that specifies a period of time in which a remediation plan that addresses areas of deficiency must be completed. It is strongly suggested that the pre-teacher candidate pass The *Praxis I* Pre-Professional Skills Tests (PPST®) as soon as possible. Additional information regarding the Praxis exam may be found at www.ets.org. For the pre-teacher candidate who has achieved an ACT score of 24 or SAT score of 1650, the *Praxis I* Tests requirement is waived.

Field Experiences

The South Carolina Department of Education mandates that the teacher candidate complete a minimum of 100 hours of field experience in public school settings prior to the Clinical Experience. Accordingly, three field-related courses are part of a continuous and hierarchical model that prepares the teacher candidate for the Clinical Experience. These courses are designed to give the teacher candidate ever-increasing time, observation, and experience in the classroom. The College of Education has cooperating agreements with the school districts of Anderson I-V, Greenville, Oconee, and Pickens that facilitate the completion of these course requirements. Placements in cooperating public schools are based on various factors, such as the quality of the school’s education program; the proximity of the school to the University; the disposition of the school administration regarding the accommodation of field experience students; and the diversity of the student population.

It is the strong belief among the faculty members of the College of Education that the teacher candidate’s preparation for the education profession includes field experiences in classrooms that reflect a diverse student population. These classrooms include students who are characterized by differences in race, ethnicity, socioeconomic status, and abilities. Therefore, the teacher candidate is assigned to varying cooperating schools and grade levels that include a demographic makeup that approximates that of the diverse communities comprising the local school district. Specifically, the teacher candidate is assigned to a minimum of three different grade levels in three different public schools in fulfillment of the requirements of the field experience courses. Students are responsible for their own transportation to and from these field experiences and Anderson University assumes no responsibility or liability for accidents or injuries that may occur. The teacher candidate may not fulfill the requirements for any field experience in a public school at which a relative is employed.

Clinical Experience

The capstone courses for the education major are EDU 490, Clinical Experience I and EDU 491, Clinical Experience II, which occur during the teacher candidate’s last semester. In order for the teacher candidate to participate in the Clinical Experience, all course work must be completed. Any exceptions to this policy must be requested by the teacher candidate and reviewed on an individual basis during the Benchmark I assessment process when the program completion proposal is submitted for approval.

The South Carolina State Department of Education requires that the teacher candidate complete a minimum of 60 days of Clinical Experience in a cooperating public school. The College of Education requires the teacher candidate to complete a minimum of 65 days of

Clinical Experience in cooperating public school as a requirement of Benchmark III.

The Clinical Experience must be considered the highest priority among the teacher candidate’s other activities. The fact that the course schedule of the teacher candidate has been arranged so that all academic requirements are fulfilled prior to the Clinical Experience attests to the importance it is assigned by the College of Education faculty. Because of the great demands inherent during the Clinical Experience, maintaining employment during the Clinical Experience semester is strongly discouraged. Permission from the Director of Teacher Certification must be obtained to maintain part-time employment, when necessary. The teacher candidate may not participate in extra academic and non-academic activities that have the potential to adversely affect the teacher candidate’s performance in the cooperating public school. The requirements for the Clinical Experience may not be satisfied by the teacher candidate in a public school at which a relative is employed.

The teacher candidate who achieved a grade of “C” or below for the Clinical Experience, as defined in Benchmark III, must repeat the Clinical Experience semester to be recommended by the College of Education for initial certification by the South Carolina State Department of Education. The teacher candidate in this situation may repeat the Clinical Experience once upon approval by the faculty of the College of Education. The teacher candidate who is granted permission to repeat the Clinical Experience must take a one semester leave of absence to address any area(s) of deficiency. A decision to permit a repeat of the course will be made only if there is a consensus among the faculty who have taught the student in professional education courses that the area(s) of deficiency can be improved to the extent that the teacher candidate possesses the knowledge, skills and dispositions to successfully complete the Clinical Experience.

Education (EDU) Courses

These courses represent the core of the academic program for the preparation of the teacher candidate. They are the basis for the professional development of the teacher candidate, and in some programs, represent courses in the major.

IOI. Teacher Cadet (3)

This course is open to high school students at their respective high school who meet the admission criteria established by the Center for Educator Recruitment, Retention, and Advancement (CERRA). The course is designed to acquaint high school students with the role of the teacher and the teaching profession. A course fee of \$100.00 is required.

IIO. Essentials of Teacher Candidacy (1)

This course provides the pre-teacher candidate with an overview of the requirements for the successful completion of the Teacher Education Program. Topics include the conceptual framework of the College of Education, code of ethics, Praxis tests, unit assessment system, field experiences, Clinical Experience, ADEPT, InTASC, NCATE, and SPAs. This course meets one full Saturday at the beginning of the semester. A lab fee of \$ 70.00 is required.

III. Foundations of Education (3)

This course is designed to introduce the teacher candidate to the teaching profession, including the following topics: the history of education; the philosophies of education, with emphasis on social constructivism; the influence, funding, and authority of local, state, and federal governments; ethical and legal issues; the Education and Economic

Development Act, and the diversity of learners.

206. The Nature of the Exceptional Child (3)

This course intentionally focuses on students with exceptionalities by introducing the teacher candidate to individuals with exceptional learning needs who require specialized instructional practices that promote positive learning results in general and special education curricula. Topics include identification and characteristics of various exceptionalities; relevant laws and policies; classroom and behavior management; eligibility and placement, including inclusion; as well as strategies for collaboration and sensitivity. Field lab of 12 hours in a public school cooperating classroom required. Prerequisite: Completion of Benchmark I.

211. Educational Psychology (3)

This course is a study of the interrelationship of theory and research to improve instruction with an emphasis on student diversity, teacher effectiveness, and optimal student learning. Topics include theories of physical/cognitive/psychosocial development, learning theories, assessment, educating exceptional learners, intentionality, motivation, classroom management, social constructivism, and accountability.

216. Best Practices for the Elementary Classroom/Field Experience I (3)

This course introduces the pre-teacher candidate to the elementary classroom environment and developmental considerations in planning instruction for all elementary learners. Pre-teachers acquire the knowledge and skills necessary to write lesson plans based on the South Carolina Academic Standards, *ADEPT*, and the elementary school curriculum. Field Experience I provides the opportunity to plan and implement lessons applying learned educational theory and demonstrating best pedagogical practices and professional behavior. Further, the curriculum intentionally focuses on students who are English language learners. The pre-teacher candidate will apply for Benchmark I during this course. Field experience of 25 hours in a public school cooperating classroom required. Prerequisite: Successful completion of Praxis I.

217. Best Practices for the Secondary Classroom/Field Experience I (3)

This course provides the initial field-based experiences for the secondary pre-teacher candidate. It is designed to provide a bridge between academic work in the secondary content areas and the pedagogy and dispositions required of a teaching professional. The course emphasizes teaching behaviors and processes required of a classroom teacher; field observations; and the application of teaching behaviors and processes based on best practices. The course is designed to promote the teacher candidate's application of content knowledge through lesson planning, demonstration of teaching, and the use of technology in the field setting. Additionally, the curriculum intentionally accentuates students who are English language learners. The pre-teacher candidate will apply for Benchmark I during this course. Field experience of 25 hours in a public school cooperating classroom required. Prerequisite: Successful completion of Praxis I.

220. Technology for the 21st Century Classroom (3)

Based on the National Educational Technology Standards (NETS) of the International Society for Technology in Education (ISTE), this course focuses on the fundamental concepts, skills, and strategies for applying technology in an educational setting. This course provides opportunities for the teacher candidate to show competency in the ISTE-NETS standards. The teacher candidate will learn the latest pedagogical strategies that incorporate technology, including Interactive Whiteboards, iPods, and cell phones.

260. Health and Physical Education for the Classroom Teacher (3)

This course is designed so that the teacher candidate knows and understands the subject matter related to health education in order to create opportunities for student development and practice of skills that contribute to good health. Topics include mental and emotional well-being, nutrition, personal fitness, diseases, substance use/abuse, liability/safety issues,

movement concepts, games and classroom activities, and integration. The teacher candidate will explore human movement and physical activity as central elements to foster an active, healthy lifestyle and enhanced quality of life for learners. Emphasis is placed on the teacher candidate understanding the South Carolina Student Health and Fitness Act and how this legislation impacts the classroom. Prerequisite: Completion of Benchmark I.

275. Teaching Fellows (5)

This course is designed to provide Teaching Fellows with advanced information related to leadership styles, diversity in the schools, and pedagogy practices that use technology. Students are afforded opportunities to collaborate with public school partners in surrounding school districts.

316. Best Practices for the Elementary Classroom/Field Experience II (3)

This course explores all phases of planning instruction for all elementary learners. During Field Experience II, the teacher candidate will be familiarized with the concepts, skills, and processes necessary to write a South Carolina standards-based Long Range Plan and Unit Work Sample. The teacher candidate will plan, implement, and reflect on lessons which address student needs and demonstrate best pedagogical practices. The curriculum intentionally focuses on students from diverse ethnic/racial cultural and linguistic groups. Field experience of 40 hours in a public school cooperating classroom required. Prerequisite: Completion of Benchmark I.

317. Best Practices for the Secondary Classroom/Field Experience II (3)

The secondary education teacher candidate continues the exploration of the secondary classroom environment and developmental considerations in all phases of planning and implementing instruction for secondary learners in a field-based setting. The teacher candidate will understand the concepts, skills, and processes necessary to write a South Carolina standards-based Long-Range Plan and Unit Work Sample. The teacher candidate will also apply content area knowledge to create and implement lessons which demonstrate best pedagogical practices, integrate technology, and assess the impact of the teacher candidate's instruction on student learning. This course also provides opportunities for observation and reflection related to the various levels of the cognitive, social, and personality development of students, as well as teaching strategies used to meet students' needs. The curriculum intentionally focuses on students from diverse ethnic/racial cultural and linguistic groups. Field experience of 40 hours in a public school cooperating classroom required. Prerequisite: Completion of Benchmark I.

321. Teaching Language Arts (3)

This course is a study of the integration of the six language arts of reading, writing, talking, listening, viewing, and visually representing into various literacy curriculum structures depending on a range of instructional goals and the diverse abilities and literacy experiences of children in today's K-5 classrooms. Prerequisite: ENG 101 and ENG 102 and completion of Benchmark I.

322. Literature for Children (3)

This course is designed to prepare the teacher candidate to integrate quality children's literature throughout the curriculum. The teacher candidate will examine a wide variety of literature for children from birth through 12 years of age. A thorough understanding of the elements of literature and genres will provide the teacher candidate with a sound foundation for utilizing quality literature in the classroom. The teacher candidate is required to prepare and teach lessons based upon children's literature in the classroom and school settings. The teacher candidate is expected to employ best practices in instruction that exhibit the appreciation of the diversity of learners and families, as well as recognize literature that celebrates different cultures. Prerequisites: ENG 101 and ENG 102 and completion of Benchmark I.

324. Literature for Young Adults (3)

This course provides a study of literature for middle and secondary students, including analysis, evaluation, and review of print and non-print selections from American, European and non-western cultures. The course addresses the use of literature to support the development of 21st century literacy skills with an emphasis on national and state standards, current models, and best practice research. Prerequisites: ENG 101 and ENG 102 and completion of Benchmark I.

330. Visual and Performing Arts for the Classroom Teacher (3)

The integrated study of art, music, drama, and dance with best practices for implementing these content areas in the early childhood setting and elementary classroom.

335. Methods and Materials for Teaching Elementary Social Studies (3)

The focus of this course is on Social Studies and its diverse content areas of culture, economics, geography, government and civics, history, and individuals and groups as they relate to the past and present. Best teaching strategies, research, assessment, and projects will prepare the student to teach the various components/content and meet the South Carolina Social Studies Academic Standards in a classroom setting. Prerequisites: HIS III or HIS 112 and HIS 161 or HIS 162 and HIS 270. Completion of Benchmark I.

336. Methods and Materials for Teaching Elementary Mathematics (3)

This course focuses on the application, methodology, and assessment of major mathematical concepts and procedures that define numbers and operations, algebra, geometry, measurement, data analysis, and probability in order to engage in problem solving, critical reasoning, communication, connections, and representations. Prerequisites: MAT 136 and MAT 137 and completion of Benchmark I.

395. Music Education Seminar/Pre-Clinical Field Experience (1)

This course provides addresses a wide array of topics in music education, including philosophy, psychology, advocacy, historical foundations and developmentally effective approaches to music teaching and learning. A 50-hour field experience in a cooperating public school classroom under the supervision of a unit supervisor, music supervisor, and public school partner is required. The teacher candidate will apply for Benchmark II during this course. This course is designed to be taken the semester prior to EDU 490, Clinical Experience I. Prerequisite: Completion of Benchmark I

410. Classroom Management (3)

This course is a study of strategies and techniques for effectively managing group and individual behavior in the PK-6 classroom. The course examines students' individual characteristics and needs; the multiple interacting influences that affect students' development and learning; the importance and complex characteristics of students' families and communities; the importance of positive and supportive interactions between the home, school, and student; and the importance of positive behavioral intervention/support. The course also considers bullying, conflict resolution, and behavior management. Must be taken concurrently with EDU 443. Prerequisite: Completion of Benchmark I.

421. Methods and Materials for Teaching Science (3)

This course focuses on the theory and practice of teaching standards-based science to K-6 students based on best practice research. The teacher candidate will develop theoretical and practical knowledge and abilities about science, learning, and science teaching. Emphasis will be placed on planning inquiry-based programs, guiding and facilitating

learning, and managing learning environments. Prerequisites: SCI 107 and BIO 150 or BIO 170 and completion of Benchmark I.

440. Methods and Materials for Teaching Beginning Reading: Learning to Read . (3)

This course establishes research-based foundations of reading acquisition and writing processes; the variations, planning, and implementation of variations of instruction; and assessment tools and practices related to cultural, linguistic, and developmental diversity. In order to develop professional knowledge and dispositions, the teacher candidate will reflect on and evaluate the effect of professional decisions and actions on students, family, and community. Prerequisite: Completion of Benchmark I.

442. Methods and Materials for Teaching Intermediate Reading: Reading to Learn (3)

This course examines the theory and practice of teaching standards-based reading and writing in the upper elementary grades. Emphasis is placed on teaching students to read to learn in the various content areas and dealing with the wide array of literacy needs common in upper elementary classrooms. The course will address the national and state curriculum standards; the South Carolina teacher assessment instrument, ADEPT; and the elementary school curriculum and lesson planning. The course will also focus on developing lifelong reading skills through the design and implementation of comprehensive literacy programs in the upper elementary grades. Prerequisite: Completion of Benchmark I.

443. Pre-Clinical Field Experience (3)

This course examines the implementation of a wide array of developmentally effective approaches to teaching and learning. It also considers the effective use of assessment strategies to positively impact K-12 students' development and learning. A 50-hour field experience in a cooperating public school classroom under the supervision of a unit supervisor and a public school partner is required. The course intentionally focuses on students with exceptionalities and inclusion; students who are English language learners; and students from diverse ethnic/racial cultural and linguistic groups. The teacher candidate will apply for Benchmark II during this course. This course must be taken the semester prior to EDU 490, Clinical Experience I. Must be taken concurrently with EDU 410. Prerequisite: Completion of Benchmark I.

452. Content Reading in Secondary School (3)

This course provides the secondary education teacher candidate with the opportunity to understand theories of reading development, individual differences, the nature of reading difficulties, and principles of assessment. Literacy across the curriculum focuses on the thinking processes that underlie reading, writing, and learning. A major goal of the course is based on the concept that reading and writing are constructive processes that require information to be organized and processed. Thus, the teacher candidate will examine reading as a process of constructing meaning to foster interactions with textual materials in secondary school content areas. The secondary teacher candidate will also instruct reading and writing within the respective content area by teaching vocabulary skills, strategies for comprehension and the construction of meaning, and study strategies. The course will provide a contextualized learning environment in which the teacher candidate can observe and participate in teaching and learning in a secondary public school classroom under the guidance of public school partners in the respective content areas. The integration of theory and practice will be facilitated with a 10-hour field lab at cooperating public schools. Prerequisite: Completion of Benchmark I.

490. Clinical Experience I (6)

Placement in a public school cooperating classroom provides opportunities for the teacher candidate to become a collaborative learner who demonstrates knowledgeable, reflective, and critical perspectives regarding teaching practice; make informed decisions drawing on a variety of sources; and integrate theory and practice. The teacher candidate works under the guidance of Cooperating Teachers and University Supervisors in a cooperating public

school setting. Sixty-five (65) days of service in a public school cooperating classroom is required (half in EDU 490 and half in EDU 491). The course intentionally focuses on students with exceptionalities and inclusion; students who are English language learners; and students from diverse ethnic/racial cultural and linguistic groups. The teacher candidate applies for Benchmark III during this course. This course may be repeated only once upon recommendation of the faculty of the College of Education. A single lab fee of \$305 for both EDU 490 and EDU 491 is required. Prerequisites: "C" or better in all professional education courses and/or courses in the major and completion of Benchmark II.

491. Clinical Experience II (6)
 A continuation of EDU 490.

Early Childhood Education (EDC) Courses

The teacher candidate who completes twelve (12) hours in early childhood courses qualifies for add-on certification in Early Childhood Education.

201. Early Childhood Discipline: Growth and Development (3)
 A study of the growth and development of the young child from birth through eight years from cognitive, language and literacy, social/emotional, physical, and psychosocial perspectives. Topics include risk factors, cultural diversity, inclusion, inequity, developmental variations, and patterns of specific disabilities. Prerequisite: PSY 101 and completion of Benchmark I.

213. Approaches to Learning/Cultural Relevance (3)
 This course is designed to assist the teacher candidate in developing knowledge and understanding of diverse family and community characteristics. The teacher candidate will understand the importance of culture in developmentally appropriate practice and learn strategies for creating respectful, reciprocal relationships with children and their families. The teacher candidate will develop methods for identifying the needs of children and their families and locating resources within the community for meeting those needs. Prerequisite: Completion of Benchmark I.

215. Best Practices for the Early Childhood Setting/Field Experience I (3)
 This course is designed to familiarize the teacher candidate with the National Association of the Education of Young Children (NAEYC) Professional Teaching Standards and the South Carolina Academic Standards for early childhood. Additional topics include Assisting, Developing and Evaluating Professional Teaching (ADEPT), the South Carolina professional teaching evaluation system, as well as planning lessons and teaching strategies that are developmentally appropriate for young children. The curriculum intentionally focuses on students with exceptionalities/inclusion. The field experience provides opportunities for observation, reflection, and application of theory in an early childhood cooperating setting. Field experience of 15 hours in a public school cooperating setting required of students seeking add-on certification. Students whose major program is Early Childhood Education must complete 25 hours in a public school cooperating setting. Prerequisite: Completion of Benchmark I and EDU 216, Best Practices for the Elementary Classroom/Field Experience I is required for enrollment by students seeking add-on certification.

225. Play and Early Learning (3)
 This course is designed to assist the teacher candidate as s/he develops an understanding of the value of play in the cognitive, social/emotional, and psycho-motor development of young children and be able to articulate the benefits of play in the development of young children. The teacher candidate will demonstrate their knowledge of creating a healthy environment within and outside of classroom that supports student learning and teaches

healthy lifestyle choices to children and their families. Prerequisite: Completion of Benchmark I.

315. Best Practices for the Early Childhood Setting/Field Experience II (3)

The teacher candidate continues the study of developmentally appropriate practices for children from birth to eight years of age. Topics include promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using content knowledge to build meaningful curriculum; becoming an early childhood professional; and the utilization of technology to enhance learning. In addition, the teacher candidate will engage in the study and practice of instruction and both formal and informal assessment strategies that are culturally responsive and developmentally appropriate. The teacher candidates will gain knowledge in long-range planning and the composition of a unit work sample. The curriculum intentionally focuses on students who are English language learners. Field experience of 15 hours in a public school cooperating setting required of students seeking add-on certification. Students whose major program is Early Childhood Education must complete 40 hours in a public school cooperating setting. Prerequisite: Completion of Benchmark I.

323. Language and Literacy (3)

This course is designed to provide knowledge of the development of language and literacy in children from birth to age eight. Teacher candidates will understand the process of becoming literate and the interdependency of oral and written language. Teacher candidates will develop an understanding of the value of interactions between children and with adults and create a learning environment that supports and encourages each child's language and literacy development. Candidates will understand the value of incorporating language and literature from diverse cultures. Prerequisite: Completion of Benchmark I.

338. Teaching Mathematics in Early Childhood (3)

This course is designed to provide theory and pedagogical knowledge of mathematics concepts as they apply to the young child. The teacher candidate will demonstrate knowledge and understanding of mathematical processes as a framework for teaching, learning, and assessment in mathematics; include developing a basic knowledge of number and operations, algebra, geometry, measurement, data analysis and probability. Prerequisites: MAT 136 and MAT 137 and completion of Benchmark I.

350. The Young Child: Curriculum (3)

This course examines educational programs for young children with an emphasis on the history of early childhood education, current trends, and issues. Topics include an analysis of classroom design, selection of culturally diverse age-appropriate materials, instructional planning, developmentally appropriate assessment, referral sources, modifications for children with disabilities, technology in the classroom, and parent/home relations and communication. Prerequisite: Completion of Benchmark I.

356. The Child's Place in Society: Families, Schools, and Communities (3)

This course is designed to provide theory and pedagogical content knowledge related to developing appropriate curriculum for the early learner considering the child's cultural background and other diverse cultures within the community. The teacher candidate will develop an understanding of the child's place in the family, school, and community and how those systems work together. Candidates will develop plans for working with families to build understanding and appreciation of the diverse cultures. Prerequisites: HIS 111 or 112, HIS 161 or 162, and HIS 270, and Completion of Benchmark I.

387. Planning and Utilizing Assessment in Early Childhood (3)

This course is designed to provide knowledge of appropriate assessment strategies for the early childhood teacher candidate. Candidates will recognize and understand the value

of developmentally appropriate assessment in the development of goals, curriculum and teaching strategies for young children. Candidates will learn the benefits and appropriate uses of a variety of assessments and will conduct observation narrative assessments and other appropriate assessments in the early childhood setting, document the assessment, and plan instruction based upon the individual assessments. Teacher candidates will also learn to practice responsible assessment based upon the needs of individual children, including those with special needs. Candidates will learn effective strategies for developing partnerships with families to share and utilize assessment outcomes. . Prerequisite: Completion of Benchmark I.

422. Scientific Inquiry and Young Children (3)

This course is designed to prepare early childhood teacher candidates as professionals as they gain knowledge and understanding of the essential concepts, inquiry tools, and structure of the scientific disciplines. Teacher candidates will continue their understanding of constructivism and apply their knowledge to create a learning environment that supports the young child’s natural curiosity and challenges each child to discover the world around them. Teacher candidates will use the SC Early Learning Standards and other resources to plan, implement and evaluate developmental appropriate experiences for the young child. . Prerequisites: BIO 150 or BIO 170 and SCI 107 and completion of Benchmark I.

438. Guidance Techniques in Early Childhood (3)

This course is designed to assist teacher candidates as they prepare to create a community of learners in the early childhood setting. Candidates will understand the importance of relationships and intentional, high-quality interaction in early education. Strategies for developmentally appropriate guidance techniques will be thoroughly examined. Teacher candidates will observe guidance techniques in early childhood settings and create a plan based upon research-based best practices for guiding young children. The guidance plan will include plans for informing and involving parents in the process of guiding each child toward self-confidence, self-efficacy, and self-regulation. Must be taken concurrently with EDU 443: Early Childhood Preclinical Experience. Prerequisite: Completion of Benchmark I.

Special Education (EDS) Courses

The teacher candidate who completes nine (9) hours in special education courses qualifies for add-on certification in Special Education: Learning Disabilities, K-12.

204. American Sign Language I (3)

The first half of the one-year sequence in American Sign Language, this course introduces students to the processes and basic structure of ASL to provide a basic understanding of and ability to use the language. Students’ expressive (signing) and receptive (comprehension) skills are enhanced by an understanding of Deaf Culture. A minimum of five hours of additional ASL practice in a laboratory and/or hearing impaired setting is required. This course is designed for beginners. In addition, the course provides a survey of various issues raised by examining ASL and the Deaf community. This course cannot be used to satisfy the general education foreign language requirement.

205. American Sign Language II (3)

The second half of the one-year sequence in American Sign Language, this course introduces students to the processes and complex structure of ASL to provide an understanding of and ability to use the language. This course requires the student to demonstrate an expanded vocabulary, finger spelling, and use of the language in an ASL context. A minimum of five hours of additional ASL practice in a laboratory and/or hearing impaired setting is required. This course is designed for beginners. In addition, the course provides a survey of various issues raised by examining ASL and the Deaf

community. Prerequisite: EDS 204. This course cannot be used to satisfy the general education foreign language requirement.

335. Characteristics of Individuals with Learning Disabilities (3)

This course focuses on the various theoretical, etiological, sociological, and behavioral approaches to the understanding of children with language and learning disabilities. Emphasis is on the characteristics of individuals with specific learning disabilities and traumatic brain injury. This course includes a 20-hour field lab in a setting with students with learning disabilities. (40-hour field lab for add-on certification). (Formerly EDU 435).

365. Characteristics of Individuals with Emotional or Behavior Disorders. (3)

This course focuses on the various theoretical, etiological, sociological and behavioral approaches to the understanding of children with emotional/behavior disorders. Emphasis is on promoting behavior change and facilitating affective development of children with emotional or behavior disorders. This course includes a 20-hour field lab in a setting with students with intellectual disabilities. (40-hour field lab for add-on certification)

370. Characteristics of Individuals with Intellectual Disabilities (3)

This course focuses on the various theoretical, etiological, sociological and behavioral approaches to the understanding of children with intellectual disabilities and autism. Emphasis is on the physical, emotional, social and intellectual development of individuals with cognitive disabilities. This course includes a 20-hour field lab in a setting with students with intellectual disabilities. (40-hour field lab for add-on certification)

420. Reading and Writing for Students with Exceptional Learning Needs (3)

This course focuses on teaching reading and writing to children in special education. The course will concentrate on elementary reading and writing, but course will also touch on early childhood and adolescent literacy. Content covered includes the processes, acquisition, assessment, and materials for reading.

452. Methods and Materials for Elementary Special Education Programs for Individuals with Exceptional Learning Needs (3)

This course is designed to develop skills necessary for teaching special education students with learning disabilities, traumatic brain injury, emotional/behavior disorders, intellectual disabilities and autism in resource, self-contained and general education K-5 settings. Evidence-based practices will be addressed giving teacher candidates the opportunity to identify, use, create and evaluate various materials. Emphasis is on developing, implementing, and managing knowledge, skills and techniques for successful teaching with an emphasis in early intervention and identification. (Formerly EDS 436).

453. Methods & Materials for Secondary Special Education Programs for Individuals with Exceptional Learning Needs (3)

This course is designed to develop skills necessary for teaching special education students with learning disabilities, traumatic brain injury, emotional/behavior disorders, intellectual disabilities and autism in resource, self-contained and general education K-5 settings. Evidence-based practices will be addressed giving teacher candidates the opportunity to identify, use, create and evaluate various materials. Emphasis is on developing, implementing, and managing knowledge, skills and techniques for successful teaching with an emphasis in early intervention and identification.

460. Assessment and Instructional Decision Making for Individuals with Mild Disabilities. (3)

This course is designed to familiarize the teacher candidate with the evaluation,

administration and interpretation of formal and informal assessments commonly used for children with suspected disabilities. Emphasis is on procedures to diagnose strengths and weaknesses of students which may affect academic performance and require adjustments using accommodations or modifications to on-going practices based on continual observations or practices. Other topics include progress monitoring, record keeping, eligibility, placement, and the IEP process. This course includes a 15-hour field lab experience where teacher candidates use a variety of instruments to assess students with and without ELN.

465. Classroom Management and Behavioral Intervention in Special Education (3)

This course emphasizes how to set up effective classrooms to facilitate learning and the development of social behaviors in a proactive environment. It focuses on strategies and techniques for effectively managing whole group (classroom) and individual behavior of students in the context of public schools. It also includes theoretical implications, behavioral and functional analysis, targeting behaviors, collecting information, positive behavioral intervention, the importance of family and community interactions, and monitoring for change.

Physical Education (PE)

220. Teaching Sport and Physical Activity (3)

This course is designed to provide an introduction to the pedagogical process involved in successfully teaching for competency in sport and for optimum engagement in physical activity. An emphasis will be placed on basic theory related to standards-based curriculum planning, assessment, and teaching practice. A solid foundation for appropriately planning, implementing, and effectively delivering content will be built in this course. Candidates will be required to apply the theory by planning and teaching lessons to peers or another target audience within the course. During this course candidates ability to achieve a health-enhancing level of fitness will be determined through the administering of the Fitnessgram test. (10 hours field lab required) Prerequisite: Completion of Benchmark I.

231. Teaching Games for Understanding I. (3)

This course is designed to provide theory and pedagogical content knowledge related to teaching invasion games for understanding with an emphasis on tactical and skill instruction. Candidates will apply curricular and assessment theory in multiple clinical teaching opportunities with peers and/or 4th-12th grade students in schools. This course will allow candidates to practice using effective communication skills while delivering instruction that engages the learner. This is a course in which candidates are able to demonstrate personal competence and performance concepts related to skillful movement and skill performance for a variety of activities using the South Carolina Physical Education Assessment Program (SCPEAP). A minimum final grade of B is required to provide evidence that candidates can demonstrate movement competency in a variety of movement forms and movement concepts.

232. Teaching Games for Understanding 2 (3)

This course is designed to provide theory and pedagogical content knowledge related to teaching net and target games for understanding with an emphasis on tactical and skill

Art (ART)

105. Foundations I.

(3)6*

Initial offering of two-semester integrated studies sequence for freshman art and interior design majors; prepares students for work at the upper levels in art and design; provides experiences addressing the five major program goals (communication; formal exploration;

instruction. Candidates will apply curricular and assessment theory in multiple clinical Art teaching opportunities with peers and/or 4th-12th grade students in schools. This course will allow candidates to practice using effective communication skills while delivering instruction that engages the learner. This is a course in which candidates are able to demonstrate personal competence and performance concepts related to skillful movement and skill performance for a variety of activities using the South Carolina Physical Education Assessment Program (SCPEAP). A minimum final grade of B is required to provide evidence that candidates can demonstrate movement competency in a variety of movement forms and movement concepts. (10 hours field lab required) Prerequisite: Completion of Benchmark I.

263. Teaching Children How to Move (3)

This course is designed to present the theory and pedagogical content knowledge related to teaching children rhythmic activities, body management, and other movement skills. During the course candidates will plan and implement developmentally appropriate learning experiences aligned with national standards that address the needs of all learners. Additionally, candidates will use a variety of assessments to determine the impact of student learning. Candidates will be given the opportunity to demonstrate personal competence in motor skill performance and an understanding of movement concepts for dance and body management patterns using the South Carolina Physical Education Assessment Program (SCPEAP). A minimum final grade of B is required to provide evidence that candidates can demonstrate movement competency in a variety of movement forms and movement concepts. (10 hours field lab required) Prerequisite: Completion of Benchmark I.

323. Teaching Health Related Physical Education (2)

Candidates will be presented research-based theory related to lifetime physical fitness and health and will be required to design, implement, and assess health-related concepts and physical activity lessons to K-12 students based on the theory learned in this course. An emphasis will be placed on developing knowledge necessary to assist learners in developing a health enhancing level of fitness. Additionally, this course will allow candidates to demonstrate and apply scientific and theoretical concepts related to fitness. Candidates will complete an assessment of their health-related fitness using Fitnessgram. Must be admitted into the Teacher Education Program as a PE major. (10 hours field lab required) Prerequisite: Completion of Benchmark I.

324. Assessing Student Learning in Physical Education (3)

This course investigates assessment theory in physical education and provides opportunities for candidates to design, implement, and assess appropriate learning experiences. The course will focus on performance-based assessment, authentic assessment, and continuous performance based assessment. Knowledge and application of discipline specific and theoretical concepts critical to the development of a physically educated individual are essential to this course. The candidates will be assigned to a K-12 site for at least 10 hours of clinical teaching opportunities that focus on assessment for elementary and secondary students. Must be admitted into the Teacher Education Program as a PE major. (10 hours field lab required) Prerequisite: Completion of Benchmark I.

333. Elementary Physical Education Methods (3)

This course is designed to introduce candidates to discipline-specific scientific and theoretical concepts critical to the development of a physically educated individual. The course will focus on designing, implementing, and assessing appropriate learning experiences for young learners (k-6). Included in this course is field experience II which requires candidates complete 20 hours of field experience in a physical education setting. Candidates will implement their planned learning experiences using their knowledge of discipline-specific scientific and theoretical concepts critical to the development of a physically educated individual. Candidates will administer a variety of designed or

selected assessments to determine the impact of instruction on student learning and will demonstrate competence at delivering instruction that actively engages the learner. Professional behavior will be assessed during this course. Must be admitted into the Teacher Education Program as a PE major. Candidates will have four health-related physical fitness components tested using the Fitnessgram during this course. (20 hours field experience required) Prerequisite: Completion of Benchmark I.

383. Secondary Physical Education Methods (3)

This course is designed to study content, teaching behavior, delivery of instruction, and lesson planning in the secondary school as well as apply curriculum and instructional theories and principles to students in secondary physical education. An emphasis will be placed on developing and implementing developmentally appropriate standards based learning experiences for all students. Candidates will design and administer various assessments to determine the impact of their learning experiences on student learning and will demonstrate competence in effectively delivering instruction that actively engages the learner during the field experience portion of this class. Candidates are required to complete 20 hours in a physical education setting. Candidates' ability to maintain a health-enhancing level of fitness throughout the program through the administering of the Fitness Gram test. Professional behavior will be assessed during this course. Must be admitted into the Teacher Education Program as a PE major and have successfully achieved and maintained the healthy fitness zone for each of the four health related components of fitness measured by Fitnessgram. (20 hrs of field experience required) Prerequisite: Completion of Benchmark I.

403. Adapted Physical Education (3)

This course will examine the historical development of adapted physical education, the IEP process, characteristics of various conditions, and the inclusive adaptations of physical education to the needs of individuals with disabilities. Candidates will plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Candidates' ability to effectively deliver instruction that actively engages students will be evaluated. Must be admitted into the Teacher Education Program as a PE major. (15 hours field lab required) Prerequisite: Completion of Benchmark I.



College of Visual and Performing Arts

Dr. David Larson

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Mr. Nathan Cox

Associate Dean of the College of Visual and Performing Arts
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Mr. Doug Marshall, Technical Director of the Rainey Fine Arts Center

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College Mission Statement

The purpose of the College of Visual and Performing Arts is to support the curricular offerings of the visual and performing arts degree programs and to provide a means for all Anderson University students to develop as art practitioners and consumers. The College provides an environment in which students can develop their creative potential; benefit from pedagogical instruction and critique; and display, perform or produce their work for the public. The College reaches both the university community and the greater Anderson community with culturally enriching performances and art exhibits.

Faculty

Department of Art

Ms. Clarissa Brandão, Assistant Professor of Art

Mr. Nathan Cox, Associate Professor of Art

Ms. Jane Dorn, Assistant Professor of Art

Ms. Polly Gaillard, Instructor of Art

Mr. Peter Kaniaris, Professor of Art

Dr. Jo Carol Mitchell-Rogers, Chair and Professor of Art

Mr. Tim Speaker, Assistant Professor of Art

Dr. Candace Weddle, Assistant Professor of Art

Department of Music

Mrs. Deirdre Francis, Associate Professor of Music

Dr. Howard Kim, Associate Professor of Music

Dr. David Perry, Chair and Associate Professor of Music

Dr. David Stern, Associate Professor of Music

Dr. Tommy Watson, Associate Professor of Music

Dr. Richard Williamson, Professor of Music

Department of Theatre

Dr. David Larson, Professor of Theatre

Mr. Robert Homer-Drummond, Associate Professor of Theatre

Dr. Deborah McEniry, Chair and Professor of Theatre

Ms. Terrie W. Poore, Instructor of Theatre

Mrs. Cara Wood, Associate Professor of Theatre

creative visual problem solving; exploration of tools, materials, and techniques; and investigation of history, theory, and methodologies. (Fall)

106. Foundations II (3)6*
Continuation of topics/experiences in 105. (Spring)

120. Software Suite (3)6*
Introduction to industry standard software used in both print and web design. Focus on function of individual software applications as well as how design applications work in concert. This course is for students in the graphic design concentration only.

195, 295, 395. Art Practicum (1)
Experiential learning in a work setting under supervision of an art faculty member. May be repeated.

210. Studio Art for the Non-Major (3)
Provides opportunities to create art, experience the way artists think, and enrich one's understanding of the visual arts. (Summer)

211. Art Appreciation (3)
Introduction to the forms and processes of visual art; emphasis on understanding and appreciation of the role of the artist and the creative process; includes responses to a wide variety of art forms from a diverse range of times and cultures.

221. Graphic Design I (3)6*
Introduction to graphic design with a focus on the role of the designer and the potential for communication through visual images. Prerequisites: ART 105 and ART 106 and ART 120. (Fall)

222. Print Production (3)6*
Survey of photomechanical processes and techniques in the modern print industry. Corequisite: ART 221. (Fall)

229. Introduction to Digital Images (1)2*
Overview of major concepts and tools used in image manipulation software. Prerequisites: Art 105 and Art 106. (Fall)

231. Art History Survey I (3)
Study of major styles of art and architecture from prehistory to the Renaissance; includes major cultural influences on art production, analysis of individual styles and art works, examination of aesthetic criteria, and recognition of stylistic characteristics. (Fall)

232. Art History Survey 2 (3)
Study of major styles of art and architecture from the Renaissance to the late 19th century; includes major cultural influences on art production, analysis of individual styles and art works, examination of aesthetic criteria, and recognition of stylistic characteristics. (Spring)

241. Painting I (3)6*
Introduction to traditional fundamental methods of oil painting, including the historic methods of recording ideas as they relate to technique, vocabulary, and expression. Prerequisites: ART 105 and ART 106.

242. Drawing I (3)6*

Emphasis placed on the study of the human figure – scientifically, in terms of its structure and anatomy; artistically in terms of its potential expressively, conceptually, and compositionally; employs a variety of media and techniques. Prerequisites: ART 105 and ART 106.

243. Printmaking I (3)6*

Introduction to the history and methods of creating multiple reproductions of an image; exploration of basic printmaking materials and techniques focusing on the following processes: relief, intaglio, callograph, and monoprint. Prerequisites: ART 105 and ART 106.

261. Sculpture I (3)6*

Introduction to the history and processes for creating 3D objects in the visual arts, focusing on traditional methods. Prerequisites: ART 105 and ART 106.

262. Ceramics I: Beginning Handbuilding (3)6*

Introduction to traditional and contemporary practices of making hand-built ceramic fine art and fine craft objects. Clay hand-building techniques such as pinch-forming, coil construction, slab construction, extruding and solid modeling are employed to create utilitarian vessels and sculptural objects. Students also learn various glazing techniques, how to mix their own clay and glazes from dry materials, basic studio material and equipment safety, and how to load and fire electric and raku kilns. Prerequisites: ART 105 or ART 106. (Fall)

264. Ceramics II: Beginning Wheelthrowing (3)6*

Introduction to traditional and contemporary practices of making wheel-thrown ceramic fine art and fine craft objects on a pottery wheel. Basic wheel-throwing techniques of centering, opening, raising, shaping and trimming are employed to create utilitarian vessels such as vases, bowls, bottles, mugs and pitchers. Students also learn various glazing techniques, how to mix their own clay and glazes from dry materials, basic studio material and equipment safety, and how to load and fire electric and raku kilns. Prerequisites: ART 105 or ART 106. (Spring)

271. Photography I (3)6*

This photography course emphasizes the basic aesthetic grammar of photography while providing a historical and critical context for looking at and making photographs. The class provides instruction in basic functions of the camera, the visual history and grammar of photography, the ability to approach B&W photography in a serious problem-solving manner, and the skill to edit and discuss both your own work as well as other visual artists. You will learn basic traditional darkroom and film photography methods.

281. Foundations of Art Education (3)

Introduction to historical, philosophical, psychological, and theoretical assumptions which underlie the field; topics include history of art education and the role of art in education today; prominent theories of cognitive and artistic development from infancy through adolescence; stages of development in children's art; current learning theory; and the fundamentals of curriculum theory and design.

320. Publication Studio (2) 4*

Advanced publication design in a directed professional setting. Students produce tangible and digital publication materials as a culminating studio experience. May be repeated up to three times for credit. Prerequisite: permission of instructor.

321. Typography (3)6*

- Study of expressive and technical requirements of working with the letterform; topics include type composition systems, type spacing, recognition of type categories, copy fitting, type specification, and the expressive capabilities of particular typefaces in particular applications. Prerequisite: ART 221. (Spring)
- 323. Graphic Design 2 (3)6***
 Study of graphic design in advertising and corporate design applications. Prerequisite: ART 321, 325. (Spring)
- 324. Web 1 (3)6***
 It is essential that the Graphic Designer understand his/her role in the creation, production, and management of Web-based projects. This course includes an introduction to latest methods of Web-based communication, and will cover topics such as designing for the Web, file preparation, content management, typography for the web, development of user interfaces and site maps, and trouble-shooting. Prerequisite: ART 321. (Fall)
- 325. Web 2 (3)6***
 Continuation of Web 1, focusing on the development of creative visual user interfaces, intuitive navigation and more complex site maps as they relate to effective communication on the Web. Students will explore new software, current and new directions in the web industry (including designing for smart devices) and will plan, design, build, and launch a minimum of one working site. Prerequisite: ART 324. (Spring)
- 328. History of Graphic Design (3) 6***
 Study of the major movements in the history of graphic design from pre-history to present day. An emphasis is placed on experiential learning in a studio environment. Prerequisite: ART 321.
- 329. Special Topics in Graphic Design (3)**
 This elective course is intended to offer the student a means of exploration within the realm of contemporary issues and practices in the field of Graphic Design. Topics may include, but are not limited to: Alternative Methodologies in Graphic Design, Serigraphy, Advanced Typography, 3D Modeling, or Animation. Since the content will vary, the course may be taken up to three times for credit for a total of 9 credit hours.
- 331. Modern Art History. (3)**
 Study of the sequence of major art styles from the mid-nineteenth century to the present; topics include cultural and technical influences on art production, analysis of individual styles and art works, examination of aesthetic criteria, and recognition of stylistic characteristics. Prerequisites: ART 232. (Fall)
- 333. Contemporary Art History. (3)**
 A study, within the context of social, cultural, and political developments, of the major trends in the visual arts and architecture from 1975 to the present. Topics to be covered will include, but not be limited to, op, minimalism, postminimalism, conceptualism, neoexpressionism, appropriation, postmodernism, Deconstructivist architecture, feminist, performance, installation/environmental and activist art.
- 335. Special Topics in Art History (3)**
 This is an upper level directed reading and discussion seminar that will center around a selected topic in art or design history/theory. Since the content will vary, this course may be taken up to three times for credit. This course is limited to art majors or minors only. (Formerly ART 433).
- 341. Painting 2 (3)6***

Continuation of Painting I with oil and synthetic media; experiences increase knowledge of technical procedures with assignments encouraging personal exploration. Prerequisite: ART 241.

342. Drawing 2 (3)6*

A problem solving course, designed to expand experience with the medium of drawing, to promote experimentation with materials and techniques, and to encourage the development of personal solutions and imagery. Prerequisite: ART 242.

362. Ceramics III: Intermediate Wheelthrowing (3)6*

Continued exploration of traditional and contemporary practices of making wheel-thrown ceramic fine art and fine craft objects on a pottery wheel. Intermediate wheel-throwing techniques are employed to create complex utilitarian vessels such as matching sets, multi-part lidded forms, and thrown-and-assembled works. Students also learn introductory glaze chemistry and assist in loading and firing large combustion fuel reduction kilns. Prerequisite: ART 264.

363. Sculpture 2 (3)6*

Further exploration of aesthetic and technical issues of sculptural processes; focus on refinement of skills, further knowledge of contemporary and historical issues, and in-depth exploration of materials. Prerequisite: ART 261.

371. Photography II (3)6*

This photography course emphasizes the basic aesthetic grammar of photography while providing a historical and critical context for looking at and making photographs. You will learn the visual history and grammar of contemporary photography, the ability to approach digital photography in a serious problem-solving manner, the skill to edit and discuss both your own work as well as other visual artists, and the ability to promote your own work. You will learn basic digital photography, Adobe Photoshop for photographers, and digital printing methods.

382. Elementary Art Methods/Field Experience IIa (3)

Introduction to instructional methods, materials, and assessment techniques suitable for use with elementary students; topics include instructional methods and skill development through application of a variety of media and techniques; promotion of aesthetic awareness and creativity; classroom management and safety; relationships with other disciplines; and criteria for student assessment. Prerequisite: ART 281 plus admission to Teacher Education Program.

384. Secondary Art Methods/Field Experience IIb (3)

Introduction to instructional methods, materials, and assessment techniques suitable for use with secondary students, including special attention to middle school students as well; topics include experimentation with a variety of materials and techniques, skill development in productive thinking, problem solving, planning, motivation techniques, instructional methods for diverse populations, classroom management and safety, and assessment. Prerequisite: ART 281 plus admission to Teacher Education Program.

421. Graphic Design 3 (3)6*

Study of graphic design in editorial and publication design applications. Prerequisite: ART 323. (Fall)

439. Advanced Drawing Studio (3)6*

Focus on the refinement of skills, knowledge and the development of a unique personal style and professional level of craftsmanship within the discipline of Drawing. Focus

on progress towards the senior exhibition and ability to sustain ongoing professional growth and self-evaluation within the discipline. Prerequisite: ART 342. **Course may be repeated for up to 9 total credits.**

440. Painting Studio Practice / Special Topics (3)

Elective contract study in advanced painting, with continued focus on refinement of skills, knowledge and the development of a unique personal style and a professional level of craftsmanship within the discipline. Students will continue exploration of advanced painting materials and processes. Studio topics may include preparation for graduate school or professional exhibition, and professional painting career practices. This course may be taken twice, for a total of 6 credit hours.

441. Painting 3 (3)6*

Advanced study of traditional and non-traditional approaches in current theory and practice. Prerequisite: ART 341.

449. Advanced Painting Studio (3)6*

Focus on the refinement of skills, knowledge and the development of a unique personal style and professional level of craftsmanship within the discipline of Painting. Focus on progress towards the senior exhibition and ability to sustain ongoing professional growth and self-evaluation within the discipline. Prerequisite: ART 441. **Course may be repeated for up to 9 total credits.**

460. Ceramics Studio Practices/Special Topics (3)6*

Elective contract study in advanced ceramics, with continued focus on the refinement of skills, knowledge and the development of a unique personal style and professional level of craftsmanship within the discipline. Continued exploration of clay forming and surface decoration techniques, kiln operation and firing principles and practices. Special studio topics might also include professional opportunities such as kiln design and construction, portfolio development, advanced glaze chemistry software, preparation for graduate school or professional exhibition, and professional studio potter career practices. Prerequisite: ART 469. Can be taken twice, for a total of 6 credit hours.

469. Advanced Ceramics Studio (3)6*

Contract study in hand-built and/or wheel-thrown ceramics, focusing on materials knowledge and advanced surface decoration and forming techniques, such as slip-trailing and sgraffito, large scale work, and altered and structurally complex forms. Students also learn how to independently load and fire large combustion fuel reduction kilns. Further emphasis is on developing a unique personal style to make progress towards a coherent body of work for the senior exhibition, a professional level of craftsmanship, and the ability to sustain ongoing independent professional growth and critical self-evaluation within the discipline. Prerequisite: ART 262 and ART 362. Can be taken 3 times, for a total of 9 credit hours.

479. Advanced Photography Studio (3)

Focus on the refinement of skills, knowledge and the development of a unique personal style and professional level of craftsmanship within the discipline of Photography. Prerequisite: ART 271. **Course may be repeated for up to 9 total credits.**

481. Senior Seminar/Pre-Clinical Experience in Art Education (2)*

Examination of current trends and issues in art education; topics may include new technologies and research in the field; interpersonal and advocacy skills; relevant ethical questions and issues; art education for exceptional populations; and resume/interview skills. An important aspect of this course entails 50 field hours in the student's pre-clinical setting. Prerequisites: ART 382 and ART 384.

- 491. Senior Seminar in Studio Art (1)**
Examination of topics related to working as a professional studio artist, including exhibiting and the development of cover letters, curriculum vitae, artist resumes, artist statements and slide portfolios, possible preparation for graduate studies. Prerequisite: ART 27I and Senior standing.
- 493. Senior Seminar in Graphic Design (3)6***
Examination of graphic design topics related to ethical concerns; includes portfolio and resume development, preparations for the workforce and/or graduate studies, and conducting research and sharing the results with the class. Prerequisite: Art 42I. (Spring)
- 495. Graphic Design Internship (3-6)**
Experiential learning during placement in an appropriate work setting under supervision of agency and faculty serving as the advisor. Prerequisite: Art 323.
- 499. Directed Study (3) or (3)6***
Advanced study in a studio area, art education, or art history under the supervision of a faculty member. Prerequisite: Introductory level course in the discipline to be studied and faculty permission.

***The asterisk following the number for course credits indicates that this is a studio course. In studio courses, students are required to attend class sessions double the number of hours for which credit is received. The actual period of time in class per week is indicated by the number in parenthesis.**

Fine Arts (FA)

- 200. Experiencing the Arts (3)**
Examination of the products and creative processes of artists and performers in the fields of music, musical theatre, theatre, and visual art; common or similar processes, media, concepts, and terminology across disciplines will be explored, as well as the creative and experiential characteristics unique to each mode of creating. Prerequisite: ENG 102. (Fall and Spring)

Music (MUA, MUC, MUE, MUH, MUP, MUR, MUS, MUT)

Applied Music (MUA) - Courses may be repeated. Students may sign up for applied lessons through normal procedures. They will be assigned to specific studios by the music faculty. In the event studios become filled, students required to take lessons will take priority over others, and those taking primary lessons will take precedence over those taking secondary lessons. In some cases, beginning students may be assigned to class applied study. All students registered for applied lessons must attend the designated first class time. Thereafter, the instructor will assign weekly lesson times. See the Music Handbook for additional regulations for applied study.

Voice

- 110. Voice (1)**
- 210. Voice (2)**

Keyboard

- III. Piano (1)**

211. Piano	(2)
112. Organ	(1)
212. Organ	(2)

Strings

113. Guitar	(1)
213. Guitar	(2)
114. Violin	(1)
214. Violin	(2)
115. Viola	(1)
215. Viola	(2)
116. Cello	(1)
216. Cello	(2)
117. String Bass	(1)
217. String Bass	(2)

Band Instruments

118. Flute	(1)
218. Flute	(2)
119. Oboe	(1)
219. Oboe	(2)
120. Clarinet	(1)
220. Clarinet	(2)
121. Saxophone	(1)
221. Saxophone	(2)
122. Bassoon	(1)
222. Bassoon	(2)
123. Trumpet	(1)
223. Trumpet	(2)
124. French Horn	(1)
224. French Horn	(2)
125. Euphonium	(1)
225. Euphonium	(2)
126. Trombone	(1)
226. Trombone	(2)
127. Tuba	(1)
227. Tuba	(2)
128. Percussion	(1)
228. Percussion	(2)

Composition

129. Composition	(1)
229. Composition	(2)

Church Music (MUC)

105. Introduction to Worship Leadership	(1)
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Introduction to ministry vocations in music and worship leadership. Includes investigation of personal commitment and preparation for worship ministry, roles and responsibilities of the worship leader, overview of historical and biblical foundations, and field observations of varied worship contexts.

324. Worship Leadership in Music	(3)
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Study of biblical concepts of music in worship, the nature of worship, and the principles

of worship, with attention to the orders, methods, and materials in planning and leading worship.

375. Worship Design (3)
Overview of theological, musical, visual, dramatic, and media elements in worship; planning and implementation of worship experiences; includes field experiences in worship ministry.

495. Worship Internship (3)
Worship leadership seminar class with church internship assignment. Application and integration of theology, planning, performance skills, worship elements, leadership, and administration within a church setting; current topics, professional preparation, and evaluation in seminar classes. Corequisite: MUR 490.

Music Education (MUE)

112. Introduction to Woodwind/String Methods (2)
For the vocal music education student, the course addresses fundamentals of teaching and playing woodwind and string instruments; topics include tone production, embouchure, fingerings, articulation, intonation, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.

113. Introduction to Brass/Percussion Methods. (2)
For the vocal music education student, the course addresses fundamentals of teaching and playing trumpet, trombone, snare drum, and bells; topics include tone production, embouchure, fingerings, articulation, intonation, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.

114. Introduction to Percussion Methods. (2)
Fundamentals of teaching and playing the snare drum, timpani, bass drum, cymbals, bells, and other instruments in the standard percussion section; topics include percussion notation, articulation, tuning, performance techniques, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.

115. Introduction to String Methods (2)
Fundamentals of teaching and playing the violin, viola, violoncello, and double bass; topics include tone production, bowing, fingerings, articulation, intonation, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.

116. Introduction to Brass Methods (2)
Fundamentals of teaching and playing the trumpet, horn, trombone, baritone horn, and tuba; topics include tone production, embouchure, fingerings, articulation, intonation, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.

117. Introduction to Woodwind Methods (2)
Fundamentals of teaching and playing flute, clarinet, oboe, bassoon, and saxophone; topics include tone production, embouchure, fingerings, articulation, intonation, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.

314. Elementary Music Methods (3)

Methods of instruction, planning, and presentation of appropriate content in elementary and general music. Admission to the Teacher Education Program for BME students and junior standing for BA and BM students required. 40 hours of field placement required.

416. Secondary Music Methods (3)
 Methods of instruction, planning, and presentation of appropriate contents in choral, instrumental, and secondary general music. Admission to the Teacher Education Program for BME students and junior standing for BA and BM students required.

History and Literature (MUH)

110. Music Appreciation. (3)
 Study of representative types and forms of western art music, pop music, and world music. Intended for non-music majors.

207. Survey of Worship Music (3)
 Study of Judeo-Christian worship music from antiquity through contemporary practices.

210. Musical Masterworks: Listening for Musicians. (3)
 Study of and experience in how to listen to western art, pop, and world music. Knowledge of basic music notation expected.

211. Survey of World Music (3)
 Survey and analysis of a broad range of music throughout the world with an emphasis on musical cultures from North and South America, Africa, Asia, Indonesia, India, and the Mediterranean. Knowledge of basic music notation expected.

212. History of Jazz (3)
 A survey of the history of jazz music, its culture, and its reflection of the American culture and its time. Knowledge of basic music notation expected.

213. Survey of American Popular Music. (3)
 A survey of American popular music and its relationship to cultural and Social history and the analytical study of musical style. Knowledge of basic music notation expected.

325. Song Literature. (2)
 Survey of representative solo vocal and solo vocal ensemble literature from Baroque to present. Prerequisites: C or better in MUT 203.

326. Instrumental Solo and Ensemble Literature (3)
 A survey of solo, chamber, and concerto literature for an orchestral instrument that relate to the student's performance area. Students will complete an annotated bibliography and discography of the major repertoire for their instrument(s).

327. Guitar Literature and Pedagogy (3)
 Study of classical guitar pedagogical materials, concert/solo literature, chamber music, works for voice and guitar, and concertos. Prerequisite: MUT 203.

370. Music History I. (3)
 Study of the music, styles, and literature from early Greek culture through the Baroque era.

Prerequisite: MUT 103; MUH 210, 211, 212 or 213.

371. Music History II (3)

Study of music, styles, and literature from the Classic era to the present. Prerequisite: MUT 103; MUH 210, 211, 212, or 213.

410. Piano Literature (3)

Survey of standard piano literature found in current concert repertoire. Prerequisite: C or better in MUT 203.

Performing Ensembles (MUP)

Ensembles are open to every student who meets the stated requirements; each course may be repeated up to a maximum of eight hours.

120. Anderson University Choir (1)

Large choral ensemble that performs a broad variety of sacred and secular music. Covers fundamentals of singing and music reading. Performance requirements include two to three on-campus appearances and one Sunday in area churches per semester. Meets the primary ensemble requirement for music majors and minors whose instrument is voice or keyboard and who are not placed in MUP 127 or MUP 227. Open to all students by audition.

121. Contemporary Vocal Lab (1)

Contemporary Vocal Lab provides vocalists coaching in and opportunities for collaborative performance in a variety of contemporary styles. Meets the secondary ensemble requirement for music majors and serves as an elective for others. Repeatable. Prerequisite: MUA 110, 144, or 210 (voice class or lessons at least one semester).

122. Anderson University Wind Symphony. (1)

Study and performance of brass, woodwind, or percussion instruments in a wind ensemble; small chamber instrumental groups may be formed within the larger ensemble according to need and availability of personnel. Open to all students by audition.

123. Instrumental Chamber Ensemble (1)

Small instrumental experiences with emphasis on increased knowledge of literature, the development of individual proficiency, and the development of good ensemble playing; includes special rehearsals, college, public school, church, and other performances. Various ensembles will be offered according to student interest. For some students, enrollment in other ensembles may also be required. Please see Director of Instrumental Activities for information.

123I. West African Ensemble (1)

The West African Ensemble performs traditional and adapted rhythms of West African cultures. Students will develop performance skills and understandings related to West African performance traditions. Open to all students by interview with the director.

125. Anderson Symphony Orchestra (1)

University/Community orchestra open to those with a background in orchestral playing.

126. AU Ensemble (1)

Study and performance of contemporary black gospel music, pop, show music jazz and blues idioms, spirituals, and church music; includes concerts on campus and in churches.

Open to all students by audition.

127. Anderson University Concert Choir (I)

A medium-sized ensemble that performs more advanced choral music. This group presents concerts on and off campus, including university tours. Also includes University Choir rehearsals, repertoire, and performances. Meets the primary ensemble requirement for music majors and minors whose instrument is voice or keyboard and who are not assigned to MUP 120 or MUP 227. Open to all students by audition.

128. Guitar Ensemble (I)

Small ensemble experience for music majors whose primary or secondary instrument is guitar. Stresses reading skills, group performance and individual proficiency. Literature includes classics from Renaissance to present. Open to all students by audition.

129. Jazz Ensemble (I)

Study and performance of jazz music in an ensemble setting. Survey of contemporary and traditional repertoire and their respective performance practices. Regular public performances required. Concurrent enrollment in the respective primary ensemble required. Prerequisite: Audition.

130. String Ensemble (I)

Study and performance of string instruments in an ensemble setting. Survey of contemporary and traditional repertoire and their respective performance practices. Regular public performances required. Meets the primary ensemble requirement for students whose primary instrument is an orchestral stringed instrument. Prerequisite: Audition.

202. Worship Lab (I)

Lab experience intended to provide students realistic practice in forming, rehearsing, participating in, and leading a worship band under the supervision of an experienced instructor. Prerequisites: Two semesters each of MUS 135, MUS 137, and MUS 145

227. Anderson University Chamber Singers (I)

Small, highly select vocal ensemble that performs sophisticated choral music in diverse styles. The group presents concerts on and off campus, including university tours. Meets the primary ensemble requirement for music majors and minors whose instrument is voice or keyboard and who are not assigned to MUP 120 or MUP 127. Open to all upperclassmen by audition. Co-requisite: MUP 120.

Recitals (MUR)

200. Special Recital (O)

Designed for all music majors and select non-majors who wish to present a recital outside the degree requirements. Students must have approval of their instructor and stand a pre-recital hearing before the music faculty. If an accompanist is required, the student must pay the accompanist fee stipulated in the Music Handbook prior to the pre-recital hearing.

300. Junior Recital (O)

Required for BME and BM in Performance majors. Students must stand a pre-recital hearing before the music faculty. If an accompanist is required, the student must pay the

accompanist fee stipulated in the Music Handbook prior to the pre-recital hearing.

400. Senior Recital (o)

Required for the BM degree. Students must first have presented a junior recital and also stand a pre-recital hearing before the music faculty. If an accompanist is required, the student must pay the accompanist fee stipulated in the Music Handbook prior to the pre-recital hearing.

490. Senior Worship Project (o)

Public presentation of a worship experience designed and produced by an individual student. Required for worship leadership majors. Corequisite: MUC 495 (not repeatable).

Music (MUS)

090. Recital Hour (o)

Series of recitals, concerts, seminars, and lectures designed to acquaint music majors and minors with a wide range of music and provide professional development opportunities. Required of all music majors and minors. Course may be repeated.

III. Vocal Pedagogy for Instrumental Majors (I)

This course is designed for instrumental music education majors to teach the physiology and technique of singing and methods of diagnosis and correction of vocal problems within the choral setting.

118. Vocal Diction (I)

Fundamentals of phonetics and sound production as applied to singing in English and Italian, including the study of representative vocal literature of each language.

134. Class Piano (I)

Intended for beginning piano students who are not music majors. Course may be repeated.

135. Class Piano for Music Majors (I)

Intended for music majors who are beginning piano students. Course must be repeated until student passes the Piano Proficiency Exam.

136. Opera Workshop (I)

A study emphasizing dramatic stage interpretation as it relates to an historical, psychological, and physical perspective of a particular character. Repertoire varies.

137. Class Guitar I (I)

Intended for beginning guitar students in all majors.

138. Class Guitar II (I)

Intended for intermediate guitar students with at least one semester of guitar performance experience. Course is repeatable. Prerequisite: Audition with the instructor.

144. Class Voice (I)

An introductory course presenting proper singing techniques, vocal exercises, and easy solo literature. Intended for non-majors. Course may be repeated.

145. Class Voice for Music and Musical Theatre Majors (I)

An introductory course presenting proper singing techniques, vocal exercises, and easy

solo literature. Intended for music and musical theatre majors who are beginning voice students.

175. Class Piano for Music Majors I (1)

This course instructs music majors in the basic skills required to pass the Piano Proficiency Exam. Focus will be on technical skills such as scales and arpeggios and the development of music reading ability on the grand staff.

176. Class Piano for Music Majors II (1)

This course is a continuation of Class Piano for Music Majors I, instructing music majors in the basic skills required to pass the Piano Proficiency Exam. Students will learn musicianship skills such as improvisation and accompanying while continuing to develop music reading ability through score reading.

205. Introduction to Studio Recording Techniques (2)

Survey of procedures and equipment used in the modern recording studio; emphasis in hands-on experience in computer sequencing, multi-track recording, mix-down procedures and audio processing. Prerequisite: C or better in MUT 103.

206. Advanced Studio Recording. (2)

Advanced study of procedures and equipment used in modern audio recording studios; topics include multi-track recording, engineering, computer sequencing and computer based music printing. Prerequisite: C or better in MUS 205.

275. Advanced Keyboard Skills I (1)

This course is a continuation of Class Piano for Music Majors II, instructing music majors in advanced piano skills necessary for real world application. Students will develop more musicianship skills such as accompanying and rehearsal techniques while continuing to develop music reading ability through choral score reading.

276. Advanced Keyboard Skills II (1)

This course is a continuation of Advanced Keyboard Skills I, instructing music majors in advanced piano skills necessary for real world application. Students will develop more musicianship skills such as modulation and arranging while continuing to develop music reading ability through choral score reading.

315. Vocal Pedagogy (2)

The study of the physiology of vocal production, techniques in teaching singing, and maintaining vocal health. Students gain an understanding of vocal problems, causes and possible solutions, an appreciation of teaching through an individual student project, and how to choose appropriate repertoire. One semester of applied voice (MUA 210) required.

316. Studio Pedagogy (3)

Basic pedagogical concepts and related literature needed to solve developmental problems encountered by instrumental majors. Concepts will introduce students to general teaching methods and learning theories through the study of parallel literature. Prerequisite: "C" or better in MUT 203.

- 317. Basic Conducting** (2)
Theory and practice of conducting; development of the basic physical skills necessary to function as a conductor with application to instrumental and choral groups. Prerequisite: C or better in MUT 203.
- 318. Vocal Diction II.** (1)
Fundamentals of phonetics and sound production as applied to singing in German and French, including the study of representative vocal literature of each. Prerequisite: MUS 118.
- 417. Advanced Conducting** (2)
Application of basic techniques of conducting to rehearsal and performance of choral and instrumental music; topics include leadership, score study, rehearsal planning and methods, examples of repertoire, and interpretive considerations for music of various styles. Prerequisite: C or better in MUS 317.
- 494. Senior Capstone** (3)
Senior seminar focusing on individualized projects that represent the culminating experience in the Bachelor of Arts in Music curriculum. Prerequisite: C or better in MUT 303.
- 495. Music Internship** (1)
Practical experience under faculty guidance: critical analysis and discussion of problems. May be repeated once. Prerequisite: C or better in MUT 203.

Theory (MUT)

- 100. Fundamentals.** (3)
A study of basic music fundamentals necessary for serious study of music. Required for students who demonstrate insufficient skills on entrance test before enrolling in MUT 101. This course does not count as hours toward graduation.
- 101. Theory and Musicianship I** (3)
Introduction to fundamentals of music, including notation, scales, key signatures, intervals, triads, and notation of rhythm; ear-training and keyboard harmony parallel written materials.
- 103. Theory and Musicianship II.** (3)
Introduction to four-part writing, diatonic triads and their inversions, harmonization of melodies, non-chord tones, diatonic seventh chords; ear-training and keyboard harmony parallel written materials. Prerequisite: C or better in MUT 101.
- 201. Theory and Musicianship III.** (3)
Introduction to chromatic harmony, with emphasis on musical analysis with attention to voice leading, chord progressions, usage of chords within phrases, and cadential treatments; ear-training, composition, and keyboard harmony parallel written material. Prerequisite: C or better in MUT 103.
- 203. Theory and Musicianship IV.** (3)
Advanced chromatic harmony and modulation; asymmetrical and changing meter; small forms; ear-training, composition, and keyboard harmony parallel written material. Prerequisite: C or better in MUT 201.
- 204. Improvisation** (1)
Study of theory and practice of improvisation, as it relates to arranging, composing, and performing in various styles. Prerequisite: MUT 101.

- 208. Orchestration** (2)
 Basic principles and practices in orchestrating and adapting music for instrumental ensembles. Prerequisite: C or better in MUT 103.
- 210. Songwriting** (3)
 The study and practice of the organization of ideas, words, and music into the writing of songs in genres of contemporary commercial music. Will address melody, harmony, lyrics, point of view, and song logic through composition and analysis. Prerequisite: MUT 103. (not repeatable).
- 301. Theory and Musicianship V** (3)
 Analysis of longer forms, survey of modern compositional and analytical techniques, application to interpretation and original writing. Prerequisite: C or better in MUT 203.
- 303. Counterpoint** (3)
 Principles of voice leading taught through species and stylistic counterpoint. Prerequisites: MUT 203.
- 305. Composition** (2)
 Writing original musical compositions. Assignments are individualized based on student experience and interests. Repeatable.
- 309. Arranging for Worship Leaders** (2)
 Application of music writing skills to common worship needs; adapting music for worship bands, creating musical transitions and accompaniments, simplifying and elaborating worship music, writing parts for amateur choir.

Theatre (THE)

- 101, 201, 301, 401. Theatre Practicum** (1)
 A lab/practicum course in play production. The course provides students practical experience in theatre production through both acting and technical work. The course is required for Theatre Majors and open to non-majors. Courses may be taken twice.
- 102. Acting I** (3)
 Creation of dramatic characters through honesty, exploration, interaction and spontaneity; involves memorization and mastery of individual monologues and partner scenes.
- 112. Movement for the Stage** (1)
 Introduces students to the principles of efficient and expressive stage movement. Specific topics include appropriate warm-up practices, basic dance techniques and strategies for efficient, tension-free, physical expression. Theatre and musical theatre majors have preferential registration for this course.
- 120. Theatre Forms** (3)
 An introduction to the genres, history, and practitioners of the theatre. Intended for beginning theatre students, the course will examine the dominant theatrical forms and dramatic theories supporting the various plays studied in the class. Theatre and musical theatre majors have preferential registration for this course.
- 130. Stagecraft** (3)
 Introductory to technical aspects of the theatre; study of the function and construction

of scenery, lighting, sound, properties for theatre, the design process and hierarchy and management in a theatre organization. Theatre and musical theatre majors have preferential registration for this course.

145. Beginning Jazz (1)

Jazz focuses on the fundamental characteristics of Musical Theatre Jazz vocabulary and performance. This course is designed to explore Musical Theatre Jazz and its expressive qualities through warm-up, center floor and traveling combinations as well as the combination of these elements.

155. Beginning Tap (1)

This class will introduce students to the principles of tap dance. The class will focus on the basic technical skills of Tap and will build an overall awareness of musicality.

160. Beginning Modern (1)

This class will introduce students to the principles of modern dance. The class will focus on the basic technical skills of Modern dance. Students will develop greater technical skills and artistic qualities and learn to execute them in various spatial planes and pathways with clarity and artistic ownership.

170. Beginning Ballet (1)

Ballet is the basis for all types of movement. This course will provide the actor/dancer a foundation for all other types of movement.

202. Acting II (3)

Provides an advanced level of acting training in the area of including text and character analysis, as well as movement and scene study. A laboratory course requiring concentrated scene work. Prerequisite: THE 102. Theatre and musical theatre majors have preferential registration for this course.

203. Voice and Diction (3)

Study of articulation, pronunciation, diction, and vocal style; topics include regional speech patterns, oral interpretation, phonetics, and non-verbal delivery. Theatre and musical theatre majors have preferential registration for this course.

204. Auditions (3)

This course trains the theatre student in the mechanics of auditioning with practical experience in auditioning for various genres of theatre. Prerequisites: THE 102, THE 202. Theatre and musical theatre majors have preferential registration for this course.

220. Theatre History I (3)

A literary and historical study of the genres and themes of theatre history from the ancient Greek period through the mid-nineteenth century. Advanced theatre research skills are integrated through a playwright research project. Theatre and musical theatre majors have preferential registration for this course.

222. Theatre History II (3)

A literary and historical study of the genres and themes of theatre history from the mid-nineteenth century until the present. Advanced theatre research skills are integrated through a playwright research project. Theatre and musical theatre majors have preferential registration for this course.

230. Stage Management (3)

In this course, students acquire the knowledge and skills necessary to become a competent

stage manager. Organization, delegation, scheduling, and personnel management are a few of the skills discussed. Theatre and musical theatre majors have preferential registration for this course.

240. Script and Character Analysis (3)

Script and Character Analysis allows the student to investigate and delineate scripts and characters in plays and musicals. Basic course for aspiring actors, directors, stage managers, dramaturges and designers. Prerequisite: THE 102, THE 202.

245. Intermediate Jazz (1)

Intermediate Jazz is designed for students who have a basic knowledge of jazz dance and desire to improve their jazz dance capabilities. Jazz focuses on the fundamental characteristics of Musical Theatre Jazz vocabulary and performance. This course is designed to further explore Musical Theatre Jazz and its expressive qualities through warm-up, center floor and traveling combinations as well as the combination of these elements.

250. Musical Theatre Workshop (3)

In this course, students perform, direct and choreograph various numbers specifically assigned to them by professors. This workshop culminates in a musical revue for public performance. Theatre and musical theatre majors have preferential registration for this course. Prerequisite: THE 102, THE 145, THE 155, THE 202.

252. Musical Theatre Repertoire (3)

Musical Theatre Repertoire is the study of musicals from various time periods and genres of American musical theatre. Students will have the opportunity to read, discuss, hear and see musical theatre productions. Theatre and musical theatre majors have preferential registration for this course.

255. Intermediate Tap (1)

This class will introduce students to the principles of tap dance. The class will focus on the basic technical skills of Tap and will build an overall awareness of musicality.

260. Intermediate Modern (1)

This class will introduce students to the principles of modern dance. The class will focus on the basic technical skills of Modern dance. Students will develop greater technical skills and artistic qualities and learn to execute them in various spatial planes and pathways with clarity and artistic ownership.

270. Choreography and Composition (1)

This course will introduce the students to the basic elements of choreography. Actors/Dancers will develop tools for choreography.

295. Choreography for the Musical Revue (1)

This course will introduce the students to the basic elements of choreography. Actors/Dancers will develop tools for choreography and will actually have the opportunity to choreograph for a musical revue.

302. Acting III – Styles of Acting (3)

Styles of Acting gives the student practical knowledge and rehearsal in various styles of acting such as Greek, Shakespearean, classical, Moliere, absurdist and farce. Prerequisite: THE 102, 202. Theatre and musical theatre majors have preferential registration for this course.

- 317. Costume Design** (3)
Through lectures, demonstrations, and class projects students will study Costume Design. The course is an introduction to the tools, conventions, equipment, and the process of Costume Design.
- 320. History of American Musical Theatre** (3)
An historical study of the American musical from the first American musical in 1865, *The Black Crook*, to present day musicals. Theatre and musical theatre majors have preferential registration for this course.
- 325. Scenic Design** (3)
Through lectures, demonstrations, and class projects students will learn the fundamental aesthetics and conventions of scenic design. Emphasis will be placed on the development of design ideas resulting from studying scripts, research techniques, drawings, and models.
- 331. Lighting Design** (3)
Through lectures, demonstrations, and class projects students will study lighting design as an art that defines space and reveals form. Introduction to the tools, equipment, and process of lighting design.
- 340. Play Directing** (3)
Practical study of various components of play directing; topics include principles of composition, picturization, characterization, development of a formal prompt book, and the public presentation of a directing scene. Prerequisite: THE 102, 202, 240. Theatre and musical theatre majors have preferential registration for this course.
- 360. Theatre Ministry** (2)
A practical exploration of the use of drama and theatre as a form of ministry, both in the church and in the secular setting.
- 402. Acting IV – Meisner Method** (3)
Acting IV is an introduction to the Meisner method of acting. Prerequisite: THE 102, 202. Theatre and musical theatre majors have preferential registration for this course.
- 432. Acting V - Scene Study** (3)
Acting V - Scene Study is designed for the advanced actor to rehearse his/her techniques learning in Acting I and Acting II in a laboratory type of class, performing several scenes throughout the semester with professor's critique. The class also aids in exploration of dramatic material as students read plays to search for appropriate scenes. Prerequisites: THE 102 and THE 202.
- 475. Master Class for Dance** (3)
Master Class for Dance is designed for students who have an intermediate knowledge of jazz, tap, and modern dance and desire to improve their dance capabilities. The class will be given "as needed." For instance, if enough students are ready for a master class in tap as determined by dance adjunct and/or choreographer, the class will be offered the following semester. The class will focus on the fundamental characteristics of Musical Theatre Dance vocabulary and performance. This course is designed to further explore Musical Theatre Dance and its expressive qualities through warm-up, center floor and traveling combinations, as well as the combination of these elements. Prerequisites: THE 245, THE 255, and THE 260.

490. Advanced Topics Seminar (2)

Advanced Topics will provide students a research-based seminar experience in the fall of their junior and senior years. Topics will rotate from year to year and may include: specific historical production styles, Asian theatre, children's theatre, creative dramatics, as well as lighting, make-up and costume design. Course may be taken twice.

492. Senior Project (3)

The course is the capstone experience for the Theatre Production Option. Students will demonstrate a level of independent expression in acting, play directing or visual design. Mentored by the faculty member, each student's work will be presented in a public performance. Prerequisite: Senior-standing in Theatre Major. By approval of theatre faculty. Limited to six projects per year.

495. Theatre Internship (3)

The course is the capstone experience for the Arts Administration Option. The Theatre Internship will provide students with the opportunities to utilize their theatre management skills in a professional or community-based setting. Prerequisite: Senior standing in Theatre Major.



School of Interior Design

Ms. Anne Martin, Dean of the School of Interior Design
231-2053 or amartin@andersonuniversity.edu

Faculty

Ms. Anne Martin, IDEC, Assoc. IIDA, Allied ASID, Associate Professor of Interior Design
Ms. Elizabeth A. Mirick, AIA, Assistant Professor of Interior Design
Mrs. Christel D. Price, LEED AP, Instructor of Interior Design

School Mission Statement

The mission of the School of Interior Design is to **create** an environment for aspiring designers to rigorously **engage** in student centered learning by providing a strong professional foundation in Interior Design within the context of a liberal arts education in a Christian community. Specially, the curriculum seeks to foster the development of the technical processes, conceptual and perceptual skills, creative problem solving, project management and professional ethics essential for graduates to **practice** interior design with a global perspective in a world market.

Additionally, the program’s mission is to remain central to the purpose of Anderson University, to focus on the development of character, servant leadership, and cultural engagement within a diverse community.

Upon successful completion of six introductory Interior Design courses, and two Art foundations courses with a minimum 2.5, as well as the Sophomore Review; the student may proceed with required courses in the major. Transfer students and Change of Major students **MUST** have a 2.5 GPA to enroll in any Interior Design courses.

Minimum competency must be demonstrated in the following courses: Interior Design 101, 151, 152, 251, 252, Art 105,106.

Sophomore Juried Portfolio Review: in the spring term of the sophomore year a review board evaluates student’s portfolio. The student’s continuation in the interior design program is based on:

1. Career Goal Statement/Progress and Evolution in discipline
2. Presentation of an Interior Design Portfolio
3. A minimum 2.5 GPA in ID 101,151,152,251,252, and Art 105,106.
4. Successful completion of the interview with review board.

Interior Design (ID)

101. Introduction to Interior Design (2)

Introduction to the profession of Interior Design, the design process, design specialties, current design initiatives in design such as sustainability, occupational opportunities and responsibilities, educational preparation, experience and examination requirements to practice as a professional NCIDQ certified interior designer. Students explore how the Interior Design curriculum prepares them for their career goals. Lecturers and guest speakers will speak on their design focus: including interior designers, architects, code specialist, engineers, artists, landscape architects, historic preservation curators, textile designers, manufactures account managers and designers who focus on a specialty such

as Health Care, Hospitality, Educational/ Institutional. Students will be provided an opportunity to interact with these professional practitioners to refine their understanding of the expectations and implications of conducting the practice of design within a world market. Prerequisites: None

151. Architectural Drawing and Graphics I (3)6*

An introduction to basic standard mechanical drawing and drafting techniques as well as the development of skills including architectural lettering, line quality, line weight, sketching, dimensioning, elevations, sections, isometric, axonometric, orthographic projections and one –and two– point perspective drawings. Emphasis is on perspectives and developing visual judgment in generating and interpreting architectural working drawings. The application of color and its impact on portraying interior spaces is introduced at a fundamental level and applied to perspectives. Course material will be described in relation to job skills and working conditions for professional interior designers, architects and draftsmen. Skills learned in this course will be applicable to design, drafting and construction of residential and non-residential projects. Prerequisites: None.

152. Architectural Drawing and Graphics II (3)6*

Expands upon the manual graphic skills introduced in ID 151 with continued development of plans, sections, and elevations, isometric, axonometric and perspective drawings. Emphasis on rendering techniques for perspectives utilizing a variety of mediums such as: pen, pencil color pencil and markers. Quick sketching utilizing color is introduced as well as the study of models and presentation boards. Computer Aided Drawing and Drafting is introduced. Prerequisites: ID 101, 151, ART 105.

251. Foundations of Interior Design (4)4*

A continued overview of the interior design profession and an introduction to the application of design theory and techniques with emphasis on interior space planning through applied projects for residential and non-residential structures. Focus is on applying 2 and 3 dimensional design elements and principles to design projects and the development of the spatial envelope. Emphasis includes: visual literacy and theories of design compositions, concept statements, the design process (programming, schematic and design development, contract documentation and administration, and POE); functional requirements; human factors; ability to visualize concepts through sketching, selection of interior materials and finishes; development of furniture, fixtures, equipment, electrical, and lighting layouts. Codes research, sustainability issues; universal design and design for multicultural environments are highlighted. Drafting and sketching techniques for a residential and non-residential space are reinforced through developing floor plans, elevations, sections, schedules, specifications, and rendered perspectives. Furniture, finishes, materials and textiles are presented as a schematic proposal. Prerequisites: ID 101, 151, 152, ART 105, 106. Co-requisites: ID 252, Art 229

252. Architectural Drawing, Rendering and Presentation Graphics III (3)6*

Presents continued development of manual drawing and drafting communication skills at an intermediate level including plans, sections, elevations, and three-dimensional representations. Emphasis on fundamental interior rendering and delineation techniques and the use of three-dimensional scale models to study the volume of space. Students explore visual presentation techniques and the application of the techniques to interiors, exteriors, furnishings, accessories and details. Drawings rendered during the various stages of the design process will be executed in order to reveal the connection between process and presentation. Rendering perspective drawings, model making and various methods of constructing presentation boards for professional graphic presentations are highlighted. Prerequisites: ID 101, 151, 152, ART 105, 106. Co-requisites: ID 251, ART 229.

253. Residential Design(4)4*

An intermediate level study of space planning for Residential Design and documentation approached by completing projects utilizing the design process: programming, schematic development, design development, contract documentation, and contract administration. A gradual increase in complexity of design problems reinforces research, design concept processes, functional and spatial analysis, human factors, code requirements, color theory for interiors; universal design; selection of furniture, textiles, finish selections and lighting for residential interiors. Custom design detailing of cabinetry for Kitchen and Bath, case pieces and flooring are highlighted. Projects generated include a refinement of space planning resulting in a set of construction documents. Furniture, finishes, textiles, custom design detailing and product resources are presented in professional graphic formats with materials boards. Drafting, sketching, rendering techniques, as well as computer applications are reinforced through floor plans, elevations rendered perspectives, reflected ceiling plans and models used in professional project presentations. A job book documents specifications and product knowledge for all FFE, lighting and textiles. Prerequisites: ID 101, 151, 152, 251, 252.

254. Textiles, Interior Materials, Finishes and Details(3)6*

The focus of this course explores the characteristics and qualities of textiles, interior materials, finishes, and details used in residential and nonresidential interiors in the built environment. The textiles component addresses characteristics, construction and manufacturing processes regarding: weaves, knitting, finishes, dyeing, printing, as well as examining guidelines that affect selection and use of textiles: aesthetics, appropriateness for application; suitability, durability serviceability, care and renovation, performance, textile laws, regulations, and sustainability concerns. The interior materials and finishes component presents a study including: upholstery, floor, wall, ceilings, window coverings with reference to environmental concerns, function, building codes, performance, installation methods and guidelines, material maintenance, cost estimation, manufactures, and product knowledge. The details component includes moldings, doors, door hardware, hospital hardware, and custom interior detailing. Cabinet construction used in residential and non residential interior environments are examined in terms of properties, construction techniques, characteristics, qualities, specifications, codes, installation, manufactures and end use of products. Sustainable design concepts, building codes, standards and regulations are highlighted. The design and communication of custom interior elements for architectural detailing of residential and contract applications will include the design of flooring patterns, custom wall patterns, cabinetry, and furniture. Emphasis will be on producing drawings of casework, millwork, furniture, and architectural elements, assembling component parts of the design installation, cost estimation and installation. Graphic skills will be explored using hand-drafting and CADD skills to generate shop drawings included in exercises and project assignments. Prerequisites: ID 101, 151, 152, 251, 252.

255. Computer Aided Drafting and Design(3)4*

A continuation of computer aided drafting and design (CADD) concepts introduced in ID 152, methods, and skills as a tool for the Interior Design profession. Emphasis on the utilization of the CADD functions and skills to further enhance the design development and production phases of the design process. Prerequisites: ID 101, 151, 152, 251, 252,

350. Commercial Design(4)4*

This course presents an over view of interior architectural public spaces such as retail, health care, restaurants, hospitality and hotels, educational/institutional. Emphasis will

be space planning for the office environment including both traditional and systems office layouts. The design concept will be developed with research on sustainable design as the projects proceed through the design process: programming, schematic design, and design development, contract documentation, and contract administration and POE; organizational hierarchy; office industry trends; and systems furnishings; human factors (ergonomics, anthropometrics); universal design; as well as attention to environmental needs, life safety issues with emphasis on fire detection and suppression, building codes to include IBC, ANSI and ADA; signage, and way finding. Advanced space planning and the development of a set of construction documents with presentation boards to include furniture, fixtures, equipment, materials, and textiles and finish schedules and specifications. Drafting, sketching, rendering, millwork detailing, models and computer-aided drafting and design skills are utilized. Job books will document specifications, as well. Design Professionals will critique formal oral presentations of design proposal. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255. Corequisites: ID 351, 353.

351. History of Interiors, Architecture and Furniture (3)

This course presents a study of the historical architecture, interiors, furniture, and decorative arts within cultural context. Emphasis on major design characteristics, stylistic developments, significant structures, period styles, significant contributors (architects, interior designers, cabinet makers), and motifs from Antiquity to the late 19th century are discussed. Influence factors of social, political, economic and technological perspectives to each historical period are examined within contemporary context. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255.

352. History of Interiors, Architecture, and Furniture II (3)

This course presents a continuation of the study of major historical architecture, interiors, furniture and decorative arts from the beginnings of modernism to the present day. Emphasis on major design characteristics, stylistic developments, significant contributors (architects, interior designers, craftsmen), materials, and technological developments are examined within contemporary context to cultural conditions. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351. Corequisites: ID 354, 355, 451.

353. Building Systems, Materials, Codes and Details(3)6*

Survey of architectural structural and non-structural building systems for residential and commercial construction, materials, and building codes that impact environmentally responsible design solutions for interior environments. Emphasis on structural systems as well as non-structural systems. The Materials component of this course will address appropriately selecting and applying materials and products on the basis of their properties and performance criteria; methods utilized in construction; current trends in building materials; installation methods, product knowledge of building materials, and the understanding of the concept of specifying sustainable building methods and materials. Technical information provided on wood frame, steel, concrete, and masonry construction; flooring systems (raised, heated) HVAC, ventilation, plumbing, mechanical and electrical systems coordination; structural coordination, acoustics, security, life safety, and fire suppressant systems; partitions, ceilings doors, hardware, glazing, architectural woodwork, decorative metals, flooring construction, applied floor finishes, wall finishes, stair design and construction; signage, security and audiovisual systems; barrier –free design; building codes and regulations, and means of egress. The study and application of building codes and guidelines such as: ADA /ADAAG, IBC, BOCA, UBC, NFPA, NEC, ANSI, ASTM, ASHRAE, OSHA will be highlighted as they relate to the built environment and affect decisions in interior design. Also the Details component of this course will be

addressed with reference to the design and communication of residential and contract custom interior detailing with regard to construction methods application of assembling component parts for installation, visually communicated through section, isometric drawings, oblique views, detailed perspective drawings and complete shop drawings. The process of coordinating the Interior Designer, Architect, and consulting engineering will be highlighted. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255. Corequisites: ID 350, 351, 353.

354. Advanced Computer Aided Drawing and Design(3)4*

Advanced computer graphic techniques in interior design with a focus upon creation of two- and three-dimensional conceptualization, rendering, and modeling. Emphasis upon graphic communication for commercial interior architectural applications to include floor plans, construction sections, schedules, legends, reflected ceiling plans, understanding document layering, use of the metric system using CADD exercises. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351.

355. Lighting Design (3)

This course presents a study of the technical and psychological aspects of illumination for interior environments with a focus on terminology, principles, selection, calculations, product analysis, design requirements, specifications, and theory of illumination design. Emphasis on establishing criteria for evaluating lighting decisions as relates to space planning, aesthetic appeal, human performance and the health, safety and welfare of the user in both residential and non-residential applications. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 353. Corequisites: ID 352, 355, 451.

359. Study Tour in Interior Design (3)

Study of art, antiques, architecture, decorative accessories, textiles, in New York City or Continental European study; experiences include lectures by recognized architects, interior designers, furniture designers, textile designer, craftsman, artist; seminars in design centers and showrooms, manufacturers, advertising agencies, interior design publishers and journalists, color and textile forecasting consultants, and field trips to museums, furniture and textiles manufacturers, and designers' showrooms. Prerequisites: ID101, 251.

451. Business Principles in Professional Practice (3)

This course presents an investigation of business, legal and ethical aspects of professional practice in Interior Design. Emphasis on developing a mission statement, code of ethics, identity package/branding; business plan, strategies for marketing and business development; project management techniques, personnel management practices, methods for determining design fees; business formations and organizational management, preparing design contracts; product pricing considerations, contract documents and specifications; contract administration, working with trade sources, and financial accounting and management, employee personnel management practices and employee professional development ,and continuing development for NCIDQ certification ,and professional organization affiliation (IIDA,ASID). Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353. Corequisites: ID 352, 355.

452. Contract Design I(4)4*

This course presents the a continued study and overview of the design solutions for large-scaled, non-residential structures and spaces such as healthcare/medical, assisted living, childcare, and ecclesiastical, institutional, retail, and other specialized

environments. Comprehensive design solutions are developed for special populations with projects emphasizing the design process with research on sustainable design through design concept, programming, schematic development, design development, contract documentation, contract administration and evaluation. Additional focus on building codes, universal design, way finding, security issues, signage, fire suppression and fire detection are highlighted. Students will complete in-depth presentations including project analysis, concept statements, custom interior detailing, integration of building systems, lighting, interior finishes, selection of appropriate materials, textiles, and color, sustainable materials, specifications, construction documents (partition plan, power and communications, reflected ceiling plan, elevations, finish plan, details, furniture plan); and sample boards. Project management and professional discipline are developed by the complexity of project requirements. Formal presentations are reinforced by design specifications applied in the student documentation Business forms generated in ID 451 are completed to document supporting business practices processes throughout the design process. Drafting, CADD, millwork detailing, models and rendered perspectives are reinforced by professional presentation layouts. Projects will integrate all aspects of the curriculum. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, 451.

453. Contract Design II(4)4*

A continued discussion and application of non-residential spaces and the special requirements to be considered in the specialty fields of Hospitality/Resort/ Spa / Recreation/Restaurant, Retail, and large mixed-use commercial spaces. . Projects are approached emphasizing the design process with research on sustainable design through design concept, programming, schematic development, design development, contract documentation, contract administration and evaluation. Additional focus on building codes, universal design, way finding, security issues, signage, fire suppression and fire detection are highlighted. Students will complete in-depth presentations including project analysis, programming, concept statements, custom interior detailing, integration of building systems, lighting, interior finishes, textiles, and color, sustainable materials, specifications, construction documents (partition plan, power and communications, reflected ceiling plan, elevations, finish plan, details, furniture plan); and sample boards. Project management and professional discipline are reinforced by the complexity of project requirements. Business forms generated in ID 451 are completed to document supporting business practices. Final Project will demonstrate the advanced design experience, which results in the design of a project of student’s choice from one of the specialty interior environments of complex scope and scale to meet the needs of specific clients. Students may work in teams. Full-scale graphic solutions are developed for the selected design problem based on research and documentation. This project highlights the advanced skills of the senior interior design student: programming, conceptual and schematic development, spatial development, universal design and sustainability issues, lighting, furniture, fixtures equipment, construction documents (partition plan, power and communications, reflected ceiling plan, elevations, finish plan, details, furniture plan) product knowledge, materials and finish selections, sample boards and formal oral and graphic presentation skills. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, 451, 452.

490. Senior Seminar (3)

A discussion seminar in which students generate topics related to ethical concerns current issues and topics appropriate to the Interior Design profession .Additionally, students receive guidance in career management approaches including: portfolio refinement,

resume development, interviewing skills, and preparing a digital portfolio. Emphasis on preparation for the NCIDQ exam, issues regarding licensing and registration, professional affiliation with ASID, and IIDA; continuing education for professional development to maintain professional registration, as well as advancement from student member of ASID of IIDA to professional classification. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, 451, 452, 453.

495. Internship (3)

This course is designed to provide the student with the opportunity to complete a minimum of 200 hours of work experience under the supervision of an NCIDQ credentialed Interior Designer in a professional architecture or interior design setting. The co-operating professional evaluates and relates the student's progress to the Internship Professor using interim reports and a comprehensive employer's evaluation summary assessment. The student is required to complete weekly journals, project assignments, business profiles, and a final report, as well as reflections of experiences encountered during the work experience as outlined in the Internship Guidelines and Manual. Student initiative in securing the Internship experience is viewed as a prelude to securing employment. Internships are designed to provide the student with insight into the design industry as well as transition and enhance the student's knowledge and application prior to full time employment. The Internship Professor of record will visit the Internship Location during the experience to assess the students' progress. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, 451.

496. Special Topics in Interior Design (3)

The examination of current/special topics in interior design with a more in depth focus than addressed in the regular course offerings. Topics under study include an emerging concept or initiative in interior design or a special design interest of the faculty instructing the course. Prerequisites: Senior Standing.





Other Courses

Directed Study

299/499. Any Department (variable)

Any course not in the catalog but offered in response to a special request by an individual or group; content may vary and dependent upon the interests and needs of the student and the instructor.

Freshman Year Experience (FYE)

101. Journey I – Foundations for the Journey (1)

Journey I is designed to provide an engaging and supportive experience for freshmen that strengthens academic skills and develops a clear purpose for their University experience within a Christian learning environment. Pass/Fail

105. Freshman Year Experience (3)

FYE 105 is designed to provide an introduction to higher education at Anderson University for contractually admitted first year students. In contrast to FYE 101, the course provides an intensive study and practice of academic and life skills that will promote student success. It also introduces students to the purposes of undergraduate education in a Christian environment. Letter Grades.

Honors (HON)

Dr. John Lassiter and Dr. Ryan Neal, Co-Directors

Taught by various faculty.

101, 201, 301, 401 (Fall); 102, 202, 302, 402 (Spring) (3-4)

Connections: The Honors Interdisciplinary Colloquium

A study of a particular discipline in the General Education curriculum and the nature of research and the methodological protocol associated with that discipline, with attention to connections between disciplines in the curriculum. Includes primary readings, discussions, guest lectures, innovative writing assignments, student projects and presentations, and/or field experiences. May be used by Honors students to satisfy their General Education requirements and may be repeated as needed. Topics and General Education areas vary each semester. Honors students must complete the Colloquium at least twice during their first four semesters of enrollment. The Colloquium may not be substituted for a specific General Education course required by the student's major. Honors students should consult with their advisors to ascertain whether the Colloquium will satisfy requirements in their major. Prerequisite: Admission into the Honors Program.

150, 250, 350, 450. Honors Adjunct (0)

A non-credit course intended to allow a student enrolled in a non-honors course to earn an Honors Credit. This adjunct is arranged by contract and under the supervision of the instructor of the course. A proposal for the adjunct must be submitted to and approved by the co-directors of the Honors Program. May be repeated once.

300. Honors Seminar. (1)

Designed for juniors as an interdisciplinary experience in the Honors Program, centered on a core of common readings with each student encouraged to contribute from the perspective of the major field; topics vary each semester based upon the interest and expertise of the instructor. Prerequisites: Junior standing and admission into the Honors Program or permission of the instructor. May be repeated for credit for different topics.

310/410. Honors Service Project (5)
 Contribution of time (at least ten contact hours per semester) to a project in progress each semester, through a student-organized community service activity supervised by the Honors Program. Freshmen and sophomores may enroll by permission of the Co-Directors of the Honors Program. Pass/Fail

390, 490. Honors Thesis (3-6)
 Contract study under faculty supervision and approved by the co-directors of the Honors Program, culminating in a written thesis, a public presentation, and an oral defense before a panel of faculty. The Honors Thesis proposal must be approved by the co-directors of the Honors Program. May be completed in conjunction with other capstone courses in the student's major.

400. Honors Seminar (1)
 An interdisciplinary experience designed for juniors or seniors in the Honors Program, centered on community service that is of particular interest and that may be related to one's major field. Prerequisites: Junior standing and admission into the Honors Program or permission of the instructor. May be repeated once.

499. Honors Independent Study (3-4)
 Contract study under faculty supervision; proposal for the independent study must be submitted to and approved by the co-directors of the Honors Program. May be repeated once.

International Studies (IS)

I33/233/333/433; I34/234/334/434; I35/235/335/435 (1-3)
 A general education course completed in conjunction with an international study program. The discipline will be identified by the course title, and the course syllabus must be approved for substitution by the Dean of the College in which the discipline is housed. Learning Outcomes will be reasonably aligned with general education outcomes.

I47/247/347/447. Foreign Study (1-4)
 Discipline-specific study in conjunction with an overseas travel experience; content and itinerary varies. May be repeated for different locations and topics and may satisfy either the International Studies requirement or count as a major/general elective.

281. Cross Cultural Studies (3)
 Designed for international students who wish to understand the United States better and for American students interested in interaction with international students. Prerequisite: Sophomore standing or permission of the instructor.

398. International Studies (variable)
 Credit awarded for educational requirements completed in connection with various international travel/study programs sponsored by Anderson University; amount of credit awarded depends upon the extent of the requirements for a particular program.

ROTC (Reserve Officer Training Corps)

Courses listed in this section cannot be combined to constitute a minor.

Aerospace Studies - Air Force ROTC (A S)

Taught by AFROTC faculty at Clemson University.

109. Air Force Today I (2)

Study of Air Force in the contemporary world, including strategic offensive and defensive structure, general purpose, and aerospace support; leadership laboratory activities include drill fundamentals, customs, and courtesies of the service.

110. Air Force Today II (2)

Continuation of A S 109; leadership laboratory includes drill, ceremonies, and introduction to career opportunities.

209. Development of Air Power I (2)

Study of the development of air power from balloons and dirigibles through the peaceful employment of U.S. air power in relief missions and civic action programs in the late 1960s and also the air war in Southeast Asia; leadership laboratory provides experience in guiding, directing, and controlling an Air Force unit.

210. Development of Air Power II (2)

Continuation of AS 209.

309. Air Force Leadership and Management I (4)

Study of individual motivational and behavioral processes, leadership, communication, and group dynamics to provide a foundation for development of the officer's professional skills.

310. Air Force Leadership and Management II (4)

Continuation of A S 309; study of basic managerial processes involving decision making, utilization of analytical aids in planning, organizing, and controlling environment, including case studies.

409. National Security Policy I (4)

Analysis of the role and function of the military officer in a democratic society and the relationships involved in civil-military interactions.

410. National Security Policy II (4)

Continuation of A S 409; examines the environmental context in which U.S. defense policy is formulated and implemented, with emphasis on initial commissioned service and military justice.

Military Leadership-Army ROTC (ML)

Taught by AROTC faculty at Clemson University.

101. Leadership Fundamentals (Basic) I (2)

Study of leadership focused at the individual level. Students learn effective communicating skills, ethical decision making, small group management, and mental and physical conditioning. Skills are applied in a variety of challenging training events during laboratory, including rappelling, water survival, land navigation, and team athletics. Physical training two days per week and two-hour lecture or laboratory every week or equivalent.

102. Leadership Fundamentals (Basic) 2 (2)

Continued study of leadership focused at the individual and team levels. Topics include problems solving, critical thinking, leadership styles, and group cohesion. Leadership laboratory training includes small tactics and weapons firing. Physical training two days per week and two-hour lecture or laboratory every week or equivalent.

201. Leadership Development (Basic) I (2)
 Study of leadership focused at the team level. Students develop leadership skills through public speaking, managing small groups, and mentoring first-year students. Skill are applied in a variety of challenging training events during leadership laboratory, including rappelling, water survival, land navigation, and team-building exercises. Physical training two days per week and two-hour lecture or laboratory every week or equivalent.

202. Leadership Development II (Basic) 2 (2)
 Continued study of leadership at the team and small group levels. Focuses on moral leadership, officership, and the Army as a profession. Leadership laboratory training includes small unit tactics, airmobile operations, and weapons firing. Students lead teams throughout the semester. Physical training two days per week and two-hour lecture or laboratory every week or equivalent.

301. Advanced Leadership I (Advanced) I (3)
 Study of Leadership focused on decision making, planning, communicating, and executing. Addresses motivational techniques, the role of the leader, and performance assessment. Provides students with leadership management tools and methodology. Students are responsible for training, developing and mentoring Basic Course students. Students apply learned techniques in leadership laboratory. Physical training three days per week and two-hour lecture or laboratory every week or equivalent.

302. Advanced Leadership II (Advanced) 2 (3)
 Continuation of leadership study focusing on collective skills training, tactics, and small group instruction. Synthesizes various components of training, leadership, and team-building learned during the Basic Course and ML 301. Final step in student progression prior to the LDAC Leadership Development Advance Camp. Physical training three days per week and two-hour lecture or laboratory every week or equivalent.

401. Organizational Leadership I (Advanced) I (3)
 Culmination of leadership study in preparation for commissioning as Army officers. Students continue exercising leadership and management skills as senior cadet leaders. Leadership instruction focuses on coordinating activities with staffs, communicating effectively, counseling and mentoring subordinates, training management and ethics. Physical training three days per week and two-hour lecture or laboratory every week or equivalent.

402. Organizational Leadership II (Advanced) 2 (3)
 Continuation of ML 401, Focuses on the continued study of moral, ethical, and legal issues faced by leaders. Includes instruction in administrative and logistical management. Requires students to apply their knowledge individually and collectively to solve problems and improve the organization. Physical training three days per week and two-hour lecture or laboratory every week or equivalent.

The Washington Center (TWC)

395. Washington Center Experience (3)
 The non-work portion of The Washington Center includes attendance at a Leadership Forum, a number of writing assignments, development of a resume and portfolio, interview session, and a community service project. This work is graded by the full-time TWC staff and compiled by the student in the portfolio. Students must have a 3.0 GPA to apply for participation at The Washington Center. Pass/Fail

495. Washington Center Experience (3-9)
 The work portion of The Washington Center requires students to work 35 hours per week for a semester. This course is designed to work in concert with a discipline-specific course so the student receives a total not to exceed 9 hours for the semester of internship.

School of Nursing

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School Mission Statement

The mission of the School of Nursing is to be Christ-centered, people-focused, student-oriented, quality-driven, and future-directed in preparing qualified persons to provide holistic therapeutic interventions with care, competence, and safety for a culturally diverse population.

Vision Statement

The vision of the School of Nursing is to be a leading university where learners combine the foundational knowledge of science and the historical art of nursing, while examining and synthesizing current evidence shaping professional practice in a distinctively Christian community dedicated to Christ's call to service.

Program Objectives

1. Provide baccalaureate nursing education within a liberal arts framework which is excellence-driven and which provides opportunity for development of the total personality: spiritual, psychological, sociocultural and professional.
2. Prepare the nursing graduate for entry into the profession as a generalist.
3. Provide the foundation in baccalaureate nursing that serves as a basis for future entry into graduate level nursing education.

BSN Student Outcomes

The graduate of the baccalaureate degree nursing program will be able to:

1. Explain the concept that each person is unique and holistic and has rights to self-determination regarding health matters.
2. Synthesize the nursing process to guide diverse persons toward meeting basic needs within a wellness continuum.
3. Integrate the professional nurse's role of advocate, communicator, counselor, change agent, teacher, leader, and provider and manager of care to assist the client toward optimum level of wellness.
4. Communicate collaboratively in interpersonal relationships with individuals and families, members of the healthcare system, and in effective use of technology and data documentation.
5. Think critically to integrate theoretical and experiential knowledge from nursing, the humanities, and the biologic and social sciences in the promotion of clients' health.
6. Utilize the research process and use evidence-based findings in nursing practice

to contribute to the improvement of healthcare and the advancement of nursing science.

7. Assume legal and ethical responsibility for nursing activities and responsibility for professional growth.
8. Appraise personal development of character, exhibit servant leadership, and cultural engagement through the perspective of Christian values and utilize this knowledge to guide behaviors and implement decisions.
9. Evaluate evidence of care process outcomes leading to health system improvement and participate in promoting a culture of safety through increased effectiveness and performance.

Faculty

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Ms. Casey Hopkins, MS, WHNP, APRN, Assistant Professor
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Mr. Jason Thrift, MS, RN, Simulation Coordinator and Instructor
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Admission, Progression and Dismissal Policies

A student must earn a minimum grade of C in each nursing course. Some of the specifics about the progressions and dismissal policy include:

Admission

- All traditional students (TBSN) will be “conditionally” accepted into the nursing school upon acceptance into the university as a freshman. The criterion for being selected as a student in the school of nursing as a traditional student are: 1) high school GPA, 2) ACT/SAT, 3) class rank, 4) participation in extracurricular activities, 5) admission essay, and 6) letter of reference. Points will be awarded for each of these areas and students will be notified of their acceptance status without an interview. Once “conditionally” accepted into the program, the student will progress into the nursing curriculum as a junior if: 1) completed all required courses as noted in the curriculum model and 2) maintained a cumulative GPA of 3.0 or greater on a 4.0 scale.

ABSN (accelerated) and transfer students (students enrolling at Anderson University with 24 or more credit hours) follow an admissions process instead of a progressions process in being enrolled in the nursing curriculum. The criterion for being selected as a student in the school of nursing accelerated track are: 1) hold a bachelor degree in any area OR possess adequate college credits matching

the university general education requirements, 2) GPA for last 60 hours of college credits ≥ 3.0 , 3) Science pre-requisites: anatomy, physiology, microbiology, chemistry with GPA ≥ 3.0 , 4) Human Growth and Development and statistics, 4) letters of reference, 5) interview with nursing admissions committee.

An applicant for either the TBSN or ABSN tracks must obtain and successfully pass a physical/function test to be eligible for admission.

Progression/Dismissal

- If a student is admitted into either the TBSN or ABSN tracks, their progression must remain within that track. Conversion from one track to the other is not permitted.
- The student must make a minimum of a "C" in all nursing courses to progress in the nursing curriculum.
- Only a maximum of (2) two C's is allowed in nursing courses. The first "C" will result in advisement, the second "C" will result in probation, should the student receive a third "C" the result will be permanent dismissal from the program.
- If a grade less than a "C" is earned in any nursing course, the student is not allowed to progress in the curriculum and is dismissed from the program. Upon dismissal, the student is given the opportunity to reapply for the next cohort of the same track. Upon reapplying, the student will be required to pass standardized testing or the comprehensive final exam related to all previously completed nursing courses before being readmitted into the nursing program. If the student fails to achieve a satisfactory score on those tests, the student will not be offered readmission to the track. The student may elect to reapply to the track as an applicant in a new cohort based on space being available and the competitive nature of the applicant pool. If a grade less than a "C" is earned in two nursing courses, the student is not allowed to progress in the nursing curriculum and is permanently dismissed from the educational program.
- There are other areas that prohibit a student from progressing through the nursing curriculum that are not associated with the earning of a letter grade. These include: unsafe/unethical student practice, failure to comply with school drug policy, HIPAA violation, any act that violates the South Carolina Nurse Practice Act, any act that violates the Code of Ethics for Nurses of the American Nurses' Association, and/or violations of university student guide. The inability to progress leads to dismissal with ineligibility to reapply for the nursing program.

In all nursing courses that include a clinical component, 85% or greater of the total course grade will be derived from scheduled quizzes, unit tests, and the final examination. A student must achieve a satisfactory score on nationally normed standardized tests per content area as outlined in the course syllabus.

A student must also receive a satisfactory rating in all aspects of clinical as indicated on the Clinical Evaluation Tool to progress through the nursing curriculum.

Nursing Courses

310. Pathology(3)
 NUR 310 is an introduction to basic pathophysiological concepts and commonly occurring acute and chronic health problems utilizing a body systems approach - Building on

knowledge gained in Anatomy and Physiology. Students are acquainted with clinical reasoning skills necessary for a successful career in nursing. The course provides exposure to current trends, treatment advances and ongoing research for emerging health problems.

311. Pharmacology I.....(2)

NUR 311 is an introduction to the biochemical, physiologic, and psychological effects of drugs on the holistic person over the lifespan in a multicultural society. Drug actions, nursing process and client teaching, medication safety and administration are examined and calculation methods are introduced.

312. Pharmacology II.....(2)

NUR 312 is a continuation of NUR 311, Pharmacology I, in its study of the biochemical, physiologic and psychological effects of drugs on the holistic person over the lifespan in a multicultural society. Major drug classifications, indications for use, side effects, interactions, routes of administration, dosages and contraindications are reviewed. Accurate medication calculation methods are reinforced.

320. Foundations in Nursing(6)

NUR 320, Foundations in Nursing introduces the student to core competencies required by modern health care professionals. The course emphasizes the development of clinical judgment, basic nursing principles, key nursing interventions, and the nursing process. The course investigates topics such as effective communication, infection control, safety, and health care trends.

Each week three (3) hours will be spent in didactic and nine (9) hours in clinical experience.

322. Mental Health and Wellness5)

NUR 322 focuses on knowledge and application of theories and the nursing process to identify, implement, and evaluate nursing interventions for the care of clients with psychiatric disorders.

Each week two (2) hours will be spent in didactic and six (6) hours in clinical experience.

324. Adult Health(6)

NUR 324 explores the roles and responsibilities of professional nursing practice for patients with specific medical and/or surgical conditions. The nursing process is applied with emphasis placed on care that addresses the specific needs of the adult patient for the maintenance, promotion and restoration of physiological/psychosocial function. Each week three (3) hours will be spent in didactic and nine (9) hours in clinical experience.

350. Skills Practicum(3)

NUR 350 is a practical hands-on experience in basic nursing techniques. Students learn and perform specific clinical skills using scientific principles foundational to nursing knowledge, intervention, and application.

352. Health Assessment(3)

NUR 352 focuses on developing skills and knowledge related to history taking, assessing health status and recognizing deviations from the normal. Emphasis is on the collection of subjective and objective data, physical examinations and accurate documentation.

Communication technique is further enhanced by developing interviewing skills.

355. Introduction to Research in Nursing(3)

NUR 355 will focus on the role of the professional nurse in critical appraisal to determine the merit and readiness of research literature for use in clinical practice.

420. Childbearing(5)

NUR 420 focuses on the care, counseling, and education of childbearing families. Didactic and clinical learning opportunities focus on nursing practice with expectant mothers, neonates and their families in classroom and selected health care settings. This course provides the theoretical basis for the nursing management of developmental and pathological human responses related to healthy and high risk childbearing families. Each week three (3) hours will be spent in didactic and nine (9) hours in clinical experience.

421. Childrearing(5)

NUR 421 will include application of the nursing process with children and families in the hospital and community settings. Care will focus on common pediatric health problems and the health promotion needs of well, acute and chronically ill children. Additional emphasis will be placed on the developmental aspects of children from infancy to adolescence and on children with special health problems, including genetic disorders. Each week three (3) hours will be spent in didactic and nine (9) hours in clinical experience.

423. Community Health Nursing(4)

NUR 423 focuses on assessing needs, promoting health, and preventing disease in vulnerable individuals, groups, and communities across the lifespan. Family and community assessments will be performed utilizing multidisciplinary theories and principles.

Each week two (2) hours will be spent in didactic and six (6) hours in clinical experience.

425. Critical Care(5)

NUR 425 focuses on the biological, psychological, philosophical and sociocultural influences on complex health problems related to acute and traumatic conditions. This course emphasizes the concepts of circulation, oxygenation, homeostasis and compensation in acutely ill adults.

Each week two (2) hours will be spent in didactic and six (6) hours in the clinical experience.

451. Issues in Professional Nursing(3)

NUR 451 is an examination of the nurse's role through evaluation of historical and current issues impacting the profession and health care delivery systems. The legal, ethical, social, economic, political and moral obligations of the professional nurse are explored from the Christian worldview.

453. Leadership and Management(4)

NUR 453 is a study of health care organizational structures and the professional nurse's role as a patient advocate, leader, manager, and change agent. Emphasis is on the application of the theories and principles of leadership and management in the context of the healthcare delivery system. Ethical and spiritual dilemmas confronting nurses are explored from multiple perspectives.

Each week two (2) hours will be spent in didactic and six (6) hours in clinical experience.

457. Clinical Preceptorship(3)

NUR 457 is a practicum consisting of preceptor-supervised clinical experience in a regional health care facility. Each week eighteen (18) hours will be spent in clinical experience.

459. Senior Seminar(1)

NUR 459 provides an opportunity to monitor the outcomes of care processes and apply improvement methods to design changes in health care systems that will improve quality and safety.

Ratio of lecture to clinical time:

Each course that includes a clinical component is designed to have a 1:3 ratio of classroom to clinical time. For example, for each hour spent per week in the classroom, 3 hours is spent per week in clinical experience. For a class that meets for 2 hours of lecture each week, 6 hours is spent in clinical each week. For a class that meets for 3 hours of lecture each week, 9 hours is spent in clinical each week. Time spent in a course will include professional activities, evidence-based projects, and simulation as well.

Nursing

B.S. with a Major in Nursing

School of Nursing

Mission Statement

The mission of the School of Nursing is to be Christ-centered, people-focused, student-oriented, quality-driven, and future-directed in preparing qualified persons to serve a diverse population through the holistic profession of nursing.

Nursing: Accelerated Bachelor of Science in Nursing (ABSN)

Requirements for Admission: In order to be admitted, applicants must have previously attended an accredited college or university and obtained a Bachelor degree in any area or submit a minimum of 59 transferred semester hours accepted for the following courses: ENG 101, ENG 102, MAT 108, KIN 135, CHR 105, CHR 305, BIO 150, PSY 101, PSY 205, ENG 200 level, CHE 105*, BIO 201*, BIO 202*, BIO 215*, Humanities/ Fine Arts/Language, Natural Science/Social-Behavior Science courses – 6 hours, Electives 7 hours. Applicants must have a minimum overall GPA of 3.0 in the last 59 hours and a Science GPA of 3.0*.

This is a cohort-based program that begins in the fall semester. Courses must be taken in the sequence in which they are listed by semester. No grade below a “C” in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

First Semester

NUR 310 Pathophysiology	3
NUR 321 Foundations of Nursing	6
NUR 352 Health Assessment	3
NUR 350 Skills Practicum	3
NUR 311 Pharmacology I	2
Sub-total	17

Third Semester

NUR 420 Childbearing	5
NUR 421 Childbearing	5
NUR 453 Leadership & Management	4
NUR 451 Issues in Professional Nursing	3
Sub-total	17

Second Semester

NUR 324 Adult Health	6
NUR 322 Mental Health & Wellness	5
NUR 312 Pharmacology II	2
NUR 355 Introduction to Research in Nursing	3
Sub-total	16

Fourth Semester

NUR 425 Critical Care	5
NUR 457 Clinical Preceptorship	3
NUR 423 Community Health Nursing	4
NUR 459 Senior Seminar	1
Sub-total	13

Additional Requirements: Prior to admission, the student must successfully pass a pre-nursing physical exam/function test and submit a clear urine drug screen and negative background check. Before beginning the ABSN, the student must obtain any required immunizations (or provide evidence of immunizations), provide evidence of health insurance, provide evidence of professional liability insurance, and provide evidence of current CPR certification.

Total Number of Semester Hours Required for the Degree = 122

Nursing B.S. with a Major in Nursing

School of Nursing Mission Statement

The mission of the School of Nursing is to be Christ-centered, people-focused, student-oriented, quality-driven, and future-directed in preparing qualified persons to serve a diverse population through the holistic profession of nursing.

Nursing: Traditional Bachelor of Science in Nursing (TBSN)

Recommended Course Sequence

This is a cohort-based program that begins in the fall semester. Courses must be taken in the sequence in which they are listed by semester. No grade below a "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

First Semester

BIO 150 Human Biology	4
ENG 101 Composition & Speech I	3
FRE/SPA 101 Foreign Language I	3
PSY 101 Introduction to Psychology	3
FYE 101 Freshman Experience	1
Sub-total	14

Third Semester

BIO 201 Human Anatomy & Physiology I * 4	4
PHY 205 Human Development	3
HIS 111/112/161/162 History	3
KIN 135 Lifetime Wellness	2
ENG 200 level	3
Sub-total	15

Fifth Semester

NUR 310 Pathophysiology	3
NUR 321 Foundations of Nursing	6
NUR 352 Health Assessment	3
NUR 350 Skills Practicum	3
NUR 311 Pharmacology I	2
Sub-total	17

Seventh Semester

NUR 420 Childbearing	5
NUR 421 Childbearing	5
NUR 453 Leadership & Management	4
NUR 451 Issues in Professional Nursing	3
Sub-total	17

Second Semester

CHE 105 Essentials Gen. Org. & Biochemistry*	4
ENG 102 Composition & Speech II	3
FRE/SPA 102 Foreign Language II	3
MAT 108 Finite Probability & Statistics	3
CHR 105 Introduction to the Bible	3
Sub-total	15

Fourth Semester

BIO 202 Human Anatomy & Physiology II*	4
BIO 215 Fundamentals of Microbiology*	4
FA 200 Experiencing the Arts	3
CHR 305 Christian Worldview	3
Sub-total	14

Sixth Semester

NUR 324 Adult Health	6
NUR 322 Mental Health	5
NUR 312 Pharmacology II	2
NUR 355 Introduction to Research in Nursing	3
Sub-total	16

Eighth Semester

NUR 425 Critical Care	5
NUR 457 Clinical Preceptorship	3
NUR 423 Community Health Nursing	4
NUR 459 Senior Seminar	1
Sub-total	13

Students are conditionally admitted to the major as nursing students in the freshman year.

This conditional admission stands until successful completion of courses through the fourth semester with a minimum overall GPA of 3.0, and a Science GPA of 3.0*. Then the student may progress into the School of Nursing for completion of the major. The student must submit a letter of progression to the School of Nursing no later than March 1st in the fourth semester. Prior to the fifth semester, the student must successfully pass a pre-nursing physical exam/function test, must successfully submit a clear urine drug screen and negative background check, obtain any required immunizations (or provide evidence of immunizations), provide evidence of health insurance, provide evidence of professional liability insurance, and provide evidence of current CPR certification.

Total Number of Hours Required for the Degree = 122 hours.

Nursing

B.S. with a Major in Nursing

School of Nursing

Mission Statement

The mission of the School of Nursing is to be Christ-centered, people-focused, student-oriented, quality-driven, and future-directed in preparing qualified persons to serve a diverse population through the holistic profession of nursing.

Nursing: Accelerated Bachelor of Science in Nursing (ABSN)

Requirements for Admission: In order to be admitted, applicants must have previously attended an accredited college or university and obtained a Bachelor degree in any area or submit a minimum of 59 transferred semester hours accepted for the following courses: ENG 101, ENG 102, MAT 108, KIN 135, CHR 105, CHR 305, BIO 150, PSY 101, PSY 205, ENG 200 level, CHE 105*, BIO 201*, BIO 202*, BIO 215*, Humanities/Fine Arts/ Language, Natural Science/ Social-Behavior Science courses – 6 hours, Electives 7 hours. Applicants must have a minimum overall GPA of 3.0 in the last 59 hours, and a Science GPA of 3.0*.

This is a cohort-based program that begins in the fall semester. Courses must be taken in the sequence in which they are listed by semester. No grade below “C” in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

First Semester

NUR 310 Pathophysiology	3
NUR 320 Foundations of Nursing	6
NUR 352 Health Assessment	3
NUR 350 Skills Practicum	3
NUR 311 Pharmacology I	2
Sub-total	17

Second Semester

NUR 324 Adult Health	6
NUR 322 Mental Health & Wellness	5
NUR 312 Pharmacology II	2
NUR 355 Introduction to Research in Nursing	3
Sub-total	16

Third Semester

NUR 420 Childbearing	5
NUR 421 Childbearing	5
NUR 453 Leadership & Management	4
NUR 45 Issues in Professional Nursing	3
Sub-total	17

Fourth Semester

NUR 425 Critical Care	5
NUR 457 Clinical Preceptorship	3
NUR 423 Community Health Nursing	4
NUR 459 Senior Seminar	1
Sub-total	13

Additional Requirements: Prior to admission, the student must successfully pass a pre-nursing physical exam/function test and submit a clear urine drug screen and negative background check. Before beginning the ABSN, the student must obtain any required immunizations (or provide evidence of immunizations), provide evidence of health insurance, and provide evidence of professional liability insurance, provide evidence of current CPR certification.

Total Number of Semester Hours Required for the Degree = 122 hours

09.02.12

Nursing

B.S. with a Major in Nursing

School of Nursing

Mission Statement

The mission of the School of Nursing is to be Christ-centered, people-focused, student-oriented, quality-driven, and future-directed in preparing qualified persons to serve a diverse population through the holistic profession of nursing.

Nursing: Traditional Bachelor of Science in Nursing (TBSN)

Recommended Course Sequence

This is a cohort-based program that begins in the fall semester. Courses must be taken in the sequence in which they are listed by semester. No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

First Semester

BIO 105 Human Biology	4
ENG 101 Composition & Speech I	3
FRE/SPA 101 Foreign Language I	3
PSY 101 Introduction to Psychology	3
FYE 101 Freshman Experience	1
Sub-total	14

Second Semester

CHE 105 Essentials Gen. Org. & Biochemistry*	4
ENG 102 Composition & Speech II	3
FRE/SPA 102 Foreign Language II	3
MAT 108 Finite Probability & Statistics	3
CHR 105 Introduction to the Bible	3
Sub-total	16

Third Semester

BIO 201 Human Anatomy & Physiology I *	4
PHY 205 Human Development	3
HIS 111/112/161/162 History	3
KIN 135 Lifetime Wellness	2
ENG 200 level	3
Sub-total	15

Fourth Semester

BIO 202 Human Anatomy & Physiology II*	4
BIO 215 Fundamentals of Microbiology*	4
FA 200 Experiencing the Arts	3
CHR 305 Christian Worldview	3
Sub-total	14

Fifth Semester

NUR 310 Pathophysiology	3
NUR 321 Foundations of Nursing	6
NUR 352 Health Assessment	3
NUR 350 Skills Practicum	3
NUR 311 Pharmacology I	2
Sub-total	17

Sixth Semester

NUR 324 Adult Health	6
NUR 322 Mental Health	5
NUR 312 Pharmacology II	2
NUR 355 Introduction to Research in Nursing	3
Sub-total	16

Seventh Semester

NUR 420 Childbearing	5
NUR 421 Childbearing	5
NUR 453 Leadership & Management	4
NUR 451 Issues in Professional Nursing	3
Sub-total	17

Eighth Semester

NUR 425 Critical Care	5
NUR 457 Clinical Preceptorship	3
NUR 423 Community Health Nursing	4
NUR 459 Senior Seminar	1
Sub-total	13

Students are conditionally admitted to the major as nursing students in the freshman year. This conditional admission stands until successful completion of courses through the fourth semester with a minimum overall GPA of 3.0, and a Science GPA of 3.0*. Then the student may progress into the School of Nursing for completion of the major. The student must submit a letter of progression to the School of Nursing no later than March 1st in the fourth semester. Prior to the fifth semester, the student must successfully submit a clear urine drug screen and negative background check, obtain any required immunizations (or provide evidence of immunizations), provide evidence of health insurance, provide evidence of professional liability insurance, and provide evidence of current CPR certification.

Total Number of Semester Hours Required for the Degree = 122 hours

09.02.12

Academic Policies



FINAL EXAMINATION SCHEDULE
FALL SEMESTER, 2012

<u>EXAM PERIOD</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>
	DEC 6	DEC 7	DEC 10	DEC 11	DEC 12
	CLASSES THAT MEET AT	CLASSES THAT MEET AT	CLASSES THAT MEET AT	CLASSES THAT MEET AT	CLASSES THAT MEET AT
9:00 - 11:00	8:00 MWF	9:05 MWF	11:20 MWF	12:25 MWF	1:30 MWF
12:00 - 2:00	2:35 MW	4:05 MW	8:00 TR	9:30 TR	
3:00 - 5:00	11:00 TR	12:30 TR	2:00 TR	3:30 TR	
6:00 - 8:00			6:00 M		
5:30 - 7:30			ACCEL		
7:50 - 9:50			ACCEL		

Tuesday night class - Tuesday, December 4 at 6:00 p.m.

Wednesday night class - Wednesday, December 5 at 6:00 p.m.

NOTE: Any student who has more than 2 exams scheduled per day may ask for an adjusted schedule.

FINAL EXAMINATION SCHEDULE
SPRING SEMESTER, 2013

<u>EXAM PERIOD</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>
	APRIL 25	APRIL 26	APRIL 29	APRIL 30	MAY 1
	CLASSES THAT MEET AT	CLASSES THAT MEET AT	CLASSES THAT MEET AT	CLASSES THAT MEET AT	CLASSES THAT MEET AT
9:00 - 11:00	8:00 MWF	9:05 MWF	11:20 MWF	12:25 MWF	1:30 MWF
12:00 - 2:00	2:35 MW	4:05 MW	8:00 TR	9:30 TR	
3:00 - 5:00	11:00 TR	12:30 TR	2:00 TR	3:30 TR	
6:00 - 8:00	6:00 R		6:00 M	6:00 T	
5:30 - 7:30			ACCEL		
7:50 - 9:50			ACCEL		

Wednesday night class - Wednesday, April 24 at 6:00 p.m.

NOTE: Any student who has more than 2 exams scheduled per day may ask for an adjusted schedule.

Like all institutions, Anderson University has requirements that must be met before a degree can be awarded. Such requirements include curricular expectations, Christian Life and Student Development programs, and satisfactory progress in light of certain policies and procedures. Advisors and administrators are committed to assisting students as they meet these requirements, though it is the primary responsibility of the student, however, to be acquainted with, make progress toward, and ultimately meet all degree requirements. University academic policies are subject to change with suitable notice; subsequent editions of this catalog will document such changes.

DEGREES AWARDED

Upon satisfactory completion of all degree requirements, Anderson University confers the following degrees:

Undergraduate:

- Bachelor of Arts
- Bachelor of Music
- Bachelor of Music Education
- Bachelor of Science
- Bachelor of Science in Nursing

Undergraduate (ACCEL):

- Bachelor of Business Administration
- Bachelor of Christian Studies
- Bachelor of Criminal Justice
- Bachelor of Emergency Services Management
- Bachelor of Human Services
- Bachelor of Liberal Studies
- Bachelor of Organizational Leadership

Graduate:

- Master of Arts in Teaching
- Master of Business Administration
- Master of Criminal Justice
- Master of Education
- Master of Education: Administration and Supervision
- Master of Ministry degree
- Master of Music in Music Education
- Doctor of Ministry

Programs of study, described elsewhere in this catalog, include majors, minors, and concentrations. Majors lead to a degree and consist of a prescribed set of courses and requirements of increasing sophistication. Generally, these courses are within a specific discipline, but in interdisciplinary programs, majors may include requirements from multiple disciplines. Minors are a prescribed course of study in a discipline outside the major. As such, it shares definition with the major but is less extensive. Concentrations are a prescribed set of courses providing a greater depth of study in a sub-discipline of a major. A concentration may include courses outside the major.

Completion of Second Degree

Students desiring a second bachelor's degree must complete at least 30 semester hours beyond the requirements for the first degree, including all general education and major

requirements for the second degree. Students may not earn more than one Bachelor of Arts degree or one Bachelor of Science degree at Anderson University.

Degree Designations on Diplomas

Diplomas from Anderson University will bear the degree earned. The student's transcript will list the appropriate degree, major, and concentration.

GRADUATION REQUIREMENTS

Total Credit Hours Required

Degree requirements range from 120-135 semester hours, dependent upon program of study selected, though most programs require 128 semester hours.

Completion of General Education Requirements

The general education curriculum requirements at Anderson University are a combination of core and distribution requirements, allowing each student a combination of coherence and choice in achieving program objectives. The program exposes students to a broad range of ideas and subjects. Requirements for degrees are listed elsewhere in this catalog.

The Journey Program

The Journey is the Anderson University Program that is equivalent to "Chapel" at other Christian institutions. The Journey Program reflects our spiritual identity and through it we have the opportunity to emphasize our spiritual development as we learn to worship and grow together. Students, along with faculty and staff are given a variety of worship services, concerts, conferences, and creative presentations designed to introduce them to the person of Jesus Christ and to help them grow spiritually through engaging His presence in their lives.

Successful completion of *The Journey* program is required for graduation at Anderson University. During each semester all traditional full-time students (including residents and commuters) should earn a minimum of eight (8) credits in the program. Each student in the traditional four year academic program will need to successfully pass eight (8) semesters of *The Journey* program in order to meet graduation requirements. A grade of CR (8 credits or more) or NC (less than 8) will be recorded on each student's transcript. However, this grade will not affect the student's GPA.

Exceptions - Every student who is 25 years or older and lives off campus is exempt from the Journey Program requirement. Also student teachers, students who study abroad, and students in other off-campus internships during the semester are exempt. No make-up is required. *All exemptions must be approved ahead of time and registered with the office of Campus Ministries in Sullivan Hall.*

The Cultural Experience

The purpose of *The Cultural Experience* program is to enrich student's academic experience by providing co-curricular opportunities for students to grow in the knowledge and appreciation of the arts, to grow in the knowledge of the components of a healthy lifestyle, and to develop knowledge that supports personal, professional, and civic growth. Programs range from fine arts events (music, theatre and art), guests speakers on a variety of topics, academic enrichment workshops, presentations on healthy lifestyles, to community awareness and service events.

Successful completion of **The Cultural Experience** program is required for graduation at Anderson University. All traditional full-time students (including residents and commuters) must participate in a minimum of twenty-four (24) events approved for the CEP program. Although students receive no grade for CEP attendance, completion of the CEP program is a graduation requirement. Since students may accumulate their CEP events at varying rates over their semesters of attendance, there are no exemptions for

meeting this requirement. (Transfer students are awarded CEP event credits on a prorated basis of one CEP event credit per four hours of academic credit received in transfer.)

Application for Graduation

Students nearing completion of their degree must complete an Application for Undergraduate Graduation. Applications are accepted in the fall for spring graduation and in the spring for summer and fall graduation. Deadlines for applications are set by the University Registrar and distributed to students. Failure to meet the stated deadline may result in a delay in time of graduation. Students must complete the Application for Undergraduate Graduation and have it reviewed by their academic advisor and, if applicable, the Dean of the College of the major. The application and all supporting documents will then be reviewed by the University Registrar and a degree audit performed. Official degree audits are sent to the student's Anderson University e-mail account. All students applying for spring and fall graduation are expected to participate in the respective commencement ceremony. Students applying for summer graduation are invited to participate in the December commencement. The application fee for those applying by the stated deadline is \$50. Any applications submitted after the deadline are assessed an additional \$25 fee. Students not meeting degree requirements are required to reapply for any subsequent graduations. The fee for revised applications is \$15. Caps and gowns are ordered through the University Bookstore.

Clearing Financial Obligations Prior to Graduation

Any indebtedness to Anderson University for tuition, fees, library fines, parking fines, disciplinary fines, room, board, or Bookstore charges must be cleared before graduation. Failure to do so will result in losing the privilege to participate in commencement, delay in receiving a diploma, and inability to receive any transcripts.

CLEP, ACE Credits, Correspondence Course Limitations

A maximum of 24 semester hours credit is given for formal education in the armed services, based on American Council on Education guidelines. A maximum of 24 semester hours of CLEP credit may be applied toward a degree at the University. No credit is awarded for CLEP general examinations. Courses in which a grade of "D" or "F" is earned may not be repeated through CLEP. The Graduate and Evening Admission Office and the Registrar's Office can provide a list of CLEP tests, the course equivalents, and the minimum scores required for receiving course credit. Credit earned through correspondence studies offered by an accredited college or university may be transferred to Anderson University. The University's policies do not allow the awarding of credit for other prior experiential learning. Students with prior study in educational institutions in which French or Spanish is the primary language are not allowed to receive credit for the elementary level of the native language. They should enroll in courses at the 300/400 level of the native language, or complete the 101-102 sequence of another language. The Graduate and Evening Admissions Office is an open CLEP testing site, and students can contact the office for more information or to schedule a test time.

Declaring a Major/Minor

Students may declare a major at any time during the freshman or sophomore years. Some majors require certain courses at the freshman and sophomore levels; students should consult their advisor to assist in course selection. A major must be declared upon the completion of 36 semester hours. Completion of all requirements for the selected major is necessary for graduation. Students wishing to declare or change their major should contact the Administrative Assistant for the College in which their desired major resides. Students may elect to have a minor. Since requirements in the minors vary according to discipline, students should make their selection as early as possible, but preferably before the junior

year. The minor will be recorded on the official transcript but not on the diploma. Students wishing to declare a minor should contact the Administrative Assistant for the College in which the minor resides. In the event of scheduling conflicts, the major must always take precedence.

Double Major

Students may choose to major in two subjects, or in other words to complete a double major. All general education and major requirements for both majors must be completed. While courses required for the second major may be used either to meet requirements or as electives for the first, there must be at least 20 (twenty) semester hours that are different between the two majors. Thus pursuit of a double major will likely require exceeding the eight semesters normally required to earn the bachelor's degree.

Grades in Major/Minor Courses

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Residency Requirement

Candidates for a Bachelor's degree must earn a minimum of 36 semester hours at Anderson University, including at least 15 semester hours of upper-division credit in the major. Thirty of the final thirty-six hours of any Anderson University degree program must be hours offered by this institution. Upper-division credits required in the major or minor are not eligible for transfer in the last thirty-six hours. Students wanting to transfer to Anderson University any of the final thirty-six hours must submit a completed transient coursework approval form to the University Registrar prior to enrollment in the transfer courses. No credit hours will be accepted in this category unless the student receives written permission from the University Registrar. Courses taken at Anderson University in which a student received a grade of D or F may not be repeated at another institution and transferred to Anderson University for credit. Furthermore, courses in which the student received the grade of D or F are not eligible for transfer to Anderson University.

Any student wishing to appeal this policy must demonstrate extraordinary circumstances. The appeal should be directed to the Office of the Provost.

ADDITIONAL POLICIES AND REGULATIONS

Academic Honesty

Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. Just as academic honesty is vitally important to the value of a college education, academic dishonesty is a serious offense because it diminishes the quality of academic scholarship at Anderson University and defrauds society, the institution, faculty, and other students. Additionally, academic dishonesty undermines the well-being of those who may eventually depend upon one's knowledge and integrity. Anderson University encourages the imposition of strict penalties for academic dishonesty and does so in order to protect the integrity of the grading system and to affirm the importance of honesty, integrity and accountability in the University community. The policy on Academic Dishonesty is described in the Student Handbook. The forms of academic dishonesty addressed by this policy include plagiarism, fabrication, cheating, and academic misconduct.

Academic Load

The academic load is measured in terms of "credit hours." Students enrolled in 12 or more credit hours during a semester are considered full-time students. For traditional students,

an average semester load is 16 credit hours. This may consist of five to six different subjects. Resident students are required to be enrolled in at least 12 hours to retain the privilege of living in a university residence hall. Students who enter as contractually admitted are limited to a maximum of 15 credit hours during the first semester.

For traditional students there is a single tuition charge based on full-time enrollment, 12-17 credit hours. The student taking more than 17 credit hours in a semester (excluding Theatre 101, 201, 301, 401, ROTC, MUP 120, 121, 122, 123, 125, 126, 127, 128, EDU 275, FYE 101, or HON 310, 410) is charged additional tuition. Some courses, such as applied music courses, require an additional fee regardless of the student's load. A student's financial liability for the semester is determined by the credit hours enrolled on the Date of Financial Responsibility each term, session, or semester.

In unusual cases, a student may be permitted to exceed the normal credit-hour load. Students wishing to enroll in more than 17 credit hours must submit this request in writing during the registration period to the Dean of the College or School which houses the student's major. The student requesting an overload must have a minimum grade point average of 3.0. A request for an academic load of 20 or more credit hours must also be approved by the Vice Provost.

If a student is struggling to meet the standard for Satisfactory Academic Progress, the student may be advised to take a reduced number of hours.

Registration

Registration is the process of enrolling in classes for a semester or summer term. Current students may pre-register for classes following consultation with their faculty advisors. New students are registered for classes during late spring and summer by the Office of the Registrar. After the application is accepted, and the transfer evaluation is complete, transfer students should contact the Dean of their College to complete registration for classes. Late registration will be completed during the Drop/Add period at the beginning of each term. A student must be in good academic and financial standing in order to complete the registration process. Any student not financially cleared will have their schedule removed at the beginning of the semester and will not be allowed to attend classes.

Adding and Dropping Courses

The add/drop period begins two days prior to the start of classes in the traditional semester. Students must use Self Service during this time to add and drop courses. No course can be added after the third class day for classes meeting three times weekly, or after the second class day for classes meeting twice weekly, or after the day preceding the second class day for classes meeting once weekly. Self Service closes once the add period ends and students must complete a Course Withdrawal form to drop a course. Any course dropped during the first two calendar weeks does not appear on the student record. Students are assessed a \$10 drop fee once Self Service closes.

All students enrolled in online courses are required to log on by midnight (eastern) on the first day of class. Students who cannot log on are responsible for contacting the instructor prior to the first class meeting to indicate their intent to remain in the class. If a student does not log on by midnight or make contact with the instructor, the University Registrar will remove the student from the course. The last day to add an online course is 72 hours after the posted start day of class. Any online course dropped during the first 72 hours after the start date does not appear on the student record, and the student is not charged for it. Online courses dropped after 72 hours will be graded with a "W" and students must complete a Course Withdrawal form. A \$10 drop fee will be assessed, and the student is responsible for charges associated with the course.

Classification of Students

Students are classified according to the number of semester hours earned, at the following semester-hour intervals:

Semester Hours Earned	Classification
0 - 29	Freshman
30 - 59	Sophomore
60 - 89	Junior
90 or above	Senior

Classification of TCR refers to students who are seeking initial teaching certification. "Special" is used for students renewing their teaching certification or adding on an additional endorsement. Students are also classified as either "resident" or "commuter" and as "part-time" or "full-time." Full-time students are those who are registered for 12 or more semester hours of course work during a semester. If a resident student drops below 12 semester hours, permission from the Vice President for Student Development must be granted to remain in a university residence.

Course Numbering

Courses designated for different levels are numbered as follows:

100-level—Freshman; 200-level—Sophomore; 300-level—Junior; 400-level—Senior; 500-level—Graduate

Freshmen may not register for 300-400 level courses. Students classified as sophomores may not register for 400-level courses and may not register for 300-level courses without special permission from the instructor in the course and from the head of the College or School division in which the course is listed. Students classified as juniors may register for any level course for which a prerequisite has been met.

Tests and Examinations

Students who have studied French or Spanish in high school and who make a satisfactory score on the language placement tests in those subjects are allowed to enroll in intermediate rather than beginning courses. These tests are used to determine the level at which students should begin the study of the disciplines covered by the tests. Transfer students are not given a test in English if allowed to transfer courses that are considered the equivalent of English courses that meet the University's general education requirements in these areas. Periodic tests and a final examination at the end of the semester occur in all classes. When a student is absent from a test or examination, the instructor for the course determines whether the student is to be allowed to make up the test or examination missed. See catalog section on Permission to Make Up Missed Exams.

Policies Governing Final Examinations

I. Exams will be given on the day and hour scheduled. Students will not be permitted to take exams early except for highly extenuating circumstances. Late exams will be scheduled ONLY when a student has a verifiable debilitating illness or injury or a death in the immediate family, which occurs at a time that requires the student's absence from an exam. When one of these circumstances applies, the student is required to notify the instructor before the time of the exam so that a grade of I (Incomplete) can be recorded for the course, if necessary. The Request for Incomplete Grade Form is available on the Registrar's page of the University website. The student is also required to arrange with the instructor a time when the exam can be scheduled.

2. At the discretion of the instructor, a student may be allowed to take the final exam with another section of the same course taught by the instructor (or taught by another instructor if the exam is a common departmental exam).
3. The semester's work for a course ends when the final examination has been given.

Transferring Credits to Anderson University

Credit is given for transferable courses successfully completed (C grade or higher) at a regionally accredited college or university. Credits earned at non-accredited institutions, non-college parallel programs at technical colleges, and non-traditional programs are evaluated for transfer on a case-by-case basis. The University's policies do not allow the awarding of credit for other prior experiential learning. All courses accepted for transfer will be entered on the academic transcript. Transfer grades will not be computed in the grade point average. Transfer credit is awarded based on semester hours taken at the transferring institution. Quarter hours and other credits will be converted to semester hours. A maximum of 64 semester hours will be accepted toward a bachelor's degree in transfer from institutions that award only the associate degree. Substitution of transfer courses for courses required in degree programs at Anderson University will be determined on a case-by-case basis. Maximum flexibility will be exhibited in determining the appropriateness of course substitution. In the Teacher Education Program, Anderson University is obliged by accreditation standards to accept only courses considered equivalents of the courses in the University's approved Teacher Education Program. The Dean of the College of Education must approve all transfer courses for education majors. Transcripts of transfer students will be evaluated as soon as possible after acceptance. Students will be directed by the Registrar's Office to make an appointment with the College Dean of their chosen major who will advise the student of the transfer courses that have been accepted.

Transient Course Work Policy

Students currently registered at Anderson University may apply to take courses at another institution while still enrolled at Anderson. It is the student's responsibility to ensure compliance with the institution's Residency Requirement. Students must complete a Transient Course Work Approval form prior to enrolling at another institution. Students who earn a grade of "D" or "F" at Anderson University may NOT repeat these courses at another institution. Additionally, a grade of "D" or "F" may not be transferred to Anderson. Students who have met the 64 semester hour limit on transfer credits from an Associate's degree granting institution are not eligible for additional transient work at this type of institution.

International Baccalaureate

Anderson University will award academic credit to students who have earned grades of five or better in their higher-level subjects in the International Baccalaureate Diploma Program. No credit is awarded for subjects passed at the standard level. Students should have transcripts sent from the International Baccalaureate Program. The University Registrar, along with the appropriate College Dean, will evaluate individual courses for academic credit.

Credit by Examination

Advanced Placement. AP examinations with a score of 3 or higher will be accepted for credit at Anderson University provided that an official copy of the score is received by the Registrar's Office. A student's transcript will note credit earned (CR).

College Level Examination Program. CLEP is intended to reward college-level achievement without regard to how that achievement was attained. Only subject exams, essentially end-of-course tests developed for specific courses, are applicable to credit at Anderson University.

The Graduate and Evening Admission Office is an open CLEP testing site, and students can contact that office for more information or to schedule a test time.

Course Challenge. With the approval of the appropriate faculty member and College Dean, a student may receive credit by demonstrating mastery through an examination. The faculty member and the College Dean must approve if credit by examination is appropriate in a given course. Earning credit through examination is an opportunity that may be granted under certain circumstances. A student may not receive credit by examination for an independent or directed study course, a course audited, a course with an acceptable CLEP examination, or a course in which a grade of D or F has been earned. Students desiring credit by examination may not attend any classes in a course related to the challenge. Upon approval, a student must register for the examination during the registration period and pay the examination fee. The student may consult the faculty member early in the term about the content of the examination and the standards by which it will be evaluated. However, the faculty member will not provide the student any instruction beyond a description of the examination and a recommended list of readings. Credit by examination is awarded for a grade of C or higher. An entry of CR will be placed on the transcript indicating that credit has been awarded. If the grade on the examination is below C, an entry of NC will be recorded. The semester hours earned through credit by examination will count in the hours earned, but a student's grade-point average is not affected by a course challenge. Students earning a grade of NC must wait a minimum of six months to repeat the exam.

Advanced Placement

AP/COURSE TEST (SCORES <u>MUST</u> BE 3, 4, OR 5)	ANDERSON UNIVERSITY EQUIVALENCE	ANDERSON UNIVERSITY HOURS
Biology	BIO 110/111	8.0
Chemistry	CHE 111/113 & CHE 112/114	10.0
Computer Science • Score of 4 or better	CIS 202	4.0
Econ-Macro	ECO 212	3.0
Econ-Micro	ECO 211	3.0
Eng Lang/Comp	ENG 101	3.0
Eng Lit/Comp	ENG 101 & ENG 200 level lit	6.0
Environmental Science	BIO 160	3.0
European History	HIS 111 & HIS 112	6.0
French Language	FRE 101 & FRE 102	6.0
Human Geography	General Elective	3.0
Mat Calc AB	MAT 140	4.0
Mat Calc BC	MAT 140 & MAT 190	8.0
Music Theory • Score of 4 or better	MUT 101	3.0
Physics B	PHY 201 & PHY 202	8.0
Physics C – Mech	PHY 201	4.0
Psychology	PSY 101	3.0
Spanish Language	SPA 101 & SPA 102	6.0
Statistics	MAT 108	3.0
Studio Art/Drawing	Art Elective	3.0
Studio Art/General	Art Elective	3.0
US Government/Politics	PS 101	3.0

CLEP (College Level Examination Program)

<u>SUBJECT</u>	<u>MINIMUM SCORE</u>	<u>AU EQUIVALENCE</u>	
English:			
American Literature	50	Eng 213/214	6 hrs.
Analyzing & Interpreting Literature	50	Eng Lit Elective	6 hrs.
College Composition	50	Eng 101/102	6 hrs.
English Literature	50	Eng. 201/202	6 hrs.
Foreign Languages:			
French, Level 1	50	Fre 101/102	6 hrs.
French, Level 2	59	Fre 101/102 Fre 201/202	12 hrs.
Spanish, Level 1	50	Spa 101/102	6 hrs.
Spanish, Level 2	63	Spa 101/102 Spa 201/202	12 hrs.
German, Level 1	50	Lang. Elec.	6 hrs.
German, Level 2	60	Lang. Elec.	12 hrs.
Social Science and History:			
American Government	50	PS 101	3 hrs.
US History 1	50	His 161	3 hrs.
US History 2	50	His 162	3 hrs.
Human Growth & Dev.	50	Psy 205	3 hrs.
Intro. Psychology	50	Psy 101	3 hrs.
Prin. Macroeconomics	50	Eco 212	3 hrs.
Prin. Microeconomics	50	Eco 211	3 hrs.
Intro. Sociology	50	Soc 101	3 hrs.
Western Civilization 1	50	His 111	3 hrs.
Western Civilization 2	50	His 112	3 hrs.
Business:			
Intro Business Law	50	Bus 351	3 hrs.
Prin. Management	50	Mgt 341	3 hrs.
Prin. Marketing	50	Mkt 331	3 hrs.
Financial Accounting	50	Acc 201	3 hrs.
Science and Mathematics:			
College Algebra	50	Mat. 101	3 hrs.
Biology	50	Bio. 110/111	8 hrs.
Calculus	50	Mat 113/114	6 hrs.
Chemistry	50	Che 111/112	10 hrs.

Online Courses

Anderson University offers online courses for students enrolled in the traditional, on-site degree programs. Online and on-site courses may be used interchangeably to meet the school's graduation requirements. Online courses may be accepted in transfer, provided that the courses have been approved by the Registrar and meet all other transfer requirements. The current policies governing online courses can be found on the University website.

Traditional students must have completed a minimum of 30 hours and obtain a grade point average of 2.75 or greater to enroll in Anderson University online courses. Exceptions must be approved by the College Dean.

Students on academic probation will not be allowed to take online courses. A student must be off academic probation for a minimum of one semester before enrolling in an online course.

Traditional Students taking ACCEL Courses

The Adult's College Choice for Exceptional Learning (ACCEL) program is designed for non-traditional students, that is, those students having a minimum of 5-8 year's life-experiences beyond high-school, are financially independent, are working full-time, and who wish to advance their careers by earning a bachelor's degree.

The accelerated format of the classes allows non-traditional students the opportunities to take classes during the evening or in the online format, in 8-week sessions, 5 times throughout the year.

Given the mission and design of the ACCEL program, students who do not meet the criteria of a non-traditional student are restricted from enrolling in ACCEL classes, and are unable to register themselves for ACCEL courses. Traditional students requiring additional courses or who hope to improve their GPA are directed to use the summer school sessions, not ACCEL courses.

Rare enrollment exceptions for upper class traditional students may be made due to class scheduling conflicts that would have a negative impact on progress towards graduation. Traditional upper class students seeking to enroll in an ACCEL course must request a Registration Exception with the dean of the college that has supervision of the class.

Independent and Directed Studies

With the exception of summer school, students may take by independent study a course in the University curriculum with approval of the instructor, advisor, and College Dean. The student meets with the instructor individually and completes most of the course work through independent activities. A course that is being offered during a particular semester cannot normally be taken by independent study. Generally, a faculty member will not supervise more than six (6) semester hours of independent study concurrently. A directed study course may be offered when one or more students request a course which is not included in the curriculum of the University but which is appropriate to the mission and scope of the University.

Course requirements for independent study are the same as the requirements and learning objectives of the course when it is taught in structured classes. Independent study is approved only for students of high ability (generally requiring a cumulative GPA of 3.0 or higher) and motivation, inasmuch as it requires more time, concentration, and initiative for successful completion. A course in which a student has previously earned a grade of "D" or "F" may not be repeated through independent study. Tuition for independent and directed studies is not included in normal tuition charges (see Expenses section). Faculty, staff, and their dependents must pay the full amount of tuition charged for independent study or directed study courses.

Grade Point Average

The GPA is computed by dividing the total number of quality points earned by the total number of semester hours attempted at Anderson University, excluding repeats of courses in which the grade of “D” or “F” has been earned, any courses taken as “P”, and any remedial courses. A student’s transcript shows two different calculations of the grade point average – term and cumulative. Term GPA is based on credit attempted and earned in a given semester. Dean’s list eligibility is based on this calculation. Cumulative GPA reflects overall credits and is the basis for graduation honors, admission to Teacher Education, and graduation. Academic probation and suspension is also determined by this calculation.

Right of Appeal

If a student perceives treatment to be unfair, capricious, or arbitrary in any academic decision, then such a decision may be appealed. Appeals must be initiated within one month of the date of the decision or action being appealed. The student should first appeal the decision in writing to the person who made it, stating appropriate rationale for reconsideration. If the matter is not resolved, the student may then appeal the decision in writing to the next highest authority. In matters related to courses, the line of appeal is the instructor in the course, then the College Dean, and finally the Office of the Provost. Each person to whom an appeal is made has five working days in which to communicate the decision to the student. Students should understand that mere unhappiness with a decision is not grounds for an appeal. For an appeal to have merit, there must be some evidence that the student has been treated inappropriately with regard to the administration of the University’s policies.

Grading System

The grades appearing on the transcripts of students at Anderson University are as follows:

Letter Grade	Description	Value
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
CR	Credit	0
NC	No Credit	0
F	Failing	0
P	Passing	0
I	Incomplete (A student requested grade)	0
W	Withdraw	0
NR	No report by instructor	0
X	Audit, no credit	0

Both “I” and “NR” are temporary grades. The grade designation “I” is a student-requested grade and is not assigned otherwise. “NR” is a designation that may appear when a grade is not reported by the instructor. This is a temporary grade and will be changed to a

permanent grade by the instructor at the earliest opportunity. Grades of "I" and "NR" are not computed in the grade point average.

Each student is responsible for keeping a personal record of grade reports and total credits earned.

Incomplete Grades

The grade of incomplete must be requested by the student when some circumstance beyond the student's control prevents the completion of all course requirements on time. The student makes the request in writing to the instructor, who must approve the request before a grade of "I" can be assigned. The Request for an Incomplete Grade Form must be completed and turned-in to the Registrar's Office prior to the end of the last day of classes for the term or semester. A student may not receive an incomplete grade simply because of failure to complete the requirements for a course where there are not extenuating circumstances. The course work must be completed, and the final grade reported, within thirty days following the end of the academic term in which the "I" was requested. Otherwise, a failing grade will be recorded. Students requesting an extension of this time must seek approval of the faculty member. A final grade report is not sent to students after finishing an incomplete but is reflected on the student's transcript to which the student has digital access. Incomplete grades that are not completed in a timely fashion will be converted to an "F" at the end of the following semester.

Pass/Fail Option

To encourage students to broaden their academic program Anderson University has established a policy whereby students, under certain circumstances, may register for a limited number of semester hours credit on a pass/fail basis.

The following guidelines apply: (1) Students must have earned at least 60 semester hours of credit and have earned at least a 2.5 GPA in order to register for courses on a pass/fail basis; (2) Students may register for no more than 12 semester hours of credit on a pass/fail basis in their degree program; (3) Students may not register for more than one pass/fail course in a given semester or summer term; (4) Students may not register for any general education requirement or major/minor requirement on a pass/fail basis, as only electives may be taken on a pass/fail basis; (5) Students must have satisfied all prerequisites for a course for which they register on a pass/fail basis or have the permission of the instructor to enroll in the course; (6) Students who have registered to take a course by pass/fail may not change this decision after the date of financial responsibility; (7) Students who wish to repeat courses in which they earned the grade of D or F may not register to take them on a pass/fail basis.

The following procedures are to be followed: Students who wish to register for a course on a pass/fail basis should obtain the Pass/Fail Option Checklist from Anderson Central, and return it to the Registrar before the date of financial responsibility. Instructors are informed of students in their classes who are taking courses pass/fail. Students complete all requirements for a pass/fail course, including the final examination. Instructors report the grade a student earns in the course. The grade of P is recorded for students who earn an A, B, C, or D, or the grade of F for students who earn a failing grade. Courses taken on a pass/fail basis count in the computation of hours earned for courses in which a passing grade is earned. The grade of P does not count in the computation of the grade point average, but the grade of F is computed in the grade point average.

Grade Changes

Once a grade has been recorded, it may be changed only by the instructor to correct a computational error; and such changes must be approved by the Dean of the College in which the course is listed. If a student feels that a grade received has been assigned unfairly then the grade may be appealed. The appeal must be presented in writing within one month in the following order: the instructor who assigned the grade, the Dean of the College in which the course is listed, and finally the Provost. However, a decision to change a grade in such cases can be made only by the Provost.

Grade Reports

Students may view their grades by using the University's online resources.

Dean's List

Outstanding academic achievement is recognized each term by inclusion on the Dean's List. Full-time students who have a term grade point average of 3.5 or better are eligible for this recognition. Grades in courses numbered 100 or below and incompletes are not calculated in the determination of eligibility for the Dean's List.

Graduation Honors

Anderson University follows the practice of graduating students with honors and confers three categories of recognition to outstanding students.

First, the President's Award is presented to a member of the graduating class who best exemplifies a balance between campus leadership, citizenship, scholastic aptitude, Christian commitment, and concern for fellow students. Second, during the awarding of diplomas, members of the graduating class are named to membership in the Denmark Society, which honors former President Annie Dove Denmark. Students named to this honor represent the highest Anderson University ideal in leadership, campus citizenship, scholarship and Christian character. Finally, students who successfully complete the Honors Program are recognized in the graduation program, and a notation of this achievement appears on the diploma. The graduation program and diploma designate honor graduates of high academic attainment using the following Latin phrases: Cum Laude, 3.50 to 3.74 GPA; Magna Cum Laude, 3.75 to 3.94 GPA; and Summa Cum Laude, 3.95 to 4.00 GPA. Grades in courses numbered 100 or below are not calculated in the determination of eligibility for graduating with honors. Graduate students are not eligible for Latin honors due to GPA requirement for degree program.

Graduation Marshals

Graduation Marshals provide support to graduates and their families along with other commencement participants during the graduation ceremony in the spring. It is an honor to be selected to serve as a marshal, and the criteria are based on academic excellence at the University. During the spring semester, the Office of the Provost will contact the top 25 students according to grade point average in the junior class who meet the following criteria: must have completed at least 75 hours and no more than 110 hours and have no more than 30 semester hours of transfer and/or advanced placement work. Preference in selection is given to those who are rising seniors at the end of the spring semester. Those who agree to serve as marshals must attend a rehearsal the day before commencement and be available early on the morning of commencement until the end of the ceremony.

Repetition of Courses

Students may only repeat a course in which they previously earned a grade of "D" or "F." A course must be repeated only at Anderson University and may not be repeated more than twice. Students who enroll in a course more than a total of three times will be removed from the course. Students may not

repeat Education 484/495, 494/495, 495 or 496 without permission from the Director of Teacher Education and the Provost.

Even though a student may repeat a course to improve a grade-point average, all grades earned remain on the transcript. However, the highest grade earned for a course will be used in computing the grade-point average.

Satisfactory Academic Progress

Full-time students are considered to be making satisfactory academic progress unless they fall below standards for minimum scholastic attainment, as described below.

Cumulative semester hours attempted at AU and/or transferred	Minimum Cumulative GPA
1 - 12	1.5
13 - 25	1.6
26 - 38	1.7
39 - 51	1.8
52 - 64	1.9
65 or above	2.0

Academic Probation and Suspension

Students must meet the above minimum requirement to avoid being placed on academic probation. If a student fails to meet the above minimum requirement for two consecutive semesters, it will result in suspension from Anderson University for a period of one semester. The calculation of grade-point averages to determine academic probation and suspension is reflected in the "CUM" line on the student's transcript and includes all courses numbered 100 or below as well as all other courses completed at Anderson University. Calculations to determine the status of students with regard to probation and suspension are made only at the conclusion of the fall and spring semesters and not following summer sessions. The record of a part-time student is not analyzed with regard to determining satisfactory academic progress until 12 semester hours of course work has been attempted.

Suspension Appeals and Eligibility for Financial Aid

Any student suspended may appeal in writing to the Office of the Provost. The appeal must be submitted by the deadline cited in the letter notifying the student of the suspension.

To have an appeal seriously considered, a student must present pertinent information to justify granting the appeal. In order to remain eligible for financial aid, students must be judged to be making satisfactory academic progress. Students who successfully appeal an academic suspension and are allowed to enroll the following semester are not necessarily considered to be making satisfactory progress and may not have their eligibility for financial aid reinstated. Students who are re-admitted following suspension are not entitled to institutional or federal financial aid until such time as the Provost determines that the student is making satisfactory academic progress.

Re-enrollment Option for Students Academically Suspended After Spring Semester

Any student who is academically suspended from Anderson University after the spring semester is offered the opportunity to attend summer school at Anderson University for the purpose of improving his/her grade point average to the level which is required for continued enrollment in the fall term. **The student is strongly advised to consult with his/her academic advisor, the Registrar, or the Office of the Provost to determine the grades needed in the summer in order to qualify for continued enrollment in the fall.**

The student may enroll in May or June summer sessions in seated or online for this purpose. **Note: The student must enroll in Anderson University summer sessions. Summer school studies at other institutions will not satisfy this offer.** Please note that courses taken at other institutions while the student is under academic suspension will not be accepted at Anderson University. The June session begins in late May, and summer school registration must be complete by that date.

The offer of attending summer school for the purpose of improving his/her grade point average represents the student's primary opportunity to gain continued enrollment in the fall semester. The only exception to this is that appeals for reinstatement without summer study will be heard in the event of a student being unable to attend summer school due to circumstances beyond his/her control. However, academic suspension is permanently noted on a student's academic record here at Anderson University and removed only in the event an institutional error has been made.

Re-admission Following Suspension

The one semester period of suspension is defined as beginning after the last day of the semester during which the student received suspension and continuing until the first day of the semester the student is eligible to begin a new semester at Anderson University. If a student wishes to enroll at Anderson University following the period of suspension, an Application for Admission must be submitted to the Admission Office. Decisions regarding re-admission will be based on evidence supporting the probability of successful completion of the academic program at Anderson University. Students re-admitted following suspension are admitted on academic probation. Courses completed during the period of suspension may not be transferred to Anderson University. At the end of this semester of probation, a student must achieve a grade-point average for removal from probation or be suspended a second time. Re-admission following a second suspension is not likely and would be granted only under unusual circumstances.

Academic Forgiveness

Former Anderson University students who have broken enrollment due to poor academic performance may apply for Academic Forgiveness at the time of application for readmission. The following conditions apply:

- Academic Forgiveness would apply to prior work taken at Anderson University only
- Student must have had a GPA below 2.0 at time of prior attendance
- Student must have been away for at least 5 years
- After admission to the University, student would submit application for Academic Forgiveness to the Office of Admission or Evening Admission
- All applicants for Academic Forgiveness would be marked as conditional admits
- Student must complete 15 hours with at least a 2.5 GPA
- Once hour and GPA requirement are fulfilled, work will be marked as Academic Forgiveness work and treated like transfer work – no course in which a grade of D was earned will be given credit; grades will continue to appear on transcript, but not computed into GPA and marked as "forgiven".

- Academic Forgiveness will apply to all prior coursework taken at Anderson University; student may not select certain courses.
- Any student applying for and being granted Academic Forgiveness will not be eligible for honors at graduation.

Financial and Academic Responsibility

A student is financially and academically responsible for all enrolled classes at the end of the second week of classes for each fall and spring semester. This policy does not apply to summer sessions or to other special terms.

Interruption of Enrollment

Students whose enrollment at Anderson University is interrupted for two or more semesters must apply for re-admission. If re-admitted, they come under the curriculum and regulations stated in the catalog in effect at the time of their readmission.

Repetition of Coursework After Re-Admission

Students who are returning to Anderson University after a period of five years or more may be required to repeat courses in which a grade of C or better is earned if the course(s) is determined to be integral to their degree program. Determination of this requirement will be made by the Dean of the college for the student's major and the University Registrar. Transfer students will be subject to the same five year time limit for any work transferred into Anderson University that is determined to be integral to their declared major. In this case, such courses will be accepted as electives and not as a direct transfer. Exceptions to this policy will be made on a case by case basis and determined by the respective Dean and the University Registrar.

Class Attendance/Participation Policy

One of the most vital aspects of a university experience is attendance and punctuality during class meetings. Class meetings, whether in traditional classrooms or during online meeting sessions, offer students the opportunity to contribute to the learning experience of their classmates. The value of such meetings to the academic experience cannot be fully measured by testing procedures alone.

Course attendance and punctuality policies are established by each college or school, or departments within the colleges or schools, at the University. Specific attendance and punctuality requirements are indicated in the syllabus of each class. Students are responsible for being knowledgeable of attendance policies for each class in which they are enrolled and for adhering to those policies.

Some students participate in **institutional activities** that require them to represent the University in scheduled events on and off campus. For activities of sufficient importance in the overall life of the University, excused absences are granted. A list of activities qualifying for excused absences is maintained by the Office of the Provost. An excused absence does not relieve a student of responsibility for the academic work in the class missed. However, students may not be penalized for such absences and must be given the opportunity to make up missed work. Students are responsible for informing their professors **in advance** of the class meeting dates and times that will be missed because of these activities. **Practice and/or preparation for these activities would not be a valid reason to miss a class meeting.**

Ultimately, each student bears the responsibility to be aware of and to comply with attendance and punctuality requirements for each and every course in which he or she enrolls.

Permission to Make Up Missed Exams

Students who miss scheduled exams and other in-class graded activities because they are representing Anderson University in officially sponsored activities may be granted permission to complete the activity upon returning to class.

Students must present a signed permission form to the class instructor before the missed assignment, at which point the instructor will specify the time and means of making up the assignment.

Medical excuses must be accompanied by official medical documentation from a physician or other appropriate documentation requested by the instructor. Excuses for civic responsibilities such as jury duty or military service shall be established by documentation from the appropriate government authorities.

This policy does not apply to papers or other assigned work intended to be completed outside the classroom.

Withdrawal from Courses

Important: Please note any changes in enrollment during the add/drop period or course withdrawal at any point of the semester may result in revisions to your financial aid and/or billing for the semester. You should contact the Office of Financial Aid Planning to determine the impact of such changes on your aid eligibility prior to adding/dropping or withdrawing from courses.

Students may withdraw from a traditional semester course within the first ten class days of the semester without the course appearing on their transcript. The student must complete a drop form, secure the proper signatures, and submit the form to the Registrar's Office. Students will receive a grade of "W" in any course dropped after the first ten class days. Students enrolled in an Accelerated term course may withdraw within the first three class meetings and not have the course appear on their transcript. Courses dropped after the first three class meetings will receive a grade of "W" and must be requested in writing. Students in all programs - traditional, Accelerated and graduate, should refer to posted information each semester for specific withdrawal dates. Any course in which a grade of "W" is received is subject to tuition charges. Students should refer to the Financial Aid section of the catalog for specific information pertaining to charging for withdrawn courses.

If a student exceeds the number of absences allowed in the course after the deadline for withdrawing from courses, the student will receive the grade of "F" for the course.

Courses dropped after the add period will be assessed a \$10 drop fee.

Withdrawal from the University

The University recognizes that certain situations may necessitate withdrawal from the University during an academic term. This process for official withdrawal begins with the Center for Student Success. A grade of "W" or "F" may be assigned depending on the date of official withdrawal. If the student fails to follow the procedure for official withdrawal or if the withdrawal date is after the deadline, the grade of "F" is assigned for all courses registered. If a student's withdrawal from the University after the deadline is caused by

extenuating circumstances, it may be appealed to the Provost for approval to receive the grade of "W." Students who withdraw from the University may be eligible for partial refund. Refer to the Financial Information section of this catalog for the refund schedules.

Temporary Student Leave

Withdrawal from the university during the semester is sometimes caused by certain unavoidable circumstances. A student may request a Temporary Student Leave for any of the following reasons: childbirth, military service, physical health, or mental health. Temporary Student Leave allows the student to return to the university within one year without having to reapply or to change catalogs. In order to qualify for Temporary Leave status, the student must (1) be in good academic standing with the university, and (2) provide support documentation and receive approval from professional staff in the Student Development Division of the university.

Students seeking a Temporary Student Leave will complete a withdrawal form in the Center for Student Success. At that time a professional staff member will be designated as the clearance contact for the student's return enrollment.

When the student believes that she/he is ready to return to the university, the student must request an interview with the designated staff member. Following an interview and review of supporting documents, the staff member will determine the student's readiness to return. Upon determining that the student is ready to return, the staff member will notify the student's academic advisor that clearance has been granted and that the student may begin the registration process.

If a student is initially denied Temporary Student Leave, or if the designated staff member denies the student's request to re-enroll, the student may appeal that decision to the Vice President for Student Development, who will assemble a review committee to consider the appeal.

Requests for Temporary Student Leave made after classes have ended for a term or semester will not be granted.

Requests for Transcripts

Students may request a copy of their academic record by filling out a "Transcript Request Form" in Anderson Central. Official transcripts are \$10.00 each. Transcripts will not be released for any individual who has any indebtedness to Anderson University. Unofficial transcripts are available online.

Student Records

Anderson University maintains various student records. (1) Academic records are maintained in the Registrar's Office. (2) Admission records are transferred from the Admission Office to the appropriate College Dean/advisor upon a student's enrollment. (3) Advising records are maintained by faculty advisors. The Advising Record, which is the permanent record, contains the following items: admission application, transfer evaluation records, advisor anecdotal records, Individual Program Worksheet, and other related information. (4) Alumni records are maintained in the Alumni Office. (5) Financial records are maintained in the Business Office. (6) Financial Aid records are maintained in the Financial Aid Office; financial statements of parents are not accessible to students. (7) Medical records are maintained by the Health Center. (8) Personal counseling records are maintained by the Student Services Office and are not accessible to the student. (9) Disciplinary records are maintained in the Student

Development Office and kept for four (4) years beyond the student's initial enrollment at Anderson University. (10) Disability documentation and records are maintained in the Center for Student Success and kept for five (5) years after the student's last date of attendance.

The records listed above, except those specified as inaccessible, may be reviewed by the student. In some instances, a written request may be required, but in no instance will the University wait longer than forty-five (45) days to provide access to the record. The student may be charged a maximum of ten cents per sheet for photocopies of the records. If there is a disagreement between the student and the custodian of the records that cannot be resolved in informal discussion, a hearing will be scheduled within forty-five (45) days of receipt of the student's written request. The hearing will be conducted by a person who is appointed by the Chairman of the Faculty and approved by the student. The results of the hearing will be transmitted in writing to the student and mailed to the campus and home address.

In keeping with the provisions of the Federal Education Rights and Privacy Act of 1974, the University will not issue transcripts or other personally identifiable records of a student without the student's written consent, except as indicated below: (1) Anderson University officials will have access to the records; (2) Grade reports may be mailed to parents of dependent children if the Registrar is instructed to do so by the student; (3) Records may be released in connection with a student's application for, or receipt of, financial aid; and (4) Certain state and federal officials have legal access to the records.

Information About Students Considered Public Records

Certain items are considered to be public information and may be released by the University without written consent unless the University is instructed to withhold such information from the public. Items of public information are name, address, telephone listing, parents' names, date of birth, field of study, participation in officially recognized activities and sports, weight and height of varsity athletes, dates of attendance, recognitions, degrees and awards received, and previous educational institutions attended. Any student who does not want this information released by the University must communicate this preference in writing to the Registrar by the end of the first week of classes each semester.

Policy for Students Receiving Veterans Administration Benefits

Students who receive VA benefits are subject to special governmental rules with regard to academic probation and course withdrawal. Recipients of VA benefits may not be certified for such benefits for more than one semester of academic probation. In some instances, the student may be eligible to continue as a student of the University without the VA benefits. Recipients of VA benefits who withdraw from a course after mid-semester will receive a grade of "F" for the course unless the withdrawal was due to extenuating circumstances. The VA Benefits Program is administered by the Registrar's Office.



Graduate Studies



Graduate Studies Mission Statement

The mission of Graduate Studies, at Anderson University is to provide academic preparation for adult students who desire to enhance their capacity for service and leadership within a variety of professional settings. All graduate degree programs at Anderson University are designed to ensure that graduate students engage in courses that are progressively more advanced in academic content and intellectual rigor compared to undergraduate programs within the same or similar disciplines. The courses within the graduate curriculum require intensive study of scholarly literature and findings, as well as student participation in research, pertinent practice and training, or both.

The University provides a graduate admissions clearing house through the Office of Graduate and Evening Admissions. The requirements for each graduate program are established by the resident college for the degree program.

Graduate Program Administrators

Dr. Sandra M. Mancuso, Dean of Graduate, Online, and Non-Traditional Programs

Mr. George Ducworth, Dean, School of Criminal Justice

Dr. Michael Duduit, Dean, College of Christian Studies

Dr. Carol Karnes, Dean, College of Business

Dr. Jerry Bilbrey, Director of MBA

Dr. David Larson, Dean, College of Visual and Performing Arts

Dr. Raymond Locy, Dean, College of Education

Dr. David Perry, Director of Music Education

Graduate Admissions Staff

Mrs. Kelley Norwine, Graduate Admissions Coordinator

Ms. Judy Smith Graduate Financial Aid and Student Accounts Counselor

Position Vacant, Graduate and Evening Admissions Office Manager

Master of Criminal Justice

Dr. Sandra M. Mancuso, Dean of Graduate, Online, and Non-Traditional Programs

Mr. George Ducworth, Dean, School of Criminal Justice

Dr. Damon Camp, Coordinator of the Command College

Mr. Jeff Black, Assistant Professor

Mr. Keith Smith, Command College Recruiter

Dr. Thomas Johnson, Adjunct Instructor

Dr. James Metts, Adjunct Instructor

Mr. John Tate, Adjunct Instructor

Ms. Debbie Turner, Adjunct Instructor

Mr. Tim Turner, Adjunct Instructor

Mrs. Betty Baskin, Administrative Assistant

Master of Ministry / Doctor of Ministry

Dr. Michael Duduit, Dean, College of Christian Studies and Professor of Christian Ministry

Dr. Kristopher K. Barnett, Associate Dean, College of Christian Studies and Assistant Professor of Christian Ministry

Dr. Charles W. Fuller, Assistant Professor of Christian Studies

Dr. Ryan Neal, Associate Professor of Christian Studies

Dr. Channing Crisler, Assistant Professor of Christian Studies

Dr. Bryan Cribb, Assistant Professor of Christian Studies

Ms. Shelly Steenwyk, Administrative Assistant

Master of Music in Music Education (MM MEd)

Dr. David Perry, Director of Music Education
Ms. Deedy Francis, Associate Professor of Music
Dr. David Stern, Associate Professor of Music
Dr. Tommy Watson, Associate Professor of Music
Dr. Richard Williamson, Professor of Music
Mrs. Elizabeth Nix, Administrative Assistant

Master of Business Administration

Dr. Carol Karnes, Dean, College of Business
Dr. Jerry Bilbrey, Associate Dean, College of Business and Director of the MBA Program
and Associate Professor of Management
Dr. Jim Davis, Adjunct Instructor
Dr. Douglas J. Goodwin, Associate Professor of Management
Dr. Bill Hanson, Adjunct Instructor
Dr. Miren Ivankovic, Associate Professor of Economics and Finance
Dr. Jeffrey Moore, Associate Professor of Management
Dr. Jamie Ressler, Associate Professor of Marketing
Dr. Danny Rhodes, Adjunct Instructor
Dr. Gordon Smith, Associate Professor of Economics and Finance
Dr. Joe Spencer, Professor of Marketing
Ms. Stephanie McLees, Coordinator of the MBA and Administrative Assistant for the
College of Business

Master of Arts in Teaching

Master of Education

Master of Education in Administration and Supervision

Dr. Raymond Locy, Dean, College of Education
Mrs. Brenda Gray, Coordinator of Graduate Programs
Dr. Laura Black, Adjunct Instructor
Dr. Lynn Dowis, Adjunct Instructor
Dr. Bob Hanley, Adjunct Instructor
Dr. Danny Hawkins, Associate Professor of Education
Dr. Jacquelynn Malloy, Assistant Professor of Education
Dr. Kelly Pew, Adjunct Instructor
Dr. Lee Rawl, Associate Professor of Education
Dr. Patrice Shearin, Assistant Professor of Education
Dr. Meg Walworth, Associate Professor of Education

Graduate Admission Policies and Procedures

Admission to Graduate Programs

Anderson University accepts students on the basis of academic qualification, character and evidence of the potential to benefit from the university experience. Each applicant's record will be examined for evidence reflecting potential for intellectual and social growth, strength of character, and seriousness of purpose. The University considers all qualified applications without regard to race, religious creed, place of national origin, sex, disability, or ethnic group. Admission will be on a competitive basis, with the best-qualified students receiving priority.

The application form and other requisite information (please see the specific admissions requirements for each degree program in the sections that follow) should be submitted to Graduate and Evening Admission Office. Due to the competitive nature of our programs,

materials should be submitted as soon as possible. Incomplete applications may not be processed or may be granted provisional admission.

Regardless of the type of admission sought, all applications are forwarded for review to administrative offices of each degree program. Within two-weeks, all students will receive notification in writing acknowledging receipt of application materials. Students admitted provisionally, will be informed of the conditions to meet and the deadline for meeting them.

Graduate Program Enrollment Definitions for Financial Aid Eligibility

Graduate student financial aid eligibility, and the amount of potential aid for graduate programs, is determined by a graduate student's enrollment status. The table below provides a definition of full-time and half-time enrollment by graduate program.

Graduate Program	Full-time enrollment	Half-time enrollment
Master of Business Admin. (MBA)	9	6
Master of Criminal Justice (MCJ)	8	4
Master of Arts in Teaching (MAT)	6	3
Master of Education (M.Ed.)	6	3
Master of Ministry (M.Min.)	6	3
Master of Music Education (M.M.Ed.)	6	3
Doctor of Ministry (D.Min.)	6	3

Tuition and Fees and Graduate Financial Aid

At Anderson University, we believe higher education should not be a privilege reserved only for those who can afford it. The Financial Aid Planning Office is committed to helping Anderson University students find appropriate ways to finance their education.

Graduate students are eligible to receive some federal loans and work-study funds. For consideration of these funds, complete the Free Application for Federal Student Aid (FAFSA) by **May 1st** of each year. The FAFSA can be completed online at www.fafsa.ed.gov. Graduate students are ineligible for institutional scholarships.

Tuition and Fees Program	Description	Cost
MBA	Tuition per credit hour	\$403
MBA	Tuition per credit hour (Audit – no credit)	\$202
MBA	Resource fee per course	\$250
MCJ	Tuition per credit hour	\$403
MCJ	Tuition per credit hour (Audit – no credit)	\$202
MCJ	Resource fee per course	\$300
MAT/ MEd/MEd: AS	Tuition per credit hour	\$331
MAT/ MEd/MEd: AS	Tuition per credit hour (Audit – no credit)	\$166
MAT	EDU 517 Course Fee	\$110
MAT	EDU 594 Cooperating Teacher Honorarium and ID Badge	\$305
MEd/MEd: AS	TaskStream Software Fee	\$50
MEd: AS	EDU 591/EDU 592 Supervising Administrator Honorarium	\$300

MMin	Tuition per credit hour	\$300
MMin	Non-degree seeking	\$150
M.Min.	Orientation Fee	\$75
MM MEd	Tuition per credit hour	\$331
MM MEd	Tuition per credit hour (Audit – no credit)	\$166
MM MEd	MUA 501 Applied Lessons fee (per credit hour)	\$320
MM MEd	MUP 520 Music Ensemble activity fee	\$20
MM MEd	MUH 497 independent study fee (per credit hr.)	\$535
MM MEd	MUT 498 independent study fee (per credit hr.)	\$535
All*	Application for admission *Waived for AU graduates	\$50
All	Graduation application fee	\$100
All	Graduation application fee (late)	\$125
All	Graduation Reapplication Fee	\$15
All	Automobile registration (On campus students only)	\$60
All	Returned check fee	\$35
All	Transcript (Official)	\$10
All	Transcript (Unofficial)	\$5

All fees subject to change. Subsequent changes will be announced separately.

Federal Stafford Loan

Effective July 1, 2012, the Federal Government eliminated subsidized Stafford loans for graduate students. Unsubsidized loans accrue interest from the point of disbursement. We encourage our students to pay the interest while they are in school. There are no penalties for payments on your loan early. Repayment and interest begin six months after the student ceases to be enrolled at the required enrollment status.

Federal PLUS Loan

The Parent Loan for Undergraduate and Graduate Students (PLUS) is awarded to dependent students' parents, and the amount is determined by their FAFSA results and credit history. The PLUS Loan amount awarded can be up to the cost of attendance minus other financial aid.

SC Teachers Loan Program (Education programs only)

The SC Teachers Loan may be forgiven if the applicant teaches in a South Carolina public school in a critical subject or critical geographic area. To begin the process, simply download the application at www.scstudentloan.org. The *priority filing* deadline is April 15. The loan is forgiven at the rate of 20% or \$3,000, whichever is greater, for each full year of teaching in a South Carolina public school in a critical subject or critical geographic area. Contact the Financial Aid Planning Office for more details.

ACADEMIC POLICIES

Transfer Policy

Students may transfer up to six semester hours (or nine semester hours for the Master of Ministry) from a regionally or nationally accredited institution of higher learning. Credit may be given for graduate level courses that are completed with a grade of B (3.0) or higher at an accredited college or university. Students will need to provide a syllabus and /or a course description of the course(s) for evaluation and an official transcript. Transferability

of hours will be determined by the Dean of the program in consultation with the University Registrar. Graduate students in the College of Education who wish to transfer a course must complete and submit a "Request for Transfer of Graduate Course Credit" form, which is available from the Office of the Coordinator of Graduate Programs.

Statute of Limitation – Time Limits

Graduate degrees awarded from Anderson University require that our students have current useable knowledge in their field; therefore, all program requirements must be completed within five (5) academic years from the date of initial matriculation into the first graduate level course. If the student does not enroll in the term to which admitted, the student's admission status is subject to further review at the discretion of the Dean of the College.

Academic Standing

It is the University's desire that all students successfully complete their programs of study. The following regulations are established to guarantee that a student is making satisfactory progress toward completing degree program.

Good Standing

To remain in good academic standing, the graduate student must maintain a specific cumulative grade point average. Depending upon the discipline, the GPA varies.

Minimum GPA for graduate students:

MBA 3.0

MCJ 3.0

M Min 2.0

M Ed 3.0

M Ed Administration/Supervision 3.0

MAT 2.5

MM M Ed 3.0

Academic Probation

A graduate student is placed on probation if he or she does not achieve the required cumulative GPA within their specific college.

For first suspension, the student agrees to work with the academic success plan, outlined by the student and the College Dean. Students may apply for readmission into the college after being out for one term.

In the event of a second suspension, the student may not be readmitted until at least one calendar year has elapsed, regardless of suspension.

If a student receives a D or F in a graduate course, the dean or program director will work with the student to develop a remediation plan to assist the student. (A copy of this plan will be filed with the Dean of Graduate, Online and Non-Traditional Programs). The student will then repeat the course as soon as it becomes available in his or her program.

Students may appeal their academic suspension by writing to the Dean of the College. Following the Dean's ruling, if the student desires a second review of the suspension decision, the appeal may be addressed to the Office of the Provost. Suspended students who miss the deadline for appeal will not be eligible to return until the next term in which the courses they need to repeat are offered.

A candidate enrolled in a College of Education graduate program must meet the criteria

for each Benchmark in the unit assessment system. The criteria for each Benchmark are described in the *College of Education Graduate Student Handbook*.

Grade Appeals

If a student perceives a grade to be unfair, capricious, or arbitrary he/she may submit an appeal in writing. The appeal must be initiated within one month of the grade assignment and must include a clear rationale for the appeal. For an appeal to have merit there must be some evidence that the student has been treated inappropriately with regard to the administration of the University's policies. The line of appeal is the instructor in the course, then the Dean of the College or their designee, and finally the Office of the Provost. Each person to whom an appeal is made has five working days in which to communicate the decision to the student. Students should understand that mere unhappiness with a grade is not grounds for an appeal.

Incomplete Grades

The student must request a grade of incomplete in writing when circumstances beyond the student's control prevent the completion of all course requirements on time. A student may not receive a grade of "I" where there are no extenuating circumstances. The Request for an Incomplete Form is available on the Registrar's page of the AU Website. The form must be approved by the instructor and the Dean of the College, and must be filed with the Registrar prior to the final exam for the course. The course work must be completed within 30 days of the last day of the term. The instructor will notify the student and Registrar of the final grade within 10 days of its completion. Incomplete grades not completed and filed on time will result in a grade of "F" for the course.

Withdrawal from a Course

Important: Please note any changes in enrollment during the add/drop period or course withdrawal at any point of the semester may result in revisions to your financial aid and/or billing for the semester. You should contact the Office of Financial Aid Planning to determine the impact of such changes on your aid eligibility prior to adding/dropping or withdrawing from courses.

Students who wish to withdraw from a course must notify the office of the Dean of the College. If the notification to withdraw occurs before the first class begins in a term, the student will be removed from the class roster. Students who withdraw between the first class and the mid-point in the term may receive a "W" for the course. Students who withdraw after the mid-point of the class will receive a grade of "F" for the course.

Withdrawing from the University

Under certain situations, it may be necessary for a student to withdraw from the University. A student should notify the Dean of the College if they are considering a full withdrawal, and then the student should contact the Center for Student Success where the withdrawal process will be initiated. A grade of "W" or "F" may be assigned depending on the date of the official withdrawal. Students failing to follow the procedure for official withdrawal will be awarded a grade of "F" for all courses in which they remain registered.

Temporary Graduate Student Leave

Withdrawal from the university during the semester is sometimes caused by certain unavoidable circumstances. A student may request a Temporary Student Leave for any of the following reasons: childbirth, military service, physical health, or mental

health. Temporary Student Leave allows the student to return to the university within one year without having to reapply or to change catalogs. In order to qualify for Temporary Leave status, the student must (1) be in good academic standing with the university, and (2) provide support documentation and receive approval from the dean of the college in which the graduate student is enrolled.

Students seeking a Temporary Student Leave will complete a withdrawal form available in the office of the dean of their college. The dean or his/her designee will be identified on the form as the clearance contact for the student's return enrollment. Other approval signatures required on the form include the financial aid office and the library.

When the student believes that she/he is ready to return to the university, the student must request an interview with the designated staff member. Following an interview and review of supporting documents, the staff member will determine the student's readiness to return. Upon determining that the student is ready to return, the staff member will notify the student's academic advisor that clearance has been granted and that the student may begin the registration process.

If a student is initially denied Temporary Student Leave, or if the designated staff member denies the student's request to re-enroll, the student may appeal that decision to the Office of the Provost, who will assemble a review committee to consider the appeal.

Requests for Temporary Student Leave made after classes have ended for a term or semester will not be granted.

Academic Honesty and Dishonesty

Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. Just as academic honesty is vitally important to the value of a university education, academic dishonesty is a serious offense because it diminishes the quality of academic scholarship at Anderson University and defrauds society, the institution, faculty, and other students. The policy on Academic Honesty and Dishonesty is described in the current Student Handbook which can be found online under the Student Life section of the Student pull-down menu at the University Website (www.andersonuniversity.edu). The forms of academic dishonesty addressed by the policy include plagiarism, fabrication, cheating, and academic misconduct. Consequences for academic dishonesty range from a grade of F on the assignment or for the course for a first offense and may include suspension or expulsion for a second offense.

Accommodations for Students with Disabilities

Anderson University provides accommodations to enable students with disabilities to access the University community, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are determined based on current documentation and are made on a case-by-case basis. Adherence to academic standards that are essential to a course of study is generally considered non-discriminatory.

Students requesting accommodations from Anderson University must self identify by contacting the Center for Student Success. Application for accommodations does not ensure that the student qualifies to receive accommodations.

Students requesting accommodations must have a documented disability as defined

by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All documentation is evaluated on a case-by-case basis. If provided documentation is deemed insufficient, the student may be required to provide additional documentation. Complete guidelines for documentation are available from the Center for Student Success. In general, documentation should include:

- Letterhead, name, and title indicating that the documentation was provided by a professional trained in the differential diagnosis of disorders, and that the evaluation was performed within the last three years.
- A clearly stated diagnosis which rules out alternative explanations and diagnoses.
- Defined levels of functioning.
- An explanation of substantial limitations due to the disability.
- Current treatment and medication.
- Essential accommodations needed for postsecondary education, including duration and rationale.

The Center for Student Success determines the student's eligibility for accommodations and, for eligible students, determines appropriate accommodations

Application for Graduation

Students nearing completion of their degree must complete an Application for Graduate Studies Graduation. Applications are accepted in the fall for spring graduation and in the spring for summer and fall graduation. Deadlines for application are set by the University Registrar and distributed to students. Failure to meet the stated deadline may result in a delay in time of graduation. Students must complete the Application for Graduate Studies Graduation and submit the form for review and signature from the Dean of the College of their program. The application and all supporting documents will then be reviewed by the University Registrar and a degree audit performed. Official degree audits are sent to the student's Anderson University email account. All students applying for spring and fall graduation are expected to participate in the commencement ceremony at the end of the semester. Students applying for summer graduation are invited to participate in the December commencement. The Graduate Studies application fee is \$100 for those applying by the stated deadline. The fee for applications submitted after the stated deadline is \$125. Caps and gowns are ordered through the University Bookstore.

DEGREE PROGRAM LISTINGS

Master of Criminal Justice (MCJ)

Mission Statement for Master of Criminal Justice (The Command College of South Carolina at Anderson University)

The Command College of South Carolina at Anderson University is designed to prepare executive leaders in the field of criminal justice to deal with the complexities and challenges of managing justice system agencies in an organizationally sound and ethical manner. Focusing on the managerial, legal and political aspects of command-level leadership, the program is geared toward current and future executives who want to institute sound, researched-based change in the field.

The Command College of South Carolina at Anderson University offers a thirty-six hour Master's-level training/educational program which targets command-level staff in criminal justice. The curriculum is intended to provide intensive exposure to relevant graduate-level material that is specifically engineered for professionals in management positions in the criminal justice field. With an emphasis on organizational behavior as it applies to the field of criminal justice, the program is designed to assist individuals working in law enforcement and other agencies to develop policy which is grounded in research that is related to the field. At the completion of the program, graduates of the Command College will receive a certificate and those that qualify are awarded a Master of Criminal Justice degree (MCJ).

The Command College is designed to accomplish the following objectives:

- To develop a thorough understanding of the key research that influences the successful administration of justice in America.
- To acquire the knowledge and skills necessary to provide effective and pro-active leadership in the field of criminal justice.
- To attain an appropriate level of appreciation for, and understanding of, the way in which a 21st century criminal justice agency can be managed in an ethically sound and legally defensible manner.

Coursework is offered in a sequential manner, where each course is a blend of traditional classroom instruction and online interaction. All courses require one or more written research projects or papers, and the capstone requires a major project. Courses carry four (4) semester credit hours each. All participants are expected to enroll in two (2) courses each fall and spring and one (1) course during the interim summer term. Accordingly, participants should complete the program in twenty months.

As to curriculum delivery, each course is taught under the same basic design. Participants are contacted via email before the beginning of the term and informed of the reading assignments for the first class session. They attend an intensive two-day session near the beginning of the term and then work on their own for a period of several weeks, communicating with the instructor, and each other, via the online portion of the course. In the fall and spring semesters, they meet again on two consecutive days three more times, for a total of four (4) times for each course. At each of these sessions, classes meet with the instructor for eight (8) hours, resulting in a total of thirty-two (32) in-class hours per course. The program begins in the Fall term where two courses are taught. This is followed by two courses in the Spring term and one course during the Summer session. The Summer session requires two two-day sessions of eight hours per day, combined with online instructional activities. In year two, two courses each are delivered in each term – Fall and Spring.

The program is intended for working professionals in criminal justice who are seeking advanced training in executive development. Upper management personnel from the fields of policing, courts, corrections and juvenile justice at the local, state and federal levels have been targeted. In addition, managers working in auxiliary areas as well as the private sector will be sought.

Admission Requirements

Regular Admission

- Baccalaureate degree from a regionally or nationally accredited institution of higher learning
- Cumulative college GPA of 2.75 or higher on a 4.0 scale
- Submit a written nomination by a supervising employer or senior-level executive in the organization where the applicant is working
- Provide a resume and goals statement detailing one's professional aspirations
- Currently work in a sworn, certified, or professional position in criminal justice, preferably in an upper- or middle-management position
- Minimum of five years experience working in the criminal justice field
- Minimum TOEFL score of 550 (paper), 220 (computer) or 75 (internet) if English is not the student's first language, and proof of current Visa for International Students

Applications will be reviewed by the Office of Graduate and Evening Admission, and applicants will be admitted on a competitive basis. Factors considered include the applicant's GPA, the number of years in service, management experience, and the strength of the application materials.

Provisional Admission

Promising applicants who hold a baccalaureate degree but do not meet the formal requirements listed above may be granted provisional admission. Full graduate standing is granted when these students satisfactorily complete prescribed conditions which may include taking a graduate placement test such as the GRE. They must meet any special conditions attached to their admission by the Office of Graduate and Evening Admission no later than upon the completion of eight semester hours of graduate credit. Among provisionally admitted applicants may be the following:

- Applicants with a bachelor's degree from an accredited institution who lack undergraduate work considered essential for graduate study.
- Applicants whose scholastic records are below admission standards, and who give evidence unavoidable, extenuating circumstances affected their undergraduate record, but that progressive improvement took place.

2012-2013 Command College Academic Calendar

FALL SEMESTER, 2012

Orientation	August 8
Fall Semester Online Component Begins	August 15
Last Day to Withdraw With No Grade (Financial Responsibility after this date).....	September 4
First Set of On-campus Classes (First-year Students)	August 28-29
First Set of On-campus Classes (Second-year Students)	August 29-30
Labor Day Holiday	September 3
Second Set of On-Campus Classes (First-year Students)	September 25-26
Second Set of On-Campus Classes (Second-year Students)	September 26-27
Last Day to Withdraw from Courses	October 16

Third Set of On-Campus Classes (First-year Students).....	October 30-31
Third Set of On-Campus Classes (Second-year Students)	October 31-November 1
Thanksgiving Holidays	November 23-25
Final Set of On-campus Classes (First-year Students).....	November 27-28
Final Set of On-campus Classes (Second-year Students)	November 28-29
Graduation	December 14
All Grades Due	December 18 (noon)

SPRING SEMESTER, 2013

Spring Semester Online Component Begins.....	January 9
Last Day to Withdraw With No Grade (Financial Responsibility after this date) ...	January 22
First Set of On-campus Classes (First-year Students)	January 29-30
First Set of On-campus Classes (Second-year Students)	January 30-31
Second Set of On-Campus Classes (First-year Students)	February 26-27
Second Set of On-Campus Classes (Second-year Students)	February 27-28
Last Day to Withdraw from Courses	March 5
Spring Break	March 9-17
Third Set of On-Campus Classes (First-year Students).....	March 26-27
Third Set of On-Campus Classes (Second-year Students)	March 27-28
Final Set of On-campus Classes (First-year Students).....	April 23-24
Final Set of On-campus Classes (Second-year Students)	April 24-25
Senior Grades Due	May 2 (noon)
Graduation.....	May 4

SUMMER TERM, 2013

Online Component Begins	May 6
Last Day to Withdraw With No Grade (Financial Responsibility after this date)	May 15
First Set of On-campus Classes (First-year Students)	May 21-22
Last Day to Withdraw from Courses.....	June 14
Final Set of On-campus Classes (First-year Students).....	June 25-26
Term Ends.....	July 24
All Grades Due	July 27 (noon)

Graduate Course Listing in Criminal Justice

501. The Role of the Chief Executive (4)

This introductory course is designed to provide an overview of management principles along with a practical view of the environment surrounding the role of the chief executive in criminal justice today. Specifically, topics such as organizational theory and structure, and leadership will be reviewed along with an examination of the political, legal and social environment encircling the chief executive.

510. The Dynamics of Administration (4)

This course provides an introduction to human resources management functions in criminal justice. The dynamics of hiring, retaining and evaluating personnel will be covered along with the competing demands, ethical dilemmas, and policy issues related to human resources.

550. Crime, Law & the Legal System (4)

In this course a broad outline of the fundamentals of criminology and a review of the legal system designed to deal with criminal behavior is provided. In addition to an overview of crime causation, an examination of how the American system of justice operates is presented. Included is a survey of the foundations of jurisprudence and an appraisal of how the legal system responds to crime in America.

560. The Media & Political Survival (4)

An examination of the role of the media in modern society along with the relationship between media outlets and criminal justice executives is offered in this course. In addition, various strategies to cope with public exposure are explored and the role of positive leadership in this area is examined.

601. Applied Research Methods (4)

This overview of research methods is designed to create a more intelligent consumer of scientific research in the field of criminal justice who is able to identify the strengths and weaknesses of work in the field. The course focuses on quantitative research methods and covers observational and experimental research designs, along with an overview of qualitative research methodology.

605. Criminal Justice Policy Analysis (4)

In this capstone course, participants will review and critique the most recent and significant research in the field. A major research project will also be a part of this course.

615. Managing a Multicultural & Ethical Department (4)

An examination of current issues relating to the administration of justice in a culturally diverse society is provided in this course. Special emphasis will be placed on the impact of changing ethnicity on social and institutional public policy and managing these changes legally and ethically.

640. Strategic & Tactical Planning (4)

This course focuses on learning the importance and practice of strategic, tactical and operational planning in criminal justice. Emphasis will be placed on forecasting likely, as well as plausible, future conditions and influencing those conditions through effective leadership so that the desired outcome can be achieved. In addition, an overview of budgeting principles will be covered and the basics of grantsmanship will be reviewed.

655. Executive Liability (4)

A review of major liability issues facing the chief executive in criminal justice is the focus of this course. Civil liability, torts, negligence and employment law will be covered.

David T. Clamp Graduate School of Christian Ministry

Master of Ministry (MMin)

Mission Statement

The Master of Ministry degree provides a solid foundation for ministry service by focusing on the core competencies of pastoral ministry. While providing a foundation of biblical and theological study, the program emphasizes practical ministry training, with a particular emphasis on leadership in ministry. The degree program will be appropriate for a variety of

persons, including those already in ministry who are ready for advanced study, and persons entering ministry who seek an effective preparation for hands-on ministry service. The program will also be of value for committed lay leaders in the church who seek to advance their capacity and preparation for service.

Program Overview

The Master of Ministry is a 42-hour degree program which is offered via two delivery modes: classroom and online. The online courses are offered in five eight-week terms through the year. The classroom courses are offered in four eight-week terms (two in the fall, two in the spring), a four-week May Term, and two one-week Intensive courses offered in the summer. The degree can be earned within a two-year period for students attending a course during each term; online students may be required to take two courses in some terms in order to complete the program within two years.

Master of Ministry Degree Requirements

In order to be awarded the Master of Ministry degree, the student must successfully complete the 42-hour curriculum of courses, plus a Ministry Project that is presented during the program's final class (Ministry in the 21st Century).

At the time of application, the student will indicate whether he or she will be primarily attending classes on campus or through the online program; however, students will not be limited to one delivery mode. For example, a classroom student may choose to take selected online courses as long as space is available in those classes. (Online degree students will have first priority for online classes, and classroom students will have first priority for classroom courses.)

All online courses are offered in eight-week terms. Classroom courses are offered in eight-week terms in the fall and spring semesters. A four-week May term is offered, with the course meeting two nights per week (Tuesday and Thursday). Two Intensive courses are offered during the summer, with classes meeting Monday through Friday from 9 am until noon, and 1 pm until 5. Classroom courses for the Anderson campus will meet one evening per week from 6:00 until 10:00 pm. Online courses will meet interactively online one evening per week from 7:00 until 8:30 pm. (All times are Eastern. Students unable to participate live in the weekly class sessions may seek permission to substitute viewing of archived class sessions.) In addition, online students will receive a major portion of course content via video recordings (DVD and/or streaming video), to be viewed prior to each week's class session.

Admission Requirements

Regular Admission

- Baccalaureate degree from a regionally or nationally accredited institution of higher learning
- Cumulative college GPA of 2.5 or higher on a 4.0 scale
- Three letters of recommendation. One of the recommendation letters must be from the pastor/minister of the local church where the applicant is currently a member; if the applicant is the pastor, then the letter may come from another

leader within the church.

- Submit statement of faith and description of church involvement
- Minimum TOEFL score of 550 (paper), 220 (computer) or 75 (internet) if English is not the student's first language, and proof of current visa for International students

Provisional admission - Prerequisite to admission to the Master of Ministry program is a baccalaureate degree from a regionally-accredited college or university. A limited number of applicants who have a baccalaureate degree from a college or university that is not regionally-accredited may be accepted on a provisional basis; in order to be considered for provisional admission, such applicants must submit an appropriate score from the Graduate Record Examination (GRE), along with other admission requirements. The Admissions Committee of the Graduate School of Christian Ministry will consider such applications on an individual basis, and may establish certain conditions which the student must achieve in order to have the provisional status removed. Applicants with a college cumulative grade point average below 2.5 on a 4.0 scale may be accepted provisionally on an individual basis.

In order to eventually earn "Full Status" admission, the degree-seeking "Provisional Student" must meet any special conditions attached to his/her admission by the Dean of the College of Christian Studies, no later than upon the completion of 15 credit hours of graduate work. The Admissions Committee of the Graduate School of Christian Ministry will grant "Full Status" admission to a "Provisional Student" when he/she satisfactorily completes prescribed conditions. (The student's grades and participation in the program courses will factor strongly in the Committee's decision.)

Non-degree Seeking Students

A limited number of students who do not have the prerequisites for regular admission may be admitted on a non-degree basis, in order to take courses in the Master of Ministry program without applying those toward a degree. Such applicants must fulfill all steps in the regular application process, while indicating on the application that they are seeking non-degree status. Non-degree students who complete all requirements of the Master of Ministry program will receive a Certificate in Ministry reflecting their completion of the program curriculum, but they will not receive a Master of Ministry degree.

Visitors – A limited number of students may apply to attend individual courses in a Visitor status. Students will not receive academic credit or certification of any kind, and will not participate in graded activities.

Courses of Study - The courses that are offered in the Master of Ministry program are eclectic and stand alone and one is not a prerequisite for another, though students are encouraged to take the three leadership courses in their numerical order, and are encouraged to complete the Communication in Ministry course prior to taking the course in Christian Preaching. A student will be required to complete 42 hours of course work; of these, up to 9 hours may be transferred into the graduate program. No course below the 500 level will be counted toward graduate degree requirements. Courses rotate on a regular

sequence to allow a candidate to complete the program in approximately two years. The maximum time for completing the graduate program is five (5) years.

The M.Min. program requires all students to have and use a computer. Prior to beginning the second year of study, the student will be required to purchase a personal copy of Logos Bible Software (Scholars Library or higher); software may be purchased through the university at a significant discount off the retail price.

Graduation Requirements.

- A. The successful completion of 42 hours of course work
- B. The fulfillment of all financial obligations
- C. The approval of the faculty

MASTER OF MINISTRY ACADEMIC CALENDAR 2012-2013

FALL, 2012

Term I: August 3 – October 9

Term II: October 11 – December 11

Last day to withdraw from a Term I online course with no grade (full financial responsibility after this date)	August 21
Last day to withdraw from a Term I seated course with no grade (full financial responsibility after this date)	August 24
Labor Day Holiday	September 3-4
Last day to withdraw from Term I class(es) with a "W"	September 5
Term I Final Exams	September 27 - October 2
Last day to withdraw from a Term II online course with no grade (full financial responsibility after this date)	October 24
Last day to withdraw from a Term II seated course with no grade (full financial responsibility after this date)	October 24
Registration begins for Terms III and IV	November 1
Last day to withdraw from Term II class(es) with a "W"	November 7
Thanksgiving Holiday	November 13 (Tuesday classes); 12 (online), 22 (Thursday classes)
Term 2 Final Exams	December 6-11
Graduation	December 14

SPRING, 2013

Term III: January 3 – February 26

Term IV: February 28 – April 30

Term V: May 7 – July 2

May Term: May 7 – June 4

Last day to withdraw from a Term III online course with no grade (full financial responsibility after this date)	January 15
Last day to withdraw from a Term III seated course with no grade (full financial responsibility after this date)	January 15
Last day to withdraw from Term 3 class(es) with a "W"	January 23
Term 3 Final Exams	February 21-26
Last day to Withdraw from Term IV online course with no grade (full financial responsibility after this date)	March 19
Last day to Withdraw from Term IV seated course with no grade (full financial responsibility after this date)	March 19
Spring Break	March 11-15
Registration begins for Term V and Term I and Term II – 2011 Fall semester	March 21
Last day to withdraw from Term IV class(es) with a "W"	March 26
Term 4 Final Exams	April 25-30
Graduation	May 4

Last day to withdraw from a Term V course with no grade (full financial responsibility after this date)	May 17
Last day to withdraw from Term V class(es) with a "W"	May 24
May Term Final Exams	June 4
Term V Final Exams	July 2

Dates will vary, based on whether student is enrolled in the Classroom program or the Online program. Consult the office of the Graduate School of Christian Ministry for any additional information needed.

Graduate Course Listing in Master of Ministry (CHR)

Biblical/Theological

501. Introduction to the Old Testament (3)

An introduction to the literature of the Old Testament in the English Bible, including the Pentateuch, the historical books, the Prophets and Writings in the Old Testament, with an examination of critical, historical, hermeneutical, and theological issues.

502. Introduction to the New Testament (3)

A study of the materials available for studying the life and teachings of Jesus, the transmission of the gospel traditions in the early church, the teachings of Jesus, the main events in Jesus' life, and a study of the Acts to Revelation in the framework of the history of the early church.

503. Biblical Hermeneutics and Exegesis (3)

A study of the history of the formation of the biblical canon and development of the English Bible, the goal of biblical interpretation, the presuppositions involved in the interpretation, the means of arriving at the meaning of an ancient text along with its present-day implications, and the application of those principles to biblical exegesis for preaching and teaching. Students will learn to exegete texts using various tools, including electronic resources.

504. Christian Theology (3)

A study of the major doctrines in Christian theology, including: creation, the image of God, human nature and original sin, the doctrine of God, Christology, soteriology, pneumatology, ecclesiology, and eschatology.

505. Church History (3)

An introduction to the development of Christianity from the apostolic period to the present. Emphasis is placed on the central historical figures, movements, and theological issues, with attention given to their importance for Christian ministry today.

506. Introduction to Christian Philosophy (3)

A study, in historical perspective, of the basic issues in the philosophy of religion, with a particular emphasis on the application of that study to the development of Christian worldview and the role of Christian apologetics in ministry.

Practical Ministry

510. Leadership in Ministry I (3)

A study of the principles of organizational leadership with a particular focus on the local church context. Topics will include ecclesiology, church polity and structure; financial management & budgeting; fund-raising and capital campaigns; personal management (time, finances, emotional management); and spiritual disciplines for ministry.

515. Communication for Ministry (3)

A study of rhetorical theory and the process of communication in a contemporary setting,

with particular focus on the local church context. Areas of communication to be addressed include preaching, teaching, interpersonal communication, communicating via electronic media, and marketing for ministry.

516. Christian Preaching (3)

A study of the preparation and delivery of effective biblical sermons. (For students for whom preaching is not part of their ministry service, an alternate graduate course may be substituted with the permission of the Dean.)

520. Leadership in Ministry II (3)

Application of principles of organizational leadership to specific issues within a ministry setting, including: building and leading teams; staff relations; mentoring/coaching; interpersonal relationships; dealing with volunteers; conflict resolution; member assimilation; and using technology in leadership.

521. Evangelism and Church Health (3)

An introduction to the disciplines of evangelism and church health, including their biblical basis and theological foundations along with a study of strategies, methodologies, and trends with a focus on their practical application.

522. Pastoral Ministry (3)

An introduction to the theological foundations and practical strategies relating to pastoral ministry, including: pastoral care, worship, discipleship, spiritual disciplines, and issues in contemporary ministry.

530. Leadership in Ministry III (3)

Application of principles of organizational leadership to specific issues within a ministry setting, including: crafting and casting vision; project management; leading change; negotiating decision-making; strategic planning; risk management; space utilization; and accountability in leadership

595. Ministry in the 21st Century (3)

Emphasis will be given to the church's interaction with cultural and social change in the 21st century. The student will draw on insights gained in prior leadership courses to establish a foundation for effective service in the local church. Contextualizing ministry and evangelism in a changing world will be central to the course. Course will include research, preparation and presentation of a practical ministry project relating to the student's area of ministry service.

Doctor of Ministry Program

Program Mission Statement

The Doctor of Ministry (D.Min) is a professional doctoral degree. The degree differs significantly from the Doctor of Philosophy (PhD) in that the latter is primarily a research degree with a lesser focus on practical issues in ministry. The D.Min program guides students in seeking understanding not for its own sake, but rather for practical ends. Therefore, the contribution is primarily to the practice of ministry, specifically the role of preaching in ministry. The degree program will be appropriate for students with experience in ministry who desire to hone their preaching skills.

Program Overview

The Doctor of Ministry is a 35-hour degree program delivered through a hybrid approach, involving independent and online study. The D.Min requires:

- three week-long residence seminars on site - the residence seminars also require online class meetings prior to the seminars.
- three event-based seminars – the event based seminars involve attendance and advanced study during a preaching event hosted by Anderson University.
- development and implementation of a significant ministry project and subsequent dissertation. The ministry project and dissertation is considered field-based research in which advanced levels of biblical and practical expertise are applied. The student will be expected to plan, carry out and evaluate the project at a level appropriate for a doctoral degree candidate.

Faculty

Dr. Michael Duduit, Dean and Professor of Christian Ministry

Dr. Kristopher Barnett, Assistant Professor of Christian Ministry and Associate Dean,
David T. Clamp Graduate School of Christian Ministry

Dr. Channing Crisler, Assistant Professor of Christian Studies and Director, Doctor of
Ministry Studies

Dr. Charles Fuller, Assistant Professor of Christian Studies

Admission

All candidates must submit the following minimum requirements for admission to the Doctor of Ministry degree:

- Applicants for the Doctor of Ministry should have a minimum of three years of full-time experience in a ministry vocation. The applicant must hold the basic theological degree (Master of Divinity, Master of Ministry, or its equivalent) from an accredited seminary or graduate school of ministry. A minimum of 42 hours of theological graduate study beyond the baccalaureate degree is required. This study should also include at least six hours of preaching and/or communication. (If a student has not taken these courses, they are available through the Master of Ministry program at Anderson University.)
- As part of the application process, prospective students will be expected to submit an essay describing why they seek doctoral-level preparation in ministry and the impact they believe such training will make in their own life and ministry.
- The DMin Admission Committee (consisting of the Dean of the College of Christian Studies and all faculty involved in the DMin program) will make all decisions on acceptance of students, and may ask for additional information or, in some cases, for a personal interview prior to a decision.

Doctor of Ministry Degree Requirements

- **Residency Seminars – 15 hrs**
- **Event Seminars – 9 hrs**
- **Project Methodology Workshop – 2 hrs**
- **Ministry Project – 9 hrs**

The Doctor of Ministry is a 35-credit hour program that includes onsite, online, and destination components. The on-site portion of the degree consists of three week-long

residency seminars and two event seminars. The residency seminars are held during the summer. The first and third seminars will be on the AU campus. The second seminar will be held in another setting in order to draw on resources in that area; for example, the seminar might meet in a city such as Dallas or Atlanta, and utilize ministry resources and leaders in those areas. In all, the student can anticipate spending 17 days in residence over the first three years of the program, plus an additional 9-12 days for the event seminars. The Doctor of Ministry student should anticipate spending approximately four years in pursuit of the degree; the student must complete the program within six years.

The 35-hour program consists of the following elements:

Three residency seminars (five credit hours per seminar) 15 hours

During the month prior to the residency seminar, the class will meet one day per week (for 60 to 90 minutes each day) in an interactive, online environment. During these online class sessions, the instructor will provide additional focus and content in preparation for the residency seminar. The residency seminar will meet for one week during the summer.

Three event seminars (three credit hours per seminar) 9 hours

The event seminars will be linked to a major preaching-related event sponsored by the College of Christian Studies: the National Conference on Preaching or the annual Preaching Lectureship (scheduled to begin in January 2012). The student will participate in three of these event seminars during the program, and must attend at least one session of each event. The instructor will lead a seminar which includes participation in the event itself, plus additional sessions before and after the event sessions. The topic of the seminar will be linked to the theme of the particular event. (For example, themes might include "Preaching the Cross," "Missional Preaching," etc.) The duration of the residency seminar will vary depending on the duration of the event.

Project Methodology Workshop 2 hours

Prior to the third residency seminar, the student will participate in a two-day Project Methodology workshop to assist them in preparation to undertake the ministry project. This workshop will meet at Anderson University and introduce students to research and writing methodology necessary for completing the Ministry Project.

Ministry Project 9 hours

The earning of a professional doctorate signifies the highest level of formal academic achievement in one's field. The program director will assign a faculty supervisor to work with the student throughout the degree program. In addition, prior to the beginning of the third seminar, the student (with the approval of the faculty supervisor) will enlist a qualified field supervisor to offer guidance and assistance in the ministry project. The program director, faculty supervisor and field supervisor will jointly form the student's project-dissertation committee. This committee will offer guidance to the student, but should not be considered collaborators or co-authors of the project. During the year following the third residency seminar, the student will plan, implement and evaluate a significant ministry project designed to enhance their understanding and practice of ministry. This will be done in consultation with the student's project-dissertation committee. Following the completion of the project, the student will prepare and write the dissertation. With the approval of the project-dissertation committee, it may be possible for the student to do the dissertation in an alternate format (such as a book demonstrating the results of the project, a course design, a website, etc.) The final goal of the ministry project is to become a self-directed, self-

motivated ministry leader. The project will not only enhance the student's own ministry skills, but should provide insights that will be useful to other churches and ministers. This process should demand significant personal and professional reflection and analysis.

Time Limits - All program requirements for the Doctor of Ministry degree must be completed within six (6) academic years from the time the first course in the D.Min program is begun; any extension of this time must be approved by the Doctor of Ministry admissions committee. If the student does not enroll in the term to which admitted, the student's admission status is subject to further review at the discretion of the Director of the D.Min. program and/or the admission committee.

Graduation Requirements.

- A. The successful completion of 35 hours of course work
- B. The fulfillment of all financial obligations
- C. The approval of the faculty

Costs and Fees

Tuition - Tuition for the Doctor of Ministry is \$12,000. Students pay \$500 upon enrolling in the program, and an additional \$1,000 upon attending their first seminar. The remainder of the program fee is paid through a 36-month interest-free payment plan (approximately \$292 per month). Textbooks, lodging, food, travel, and graduation costs are not included in the tuition fee.

Should a student need to extend their program beyond the normal four-year period, an extension fee of \$150 per month will be required (up to a maximum of \$1,800 per year), to cover the cost of ongoing supervision and other expenses.

(All fees are subject to change. Any subsequent changes will be announced separately. Application fee is waived for Anderson University graduates.)

The D.Min. program requires all students to have and use a computer with internet access.

Graduate School Financial Aid. Financial Aid Office is committed to helping students find appropriate ways to finance their education.

Fully admitted, degree-seeking applicants may be considered for need and non-need Federal Stafford Loans and the Teacher Loan program. For more information on these programs, please go to the financial aid home page at www.andersonuniversity.edu.

Students interested in applying for loans should submit the Free Application for Federal Student Aid (FAFSA) by all applicable deadlines. The FAFSA can be completed online at www.fafsa.ed.gov.

The University does not currently provide institutional scholarships for graduate students. A variety of private scholarships are available for students preparing for ministry, and D.Min. students are encouraged to apply for such aid.

For more information regarding financial aid, please call the Financial Aid Planning Office at 864-231-2020.

DOCTOR OF MINISTRY ACADEMIC CALENDAR 2012-2013

Residency Seminar	June 25-29, 2012
Event Seminar - John A. Broadus Lectures	October 1-5, 2012
Event Seminary - National Conference on Preaching	May 6-10, 2013
Residency Seminar	July 22-26, 2013

Doctor of Ministry Course Descriptions (CHR)**610. Historical, Theological and Practical Foundations for Biblical Preaching in the 21st Century (5)**

CHR 610 will be a residency seminar. CHR 610 will explore the historical and theological framework underlying expositional preaching. Students will be introduced to terminology, concepts, and leading thinkers in the field of expository preaching. This knowledge will have practical application in the student's ability to evaluate and assess expositional sermons.

620. Issues and Trends in Biblical Preaching (5)

CHR 620 will be a residency seminar. CHR 620 will explore contemporary issues that impact biblical preaching. This seminar will be held in another city (Atlanta, Dallas, Washington D.C., etc.) in order to expose students to effective contemporary preachers and enable students to gain insight from leaders in the field.

630. Creativity, Culture, and Biblical Preaching (5)

CHR 630 will be a residency seminar. CHR 630 will explore creative means of communication, in areas such as narrative preaching and the use of technology. This seminar will also address factors that impact the communicator's creativity. The seminar will direct students to consider how creative communication can play a role in leading their church.

671, 672, 673. Event Seminars (3)

CHR 671-673 will be three event seminars required for completion of the DMin degree. Each event seminar is worth three credit hours. CHR 671-673 will be linked to a major preaching-related event sponsored by the College of Christian Studies and Anderson University: the National Conference on Preaching (in May each year) or the annual John A. Broadus Lectures on Preaching which launches in the spring of 2012. The student will participate in the event as well as seminar interaction either before or after the event. The interaction will be facilitated by an instructor. The interaction will concentrate on the theme of the event.

690. Project Methodology Workshop (2)

CHR 690 will be a two-day workshop designed to prepare students for the Ministry Project. CHR 690 will provide students with 2 credit hours. The goal of the seminar will be to communicate expectations for the Ministry Project and provide insight in research and writing.

695. Ministry Project (9)

CHR 695 will require students to implement (in action) and evaluate (in writing) a significant ministry project in the field of preaching designed to enhance the student's understanding and practice of ministry. This project will be done in consultation with the student's Project Committee and their Field Supervisor. The goal of the Ministry Project is to encourage the student to become a self-directed, self-motivated ministry leader. In addition, the written version of the Ministry Project should be useful to other churches and ministers.

Master of Business Administration (MBA)

Mission Statement

The Anderson University MBA Program produces professionally-prepared graduates through courses that integrate the Christian faith with business concepts. The College of Business fulfills the University's mission by challenging the students in an atmosphere of sound professional ethics which affirm biblical teachings in a secular business world. The degree is designed to allow graduates to satisfy goals such as professional development, career advancement, personal growth, or job mobility.

Program Overview

The Master of Business Administration (MBA) is a general management program which emphasizes an integration of the business disciplines within a Christian framework. It is designed for students with an undergraduate degree either in business or in a non-related field. Leveling courses (prerequisites) are offered for the non-business undergraduate. Business undergraduates may or may not require leveling courses before beginning their graduate study. Courses are taught primarily for MBA students. Thirty-six hours are required for graduation.

The MBA is offered in two delivery systems: one being classroom based, and the other being online in nature. The classroom component of the MBA program is traditional in its course offerings but nontraditional in its scheduling and is designed for the working professional. Each course meets once a week in the evening for six weeks. The weekly session will be a four-hour class and the other session will be a two-hour online virtual class. Typically, only one course is taken at a time by working adults.

The online MBA program is offered on a six week format for individuals who cannot attend classes on campus. The courses are identical to the classroom but students are permitted to complete work online with all lectures, assignments, and online activities available to students via the internet. Students will be permitted to enroll in one online class each 6-week session unless otherwise approved by the Director of the MBA.

Admission Requirements

Regular Admission

- Baccalaureate degree from a regionally or nationally accredited institution of higher learning
- Appropriate cumulative college GPA (see scale below)
- Submit three Reference Request Forms
- Minimum TOEFL score of 550 (paper), 220 (computer) or 75 (internet) will be required if English is not the student's first language, and proof of current Visa for International students

Regular admission or provisional admission, or non-admission is determined below.

	Full Status	Provisional Status
1 Undergraduate GPA from a regionally or nationally accredited institution exceeds 2.75 (with prerequisites)	X	
2 GMAT score exceeds 510	X	
3 Weighted average score exceeds 1000*	X	
4 Above criteria not met**		X
*Formula: (Undergraduate GPA on a 4.0 scale times 200) + GMAT score		
**Package evaluated by Associate Dean of Business for potential success in program. Success probability is greatly enhanced with professional experience.		

The application form and other requisite information as noted should be submitted to the Graduate Admission Office as soon as possible due to the competitive nature of the program. Student applications, which are incomplete or are missing any of the items described above, may not be processed. If the application is processed, admission will be limited to provisional status. All applications are initially screened by the Associate Dean of Business and students will be informed in writing of their admission status.

Provisional Admission

- Applicants within 18 hours of an undergraduate degree who otherwise meet either criteria 1, 2, or 3 above may apply for provisional admission. If accepted, the student must provide proof of graduation prior to the end of the prescribed provisional time period. Students who are admitted provisionally will be informed of the conditions to be met and any specific deadline(s) for meeting them.
- A student may be admitted on provisional status if he/she has not completed the GMAT. Some of the admission requirements may receive more or less weight during the evaluation process from applicants who have been out of school for at least three years, or for those who have earned another graduate degree. Individual applications are screened for potential success in the MBA program by the Associate Dean of Business. Applicants maintaining provisional status must have a GPA of 3.0 after the first 9 hours of graduate business courses or else they are placed on suspension.

Non-degree Seeking Students

Applicants who desire to take a limited number of courses, but are not seeking a degree from Anderson University may be admitted with temporary status and as such are limited to three courses or nine hours. Separate admission procedures for Non-Degree status are as follows:

- Application form indicating non-degree status.
- Official transcripts will be required from school where undergraduate degree was conferred and, when appropriate, transcripts from all other colleges attended.
- Minimum TOEFL score of 560 (paper), 220 (computer) or 75 (internet) is required if English is not the student's first language, and proof of current Visa for International students
- \$50 Non-refundable Graduate Application Fee (waived for Anderson University graduates)

Candidacy

During the course of pursuing the master's degree, the student must be admitted to "candidacy." For admission to candidacy the student must satisfy the following:

1. Complete all undergraduate requirements if admitted conditionally.
2. Have completed at least 27 hours of graduate work.
3. Have a current GPA of 3.00 on all courses taken toward the degree with no incomplete grades.
4. File a "Graduation Application" form with MBA Admissions 60 days prior to graduation. Students who do not file their "Application for Candidacy" form at least 60 days prior to graduation may be delayed in graduating.
5. The capstone course, BUS 590 – Strategic Management must be completed at Anderson University.

After admission to candidacy any changes in the degree plan must be approved by the Associate Dean of Business.

Minimum Credits

The minimum number of semester credits necessary for the Master of Business Administration degree is 36, exclusive of hours accumulated to satisfy academic deficiencies.

Courses of Study

Students holding undergraduate degrees in business from a regionally or nationally accredited college or university go directly into graduate courses. Students who do not have the required academic background prerequisites as indicated below will be required to take the specified prerequisite course(s) or equivalent CLEP test(s) before taking the respective graduate course(s). The prerequisite courses are indicated in the course listings below.

All applicants must satisfy the following prerequisites:

- Principles of Accounting
- Principles of Finance/Economics
- Quantitative Methods

The prospective MBA student may elect to meet the prerequisites in one of four ways. No graduate academic credit will be granted for such courses passed.

1. Independent studies for are offered for MBA candidates who do not have prerequisites in Accounting, Finance/Economics, and/or Statistics. Independent studies are approved and scheduled by the Associate Dean of the Business program.
2. Complete the appropriate leveling courses offered by Anderson University. The classes are offered on a Pass/Fail grading scale.
3. Complete the appropriate undergraduate courses at Anderson University or other accredited institutions with a "C" or higher.
4. Pass the CLEP test(s) for the appropriate courses(s).

A student will be required to complete 36 hours of course work for the MBA. The normal course load is one course per six-week term. Only on an exception basis will a student be allowed to take two courses per six-week term. Students may transfer up to 6 hours of graduate credits from other regionally or nationally accredited institutions. These courses must have been taken within the last six years. Each transferred course must carry a grade of B or better. A "Request for Transfer Graduate Course Credit" form should be completed prior to the student's enrollment in the MBA Program.

MBA Academic Calendar 2012-2013

Fall 2012

Session I Begins	July 23
Session I Ends	September 2
No Classes, Labor Day Week	September 3-7
Session II Begins	September 10
Session II Ends	October 21
Session III Begins	October 22
No Classes – Thanksgiving Week	November 19-23
Session III Ends	December 9

Spring 2013

Session IV Begins	January 14
Session IV Ends	February 24
Session V Begins	February 25
No Classes – Spring Break Week	March 11-15
Session V Ends	April 14
Session VI Begins	April 15
Session VI Ends	May 26
No Classes – Memorial Day	May 27-31

Summer 2013

Session VII Begins	June 3
No Classes – Fourth of July	July 4
Session VII Ends	July 14

Graduate Courses in Business (BUS)

501. Management Thought and Application (3)

This course assists students in developing essential management skills for a global business world. The course focuses on a study of management strategies and techniques and their application in the development of an ethical approach to improve managerial effectiveness. The students' critical thinking and analytical skills will be honed. Cases and business simulations will be used to develop a knowledge base for use in the remaining courses of the program.

505. Strategic Human Resource Management (3)

Students will develop an understanding of how human resource decisions contribute to business performance. Specific learning objectives include: creating alignment between human resource strategies and business strategies in a cost-effective manner; designing work systems and roles that allow employees to contribute to organization performance; identifying, selecting, and developing people having the competencies that allow them to contribute to organization performance; using compensation and other HR systems that provide rewards and incentives to attract and retain employees and to encourage them to contribute to organization performance; understanding how an employment relationship is like a contract and how the nature of this contract is evolving and taking different forms; and making human resource decisions that are legal and ethical.

510. Quantitative Analysis (3)

Students will utilize and apply graphic and quantitative tools for decision analysis. Modeling and graphics applications will include spreadsheet layout and design, formulas, functions, and charts of various types. Topics will include probability distributions, decision trees, expected value of information, time series forecasting, analysis of variance, and multiple linear regression. Emphasis is on effective articulation and presentation of reasoning and conclusions with an ethical perspective. Prerequisite: BUS 586.

515. Financial Management (3)

Tools are provided to make a complete financial analysis of investment and financing decisions. Using analytical techniques, financial information is developed through problems and cases that challenge students to do in-depth financial analysis and develop informed, ethical decisions. Advanced corporate finance topics will be addressed as relevant to current events of the time. Prerequisite: 510, 525.

520. Organizational Behavior (3)

Students examine the process through which managers learn to apply concepts from the behavioral sciences to observe, understand, and influence behavior in the workplace. There is a systematic investigation of the behavior of people as individuals, as members of groups, and as member of organizations. Students will examine perspectives from business administration, psychology and sociology that are important in the comprehension of individual motivation, interpersonal relationships, organizational effectiveness, and leadership. Application of techniques for individual and organizational growth is discussed with a strong emphasis on professional ethics.

525. Managerial Accounting (3)

The use of accounting information for planning, control and decision-making are examined along with how all information of the organization is used. The student's analytical ability is developed through problems and cases that stress preparation, usefulness, and limitations of financial data while keeping an ethical focus on the potential use or misuse of the outcomes. Prerequisite: BUS 585.

530. Leadership and Ethics (3)

Students' understanding of leadership will be expanded to include a practical application of concepts and theories with an emphasis on leading with integrity. Students will analyze their own values and ethics through interactive discussions and case analyses, and develop an integrative approach from a Christian leadership perspective.

540. Managerial Economics (3)

A conceptual framework for solving economic business problems at the individual business level is developed. Emphasis will be on the fundamental application of microeconomic skills to contemporary business decisions, which include production, cost, demand, pricing, and profits. Economic relationships will be inferred by applying estimation techniques to actual data. Monetary and fiscal policies affecting a firm will also be analyzed as capstone topics for the course. Prerequisite: BUS 584.

550. Operations and Management (3)

Students will examine model-based systems used by management to plan, organize, implement, and continuously improve production and service operations. Quality and process re-engineering tools will be examined and utilized by students in a problem-solving format. Operating systems which emphasize quality, efficiency and effectiveness will be examined. Prerequisite: BUS 510.

555. Marketing Management (3)

This course is designed to equip the students with the concepts and principles necessary to make market oriented business decisions and to enable students to plan, design and critique marketing promotional materials and campaigns within the framework of an ethical perspective.

560. Global Business (3)

The course is multi-disciplinary and highly integrative and is a lead-in to the capstone course on strategy. Weighing the pros and cons of global strategy entails a total enterprise perspective and a talent for judging how all of the relevant factors combine. The overriding objective is to sharpen the student's ability to think globally and to diagnose situations from more than a domestic environment. Students will be expected to apply concepts and tools from their previous courses with an ethical orientation.

584. Foundations of Economics and Finance (3)

A study of basic economic principles and concepts using quantitative tools. Includes topics of the American economy, supply and demand, market structures and resource markets, the banking system, monetary policy, fiscal policy, and international trade. Also, includes an introduction to the basic concepts of financial management - financial analysis, forecasting, risk and return, asset pricing, capital budgeting, capital structure, and dividend policy. This is a leveling course, which does not count toward graduation and is open only to MBA candidates. Offered Pass/Fail

585. Foundations of Accounting (2)

An introduction to the basic concepts of financial accounting to include the accounting cycle, preparation and use of financial statements, receivables and payables, deferrals and accruals, accounting systems, and cash flows. This is a leveling course, which does not count toward graduation and is open only to MBA candidates. Offered Pass/Fail

586. Foundations of Quantitative Methods (2)

The basic concepts of quantitative tools and their application to business are emphasized. Descriptive statistics including measures of central tendency and dispersion are covered. Basic mathematical models are introduced as needed for business decision making. This is a leveling course, which does not count toward graduation and is open only to MBA candidates. Offered Pass/Fail

590. Strategic Management (3)

A capstone course, strategic management provides students with the knowledge to develop a holistic and ethical approach to business decision-making by integrating all business areas in decision making. The course focuses on a business simulation where students compete in the decision making process using all functional areas of an organization and with business cases designed to promote holistic thinking about business problems from a faith-based perspective. *This course is usually the last course taken and must be completed at Anderson University. At least 8 courses must be completed before the capstone class can be taken.

**Master of Arts in Teaching: Elementary Education (MAT)
 Master of Education (Non-Certification) (MEd)
 Master of Education in Administration and Supervision (MEd:AS)**

College Mission Statement

The mission of the College of Education is to prepare men and women to become Christ-centered “educators who are builders of knowledge, values, and community” by nurturing the development of character, servant leadership, and cultural engagement.

Unit Assessment System

A candidate enrolled in a graduate program must meet the criteria for each Benchmark in the unit assessment system. The criteria for each Benchmark are described in the *College of Education Graduate Student Handbook*.

Program Overview – Master of Arts in Teaching: Elementary Education

The Master of Arts in Teaching: Elementary Education (MAT) is a program of study that prepares career changers who do not have an undergraduate degree in education for initial teacher certification to enter the elementary school classroom. The candidate will complete 43 credit hours of course work in preparation for 12 credit hours of Clinical Experience. Candidates applying to this program are evaluated in their comprehension of the content areas of English, math, science, and social studies by completing the *College Basic Academic Subjects Examination (College BASE)*. Results of this exam are used to advise candidates, who need to complete courses in those content areas that are deficient in order to be better prepared

for pedagogy courses. The candidate may begin the program in Term I or Term III. The curriculum includes a minimum of 75 hours of field experiences prior to 65 days of Clinical Experience in a public school classroom with a cooperating teacher. The teacher candidate may not engage in outside activities, such as a job, during the Clinical Experience.

Admission Requirements

The applicant must meet the following requirements to be eligible for consideration into the Master of Arts in Teaching: Elementary Education program:

- submit a “College of Education Graduate Studies Admission Application” with the non-refundable application fee;
- hold a baccalaureate degree from a regionally accredited institution;
- submit official transcripts from all prior colleges or universities;
- have a minimum undergraduate grade point average of 2.5 for all course work or the last 60 hours of course work;
- submit three completed reference forms, one of which must be from the applicant’s current immediate job supervisor ; and
- minimum TOEFL score of 550 (paper), 220 (computer) or 75 (Internet) if English is not the student’s first language;
- International students must provide proof of a current Visa.

Conditional Status

At the discretion of the Dean of the College of Education, a degree-seeking applicant who does not meet all the requirements for admission to a respective program may be admitted with the status of “Conditional.” In order to reach full admission in a graduate degree program, the student with “Conditional” status must reconcile any admission deficiency(ies) before the completion of nine (9) credit hours of graduate work. The “Conditional” student who does not resolve any admission deficiency(ies) within this period will be withdrawn from the program.

Graduate Courses in Elementary Education (MAT)

511. Foundations of Education (3)

This course is an in-depth study that integrates concepts and information from major social sciences and philosophy to examine the challenges and problems of teaching in modern schools. Focusing on historical, cultural socioeconomic and political issues that affect education, the course asks students to examine the dispositions, knowledge and skills, current instructional standards, and to determine their path for growth and development into an effective teacher for all children.

514. Nature of the Exceptional Child..... (3)

This course explores diversity in the preK-12 classroom. In addition to all categories of special education, the teacher candidate will examine the nature, cause and programming needs of gifted/talented (G/T) and culturally/linguistically diverse (CLD) students. The specific learning characteristics and instructional strategies as well as legal and educational implications for meeting the needs of these students in general and special education classrooms environments will be addressed.

515. Literacy for the Elementary Learner (3)

This course is designed to familiarize candidates with the national and state curriculum standards, the South Carolina teacher assessment instrument ADEPT, the elementary language arts school curriculum, lesson planning, and the development and use of multiple materials, teaching strategies and assessment tools to meet the needs of diverse learners in today’s classrooms.

516. Best Practices for the Elementary Classroom/Field Experience I (3)

This course is designed to familiarize students with the national and state curriculum

standards, the South Carolina teacher assessment instrument ADEPT, the curriculum of the elementary school, lesson planning, and development and use of multiple teaching strategies. The field experience provides opportunities for observation, reflection, actual teaching, and assessment in an elementary classroom. Field experience of 15 hours required.

517. Essentials of Teacher Candidacy (1)

This course provides the pre-teacher candidate with an overview of the requirements for the successful completion of the Teacher Education Program. Topics include the conceptual framework of the College of Education, code of ethics, Praxis test, unit assessment system, field experiences, Clinical Experience, ADEPT, INTASC, NCTE, and SPAs. This course meets one full Saturday during the semester. Lab Fee: \$ 95.00

518. Best Practices for the Elementary Classroom/Field Experience II (3)

This course explores all phases of planning instruction for all elementary learners. During Field Experience II, the teacher candidate will be familiarized with the concepts, skills, and process necessary to write South Carolina standards-based Long Range Plans and a Unit Work Sample. Teacher candidates will plan, implement, and reflect on lessons which address student needs and demonstrate best pedagogical practices. Field experience of 25 hours required.

525. Classroom Management (3)

Classroom management encompasses all of the teacher's interactions with the students, classroom environment, rules and procedures, instructional strategies, and the development of engaging work. The course is designed to assist teachers in developing the practical application of effective management techniques based upon current research of best practices. Distinctions will be made through comparison and assessment and between a "well managed" class and a class engaged in learning.

526. Educational Psychology (3)

This course is based on a psychological foundation for teaching. Developmental theories, diversity, approaches to instruction, differentiation, exceptional students, and assessment are studied and practiced. Emphasis is placed on the implications of the developmental process for the design of appropriate curriculum and instruction based on national and South Carolina Standards.

530. Math/Science for the Elementary Learner (3)

This course is a study of teaching strategies, materials, activities, and assessment instruments used for teaching science and mathematics in an integrated manner in an elementary school setting. The course will focus on the use of appropriate state and national standards for each area, designing of lesson plans, unit plans, and appropriate assessment instruments to monitor student progress.

531. Social Studies for the Elementary Learner (3)

The focus of this course is on the various content areas, Culture, Economics, Geography, Government and Civics, and Individuals and Groups, and their historical and current influences on our world/society. Students will select content to be taught using South Carolina

534. Art and Music for the Elementary Learner (3)

This course researches and assesses strategies for integrating music and art into content areas of the elementary school. Effective best practices for teaching art, music, drama, and dance to diverse student populations will be researched as well as the use of traditional and non-traditional forms of assessment in the integration of the components found in art and music as they are integrated into the content areas taught in the elementary school. Special attention will be given to the development of age and developmentally appropriate activities to meet the needs of all students.

535. Health and Physical Education for the Elementary Learner..... (3)

This course is designed to give candidates seeking a degree in Elementary Education an

understanding of the major concepts in the subject matter of health education and physical education. Candidates must be able to use the subject matter of health education to create opportunities for K-6 student development and practice of skills that contribute to good health. In addition, candidates must have an in-depth understanding of human movement and the benefits of physical activity for their K-6 students. Candidates will become familiar with the South Carolina Health and Fitness Act of 2005 and Healthy People 2010 and will use these frameworks to assist in the development and support of a healthy, active lifestyle for their students. Candidates will plan and implement lessons focusing on health, physical education, or physical activity goals.

540. Technology for the 21st Century Classroom..... (3)

Based on the National Educational Technology Standards (NETS) of the International Society for Technology in Education (ISTE), this course focuses on the fundamental concepts, skills, and strategies for applying technology in an educational setting. This course provides opportunities for the teacher candidate to show competency in the ISTE-NETS standards. The teacher candidate will learn the latest pedagogical strategies that incorporate technology, including Interactive Whiteboards, iPods, and cell phones.

570. South Carolina History (3)

A study of South Carolina political, economic, and social development from 1670 to the present, with an emphasis on historiography skills and research. Students will focus their attention on a specific era of South Carolina history and will be expected to produce original research using period resources. EDU 570 will be crossed referenced with HIS 270. Additional requirements will be assigned for the Masters level course (EDU 570) that will be more rigorous in design than those for the undergraduate course (HIS 270).

593. Pre-Clinical Experience (3)

Implementation of a wide array of developmentally effective approaches to teaching and learning, and the effective use of assessment strategies to positively impact students' development and learning for elementary majors; supervision by university and public school partners in a general education setting. Thirty five (35) hours of field placement required. This course must be taken the semester prior to Clinical Experience.

594. Clinical Experience (12)

Placement in the Clinical Experience provides opportunities for teacher candidates to become collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work; make informed decisions drawing on a variety of sources; and integrate theory and practice. Teacher candidates work under the guidance of Cooperating Teachers and University Supervisors in a public school setting. Sixty-five (65) days of service in a public school cooperating classroom is required. May be repeated only by permission of the Coordinator of Teacher Certification.

Program Overview – Master of Education (MEd)

Master of Education (non-certification)

For certified teachers who want to increase the effectiveness of their pedagogy and impact on student learning, the Master of Education degree program offers practical application of current research-based best practices. Courses are delivered in on-line and seated formats. The Master of Education degree is a 33-hour program that does not lead to program certification.

Admission Requirements

The applicant must meet the following requirements to be eligible for enrollment in the Master of Education program:

- submit a “College of Education Graduate Studies Admission Application” with the non-refundable application fee;
- hold a baccalaureate degree from a regionally accredited institution;
- submit official transcripts from all prior colleges or universities;
- have a minimum undergraduate grade point average of 2.5 for all course work or the last 60 hours of course work;
- submit a copy of a valid South Carolina teaching certificate or out-of-state equivalent; and
- submit three completed reference forms.
- For students whose first language is not English, a minimum TOEFL score of 550 (paper), 220 (computer) or 75 (Internet) is required;
- International students must provide proof of a current Visa.

Conditional Status

At the discretion of the Dean of the College of Education, a degree-seeking applicant who does not meet all the requirements for admission to a respective program may be admitted with the status of “Conditional.” In order to reach full admission in a graduate degree program, the student with “Conditional” status must reconcile any admission deficiency(ies) before the completion of nine (9) credit hours of graduate work. The “Conditional” student who does not resolve any admission deficiency(ies) within this period will be withdrawn from the program.

Non-Degree Seeking Student (Master of Education Programs)

The student who is not seeking a Master of Education degree may enroll in a maximum of nine (9) credit hours after meeting all admission requirements for the respective program. If the student decides to become a degree-seeking student, the Coordinator of Graduate Programs must be notified.

Graduate Courses in Education – Master of Education (MEd)

501. Current Issues in Public School Education (3)

Policies, programs, and trends that directly or indirectly impact public schools are examined and evaluated using research, analysis, and assessment in order to determine their relevance to teaching and learning in diverse public school settings.

502. Best Current Teaching Practices (3)

Strategies for effectively using and accommodating best current teaching procedures that have been proven by research to enhance classroom teaching and learning will be examined and assessed in terms of the integration of content areas, use of technology, national and state standards, the needs of diverse school populations, and policies/directives aimed at accountability issues.

503. Strategies for Addressing Diversity in the Classroom (3)

An inquiry into the multicultural dimensions of American educators by comparison to ethnic, racial, religious, and social issues with regard to cultural and socioeconomic differences including a philosophical analysis of the concepts of cultural pluralism and its broad implications. A field lab of five hours in a classroom other than the candidate’s own classroom is required.

504. Education of Students with Exceptionalities (3)

Study of ethical and legal aspects of exceptional students, characteristics and needs of the exceptional students, and research into program development and assessment for teachers and administrators who may work with exceptional students or those preparing to develop classes for such students.

505. Principles of Curriculum Development (3)

Study of K-12 school curriculum that includes a development of the philosophical and historical perspective of curriculum in the United States, the current relationship of curriculum to societal needs and policies governing learning and teaching, use and impact of technology, and strategies to equip teachers in the development and implementation of curriculum to meet the needs of today’s learners.

506. School and Community Relations (3)

Using inquiry, research, and evaluation strategies regarding school and community relations the interdependence of school and community is identified and defined in terms of societal expectations of America’s schools and the effects of these expectations on educational political, economic, and demographic changes on educational policy.

521. Assessment of Learners (3)

This course is a study of how to use assessment results to improve student learning. The course will consider test validity and reliability so that test results can be interpreted to indicate learners’ proximity to learning targets. Topics include test planning and formatting, strategies for learner’s involvement in the testing process, communication with caregivers, portfolios, and scoring instruments.

522. Educational Leadership (3)

A study of administrative theory leadership principles, including the conceptual and structural organization of public education as well as educational governance at the federal, state, and local levels. It is also a study of administrative theory, leadership principles, the conceptual and structural organization of the environment, and the processes involved in educational leadership. The course is to provide an initial understanding of the nature and specific characteristics of educational leaders, the varied roles of educational leaders and the relevant theories and practices of effective educational leaders to improve student learning.

523. Literacy (3)

This course focuses on the development of 21st century literacy skills in K-12 school settings. Emphasis is placed on current models and best practices for teaching and learning literacy skills and strategies using a wide variety of print and non-print materials with a global perspective. Students will relate national and state policies and standards to classroom practices designed to meet the literacy needs of all students.

524. Theories of Learning (3)

This course provides an analysis of contemporary and historically important learning theories and their applications to k-12 settings. Emphasis is placed on developing the knowledge and ability to apply learning theory to instruction and assessment designed to make learning accessible to all learners.

597. Educational Research (3)

This course is designed for classroom teachers and administrators as an introduction to research. Its purposes are to help teachers and administrators understand, apply, analyze,

utilize and assess a variety of research strategies for current and future needs that are relevant to school issues such as accountability, single gender classroom, school violence, etc. Components of study will include the study and development of: 1) current research strategies, 2) an abstract, 3) a research question or hypothesis of an area of interest, 4) a literature review related to the research question or hypothesis, 5) reliability and validity, and 6) data collect/analysis strategies.

Program Overview – Master of Education in Administration and Supervision (MEd:AS)

The 36-hour Master of Education in Administration and Supervision leads to certification by the South Carolina Department of Education in elementary or secondary administration. The program meets the standards of the Educational Leadership Constituent Council (ELCC) and the evaluation criteria of the South Carolina Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). The program provides candidates with a total of 300 hours of field experience, including a semester capstone experience in the candidate's school. Candidates may begin the program Term I in August or Term III in January. The College of Education cannot recommend a graduate from this program for Initial Certification in Administration unless the candidate has completed a minimum of three years of public school teaching. A candidate seeking Initial Certification in Administration as an elementary school principal and supervisor must complete at least one year of the three years in grades pre-K - 8. A candidate seeking Initial Certification in Administration as a secondary school principle and supervisor must complete at least one year of the three years in grades 7-12.

Admission Requirements

The applicant must meet the following requirements to be eligible for enrollment in the Master of Education in Administration and Supervision program:

- submit a "College of Education Graduate Studies Admission Application" with the non-refundable application fee;
- hold a baccalaureate degree from a regionally accredited institution;
- submit official transcripts from all prior colleges or universities;
- have a minimum undergraduate grade point average of 2.75 for all course work or the last 60 hours of course work OR achieve a minimum score of 840 on the GRE or a minimum score of 389 on the MAT;
- submit a copy of a valid South Carolina teaching certificate or out-of-state equivalent;
- submit evidence of a minimum of one year of teaching experience in a public school at the grade level at which the applicant is preparing to be an administrator; and
- submit three completed reference forms, one of which must be from the applicant's school administrator.
- For students whose first language is not English, a minimum TOEFL score of 550 (paper), 220 (computer) or 75 (Internet) is required;
- International students must provide proof of a current Visa.

Conditional Status

At the discretion of the Dean of the College of Education, a degree-seeking applicant who does not meet all the requirements for admission to a respective program may be admitted with the status of "Conditional." In order to reach full admission in a graduate degree program, the student with "Conditional" status must reconcile any admission deficiency(ies) before the completion of nine (9) credit hours of graduate work. The "Conditional" student who does not resolve any admission deficiency(ies) within this period will be withdrawn from the program.

Non-Degree Seeking Student (Master of Education Programs)

The student who is not seeking a Master of Education in Administration and Supervision degree may enroll in a maximum of nine (9) credit hours after meeting all admission requirements for the respective program. If the student decides to become a degree-seeking student, the Coordinator of Graduate Programs must be notified.

Graduate Courses in Education: Administration and Supervision (MEd:AS)

501. Current Issues in Public School Education (3)

Policies, programs, and trends that directly or indirectly impact public schools are examined and evaluated using research, analysis, and assessment in order to determine their relevance to teaching and learning in diverse public school settings.

503. Strategies for Addressing Diversity in the Classroom (3)

An inquiry into the multicultural dimensions of American educators by comparison to ethnic, racial, religious, and social issues with regard to cultural and socioeconomic differences including a philosophical analysis of the concepts of cultural pluralism and its broad implications. A field lab of five hours in a classroom other than the candidate’s own classroom is required.

506. School and Community Relations (3)

Using inquiry, research, and evaluation strategies regarding school and community relations the interdependence of school and community is identified and defined in terms of societal expectations of America’s schools and the effects of these expectations on educational political, economic, and demographic changes on educational policy.

507. School Law (3)

This course focuses on legal principles involved in school administration and in court actions. Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence education. Students will learn to be leaders who have the knowledge and ability to promote the success of all students by evaluating and synthesizing our legal system as it pertains to education.

508. School Finance (3)

This course involves school finances relative to public school programs, revenues and experience. It explains why education and school finance are important and why current practices exist. The course examines how school leaders prepare and administer strategic financial plans. A strategic financial plan, strategic vision, resources stewardship, accounting and budgeting systems, and financial frameworks will be studied and discussed.

509. Public School Administration (3)

This course focuses in the theoretical bases of school administration; organizational principles, patterns and practices in public schools; decision making; administration of programs and services. Designed to assist in preparing aspiring school administrators with the program management and instructional leadership skills necessary to facilitate and/or direct the planning, programming and related activities necessary to raise standards and improve student achievement in public schools. This course offers future school leaders the opportunity to examine theory, practice, and skills in the area of human resources

administration. Ways to effectively attract, train, motivate, and assign personnel in order to accomplish the goals and mission of the school district will be topics of discussion throughout the course.

510. The School Principal (3)

The course focuses on roles and responsibilities of the school principal, including the organization and administration of schools. This course is designed to explore the role of the principal as instructional leader and change agent. The course is founded upon educational effectiveness research and ELCC standards. State requirements and other factors impacting principal certification will be addressed. It will also include a study of the major functions of personnel selection and professional development. This course includes administrative field experience activities.

512. Instructional Leadership (3)

Instructional leadership addresses the critical aspects of the teaching – learning process: curriculum development, student differences, learning, student motivation, teaching, classroom management, assessing student learning, and assessing and changing school climate and culture. A special emphasis is given to promoting a positive school culture, providing an effective instructional program and applying best practice to student learning.

520. Research Analysis for School Improvement (3)

This course is designed to familiarize the future elementary or high school administrator with basic research and statistical concepts for the purpose of interpreting and applying research results to make sound educational decisions for school improvement.

522. Educational Leadership (3)

A study of administrative theory leadership principles, including the conceptual and structural organization of public education as well as educational governance at the federal, state, and local levels. It is also a study of administrative theory, leadership principles, the conceptual and structural organization of the environment, and the processes involved in educational leadership. The course is to provide an initial understanding of the nature and specific characteristics of educational leaders, the varied roles of educational leaders and the relevant theories and practices of effective educational leaders to improve student learning.

591. Internship in Elementary School Administration (6)

This is an internship with an experienced elementary administrator or supervisor. The purpose of this field placement is to prove the intern with professional experiences in an administrative role. A cumulative internship is required by ELCC and South Carolina PADEPP for school administration and supervision programs. The goal is to provide candidates and opportunity to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by school principals for a full semester.

592. Internship in Secondary School Administration (6)

This is an internship with an experienced secondary administrator or supervisor. The purpose of this field placement is to prove the intern with professional experiences in an administrative role. A cumulative internship is required by ELCC and South Carolina PADEPP for school administration and supervision programs. The goal is to provide candidates and opportunity to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by school principals for a full semester.

GRADUATE STUDIES ACADEMIC CALENDAR 2012 - 2013

Master of Arts in Teaching: Elementary Education Starting Fall, 2012

Term I	August 13– October 8 (Holiday – September 3)
8 week course meets Monday and Thursday – 5:30 – 7:40	
Term II	October 15 – December 10 (Holiday – November 22)
8 week course meets Monday and Thursday – 5:30 – 7:40	
Term III	January 3 – February 25
8 week course meets Monday and Thursday – 5:30 – 7:40	
Term IV	February 28 – April 19 (Spring Break – March 11 and March 14)
8 week course meets Monday and Thursday – 5:30 – 7:40	
Term V	May 6 – July 1 (Holiday – May 27)
8 week course meets Monday and Thursday – 5:30 – 7:40	

Master of Education Master of Education in Administration and Supervision

Summer, 2012	June 11 – 22
2-week class meets Monday–Friday 8:30 – 12:30	
Summer, 2012	June 25 – July 6
Online courses	
Summer, 2012	July 9 – 20
2-week class meets Monday–Friday 8:30 – 12:30	
Fall, 2012	July 23 – August 3
2-week class meets Monday–Friday 8:30 – 12:30	
Fall, 2012	August 13 – September 24
7-week course	
Fall, 2012	October 1 – November 12
7-week course	
Fall, 2012	November 19 – January 7
7-week course	
Spring, 2013	January 14 – February 25
7-week course	
Spring, 2013	March 4 – April 15
7-week course	
Summer, 2013	April 22 – June 3
7-week course	

Internship for Administration and Supervision begins in either Fall or Spring
A STUDENT MAY ATTEND TWO SEATED CLASS PERIODS WITH NO FINANCIAL RESPONSIBILITY AND CAN WITHDRAW WITH NO RECORDED GRADE.

A STUDENT IS FINANCIALLY RESPONSIBLE AFTER TWO SEATED CLASS PERIODS AND CAN WITHDRAW WITH A RECORDED GRADE OF "W" BEFORE THE FOURTH CLASS PERIOD.

SEE THE POLICY FOR DROPPING ONLINE COURSES IN THE ACADEMIC POLICIES SECTION OF THIS CATALOG UNDER THE HEADING **ADDING AND DROPPING COURSES**.

Master of Music in Music Education (MM MEd)

Mission Statement

The mission of the Master of Music in Music Education program is to develop advanced competencies in musicianship, critical inquiry, and creative applications of research-based pedagogy in music education.

Program Overview

The Master of Music in Music Education program addresses current research, contemporary issues, modes of inquiry, and advanced competencies in musicianship that can be applied to increase effectiveness of music teaching and learning. Music instructors are required to remain active in professional development to retain their teaching credentials, and this program meets these basic requirements while providing financial and academic advancement within most school systems. Through the integration of research, inquiry, and practice within this curriculum, the program completer can prepare for advanced graduate study, including pursuit of a terminal degree in music education.

The program consists of a minimum of 30 credit hours, with 15 hours in required music education courses, 3 hours each in music history and theory, a minimum of 2 hours (3 hours maximum) in performance ensembles and/or applied music, and 6-7 hours in music special topics or education electives (graduate courses in music or education). A candidate will be able to complete all degree requirements online, and selected courses are offered on campus, including summer workshops, ensembles, applied lessons, and other courses. Best practices of online instruction will be observed, including online discussion boards, blogs, project groups, and assignments that are comparable to traditional class seat times and assignments. An estimated 90-140 hours of student work including online interactions with other students and assignments will be required in a 3-hour course. Courses will be delivered within the five annual 8-week sessions in the Anderson University ACCEL schedule and in shorter workshops and courses as needed. Summer on-campus courses may range from short-term workshops to five-week courses. Online delivery will be varied in use of synchronous and asynchronous interactions, audio and visual instruction, hybrid and online only instruction, and other instructional strategies that are deemed most appropriate to accomplish specific course goals.

Full-time equivalency for the Master of Music in Music Education is 8 credit hours per semester for purposes of academic work load and financial assistance. Half-time equivalency is 4 credit hours per semester, the minimum required for financial assistance. The fall semester includes Terms I-II and short-term courses (e.g. workshops, clinics, conferences) as scheduled. The spring semester includes Terms III-V and short-term courses as scheduled.

Admission requirements

The applicant must meet the following requirements to be eligible for consideration into the Master of Music in Music Education program:

- submit a "College of Visual and Performing Arts Graduate Studies Admission Application" with the non-refundable application fee;
- hold a baccalaureate degree in music education from a nationally or regionally accredited institution; or hold a current state teaching certificate in music;
- submit official transcripts from all prior colleges or universities;
- have a minimum undergraduate grade point average of 2.5 for all course work or the last 60 hours of course work;
- submit three completed reference forms, one of which must be from the applicant's current immediate job supervisor; and
- take graduate placement exams in music history and theory.

Conditional Status

At the discretion of the Dean of the College Visual and Performing Arts, a degree-seeking applicant who does not meet all the requirements for admission to a respective program may be admitted with the status of "Conditional." In order to reach full admission in a graduate degree program, the student with "Conditional" status must reconcile any admission deficiencies before the completion of nine (9) credit hours of graduate work. The "Conditional" student who does not resolve any admission deficiencies within this period will be withdrawn from the program.

Graduate Entrance Exams in Music

Upon conditional admission to the Master of Music in Music Education program, the student must take music theory and history placement exams prior to completion of up to nine (9) credit hours of graduate work to become eligible for complete admission status. These exams will be administered online. The theory exam will include harmonic analysis of tonal music, harmonic dictation, melodic dictation, four-part writing, and musical forms. The history exam will cover characteristics, developments, and repertoire of the major style periods of Western art music, Jazz, popular, and world music. Students must demonstrate competence in these areas commensurate with typical undergraduate requirements. Students deficient in either of these subjects must complete the appropriate graduate review survey course prior to enrolling in the required masters level courses in those area(s). Graduate review courses do not count toward graduation and are offered as independent studies.

Comprehensive Review

A comprehensive review will be scheduled near the conclusion of the Master of Music in Music Education studies. The comprehensive review will include a review of the student's portfolio (which contains work from the student's courses and the research/teaching project), a comprehensive written exam, and an oral defense of the portfolio and written exam.

Upon completion of all coursework, submission of the portfolio including a research/teaching project, and completion of the comprehensive written exam, the student will be considered a candidate for the Master of Music in Music Education degree. At that point, the student will schedule a final oral defense. Upon successful completion of the oral defense, the student will be eligible for graduation. The research/teaching project will consist of an investigation of a research problem in music education with a product of a "publication-quality manuscript," which could be submitted to a professional journal or for presentation at a professional conference. The student will share findings of the research/teaching project with peers in the program and with the oral defense committee. The purpose of these requirements is to provide a means for faculty review of portfolio products, synthesis of learning in a comprehensive written exam, and to prepare the candidate for advanced graduate research through the processes learned in the research course, research/teaching project, and other coursework.

Non-Degree Seeking Status

The student who is not seeking a Master of Music in Music Education degree may enroll in a maximum of nine (9) credit hours after meeting all admission requirements except the history and theory placement exams. See **Graduate Entrance Exams in Music** for enrollment requirements in music history and theory courses. If the student decides to become a degree-seeking student, the Director of the Master of Music in Music Education Program must be notified.

MM MEd Academic Calendar 2012-2013

Term I: Aug. 13 - Oct. 8, 2012 (Holiday - Sept. 3)

Term II: Oct. 15 - Dec. 10, 2012 (Holiday - Nov. 22)

Term III: Jan. 3 - Feb. 25, 2013

Term IV: March 28 - Apr. 29, 2013 (Spring Break - March 11 & 14)

Term V: May 6 - July 1, 2013 (Holiday - May 27)

Summer 2013 courses: Dates and courses to be determined

MM MEd Program of Study**Required Music Education (MUE) Courses (15 credit hours)****502. Introduction to Research in Music Education (3)**

Introduction to critical inquiry in music education, including historical, quantitative, qualitative, philosophical inquiry, action research, and mixed research designs. Emphasis placed on exploring and understanding articles in professional research journals, becoming familiar with basic concepts, terms, and statistical symbols, and developing competencies in locating and reviewing literature on selected topics.

511. Foundations of Music Education (3)

An introductory course to the historical, philosophical, and sociological foundations of music education. Participants will address questions about improving instruction through critical reflection on past and current practices, with implications for future directions, and will evaluate and articulate cogent rationales for music teaching and learning.

526. Psychology of Music (3)

An overview of human musicality as viewed through psychological and sociological perspectives. Topics include research and applications from social, developmental, and cognitive psychology, cognition and perception of music, and current neuromusical research. Participants will investigate topics in music psychology to inform beliefs, policies, curricula, and practices in music teaching and learning.

535. Music Teaching and Learning (3)

Application of philosophical rationales, psychological development, and historical/cultural considerations to designing and implementing music teaching and learning in areas of teaching specialties. Participants will design curriculum, implement instruction, and evaluate teaching and learning processes to refine and improve instruction.

542. Research/Teaching Project (3)

Investigation of music teaching and learning in a research or teaching project, consisting of a review of literature, identification of a problem, application of critical inquiry processes, and reporting of results, conclusions, and recommendations.

Music History (MUH) (3 credit hours)**530. Topics in Music History (3)**

Seminar on a topic from one of the major periods of western music history. Students will survey: the lives of composers; their compositional output; and their influence on other composers and their music.

Music Theory (MUT) (3 credit hours)**510. Analytical Applications I (3)**

An introduction to advanced techniques for analyzing tonal music.

Music Performance (MUA/MUP) (2-3 credit hours in applied music and/or music ensembles)

501. Applied Lessons (MUA) (1-2)
Applied study of student's respective instrument. Repeatable for credit.

520. Music Ensemble (MUP) (1)
Development of individual performance skills in a collaborative environment through the study and performance of standard repertoire in the appropriate ensemble. Ensembles are open to all Anderson University students. An audition is expected for participation.

Music Special Topics (MUE) and Education (EDU) Electives (to complete 30 hours)

530. Current Issues in Music Education (3)
Seminar in current topics and issues in music education. Students will generate topics for discussion, investigate current literature, explore solutions, and clarify positions regarding various topics and issues encountered by music educators.

594. Special Topics in Music Education (3)
Graduate seminar focused on a specific subject of interest to music education majors. Course content varies from offering to offering. May be repeated for different topics.
EDU Courses offered through the College of Education.

Graduate Review Courses (MUH/MUT) (required if insufficient scores on placement exams)

497. Graduate Music History Review (1)
A review of undergraduate music history concepts and skills. Offered as independent study and tailored to address specific needs of individual students.

498. Graduate Music Theory Review (1)
A review of undergraduate music theory concepts and skills. Offered as independent study and tailored to address specific needs of individual students.





Student Development & Campus Life



The Student Development staff at Anderson University is concerned with the provision of programs and services for students outside the classroom. Anderson University's faculty and staff are committed to assisting students as they strive to develop intellectually, physically, socially, morally, and spiritually. Students are responsible for their own actions, not only to self and to God but also to the university and to fellow students. Choosing to join this campus community obligates each person to a code of behavior guided by the Christian principles of love of God, neighbor, and self. Students in the Anderson University community agree to practice the following:

- Respect for others, by acting in a manner respectful of the rights and privileges of others and upholding that every member of the campus community, regardless of race, sex, age, disability, or religion, has the right to grow and learn in an atmosphere of respect and support.
- Respect for Property, by acting in a way that respects personal, university and community property and refraining from actions wasteful or destructive to individuals, property, or the environment.
- Respect for Truth, by exhibiting high standards of integrity and moral obligation in relation to roommates, friends, students, peers, and family while avoiding all forms of lying, cheating, stealing, and plagiarism.
- Respect for Rules, Regulations, and Law, by abiding by and supporting the rules and regulations of the University Code of Conduct, along with all federal, state, and local laws and ordinances.
- Respect for Academic Integrity, by doing one's own coursework, in preparation for all assignments and in the classroom.

All Anderson University students, whether resident or commuting, should expect to find a supportive campus environment with a wide variety of opportunities for learning, growing, and enjoying life. All students are encouraged to take an active part in the life of the university community, to join campus social and academic organizations, to participate in intramural sports, and to enjoy the various musical, theatrical, and cultural events hosted at Anderson University.

OPPORTUNITIES FOR INVOLVEMENT

Because all of a student's time is not spent in classes and studying, Anderson University offers a variety of extracurricular activities that provide opportunities for intellectual, physical, and social growth. The opportunities for growth will assist the student in development and maturity in order to help the student become a better campus citizen and leader in the world outside the University. With the help of student leaders, the Student Activities Director coordinates campus activities that are designed to provide opportunities for wholesome recreation and personal development. Some of the many events planned are movies, dances, cultural arts activities, large and small scale campus events, outdoor adventures, concerts, performances, and leadership training.

Campus Organizations

Opportunities for service and fellowship are offered by membership in the following organizations and groups: Alpha Chi, Alpha Psi Omega, American Society of Interior Design (ASID), AU - Council for Exceptional Children (AU-CEC), AU - Education Club (AU-EC), AU - West African Drum and Dance Ensemble, A-Team (Anderson's Team for Effective Advancement of Ministry), Baptist Collegiate Ministries (BCM), Business

Club, Campus Crusade, Ceramic Artists of Anderson University (CAAU), Collegiate Music Educators National Conference (CMENC), Columns (Yearbook Club), Delta Mu Delta, Fellowship of Christian Athletes (FCA), Gamma Beta Phi, Handprints (AU Association for the Ed. of Young Children), History Club, International Student Club, Kinesiology Club, Minorities Involved in Change (MIC), National Art Education Association (NAEA), Omicron Delta Epsilon, Pre-Law Society, Psychology Club, Reformed University Fellowship (RUF), Sailing Club, Science Club, Sigma Tau Delta, Student Alumni Association/Pure Gold, Student Government Association (SGA), Think Tank, Ultimate Frisbee Club, Writer's Block.

In addition, all Anderson University students have the opportunity to participate in the various music ensembles on campus. These musical groups include the Anderson University Choir, the Anderson University Chamber Singers, the Anderson University Wind Ensemble, the Anderson University Ensemble, Mosaic, the Anderson Symphony Orchestra, the Anderson University String Ensemble, and various choral and instrumental chamber ensembles. Check with the administrative assistant of the College of Visual and Performing Arts for information on membership in these organizations.

Christian Life at Anderson University

At Anderson, our goal is to help students enrich their college experience and their lives by providing a dynamic Christian environment and instilling Christian values through higher education.

For many young adults, no other time in life is as critical as the college years, a time when they make choices and decisions that will affect the rest of their lives. Anderson University has a Christian faculty and staff, challenging spiritual programs, and strong Christian organizations – all of which come together to help Anderson students deepen their faith, share in Christ's love, and grow in their relationship with God.

Because Anderson University is a Christian institution sponsored by the South Carolina Baptist Convention, Christ-centered activities are an important facet of campus life. These activities are varied, and all students, regardless of denominational affiliation, can find a means of expressing their faith at Anderson.

- Students at Anderson are given many opportunities to integrate faith with their college experience. *The Journey* is designed to bring our campus family together to worship with a special focus on the hearts and minds of students, and their relationship with God. Students are required to attend eight (8) events in *The Journey* each semester.
- A part of every student's core curriculum is the requirement to complete successfully two (2) religion courses - Introduction to the Bible and The Teachings of Jesus.
- The goal of Anderson University Campus Ministries is to present the good news of Jesus Christ in words and actions that are meaningful and relevant to today's college student. Our desire is to connect college students to the person of Jesus Christ in a way that will help them make a lifelong commitment to follow His calling in a personal relationship.
- Every student is encouraged to participate in Anderson's Campus Ministries. With ministry opportunities available throughout the week, Anderson students find many ways to participate, worship, serve, and lead.

Our Campus Ministries program includes:

- Area churches
- BCM (Baptist Collegiate Ministry)
- Campus Crusade for Christ
- Student-led Renewal Week
- Community Service
- FCA (Fellowship of Christian Athletes)
- Ministry Internships
- Ministry Teams
- RUF (Reformed University Fellowship)
- Women's Ministries
- Ministry Leadership Houses (student housing)
- Special concerts/events
- Weekly Campus Worship

Other Christian activities include:

- Anderson University Choir
- Anderson University Gospel Ensemble
- Interim youth ministry teams
- Journey teams
- Mission trips in the U.S. and abroad
- *Mosaic* worship and ministry band
- Praise bands
- Residence hall Bible studies
- Revival teams
- Small group Bible studies
- Worship ministry teams

Campus Ministries encourages students, faculty, and staff to integrate the Christian faith with every aspect of life internally, in their hearts and minds, as well as externally with the community at large. Past mission trips have taken students, faculty, and staff to work with missionaries and needy people in New Orleans, New York City, the Philippines, India, France, Taiwan, Indonesia and other locations. Teams regularly assist local ministries in thrift stores, soup kitchens, and assisted-living centers. Other projects include work with Habitat for Humanity and Calvary Children's Home. Students are also encouraged to get involved in worship, fellowship, and service through a local church during their stay at Anderson University.

Sports, Intramural and Athletics

Anderson University has many intramural sports activities available to all students. Opportunities include air hockey table, basketball, billiards, dodge ball, flag football, ping pong, powder puff football, softball, tennis, ultimate Frisbee, and volleyball. Students are encouraged to participate in the many teams that are organized to provide fun, exercise, and spirited competition.

Students may participate in a wide range of intercollegiate sports while enrolled at Anderson University. Women may participate in cross country, track & field, soccer, basketball, volleyball, tennis, golf, and fast-pitch softball. Men's teams compete in cross-country, track & field, soccer, wrestling, basketball, baseball, golf and tennis. Anderson University is a member of the National Collegiate Athletic Association (Division II) and the South Atlantic Conference (SAC). Also under the athletic umbrella is the club team for Cheerleading.

Facilities: Fitness Center in Abney Gym, Game Room in Student Center, and the Athletic Campus.

Student Government

Every student enrolled at Anderson University is automatically a member of the Student Government Association. The object of the SGA is "to foster student interests and activities, to maintain high standards of scholarship and honor among students, to aid in administering regulations, and to transact business pertaining to the student body." The Administration and the Board of Trust of Anderson University believe that the welfare of the University will be advanced by the development of an efficient system of self-government among the students. Students have been entrusted to share in matters relating to student conduct, loyalty and honor. It is the duty of each student to uphold the highest standards of conduct, loyalty and honor in all phases of college life.

Every student who wants to become involved in the Student Government Association has ample opportunity. In addition to numerous elected positions, the President of the SGA appoints members to committees under the jurisdiction of the SGA. Every student has an opportunity to serve, whether a commuter or a resident and whether a freshman, sophomore, junior, or senior. (A complete description of the organization of the Student Government Association may be found in the Student Handbook.)

Student Publications

Student publications include *Ivy Leaves*, a literary journal published once a year and *AU Echoes*, a student newspaper published each month. *Ivy Leaves*, which is sponsored by the faculty in English and Art, solicits short stories, poetry, drama, and art from students. Major staff positions for *AU Echoes* are filled in the spring of each year. Students selected for the publication staff earn academic credit. In addition, Anderson University maintains a television production studio. All of these student media are designed primarily to be direct extensions of the classroom experience, supervised by faculty members and budgeted as part of the academic program.

Traditions

President's Reception. During the opening days of the fall semester, members of the campus community are invited to the President's home for an outdoor reception, allowing new students the opportunity to meet other students, faculty, and staff.

Christmas First Night. Presented as a gift to the Anderson community to usher in the season of Advent, this tradition highlights student leaders and musical groups in an evening of praise and worship.

Founders' Day. Celebrated in mid-February, this convocation service focuses on the heritage of Anderson University.

Homecoming. Typically held during the fall semester, alumni join students as class representatives are selected to the Homecoming Court and a Queen and King are selected from the senior class; athletic events, dances, concerts, and alumni programming usually accompany the event.

Freshman March. After the worship service in the Rainey Center on the first Sunday freshmen are on campus, new students participate in a march from the Rainey Center to front campus and under the Anderson University arch. This march anticipates their walk at graduation and symbolizes their entrance into the Anderson University family.

Honors and Recognitions

Students at Anderson University are eligible for many outstanding awards, based on academic achievement, leadership, personal character, and service to the university and the community. These recognitions include, but are not limited to, the following: Academic Awards in the various Majors; the Denmark Society; the President's Award; Dean's List, and the South Carolina Independent Colleges and Universities' Student of the Year.

Bookstore

The bookstore is located in the Student Center. The bookstore carries a wide selection of required and optional reading, both print and electronic formats, course supplies, clothing, and other merchandise. Follet is the contracted bookstore operation vendor for the University.

Post Office

The campus mail office is located in the Student Center. Mailing supplies and services are available during normal operation hours. Each residential student is assigned a mailbox, and regular mail delivery and service is in operation unless the University is closed.

Dining Services

Martin Dining Room in Merritt Administration Building, The Grill in the Student Center, and Food for Thought in the Thrift Library are the primary settings for food service on campus. Residential students must select one of the university meal plans. Aramark is the contracted food service vendor for the university.

Campus Safety

Maintaining the safety of the campus community is the preeminent concern of university officials. While a university campus is an open environment and no assurance of complete immunity from risk can be made, the University is committed to implementing the highest standards of safety and health promotion in accord with its safety management plan. In compliance with the Federal Crime Awareness and Security Act of 1990, Anderson University prepares an annual report setting forth campus security policies and campus crime statistics. This report, which also contains safety and security tips, is furnished to all current students and employees and to any applicant for enrollment or employment upon request.

The primary purpose of the Campus Safety department is to protect the property and lives of the faculty, staff, students and guests of Anderson University. The department is also responsible for enforcement of parking regulations. The Campus Safety officers are

employees of Anderson University. They are certified by the state of South Carolina, and have the same arrest power of a deputy sheriff. One or more members of the department are on duty 24 hours a day during the time school is in session. The officers are available any time after dark to transport students from their cars to their campus housing or from one building to another on campus.

Academic Honesty

Students are expected to observe the highest ethical standards pertaining to academic achievement. Without honesty there is no achievement. Plagiarism, fabrication, cheating, and academic misconduct are serious offenses and may result in dismissal from the course or the University. Initial jurisdiction in such offenses is with the professor and College involved. The nature of offenses, appeals process, penalties, and consequences are outlined in the Student Handbook.

Student Development

The University provides a comprehensive program of student development. All activities and programs are designed to help students to have positive and rewarding personal growth experiences while at Anderson University. The areas within Student Development include the following: Career Planning and Placement, Counseling, Health Services, Intramurals, Orientation, Freshman Programs and Community Service, Residence Life, and Student Activities.

Career Services

The Office of Career Services provides assistance to students by helping them relate their career goals to their educational plans. The staff seeks to meet students at their individual level of need in developing a self-directed career search. This may begin through counseling on career majors, career direction, and career interest inventories. The career resource library provides information on internships, preparation for career fairs, and on-campus recruiting. Students may participate in workshops on the traditional approach to job searching, internet job searching, networking, resume writing, and interviewing. Staff members are available to critique resumes and conduct mock interviews. The office maintains listings of part-time and full-time jobs. If graduate study is an option for students, this office can provide information regarding financial aid and appropriate admission tests.

Center for Student Success

The Center for Student Success provides a number of academic support services, including disability services, academic coaching and workshops, and a specialized program for contractually admitted students. The Center also oversees the Tutoring Lab and is the beginning point for students who need to withdraw from the university during the semester.

Counseling

Counseling is a process of assessing both academic and personal growth, discovering potential, dealing with adjustment problems, and developing plans that will create a more satisfying lifestyle. A variety of counseling services are available to all students. There is no charge for most services, and the highest ethical standards are maintained. Individual, confidential personal counseling is available to students. This type of counseling is useful for those who are having significant problems with adjusting to life changes. It may also be

appropriate for those who are having significant distress over interpersonal relationships or personal emotions and feelings. The University has a full-time counselor on campus whose office is located in the Village. Referral service is available for those having needs that cannot be met by the university counseling center.

Freshmen Programs and Community Service

The Office of Freshman Programs and Community Service exists to provide support and assistance to new students in making a successful transition to college. In addition to programs to aid new students, the Office also coordinates activities which provide opportunities for faculty, staff, and students to live out the mission of the University by practicing the Christian principle of service to others.

Health Services

The goal at the Health Services Center is to provide a Christ-centered clinic that will provide care to enhance the educational process, by removing or modifying barriers to learning and to promote an optimal level of wellness. The Center is located on the bottom floor of The Village. A full-time nurse is available to triage students and arrange for a physician referral if necessary. The clinic is available to all full-time, traditional students. (Daily hours and drop-in times are posted at the beginning of each semester.)

Orientation

Through Orientation to Anderson University, new students embark upon a successful transition to university life. The Orientation program is designed for participation by all new students and sets the stage for future success in college. The program is successful in helping students acclimate to college, and students are at a great disadvantage if they do not attend.

Parents and spouses are included in the programming and are encouraged to attend as well. Students may select to attend any one of three dates set for Orientation. The program involves placement testing; get-acquainted activities with other students, faculty, and administrators; introduction to academic majors, and general academic advising.

Housing and Residential Life

The Residence Life staff makes every effort to ensure harmonious and enjoyable living conditions conducive to study and comfort within the resident halls. Anderson University housing includes convenient single sex residence halls and smaller apartment style buildings. Room assignments are made by the Residence Life Office. Students who wish to live in a residence hall must maintain a minimum academic load of 12 semester hours.

Believing that students benefit in personal growth and educational opportunity from residential living, Anderson University requires all freshmen and sophomore students to live in campus housing. Students who desire to live off campus prior to their junior year must meet criteria described in the Student Handbook. Residence halls are staffed by adult area coordinators and student resident advisors. The resident advisors are student leaders who are available to help guide their peers in developing good community living. Students are encouraged to take leadership roles in the residence halls to help maintain a quality environment. Resident students are expected to maintain a clean and healthy living

student is guaranteed the same room assignment each year. The University may choose to move a student into another room assignment at any time in the semester if it is deemed in the best interest of the university community.

Conduct and Expectations

As members of the University community, students enjoy the rights and privileges that accrue to such membership. Additionally, students are expected to abide by all University rules and regulations and by the laws of the city, state, and nation. Students are expected to act responsibly and to avoid conduct detrimental in its effect upon themselves and the University, both on and off campus. The University reserves the right to take disciplinary action if students are involved in illegal or irresponsible conduct on or off campus.

Statement of Values

The basis of all interaction at Anderson University is the expectation that students, faculty, and staff will behave in accordance with the values of a Christian academic community. Anderson University's ideals are the ideals of Christian people. Each student is responsible for his or her actions, not only to self and to God, but also to the University and to fellow students. Student responsibilities and expectations are described in full in the Student Handbook found on the AU website. (A personal copy may be obtained, if needed, from the Student Development Office). By enrolling at Anderson University, each student makes a commitment to be guided by the Christian principles of love of God, neighbor and self.

Student Responsibilities and Expectations

The person-centered philosophy, which is at the heart of the university's educational mission, affects the lives of all who are part of the campus community. This is based on the assumption that all who live and work here recognize the worth and dignity of all people and the special contributions they make to the university, to society, and to the Christian community. Community life involves both enhancements to and restrictions on our personal and collective freedoms and concurrently necessitates both internal and external restraints. Discipline is the responsibility of all members of the community to ensure the preservation of the common good.

Familiarity with the academic and social guidelines of the University is a responsibility of each member of the campus community. This includes all matters governing academic programs and policies, graduation requirements, student life policies, cooperation with university officials in matters related to institutional effectiveness, and other responsibilities as a contributing member of the campus community. This catalog, various academic program handbooks, the Student Handbook, and official university publications, whether in print or electronic form, exist for the purpose of conveying such information. Membership in the community is a privilege and not a right.

Policies

Alcohol, Tobacco, and Firearms. See Student Handbook for policies on Alcohol, Tobacco, and Firearms.

Controlled Substances. The illegal use, possession, and/or distribution of narcotic or other controlled substances are expressly forbidden. Individuals who violate this policy may be subject to applicable civil law and penalties. (See Student Handbook for details.)

Harassment. Anderson University promotes a learning and working environment free may from religious, racial, or sexual harassment and violence. The university's policies address this as well as outline prevention programs, reporting procedures, and penalties for violation of the policy. (See Student Handbook for details.)

Motor Vehicles and Parking. The University controls traffic and parking on campus as conferred by the South Carolina Vehicle Code (SCVC) and the Campus Safety Office administers this. All operators of a motor vehicle, bicycle, or other form of transportation governed by the SCVC must obey appropriate rules and regulations ensuring the safety of all and the continued privilege of campus access. Knowledge of vehicle registration, acceptable parking areas, regulations, fines, and the appeals process are the responsibility of the operator and are detailed in the Student Handbook, Vehicle Code Handbook, and the web page.

Theft or Damage to Personal Property. The University assumes no liability for theft or damage to personal property. Individuals are encouraged to have insurance to cover such events.

Interim Suspension

When the University Code of Conduct is violated (see full explanation in the Student Handbook), the University may pursue disciplinary action via established campus judicial procedures. In certain circumstances, the President of the University may impose a University or residence hall suspension prior to the hearing before a judicial body. The hearing should be scheduled as soon as possible to make a determination on the case. Interim suspension may be imposed only: (a) to ensure the safety and well-being of members of the University community or preservation of University property; (b) to ensure the student's own physical or emotional safety and well-being; or (c) if the student poses a definite threat of disruption of or interference with the normal operations of the University. During the interim suspension, students shall be denied access to the residence halls and/or to the campus (including classes) and/or all other University activities or privileges for which the student might otherwise be eligible, as the President may determine to be appropriate.

Presidential Right of Dismissal

The President of the University is authorized by the Board of Trust to dismiss any student whose presence in the University, for reasons of health, conduct, or scholarship does not meet with the approval of the administration, or whose influence, whether by word or deed, is injurious to other students or to the welfare and/or harmonious operation of the institution. A presidential dismissal supersedes all other University dismissal procedures or policies, does not require advance notice, and shall take effect at the sole discretion of the President. A student dismissed under this policy may be required to withdraw from enrollment and/or any or all dimensions of the campus community.

University Directory



Board of Trust

Terms expiring in 2012:

Mary Anne Bunton
C. Nakia Davis
George H. Durham
William C. Rigsby
Charles C. Sanders

Terms expiring in 2015:

Timothy Edmonds
Donald Harper
Benjamin Littlejohn
Mark Quarterman
Ed Stewart

Terms expiring in 2013:

Melba Banton
William C. Elks, Jr.
Troy M. Gregg
W. Ray Partain

Terms expiring in 2016:

Hughlyn H. Burgess
Gerald J. Caskey
Alex D. Henderson
James M. Lusk
Robert W. Winburn

Terms expiring in 2014:

Martha M. Axmann
Daniel T. Cooper
Kip Miller
Denny Neilson
Dell Panagako

Executive Leadership Team (2012-2013)

(Date indicates beginning of service at Anderson University.)

Evans P. Whitaker, President (2002)

B.S., Gardner-Webb University; M.Ed., Ph.D., Vanderbilt University.

Danny M. Parker, Provost (2004)

B.A., M.A., Jacksonville State University; Ph.D., Auburn University.

J. Robert Cline, Jr., Vice President for Christian Life (2005)

B.A., Gardner-Webb University; M.Div., D.Min., Southeastern Baptist Theological Seminary.

Bob L. Hanley, Vice President for Student Development (1985)

B.A., M.A., Clemson University; Ph.D., University of Georgia.

R. Dean Woods, Vice President for Institutional Advancement (1988)

A.A., Anderson University; B.A., Furman University; M.Div., The Southern Baptist Theological Seminary.

Omar Rashed, Vice President for Marketing and Enrollment Management (2008)

B.S., Evangel University; M.A., Rollins College.

James A. Wright, Jr., Vice President for Finance and Operations (2011)

B.S., University of South Carolina.

Faculty (2012-2013)

* indicates recipient of the Michael Boles Excellence in Teaching Award

◆ indicates Honors Faculty

◆*Dorota A. Abramovitch, Professor of Chemistry (1996)

M.S., Technical University of Wroclaw; Ph.D., Clemson University.

Greg E. Allgood, Instructor of Speech/Theatre (2004)

A.A., Anderson University; B.A., Carson-Newman College; M.A.Comm.,
Southwestern Baptist Theological Seminary.

H. Kyle Anderson, CMA, CPA, Professor of Accounting (1997)

B.A., Furman University; M.P.A., Clemson University.

Phillip S. Ashley, Assistant Professor of Education (2011)

A.A., Anderson University; B.M., Mars Hill College; M.Ed., Ed.S., Clemson
University.

Kristopher K. Barnett, Assistant Professor of Christian Ministry (2010)

B.A., Angelo State University; M.Div., Ph.D., Southwestern Baptist Theological Seminary.

Jerry Bilbrey, Associate Professor of Management (2010)

B.S., Tennessee Technological University; M.E., University of South Carolina;
Ph.D., University of Louisville.

Pamela Binns-Turner, MNA, CRNA, Professor of Nursing (2011)

B.S.N., M.N.A., Ph.D., University of Alabama at Birmingham.

Jeffery D. Black, Assistant Professor of Criminal Justice (2011)

B.A., University of South Carolina - Spartanburg; M.P.A., Columbus State
University.

Clarissa P. Brandão, Assistant Professor of Art (2011)

B.F.A., Universidade Federal do Rio de Janeiro; M.F.A., Georgia State University.

Nathan J. Cox, Associate Professor of Art (2002)

B.F.A., Millikin University; M.F.A., Bradley University.

*Wayne V. Cox, Professor of English (1992)

B.A., University of Maine; M.A., Ph.D., University of South Carolina.

◆Bryan H. Cribb, Assistant Professor of Christian Studies (2010)

B.S., B.A., Furman University; M.Div., Ph.D., Southern Baptist
Theological Seminary.

Channing L. Crisler, Assistant Professor of Christian Studies (2011)

A.A., Central Christian College of Kansas; B.S., Hardin-Simmons University;
M.Div., Southwestern Baptist Theological Seminary; Ph.D., Southern Baptist
Theological Seminary.

James A. Dancik, Instructor of Chemistry and Science Lab Manager (2006)

B.A., Illinois Institute of Technology; M.S., Governors State University.

Jacque W. Davison, Associate Professor of Mathematics (1978)

A.A., Anderson University; B.A., M.S., Clemson University.

Cheryl B. deHoll, Assistant Librarian/Cataloging (1989)

B.A., University of the Pacific; M.L.I.S., University of South Carolina.

Jane A. Dorn, Assistant Professor of Art (2009)

B.F.A., Louisiana State University.

George M. Ducworth, Assistant Professor of Criminal Justice (2004)

B.A., Clemson University; J.D., University of South Carolina.

Michael Dudit, Professor of Christian Ministry (2008)

B.A., Stetson University; M.Div., Southern Baptist Theological Seminary; Ph.D., Florida State University.

James S. Duncan, Associate Professor of Communication (2000)

B.A., Deakin University; M.A., Ph.D., Regent University.

Sarah Paige Ellisior-Catoe, Assistant Professor of English (2011)

B.A., Presbyterian College; M.A., University of Georgia; Ph.D., University of Georgia.

◆ Gilbert T. Eyabi, Associate Professor of Mathematics (2006)

B.S., M.S., University of Buea (Cameroon); Ph.D., Clemson University.

Deirdre W. Francis, Associate Professor of Music (2002)

A.F.A., Anderson University; B.M.E., Furman University; M.M., Westminster Choir College.

*Kim H. Freeman, Assistant Professor of Mathematics (1988)

B.S., M.Ed., Clemson University.

Charles W. Fuller, Assistant Professor of Christian Studies (2010)

B.A., Campbellville University; M.Div., Ph.D., Southern Baptist Theological Seminary.

Polly Gaillard, Instructor of Art (2012)

B.A., University of South Carolina; M.F.A., Vermont College of Fine Arts.

Douglas J. Goodwin, Associate Professor of Management (2008)

B.B.A., Campbell University; M.B.A., Ph.D., University of North Texas.

Margarit S. Gray, Professor of Biology (2001)

B.S., Jacksonville State University; M.H.S., Medical University of South Carolina; M.S., Ph.D., Clemson University.

Bradley B. Gregory, Assistant Professor of Psychology (2012)

B.A., Ph.D., North Carolina State University; M.A., University of North Carolina.

Bob L. Hanley, Professor of English and Education (1985)

B.A., M.A., Clemson University; Ph.D., University of Georgia.

*James P. Haughey, Professor of English (1989-94, 1998)

B.A., M.A., Clemson University; Ph.D., University of South Carolina.

Danny L. Hawkins, Associate Professor of Education (2004)

M.Ed., Ed.S., Clemson University; Ph.D., University of South Carolina.

Jane Hawley, Assistant Librarian/Reference (2005)

B.A., Anderson University; M.L.I.S., University of South Carolina.

Masa Higo, Associate Professor of Sociology (2011)

B.A., M.A., University of Central Missouri; Ph.D., Boston College.

Ethan E. Hodge, Assistant Professor of Education (2012)

B.A., M.Ed., Cedarville University; Ed.S., Liberty University.

Robert Homer-Drummond, Associate Professor of Theatre (2011)

B.A., Wheaton College; M.F.A., University of Louisville.

*Diana S. Ivankovic, Associate Professor of Biology (2004)

I.B., United World College of the Adriatic; B.S., Lander University; M.S., Ph.D., Clemson University.

Miren Ivankovic, Associate Professor of Economics and Finance (2006)

B.S, Lander University; M.B.A, M.A., Ph.D., Clemson University.

Teresa M. Jones, Assistant Professor of English (2007)

B.S., Auburn University; M.A., Ph.D., Georgia State University.

Peter J. Kaniaris, Professor of Art (1986)

B.F.A., Cleveland Institute of Art; M.F.A., University of Houston.

Carol L. Karnes, Professor of Management (1991)

B.A., Eastern Michigan University; M.A., University of Michigan;
M.B.A., Oakland University; Ph.D., Clemson University.

Howard D. Kim, Associate Professor of Music (2011)

B.A., University of California, Los Angeles; M.M., D.M.A., Eastman School of Music.

Larry R. Knighton, Assistant Professor of Education (2007)

B.A., M.Ed., Ed.S., Clemson University; Ed.D., University of Georgia.

Carrie T. Koenigstein, Assistant Professor of Biology and Chemistry (2007)

B.S., Virginia Tech; M.Ed., Converse College; Ph.D., Duke University.

David O. Korn, Associate Professor of Spanish (1987)

B.A., M.A., University of Wisconsin, Milwaukee; Ph.D., University of Michigan.

Thomas R. Kozel, Professor of Biology (1992)

B.A., University of Miami; M.S., Ph.D., University of Louisville.

William A. Laing, Associate Professor of Management (2003)

B.S., University of New Hampshire; M.B.A., University of Montana; Ph.D., Capella University.

David Ward Larson, Professor of Theatre (1985-90, 1991)

B.F.A., Illinois Wesleyan University; M.A., University of Minnesota; Ph.D., University of Illinois.

◆*John Lassiter, Professor of History (1984)

B.A., University of North Carolina; M.A., College of William and Mary; Ph.D., University of North Carolina.

Raymond S. Locy, Professor of Education (2009)

B.S., William Jennings Bryan College; M.M.E., Virginia Commonwealth University; Ed.D., Virginia Polytechnic Institute and State University.

Jacquelynn A. Malloy, Assistant Professor of Education (2011)

B.A., Duquesne University; M.S., West Virginia University; Ph.D., Clemson University.

Anne Marie Martin, Assistant Librarian/Instructional Services (2008)

B.A., Clemson University; M.L.I.S., University of South Carolina.

E. Anne Martin, Associate Professor of Interior Design (1981)

A.A., Anderson University; B.S., M.Ed., University of Georgia.

*Linda K. McCuen, Associate Professor of Education (2003)

B.S., Eastern Kentucky University; M.Ed., Georgia State University; Ed.D., Nova Southeastern University.

Deborah W. McEniry, Professor of Theatre (2007)

B.M., Westminster Choir College; M.A., Ph.D., New York University.

Edgar V. McKnight, Jr., Associate Professor of English (2002)

B.A., Wake Forest University; M.A., Ph.D., University of North Carolina at Chapel Hill.

Kent Millwood, Librarian (1988)

A.S., Hiwassee College; B.S., M.L.I.S., University of Tennessee; M.Ed., Middle Tennessee State University.

Elizabeth A. Mirick, Assistant Professor of Interior Design (2010)

B.S., M.Arch., Clemson University; M.S., Florida State University.

*Jo Carol Mitchell-Rogers, Professor of Art (1988)

B.F.A., University of Georgia; M.F.A., Clemson University; Ph.D., University of Georgia.

Jeffrey Moore, Associate Professor of Management (2010)

B.A., Whitworth College; M.B.A., D.E.A., Ph.D., Universite de Nice Sophia-Antipolis.

James E. Motes, Associate Professor of Christian Ministry (2001)

A.A., Anderson University; B.A., Mars Hill College; M.Div., Southeastern Baptist Theological Seminary; M.S., Southern Wesleyan University; D.Min., Gordon-Conwell Theological Seminary.

◆ Ryan A. Neal, Associate Professor of Christian Studies (2005)

B.A., Texas Tech University; M.Div., Southwestern Baptist Theological Seminary; M.Th., Ph.D., University of Edinburgh, Scotland.

Frank A. Norris, Jr., Associate Professor of Biology and Chemistry (2010)

A.A., Anderson University; B.S., Erskine College; Ph.D., Clemson University.

Lois J. Oldenburg, Instructor of Education (2005)

B.S., Bob Jones University; M.S., Morehead State University.

Valerie J. Owens, Assistant Professor of Computer Information Systems (2001)

B.S., Clemson University; M.A., Webster University.

Conny Palacios, Associate Professor of Spanish (2004)

B.A., Saint Thomas University; Ph.D., University of Miami.

Lynette M. Pannell, Instructor of Education (2006)

B.S., Winthrop College; M.A., Furman University

Danny M. Parker, Professor of History and Political Science (2004)

B.A., M.A., Jacksonville State University; Ph.D., Auburn University.

David L. Perry, Associate Professor of Music (2005)

B.M., M.M., D.M.A., Arizona State University.

Terrie W. Poore, Instructor of Theatre (2012)

B.A., B.F.A., Columbia College; M.F.A., Texas Christian University.

David J. Prager, Assistant Professor of Mathematics (2011)

B.S., M.S., Miami University; M.A., Liberty University; Ph.D., University of Georgia.

Christel D. Price, Instructor of Interior Design (2010)

A.A., Blue Ridge Community College; B.A., Marymount University.

Betty Jo Pryor, Associate Professor of Biology (1967)

B.A., Tift College; M.Ed., University of Georgia.

Charles A. Rains, Jr., Professor of Physics (2008)

B.S., The Citadel; Ph.D., Clemson University.

Lee C. Rawl, Associate Professor of Education (2006)

B.S., University of South Carolina; M.A.T., Winthrop University; Ed.S., Clemson University; Ed.D., Nova Southeastern University.

Lewie H. Reece, IV, Assistant Professor of History (2002)

B.A., University of Alaska at Fairbanks; M.A., Clemson University; Ph.D., Bowling Green State University.

- David F. Reinhart, Associate Professor of Psychology (1999)
B.A., M.A., University of Windsor; Ph.D., California School of Professional Psychology.
- *Jamie M. Ressler, Associate Professor of Marketing (2011)
B.S., Florida State University; M.B.A., Palm Beach Atlantic University; D.B.A., Nova Southeastern University.
- Vanessa Rettinger, Assistant Professor of Kinesiology (2007)
B.S., Wingate University; M.Ed., Clemson University; Ph.D. (Exercise Science), University of South Carolina.
- Joy M. Rish, Assistant Professor of Mathematics (1986)
A.A., Anderson University; B.A., Carson-Newman College; M.A., Furman University; M.A., The Southern Baptist Theological Seminary.
- April A. Romanos, Associate Professor of Nursing (2011)
B.S.N., Clemson University; M.S.N., Gardner-Webb University.
- Rodney M. Rutland, Associate Professor of Kinesiology (2001)
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Annie Frances Blackman (1969-1988), Librarian

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Robert E. Burks (1965-2001), Religion

E. Perry Carroll (1975-2001), Music

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Walter Glen Hughey (1964-1987), Registrar/Mathematics

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Stuart R. Sprague (1977-1996), Religion

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Brena B. Walker (1973-2002), English

Lawrence E. Webb, (1963-1967; 1981-2000), Journalism

William Franciscus West, Jr. (1963-1992), English

Staff

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Samar Azem, Women's Soccer Coach

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B.S., Cumberland College.

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Erica Grunst, Assistant Volleyball Coach
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Tommy Hewitt, Softball Coach
B.S., Mercer University.

Ryan Hilburn, Assistant Men's Basketball Coach
B.S., University of South Carolina.

Jonathan Jackson, Assistant Wrestling Coach
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Dock Kelly, Wrestling Coach
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Rob Miller, Men's Soccer Coach
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Craig Mosqueda, Volleyball Coach
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B.S., Erskine College.

Jason Taylor, Head Men's Basketball Coach
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Jackie V. Walker, Faculty Athletic Representative
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Terence Coleman, Campus Safety Officer

Michael Erwin, Campus Safety Officer

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Michelle Austin, Part-time Campus Safety Officer

Cynthia Ferrell, Part-time Campus Safety Officer

Paul Ferrell, Jr., Part-time Campus Safety Officer

Gail Hayes, Part-time Campus Safety Officer

Tammy Smith, Part-time Campus Safety Officer

Clarence Thurmond, Part-time Campus Safety Officer

Kim Woods, Part-time Campus Safety Officer

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Dennis McKee, Physical Plant Director

Gail Tollison, Administrative Assistant

Gary Patterson, Facilities Coordinator

Kevin Capps, Motor Coach Driver

Brian Richardson, Service Department Supervisor

Davis Barnwell, Service Department Technician

Gary Greenwood, Service Department Technician

Lee Griffey, Rehab and Remodeling Department

Greg Isbell, Service Department Technician

Joey Kinard, Service Department Technician

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Sissy Mulanax, Staff Painter

Tim Simpson, Rehab and Remodeling Department

Mark Tollison, Service Department Technician

Matt Turner, Service Department Technician

Jonathan Wells, Service Department Technician

Allen Whitehead, Service Department Technician

Cameron Woods, Service Department Technician

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B.A., Davidson College.

Brenda McKee, Coordinator, Research and Records
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Chad R. Nelms, Director of Alumni Relations and Director of the Trojan Club
B.S., Anderson University; M.H.R.D., Clemson University.

Bradley Orr, Director of Annual Giving
B.S., Clemson University.

Susan M. Stegall, Data Entry Specialist and Mail Coordinator
A.A., Anderson University.

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Position Vacant, Administrative Assistant to the Vice President for Student Development

Career Services

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Center for Student Success

Dianne King, Director

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Jane MacLennan, Administrative Assistant

B.S., Clemson University.

Intramural Activities

Winfred Green, Director of Intramurals

B.H.S.R., Anderson University.

Counseling Services

Erin Maurer, Director

B.A., Pennsylvania State University; M.Ed., Clemson University.

Carlene Roberts, Administrative Assistant

B.A., Columbia College.

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Beverly Rice McAdams, Director

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Position Vacant, Administrative Assistant

Health Services

Deb Taylor, RN, CWE, Director

A.D.N., Tri-County Technical College.

Sarah Forsythe, RN, CWE, Assistant Director

B.S.N., University of North Carolina—Greensboro.

Residence Life

Tim Jared, Associate Director

M.A. (Psychology), M.Ed., Azusa Pacific University.

Joshua Crocker, Residence Director

B.S., Anderson University.

Felicia Suto, Residence Director
B.A., Anderson University.

Student Activities

Jon Gropp, Dean of Student Life
B.S., Greenville College; M.Ed., Azusa Pacific University.

Sarah G. Mudd, Director of Student Activities
B.A., Belmont University; M.Ed., Texas A&M University.





ANDERSON UNIVERSITY PROFILE, 2012-2013

Founded	1911
Location	316 Boulevard, Anderson, SC 29621
Campus	271 acres in northeastern section of city
Classification	Balanced Arts & Sciences/Professions, some Graduate Coexistence
Calendar	Two 15-week semesters; two summer sessions; five 8-week terms; Master's Program: six 6-week sessions; eight 7-week sessions, five 8-week sessions
Degrees/Majors	BA, BS, BM, BME, BBA, BCJ, BESM, BHS, BOL, BLS, BCS, MAT, M.Ed, MBA , M.Min., MCJ, M.M. M.Ed., D.Min 36 majors, 38 concentrations and 25 minors
Enrollment:	2705
Student/Faculty	17:1
Faculty PhD	71%
2011 entering class:	Average 1054 SAT; 3.49 HS GPA
Financial Aid	Over \$46 million distributed in 2011-2012 to over 99% of the student body enrolled in the traditional program and 89% of the student body enrolled in the ACCEL program
Athletics	NCAA Division II; Carolinas-Virginia South Atlantic Conference; 18 sports
Alumni	Over 10,000 in 50 states and 36 countries

CAMPUS OFFICES FOR QUICK REFERENCE

Dial 1-864-231- and the following extensions:

Academic Affairs	2145
Admission	328-1835 or (1-800-542-3594)
Alumni	2025
Anderson Central	2070
Athletics	2029
Bookstore	2010
Business Office	2130
Campus Ministries	2077
Career Services	2149
Community Relations	2015
Counseling Services	2149
Disability Services	2026
Evening Admission	2020
Financial Aid	2070
Fine Arts Center	2125
Graduate and Evening Admission	2020
Help Desk	2457
Human Resources	2066
Institutional Advancement	2102
Library	2050
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 Bachelor of Business Administration / 120, 121, 122
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 Bachelor of Criminal Justice / 127, 128, 129
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