



2015-2016 Academic Catalog

Anderson University

knowledge for the journey



ANDERSON
UNIVERSITY

Announcements for the One-Hundredth and Fifth Year
2015-2016

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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.

President's Message



Fall 2016

Welcome to Anderson University!

The academic year outlined in this catalogue begins an exciting new chapter in our history at Anderson University with new programs and enhanced facilities that we will look back on as pivotal in our progress toward becoming of the nation's leading Christian comprehensive universities.

As we stand today nearly three years into our second century of service, we paused to reflect on where we are and how faithful this institution has been to the dreams of the original founders. In the years that have followed our Centennial, 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 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. 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

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

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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 Trustees 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 Trustees 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 Trustees 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, 2012, 2013 and 2014. In 2012, Anderson officially became a Level V university as it began its first doctoral program to compliment its masters and baccalaureate degrees. That same year, a brand new state-of-the-art School of Nursing opened with full classes of both traditional undergraduate nursing students and accelerated adult nursing students, the first of which graduated in December of 2013.

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 cafe, 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. The University will begin construction this year for a facility that will eclipse even the library in scope and size. A new student center, more than twice the cost of the library, will feature a new dining commons, a 400-seat movie theater, a fitness center, bookstore and many other amenities while serving as the architectural anchor of the campus.

In the fall of 2007, Anderson University opened the first of five new residence halls to be constructed on land across the street from the front of campus. Four have been added since that

time with the fourth and fifth halls double the size of the first three. 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 87 percent since 2002 and now numbers more than 3,000 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 it’s 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 and \$100 million annually. In addition, Anderson students perform more than 15,000 hours of community service in the area 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.

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Eight traditional style resident halls and three apartment style buildings are available for student housing: Boulevard Residence Halls; Royce, Clamp, Gaston, and Whitaker 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 Southern Association of Colleges and Schools Commission on Colleges 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)

The Organizational Leadership degree is accredited by the Southern Association of Colleges and Schools Commission on Colleges. It is not a business degree and is not accredited by ACBSP.

The Bachelor of Science Degree in Nursing is approved by the South Carolina Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE).

(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



Graduate Studies Financial Aid, Academic Policies, and General Information



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.

Graduate Programs

Masters-level

Master of Arts in Teaching: Elementary Education

Master of Business Administration

Master of Criminal Justice/Command College

Master of Divinity

Master of Education

Master of Education in Administration and Supervision

Master of Ministry

Master of Music in Music Education

Doctoral-level

Doctor of Ministry

Graduate Program Administrators

Academic Deans

Dr. Carol Karnes, Dean, College of Business

Dr. Michael Duduit, Dean, College of Christian Studies

Tim Turner, Dean of the School of Criminal Justice

Dr. Chuck Wooten, Interim Dean, College of Education

Dr. David Larson, Dean, The South Carolina School of the Arts

Dr. Tim Smith, Provost and Chair of the Graduate Council

Academic Associate Deans

Dr. Kristopher K. Barnett, Associate Dean, Clamp Divinity School

Dr. Nathan Cox, Associate Dean, The South Carolina School of the Arts

Dr. Jeffrey Moore, Associate Dean, College of Business

Dr. Joanna Stegall, Associate Dean, College of Education

Academic Directors

Dr. Channing Crisler, Director of Master of Divinity Program

Dr. David Perry, Director of Music Education

Academic Coordinators

Mrs. Brenda Gray, Coordinator of Education Graduate Programs

Ms. Stephanie McLees, Coordinator of the MBA

Program Staff

Mrs. Allison Sullivan, Director of Financial Aid

Mrs. Kelley Norwine, Graduate Admissions Coordinator

Ms. Leah Suttles, Graduate Financial Aid and Student Accounts Counselor

Academic Administrative Assistants

Ms. Stephanie McLees, Administrative Assistant, College of Business

Ms. Kelli Strickland, Administrative Assistant, College of Christian Studies

Mrs. Leanne McBride, Administrative Assistant, School of Criminal Justice

Mrs. Kay Babecki, Administrative Assistant, College of Education

Mrs. Stacie Turner, Administrative Assistant, The South Carolina School of the Arts

General Graduate Admissions and Policies

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 specific admissions requirement 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 administration 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 be met and the deadlines for meeting them.

International Students

All international students applying for enrollment into any graduate course must:

1. Have their transcripts reviewed at the cost of the student
2. Complete an initial Skype session with the Dean or Director of the program
3. Upon enrollment, at some point during each class, participate in another Skype session demonstrating their competency in the course

Non-Degree Seeking Students

Anderson University offers courses on a non-degree seeking basis. If you are interested, please see the individual College/School section for specific information.

Financial Aid Policies and Procedures

Purpose of Financial Aid

The primary purpose of the Office of Financial Aid Planning is to provide financial assistance within its available resources to those students who, without such assistance, would be unable to attend Anderson University. Financial aid plays an important role for students and families in financing an education. The application and follow-up procedures are many and often create stress and confusion for students and families. We hope that this handbook will clarify the follow-up procedures necessary to complete the financial aid process.

FAFSA (Free Application for Student Aid)

Anderson University strongly recommends all students who receive state and institutional aid complete the Free Application for Federal Student Aid (FAFSA). Some institutional awards do require the FAFSA application to be completed. Please refer to the Academic Catalog or the Financial Planning Guide for more details on scholarships and requirements. Anderson University's school code is 003418.

Types of Financial Aid

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.

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 South Carolina public school in a critical subject or critical geographic area. Contact the Financial Aid Planning Office for more details.

Company Reimbursement

Students who are eligible for company reimbursement through their employer have the opportunity to participate in the Company Reimbursement program at Anderson University. Tuition that is 100% covered by reimbursement will be deferred until 30 days after grades are issued for a class. **If the company reimburses less than 100% of the total tuition or makes payment directly to the employee/student, the student must pay or take the student loan to cover the balance owed by the first day of class.** It is the student's responsibility to review and understand their company policy regarding company reimbursement. Invoices provided to students by Anderson University's Office of Student Financial Services will reflect grants and/or scholarships and loans received. It is the student's responsibility to submit invoices to their employer. Participation in this program is voluntary, and the terms and conditions of this agreement are not contingent upon the grade received by the student. **The agreement is based on the company making payment directly to Anderson University.**

Graduate Program Enrollment Definitions for Financial Aid Eligibility

Graduate student financial aid eligibility and the amount of potential aid for graduate programs are determined by a graduate student’s enrollment status. The table below provides a definition of full-time and half-time enrollment by graduate programs.

Graduate Program	Full-time Enrollment	Half-time Enrollment
Master of Business Administration (MBA)	6	3
Master of Criminal Justice (MCJ)	6	3
Master of Divinity	6	3
Master of Arts in Teaching (MAT)	6	3
Master of Education (M.Ed)	6	3
Master of Education in Administration and Supervision	6	3
Master of Ministry (M.Min)	6	3
Master of Music Education (M.M. M.Ed)	6	3
Doctor of Ministry (D.Min)	6	3

Graduate Program Tuition and Fees

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 consider 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
All Programs	Technology Fee per semester	\$95
MBA	Tuition per credit hour	\$403
MBA	Tuition per credit hour (Audit – no credit)	\$202
MBA	Resource Fee	\$250
MCJ	Tuition per credit hour	\$403
MCJ	Tuition per credit hour (Audit – no credit)	\$202
MCJ	Resource Fee	\$350
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 596 Supervising Administrator Honorarium	\$300
M Div	Tuition per credit hour	\$300
M Div	Non-degree seeking	\$150
M Div	Orientation fee	\$75
M Min	Tuition per credit hour	\$300
M Min	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)	\$150
MM MEd	MUP 520 Music Ensemble activity fee	\$20
All	Application for Admissions	\$50
	Application for Admissions Waived for AU Graduates	-----
All	Graduation application fee	\$100
All	Graduation application fee (late)	\$150
All	Graduation Reapplication fee	\$15
All	Automobile registration (On campus students only)	\$80
All	Returned check fee	\$35
All	Transcript (Official)	\$15
All	Transcript (Unofficial)	\$5

Satisfactory Academic Progress for Graduate Programs and Financial Aid

The Office of Financial Aid Planning is required by federal and state regulations to monitor the academic progress of all financial aid recipients. Financial aid applications must comply with the Satisfactory Academic Progress (SAP) policy as a condition of continued eligibility. Academic progress of all financial aid recipients is required to be tracked from the first date of enrollment, whether or not financial aid was received.

The Office of Financial Aid evaluates student academic progress annually at the end of the spring semester. Students are evaluated on the basis of grade point average, successful completion of a required percentage of attempted credits, and obtaining a degree within the allotted maximum time frame. Financial Aid recipients are required to be in good standing and to maintain satisfactory academic progress toward their degree/certificate requirements for each semester in which they are enrolled.

Failure to maintain satisfactory academic progress may result in the cancellation of financial aid award, which include: Federal Perkins Loan Program, Federal Work Study, William D. Ford Federal Direct Loan Programs (Unsubsidized), the Federal TEACH Grant, and all other programs, which require the monitoring of academic progress.

Minimum Standards for Graduate Students

Academic requirements for graduate students are defined by each academic program as outlined in this catalog and include:

1. Student must maintain a minimum cumulative grade point average as established by your area of study.
2. Student must maintain a minimum completion rate of two thirds of credit attempted (67%).
3. Student must complete their educational program within a time frame no longer than 150% of the published length of the educational program. The published length for a student to obtain his/her degree varies. Please refer to the Anderson University Academic Catalog to determine published length of the degree you are pursuing. Students who do not meet one of the above criteria will be ineligible for financial aid and will be placed on "Financial Aid Suspension" until they are again in good standing or have successfully appealed the suspension in writing to the Office of Financial Aid Planning.

Financial Aid Suspension

Students who fail to maintain a cumulative grade point average as established by your area of study or fail to maintain the minimum completion rate will be placed on "Financial Aid Suspension" for the following semesters of enrollment, and no financial aid will be awarded and or disbursed during subsequent semesters until the student has regained eligibility or reinstatement has occurred due to an appeal being granted.

Students who do not earn their degree within the maximum timeframe will be placed on "Financial Aid Suspension." No aid will be awarded and or disbursed during subsequent semester unless the student has made an appeal and the appeal has been granted.

Reinstatement of Aid

Reinstatement of financial aid after being placed on "Financial Aid Suspension" is achieved in the one of the follow ways:

1. Student submits a written letter of appeal with supporting documentation, and Financial Aid Appeals committee grants the appeal. The student is placed on financial aid probation for the next semester of enrollment or placed on an academic plan established by your Dean and included in supporting documentation to the Office of Financial Aid Planning. At the end of the probation semester, Satisfactory Academic Progress (SAP) will be reevaluated. The student must meet

all Satisfactory Academic Progress (SAP) requirements or requirements of their academic plan outlined in their probation at the end of the semester, or they will be placed on Financial Aid Suspension and must reestablish eligibility as described in item 2.

2. The student pays for all obligations, (tuition and fees), without financial aid assistance and reestablish eligibility by meeting the SAP requirements.

Appeal Process

1. Students wishing to appeal their suspension must submit a written appeal with supporting documentation that led to not meeting the SAP requirements. This appeal must include a plan for meeting SAP at the end of the next enrollment period or future period if outlined in an academic plan. Circumstances may include death of a family member, unexpected injury or illness of the student or other circumstances with supporting documentation.
2. Appeals must be submitted by the deadline established by the program.
3. Student will be limited to two appeals during their graduate career.
4. Appeals submitted without supporting documentation will not be reviewed.
5. The Financial Aid Appeals committee will review the appeal request and respond in writing to the student regarding the decision and will notify the Dean of that area as well as to the results of the appeal. If any terms of the plan are not met, the student shall be placed on Financial Aid Suspension beginning with the next enrollment period.
6. Appeals that are granted will result in a “Probation” status, allowing the student to receive aid for the subsequent semester. Students placed on probation will be reevaluated at the end of that payment period.

All decisions of the Financial Aid Committee Are Final

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 Limitations - 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 a 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.

Good 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 a degree program.

To remain in good academic standing, the graduate student must maintain a specific cumulative graduate point average. Depending upon the discipline, the GPA varies:

Minimum GPA for graduate students:

MBA	3.0
MCJ	3.0
MDiv	2.5
MMin	2.0
MEd	3.0
MEd: A/S	3.0
MAT	2.5
MMEd	3.0
DMin	3.0

Academic Probation

To avoid academic probation, a graduate student must meet the minimum GPA required as outlined in their specific college. Please see the minimum GPA for your specific college.

Academic Suspension (Initial)

If a student fails to meet the minimum GPA requirement for two consecutive terms (as defined by their college*), the student is placed on suspension from Anderson University for a period of one term. Within 30 days, the student will begin to work on the academic success plan outlined by the student and the College Dean/Director. Students may apply for readmission into the college after being out for one academic term, as defined by the respective college.

Academic Suspension (Second)

Upon readmission, should a student fail to maintain the minimum GPA requirement for one academic term, (as defined by their college), the student is placed on a second suspension. Regardless of suspension, the student may not be readmitted until at least one calendar year has elapsed. Should the student reapply for admission, he or she will need to write a letter to the College Dean outlining a plan for change.

Repeating a Graduate Course (Initial)

If a student receives a grade of D or F in a course, the student may repeat the course one time without permission from the College Dean/Director. Degree credit for a repeated course will be given only once, but the grades assigned for both the first and second time a course is taken will appear on the student's transcript. Repeated course units excluded in a student's GPA will be removed from the number of units attempted, as well as balance points so in computing the GPA, only the grade and corresponding grade points earned the second time a course is taken will be used.

Repeating a Graduate Course (Second)

After repeating a course and a student fails to earn a grade of a C or better, the student may petition the Dean of the College requesting to retake the course a third time. The Dean of the College reserves the right to refuse a third attempt. If after the third attempt and the student fails to obtain a C or better, no additional attempts will be allowed.

Treatment of Grades, Course Work and Transfer Credits

1. Attempted credits include all courses listed on the academic transcript and include grades of A, B, C, D, F, I, P, NC, W, etc.
2. If a student is permitted by their program to repeat a course in order to improve a grade, credits for repeated courses will count as additional credits attempted for financial aid purposes.
3. Transfer credits will be counted as attempted and completed credits for the completion ratio calculation and count towards the maximum time frame allowed.

Incomplete Grades

It is the student's responsibility to request the grade of "I", an incomplete grade, when some extenuating circumstance beyond the student's control (e.g. serious medical condition with documentation, required change in work schedule, etc.) prevents the completion of a course within the standard time requirement. An "I" is a temporary grade and can only be granted when a student has successfully completed at least 50% of the work required in the course. When the student does not meet this criterion, then it is likely a WP or WF should be assigned.

To initiate the process for assignment of an Incomplete, the student should have an initial conversation with the course instructor. Eligibility for an incomplete grade will be determined by the instructor's review of the student's progress in the course and the documentation provided by the student such as medical statements or a statement from the employer, as well as consideration of their own availability to extend the time period. The maximum allowable time for an extension is thirty days.

When the faculty member agrees that the student has met the criteria to be granted an Incomplete, and he or she is willing to accommodate the request, the faculty member will download and complete a copy of the Request for an Incomplete Grade. The instructor and the student must agree on the assignments that will be submitted late, and the form must include a list of these items. Signatures by both parties on the form will be viewed as agreement to the stated requirements for completion. Once the assignments are listed and the signatures provided, the completed form must be delivered to the Registrar's Office for processing. The Request for an Incomplete Grade Form must be submitted to the Registrar before the end of the last regular class day in a semester or term.

Upon receipt of the completed form, the Registrar's Office will enter the grade of "I." The instructor is required to submit the final grade within 10 days of receiving all designated assignments or no later than 10 days beyond the 30-day extension. In the unusual case when a grade is not submitted by the date indicated on the form, the "I" grade will be converted to an "F". A student can access his or her transcript through the student portal to monitor the resolution of the course grade.

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 the 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.

Withdrawal from a Course

Important: Please note any changes in enrollment during the add/drop period of course withdrawal at any point of the semester may result in revisions to your financial 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 of 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. Depending on the date of the official withdrawal, a grade of "W" or "F" may be assigned. Students failing to follow the procedures of official withdrawal will be awarded a grade of "F" for all courses in which they remain registered.

Temporary Graduate 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.

Student 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 students' 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 the 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 the term or semester will not be granted.

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 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 the first offense and may include suspension or expulsion for the 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. Applications for accommodations do 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 must be required to provide additional documentation. Complete guidelines for documentation are available from the Center for Student Success. In general, documentation should include:

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- Letterhead, name, and title indicating that the documentation was provided by a professional, trained in the differential diagnosis of disorders and that 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 will be performed. Official degree audits are sent to the student's Anderson University email account. All student 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.

Family Educational Rights and Privacy Act (FERPA)

As a Title IV Federal funds granting institution, Anderson University is required to comply with the Family Education Rights and Privacy Act (FERPA). This section outlines the FERPA rights of eligible students.

"FERPA," The Family Educational Rights and Privacy Act affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attend a postsecondary institution.) These rights include:

- The right to inspect and review the student's education records within 45 days after the day Anderson University receives a request for access. A student should submit to the University Registrar a written request that identifies the record(s) the student wishes to inspect. The University Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University Registrar, the student will be advised of the correct university official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before Anderson University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Anderson University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trust; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Anderson University who performs an institutional service of function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Anderson University.
- Anderson University may disclose PII from the education records without obtaining prior written consent of the student:
 - To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U. S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with the Federal legal requirements that related to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation or enforcement or compliance activity on their behalf.

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- o In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
 - o To organizations conducting studies for, or on behalf of, the school, in order to: (1) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
 - o To accrediting organizations to carry out their accrediting functions.
 - o To parents of an eligible student if the student is a dependent for IRS tax purposes.
 - o To comply with a judicial order or lawfully issued subpoena.
 - o To appropriate officials in connection with a health or safety emergency.
 - o Information the school has designated as “directory information.”
 - o To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
 - o To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her.
 - o To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. The disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Anderson University to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA Annual Notice Addendum

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records – including Social Security number, grades, or other private information – may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to those records and PII without student consent to any third party designed by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive students' PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent PII from education records, and they may track student participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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 through the Office of Financial Aid Planning.

Degree Programs



COLLEGE OF BUSINESS

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.

Master of Business Administration Personnel

Dr. Carol Karnes, Dean, College of Business
 Dr. John Frazier, Professor of Management
 Dr. Douglas J. Goodwin, Associate Professor of Management
 Dr. Bill Hanson, Adjunct Instructor
 Dr. Miren Ivankovic, Associate Professor of Economics and Finance
 Dr. Evie Maxey, Assistant Professor of Human Resource Management
 Ms. Emily McCorkle, Adjunct Instructor
 Dr. Jeffrey Moore, Associate Dean, College of Business and Director of the MBA Program and Associate Professor of Management
 Dr. Chris Neuenschwander, Associate Professor of Accounting and Finance
 Dr. Gordon Smith, Associate Professor of Economics
 Dr. Kent Saunders, Professor of Finance and Economics
 Dr. Joe Spencer, Professor of Marketing
 Dr. Kimberly Whitehead, Assistant Professor of Management
 Ms. Stephanie McLees, Coordinator of the MBA and Administrative Assistant for the College of Business

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.

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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.

Anderson University is accredited by the Accreditation Council for Business Schools and Programs to offer the Master of Business Administration (MBA).

MBA advisory board

Purpose

- ACBSP accreditation requirement
- Curriculum evaluation
(business skill, critical thinking & Biblical perspective – Lead Like Jesus model)
- Identify service learning project for MBA to be involved with

The yearly responsibilities of the board are as follows:

- Review a summary of the content and assignments of one of our MBA courses – documentation provided by the professor who teaches the class. Then, meet with the professor and one or two other Advisory Board members to discuss with the professor the content of the class. At this time you will discuss the appropriateness of the content and assignments and provide feedback regarding the relevance of the content. You will also be an advisor to the professor regarding any changes in the content and assignments given during the class.
- Meet at a luncheon once per year where the MBA director will update Advisory Board members regarding events, focuses, deliverables, and activities of the MBA program.
- Support the ongoing research of the MBA faculty with a financial contribution to the MBA faculty research fund (individually or corporately). This fund will enable high quality research and faculty academic publications.
- Review and provide ideas for MBA community service project.

Membership

Mr. Cary Matthews is the COO of Trestel, LLC, a nationwide multi-technology solutions provider located in Duluth, Georgia specializing in voice, data, video and networking technologies.

Mr. Bruce Lockhart has for the past 11 years served as President of Ceradyne Thermo Materials Division where he is responsible for operations, engineering, sales and marketing for facilities in Atlanta, Tennessee, and two in Tianjin China. Due to Ceradyne recently being acquired by 3M corporation, Bruce has transitioned to the position of Global Business Manager for 3M's Industrial Ceramics platform.

Mr. Ross Walters joined BB&T in 2001 as the Regional Director of Wealth Management for the Upstate of South Carolina. Prior to joining BB&T Ross spent 25 years with Bank of America in various sales leadership roles in the areas of Trust, Retail Banking, and Commercial Lending.

Mr. Thomas C. Alsborg served as Executive Vice President & Chief Financial Officer of SYNEX Corporation from March, 2007 until April, 2013. Mr. Alsborg has 25 years of business experience in the fields of accounting and finance, largely with Fortune 500 companies and a major CPA firm.

Mr. Robb Kolb is the CEO of National Radiology Solutions. He has a BA in Business Administration and an MBA from Anderson University. Robb has worked on the business side of healthcare for over twenty years including eight years for Nestle's Healthcare Nutrition division and over 16 years in Healthcare Imaging.

Mr. Michael Coffin is a former senior executive and entrepreneur with over 30 years of experience. He has held CIO, COO, and CEO positions in Fortune 100 and mid-tier publicly and privately held domestic and international organizations.

Mr. Arnaldo Marion serves as member on the board of directors of IMEC, where he is responsible for International affairs and Education projects in Brazil and abroad. Mr. Marion is also the founder partner of "Coaching 4 Change Brasil", which's mission is to equip and train organizational leaders with coaching tools and a servant heart.

Dr. Johnson V. Thomas is the director of VeePhi Innovation Labs in Bangalore, India. As a technology scientist turned entrepreneur, independent researcher and consultant, he seeks to promote innovation for the benefit of a sustainable society. Dr. Thomas co-stewards the building up of VeePhi Innovation Labs, a start-up firm that specializes in data analytics, leadership transformation, and innovation transformation. His other areas of interest include management tools, business strategy and intellectual property law.

International Business Research Center (IBRC)

<http://andersonuniversity.libguides.com/lj>

The IBRC has for main objective to strengthen the branding and added value of the Anderson University business programs. IBRC research initiative includes three main themes:

an ethics and behavior nucleus,

Research Target: Understand moral development in the university student and in the employee in order to promote more ethical behavior in university students and in employees.

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an efficiency nucleus,

Research Target: How to achieve better operational results along with sustainable and efficient solutions that can lead to better market competitiveness?

Creative Industry: Focused on new products and processes for technological and innovative development.

and a leadership nucleus.

Research Target: Investigate the variety of leadership models and organizational development methods applied on specific industries abroad along with its impact on business performance and profitability.

Creative Industry: Offer seminars (one week or more) to students and professionals to study leadership in South Carolina, or take students and professionals abroad for such seminars (one week or more) to study business in an international context.

Partnerships with business / corporate partners in SC: Create venues where practical projects bring value to the company, academia and the faculty/student. The company benefits by having real business / leadership questions investigated, academia benefits by having new research being undertaken, and most importantly students/faculty increase their expertise researching.

Faculty / Student development research initiatives: Assist faculty and students to increase their research opportunities.

Operationalize the Servant Leadership Framework through the assistance of Lead Like Jesus (LLJ) organization: Create a Christian research environment where businesses and researchers can investigate and develop practical tools that discuss the Christian Servant Leadership framework.

Partnership with domestic & international universities: Work with universities in the US and abroad to extend the influence as well as unite resources to reach the conference research objectives.

Developing MBA curriculum: Research and case studies presented used in the MBA classes.

MBA assistant research scholarship

The MBA program has an assistant research position open to an active and enrolled MBA student. The role of the research assistant is to help in assisting in research, participating in student research leading to publications as well as working within the International Business Research Center and International Business Leadership Seminars.

Admission Requirements

Regular Admission

- Baccalaureate degree from a regionally or nationally accredited institution of higher learning
- Appropriate cumulative college GPA (2.75) or GMAT score exceeding 510
- Submit three Reference Request Forms – one being from your supervisor
- 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. International MBA candidates will need to have an interview via Skype with the director of the MBA program before being accepted. Anderson University does provide the appropriate US student visas to those coming to study on campus. International students receiving their undergraduate degrees from institutions abroad must submit their transcripts to be evaluated by WES, who will then transmit the results to Anderson University.

Regular admission is determined by the criteria listed below	Full Status
1 Undergraduate GPA from a regionally or nationally accredited institution exceeds 2.75 (with prerequisites) or	X
2 GMAT score exceeds 510	X

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 or 2 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. 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. Refer to the MBA student handbook to see the effect of a GPA less than 3.0.

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.

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- 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. International MBA candidates will need to have an interview via Skype with the director of the MBA program before being accepted.
- \$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 following guidelines from the Registrar's Office.
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.

International Students

International students who are accepted into the Anderson University MBA program and receive a US I-20 student visa have required to comply to US Homeland Security law. In particular, these students must only take up to one course in an online format per semester, all others courses need to be in the seated format. Second, students are not allowed to work off campus but are allowed to work on-campus up to a maximum of 20 hours per week. International students are allowed to pursue an internship program that allows them to work off campus as part of their studies.

Curriculum

The Anderson University MBA consists of 4 foundational courses (12 credit hours), 12 core courses (36 credit hours) and an elective concentration with 3 courses (9 credit hours). This is a total of 57 credit hours. Additionally MBA students may take a 1 credit hour a semester internship course.

Foundation courses (12 credit hours)

- Principles of Finance
- Principles of Economics
- Quantitative Methods (statistics)

Students who have completed all of the requirements of the foundation section of the MBA may continue to the core section of the program. For details on validating proficiency of the foundation learning outcomes please refer to the MBA Student Handbook.

Core courses (36 credit hours):

- Management Thought and Application
- Quantitative Analysis
- Organizational Development
- Managerial Accounting
- Human Resource Management
- Managerial Economics
- Leadership and Ethics
- Operations and Management
- Financial Management
- Marketing Management
- Global Business
- Strategic Management

Elective concentration (9 credit hours):

- In process – Fall 2015

The prospective MBA student may elect to meet the foundational courses in one of three ways. No graduate academic credit will be granted for such courses passed.

1. Complete the appropriate leveling courses offered by Anderson University. The classes are offered on a Pass/Fail grading scale.
2. Complete the appropriate undergraduate courses at Anderson University or other accredited institutions with a “C” or higher.
3. Pass the CLEP test(s) or other test provided by Anderson University 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.

Entering MBA Students must:

- Complete pre-req completion plan (if do not have all 4 pre-requisites)
- Sign Financial Aid Agreement assuming financial for the semester (each semester)
- Sign code of conduct (once)
- Sign into their Anderson email account and use it regularly

Current Student Requirements

MBA orientation

MBA orientation is located online at: <http://andersonuniversity.libguides.com/MBA>

You will find:

- MBA calendar
- Research projects
- MBA news
- tutorial video on Financial Aid
- dates of cohort starts

Entering MBA Students must:

- Sign into their Anderson email account and use it regularly
- Sign Financial Aid Agreement assuming financial for the semester (each semester)
- Sign MBA student handbook with code of conduct (once)

Student financial responsibility

- Students must communicate with the director of the MBA within 72 hours of the first course that they are dropping the course in order not to be financially liable for the course.
- Students not showing up to the first MBA course class (1st week of each 6 week course) will automatically be dropped from the course if they do not communicate beforehand with the MBA director and professor about the absence.

Cheating penalties

- Refer to the MBA code of conduct
- Plagiarism and cheating definitions found in MBA orientation website
- Students who are found cheating or plagiarizing will be directed to the director of the MBA program. Upon investigation if the infraction is validated, the penalty for cheating and plagiarizing will be failing the course, receiving an F.

Attendance policy – seated MBA classes

- Students must notify the faculty member and MBA director of an absence.
- Students may miss one week in a six week course.
- Students missing the first class of a course without notifying the faculty member and MBA director will be dropped from the course.
- Students must notify within 72 hours of the first class of their intentions to withdraw. After the 72 hours they will be financially responsible for the course even if they do not attend.

MBA Academic Calendar 2015-2016

Please see MBA Student Handbook for details

Graduate Course Listing in Master of 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.

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.

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.

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.

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.

595: MBA Internship..... (I-6)

This course is the academic framework for students who pursue a supervised practical, on-the-job learning experience in various areas of business. Job experiences and research are combined in a classroom setting to aid the transition to the workplace. Pre-requisite: Current MBA business student and receives permission of the MBA director.



THE COMMAND COLLEGE OF SOUTH CAROLINA

Master of Criminal Justice (MCJ)

Mission Statement

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.

Master of Criminal Justice Personnel

Dr. Tim Turner, Dean, School of Criminal Justice
Mr. George Ducworth, Assistant Professor, School of Criminal Justice
Mr. Raymond Kelly, Assistant Professor, School of Criminal Justice
Dr. Damon Camp, Coordinator of the Command College
Dr. Thomas Johnson, Adjunct Instructor
Dr. James Metts, Adjunct Instructor
Mr. John Tate, Adjunct Instructor
Ms. Debbie Turner, Adjunct Instructor
Dr. Clarence Williamson, Adjunct Instructor
Mrs. Leanne McBride, Administrative Assistant

Program Overview

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 of 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.

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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.



Academic Calendar 2015-16

SUMMER SCHOOL, 2015

Session 1: May 4 – 2; Registration Deadline – May 1

ACCEL Term V: May 4 – June 29 (Holiday May 25)

Session 2: May 25 – June 19; Registration Deadline – May 22

SUMMER ORIENTATIONS, 2015

June 15, 16, 17, 18, 19, and 26

ADULT ACCELERATED DEGREE PROGRAM - FALL, 2015

Term I - August 24 – October 12

Term II - October 19 – December 10 (Holiday – November 26)

FALL SEMESTER, 2015

IPG Retreat	Monday, August 17
New Faculty Orientation	Tuesday, August 18
Faculty/Staff Meeting and College Planning	Wednesday, August 19
Faculty Retreat	Friday, August 21
New Student Residents Move Into Residence Halls	Saturday, August 22
Opening Worship for New Students and Their Families	Sunday (Morning), August 23
First Day of Class for the Fall Semester	Wednesday, August 26
Labor Day Holiday	Monday, September 7
Opening Convocation (During Chapel Period)	Wednesday, September 9
Last Day to Withdraw from a Course With No Grade (Fin. Responsibility After This Date)	Thursday, September 10
Fall Break	Thursday – Sunday, October 15-18
Last Day to Withdraw from Courses	Wednesday, October 21
Pre-Registration for Spring Semester, 2016	Friday, November 6
Thanksgiving Holidays	Wednesday - Sunday, November 25-29
Last Class Day	Wednesday, December 9
Final Examinations	Thursday, December 10 - Wednesday, December 16
Senior Grades Due	Thursday, December 17 (noon)
Graduation	Friday, December 18
All Grades Due	Tuesday, December 22 (noon)

ADULT ACCELERATED DEGREE PROGRAM - SPRING, 2016

Term III - January 14 – March 7 (MLK Holiday, Jan. 18)

Term IV - March 21 – May 9

SPRING SEMESTER, 2016

Faculty Planning Day	Monday, January 11
Faculty In-Service Training	Tuesday, January 12
New Student Residents Move Into Residence Halls	Tuesday, January 12
Orientation for New Students	Wednesday, January 13
First Day of Class for the Spring Semester	Thursday, January 14
Martin Luther King Holiday	Monday, January 18
Last Day to Withdraw from a Course with No Grade (Fin. Responsibility After This Date)	Thursday, January 28
Founders' Day Convocation	Wednesday, February 10
Last Day to Withdraw from Courses	Thursday, March 10
Spring Break	Saturday, March 12- Sunday, March 20
Good Friday Holiday	Friday, March 25
Pre-Registration for Summer Sessions and Fall Semester, 2016	Thursday, March 31
Honors Convocation	Wednesday, April 6
Last Class Day	Monday, May 2
Final Examinations	Tuesday, May 3 – Monday, May 9
Senior Grades Due	Thursday, May 12, noon
Baccalaureate	Friday, May 13
Graduation	Saturday, May 14
All Grades Due	Tuesday, May 17 (noon)

SUMMER SCHOOL, 2016

Session 1: May 16 – June 3; Registration Deadline – May 14

ACCEL Term V: May 16 – June 30 (Holiday May 30) – Class periods will be lengthened by 10 minutes

Session 2: June 6 – July 1; Registration Deadline – June 3

(Revised 2-5-15)

Graduate Course Listing in Master of Criminal Justice (CRJ)

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.



CLAMP DIVINITY SCHOOL

Master of Divinity (M.Div.)

Mission Statement

The Master of Divinity (M.Div.) degree is the standard degree in American theological education. The M.Div. provides a solid foundation for ministry service by leading students through a wide range of disciplines, including Biblical studies, theology, history, philosophy, pastoral ministry, preaching, evangelism and more. The degree program will be appropriate for a variety of persons, including recent college graduates entering ministry and those already in ministry who are ready for advanced study.

Program Overview

The Master of Divinity is a 75-hour degree program which is offered via multiple delivery modes, including classroom and online options. Both classroom and online classes allow students to select between traditional 15-week semesters and accelerated 8-week terms. Students can also select courses during a four-week May Term, and two one-week Intensive courses offered in the summer.

Master of Divinity Degree Requirements

In order to be awarded the Master of Divinity degree, the student must successfully complete the 75-hour curriculum of courses.

Classroom and online courses are offered in traditional 15-week and accelerated 8-week terms in the fall and spring semesters. A four-week May term is offered in a hybrid format, with the course meeting one night per week (Tuesday or Thursday) and the balance of content delivered online. Two Intensive courses are offered during the summer, with classes meeting Monday through Friday from 9 am until noon, and 1 pm until 5. Evening 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 8:00 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 (primarily 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

If graduates of Anderson University's Master of Ministry program enroll in the Master of Divinity degree program, they will be admitted with advanced standing. The 27 hours of overlapping course hours between the two degrees will be applied to the MDiv transcript, leaving 48 hours to complete.

Provisional admission

Prerequisite to admission to the Master of Divinity 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 Divinity School Admissions Committee 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 Divinity School Admissions Committee may 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 Divinity 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 Divinity program will receive a Certificate in Ministry reflecting their completion of the program curriculum, but they will not receive a Master of Divinity or any other 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.

Advanced Standing

Students who major in Christian Studies within Anderson's College of Christian Studies will have the option of applying to enter the MDiv track in their junior and/or senior years, based on an overall GPA of 3.0 and a letter of recommendation from their church.

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As an undergraduate, the student will be eligible to take up to 30 graduate hours in courses that may later be applied toward the Master of Divinity degree. Upon graduation with the baccalaureate degree, the student may enter the Master of Divinity degree program with advanced standing, receiving up to 30 hours of credit for those graduate courses done while an undergraduate Christian Studies major. For more information contact the Dean of the College of Christian Studies or the Director of the Master of Divinity program.

Transfer of Credits

Anderson University recognizes appropriate course work completed at other seminaries, universities and colleges that have been accredited by one of the six regional accrediting bodies in the U.S. (Acceptance of credit from a non-regionally accredited institution will be made on a case by case basis, depending on the institution.) Transfer courses must be appropriate for the degree program, and have commensurate academic content and expectations to the course being substituted, with a grade of “B” or higher. Transfer hours are posted on the official transcript as credit earned with no grade. The maximum amount of transfer credit for the Master of Divinity degree is 24 hours.

Courses of Study

A student will be required to complete 75 hours of course work; of these, up to 24 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. The maximum time for completing the graduate program is nine (9) years.

Biblical & Theological Studies

Hermeneutics	3
Old Testament	3
New Testament	3
Biblical Languages	6
Biblical Studies Elective	3
Systematic Theology	3
Christian Ethics	3
Christian Philosophy	3
Church History	3
Theol/Phil/History Elective	3
Total	36 hours

Ministry Studies

Introduction to Ministry	3
Spiritual Formation	3
Ministry Internship	3
Pastoral Ministry	3
Leadership in Ministry	9
Evangelism & Church Health	3
Missions	3
Christian Preaching	3
Preaching Practicum	3
Communication in Ministry	3
Ministry Elective	3
Total	39

Total 75 hours

Graduation Requirements.

- A. The successful completion of 75 hours of course work
- B. The fulfillment of all financial obligations
- C. The approval of the faculty

MASTER OF DIVINITY ACADEMIC CALENDAR 2015-2016

Some MDiv classes are offered on the ACCEL class schedule; for these, consult the Master of Ministry calendar below. The calendar shown here relates to traditional semester courses.

FALL, 2015

Classes begin	August 26
Labor Day Holiday.....	September 7
Last day to withdraw from class(es) with a “W”	September 10
Thanksgiving Holidays	November 25-29
Last class day	December 9
Graduation	December 18

SPRING, 2016

First day of class	January 14
Last day to withdraw from class(es) with a “W”	January 28
Spring Break	March 12-20
Last class day	May 2
Graduation	May 14

SUMMER, 2016

Term V	May 16 – July 1 (Holiday May 30)
May Term	May 23-June 17

Dates will vary, based on whether student is enrolled in a classroom or Online course.
Consult the office of the Clamp Divinity School for any additional information needed.

Withdrawal Policies

In order to avoid financial responsibility, students must withdraw by the end of the business day of the second class session (this includes online class sessions) for 8-week classes, or the last day to withdraw from classes with a “W” in the case of classroom courses. For weeklong summer intensives, students must withdraw by the end of business on the first day of the class meeting.

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

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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.

Master of Divinity and Master of Ministry Personnel

Dr. Michael Dudit, Dean, College of Christian Studies and Clamp Divinity School,

Dr. Kristopher K. Barnett, Associate Dean, Clamp Divinity School and Assistant Professor of Christian Ministry

Dr. Bryan Cribb, Associate Professor of Christian Studies

Dr. Channing Crisler, Assistant Professor of Christian Studies

Dr. Charles W. Fuller, Assistant Professor of Christian Studies

Dr. Tim McKnight, Assistant Professor of Christian Studies

Dr. Ryan Neal, Associate Professor of Christian Studies

Ms. Kelli Strickland, Administrative Assistant

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.

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, in a hybrid format, with the course meeting one night per week (Tuesday or Thursday), and the balance of the class delivered is an online format. 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 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 Clamp Divinity School 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.

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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 MMin program requires all students to have and use a computer.

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 2015-2016

FALL SEMESTER, 2015

Term I.....	August 24 – October 12
Term II.....	October 19– December 10
Last day to withdraw from a Term I course with no grade (full financial responsibility after this date)	August 28
Labor Day Holiday.....	September 7
Last day to withdraw from a Term I class(es) with a “W”	September 14
Term I Final Exams.....	October 12-13
Last day to withdraw from a Term II course with no grade (full financial responsibility after this date).....	October 23
Registration begins for Terms III and IV.....	November 6
Last day to withdraw from a Term II class(es) with a “W”	November 19
Thanksgiving Holidays.....	November 25-29
Term II Final Exams.....	December 10-11
Graduation	December 18

SPRING SEMESTER, 2016

Term III.....	January 14 - March 7
Term IV.....	March 21 - May 9
Term V.....	May 16 - July 1
May Term.....	May 23 - June 17
Last day to withdraw from a Term III course with no grade (full financial responsibility after this date)	January 18
Last day to withdraw from Term III class(es) with a “W”.....	February 4
Term III Final Exams.....	March 7
Last day to withdraw from a Term IV course with no grade (full financial responsibility after this date)	March 20
Spring Break	March 12-20
Registration begins for Term V and Term I and Term II – 2015 Fall semester	March 31

Last day to withdraw from Term IV class(es) with a “W”	June 13
Term IV	
Final Exams	May 9
Graduation	May 14

SUMMER TERM, 2016

Last day to withdraw from a May Term course with no grade (full financial responsibility after this date)	May 27
Last day to withdraw from a Term V course with no grade (full financial responsibility after this date)	May 20
Last day to withdraw from Term V class(es) with a “W”	June 2
May Term Final Exams	June 14-16
Term V Final Exams	June 27-July 1

Dates will vary, based on whether student is enrolled in the Classroom program or the Online program. Consult the office of the Clapp Divinity School for any additional information needed.

Graduate Course Listing for Master of Divinity and Master of Ministry (CHR)

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.

509. Old Testament Topics (3)

Study of specialized topic of Old Testament; includes individual research projects under faculty supervision. Prerequisite: CHR 501 or permission of instructor

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- 511. 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 501 or permission of instructor
- 512. Introduction to Biblical Hebrew** (3)
Survey of reading biblical Hebrew; basic grammar and vocabulary are emphasized.
- 513. Intermediate Biblical Hebrew**..... (3)
A study of the grammar and syntax of the Hebrew Old Testament, emphasizing translation and exegesis of the biblical text.
- 514. Pentateuch** (3)
A study of the first five books of the Old Testament, including content, narratives, theological themes, and textual issues. Prerequisite: CHR 501 or permission of instructor
- 517. 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 501 or permission of instructor
- 518. Historical Books**..... (3)
A study of the historical books of the Old Testament, including content, narratives, theological themes, and textual issues. Prerequisite: CHR 501 or permission of instructor
- 519. Jesus and the Gospels** (3)
Survey of the life and ministry of Jesus as revealed in the Gospels. Prerequisite: CHR 502 or permission of instructor
- 524. 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 502 or permission of instructor
- 525. 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 502 or permission of instructor
- 526. New Testament Topics**..... (3)
Study of specialized topic of New Testament research; includes individual research projects with faculty supervision. Prerequisite: CHR 502 or permission of instructor
- 527. Life and Letters of Paul**..... (3)
Survey of the life of Paul with special attention on an exposition of his letters. Prerequisite: CHR 502 or permission of instructor

- 528. Introduction to Biblical Greek** (3)
Study of basic Greek grammar and vocabulary in order to read simple narrative passages from the New Testament.
- 529. Intermediate Biblical Greek** (3)
A study of the grammar and syntax of the Greek New Testament, including exegesis of the biblical text.
- 531. Christian Thought** (3)
Survey of the writings of prominent Christian thinkers addressing perennial human questions. Prerequisite: REL 240 or permission of instructor.
- 532. Baptist History** (3)
Survey of the history of the Baptists, with particular emphasis on the development of that tradition in America
- 533. 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.
- 535. 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.
- 539. 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.
- 541. 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.
- 543. Topics in Christian Theology** (3)
An in-depth study of selected topics of theological significance. Prerequisite: CHR 504 or permission of instructor.
- 550. Christian Education and Ministry Management** (3)
Study of areas of Christian education in the context of church organizations and ministry management principles.
- 553. 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

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management & budgeting; fund-raising and capital campaigns; personal management (time, finances, emotional management); and spiritual disciplines for ministry.

554. 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.

555. 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

557. Apologetics (3)

A study of the defense of Christianity with a view to application in contemporary ministry. Prerequisite: CHR 205 and 240 or permission of instructor.

560. 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.

562. 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.)

563. 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.

564. Worship (3)

An introductory survey of the history, theology and practice of worship in the local church.

565. 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.

566. Missiology (3)

A survey of missions and outreach with particular focus on Southern Baptist missions and emerging mission strategies in the 21st century.

569. 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.

570. 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.

571. 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.

572. Preaching Practicum..... (3)

Students will have the opportunity to practice and further develop skills developed in the basic preaching class. 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 562 or permission of instructor.

573. Topics in Christian Preaching (3)

A study of advanced topics in Christian preaching including hermeneutics, sermon forms, and delivery techniques. Prerequisite: CHR 562 or permission of instructor.

575. Church Planting (3)

This course will serve as an introduction to the topic of Church Planting. Students will be provided a theological basis for church planting, analyze New Testament admonitions for church planters, and be introduced to the nature of church planting in the 21st century. Students will discover terms and concepts pertinent to church planting.

582. Spiritual Formation in Ministry..... (3)

A survey of biblical foundations, theological principles, and practices of spiritual formation for the minister.

594. Internship (3)

Students apply classroom skills and insights in actual work environments under professional supervision.

597. 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 (DMin)

Program Mission Statement

The Doctor of Ministry (DMin) 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 DMin 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 DMin requires:

- three week-long summer residency seminars on site - the residency 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.

Doctor of Ministry Personnel

Dr. Michael Duduit, Dean and Professor of Christian Ministry

Dr. Kristopher Barnett, Director, Doctor of Ministry Studies, Assistant Professor of Christian Ministry and Associate Dean, Clamp Divinity School

Dr. Channing Crisler, Assistant Professor of Christian Studies and Director, Doctor of Ministry Studies

Dr. Charles Fuller, Assistant Professor of Christian Studies

Ms. Kelli Strickland, Administrative Assistant

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 fulltime 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 Anderson 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 12-15 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 John A Broadus on Preaching. 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.

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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 DMin 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 DMin. 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 make an initial payment of \$2,000 prior to attending their first seminar. The remainder of the program fee is paid through a 36-month interest-free payment plan (approximately \$277 per month). If a student wishes to pay per seminar rather than via a payment plan, a payment of \$2,000 will be due for each seminar in which the student enrolls, payable a minimum of two weeks prior to the first day of the seminar. (Students using loans or other financial aid should plan to pay per seminar rather than via a monthly plan). 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 DMin. 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 2015-2016

Residency Seminar.....	July 20-24, 2015
Event Seminar – John A. Broadus Lectures.....	October 19-23, 2015
Event Seminar – National Conference on Preaching	May 16-20, 2016
Residency Seminar.....	July 25-29, 2016

Graduate Course Listing in Doctor of Ministry (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.

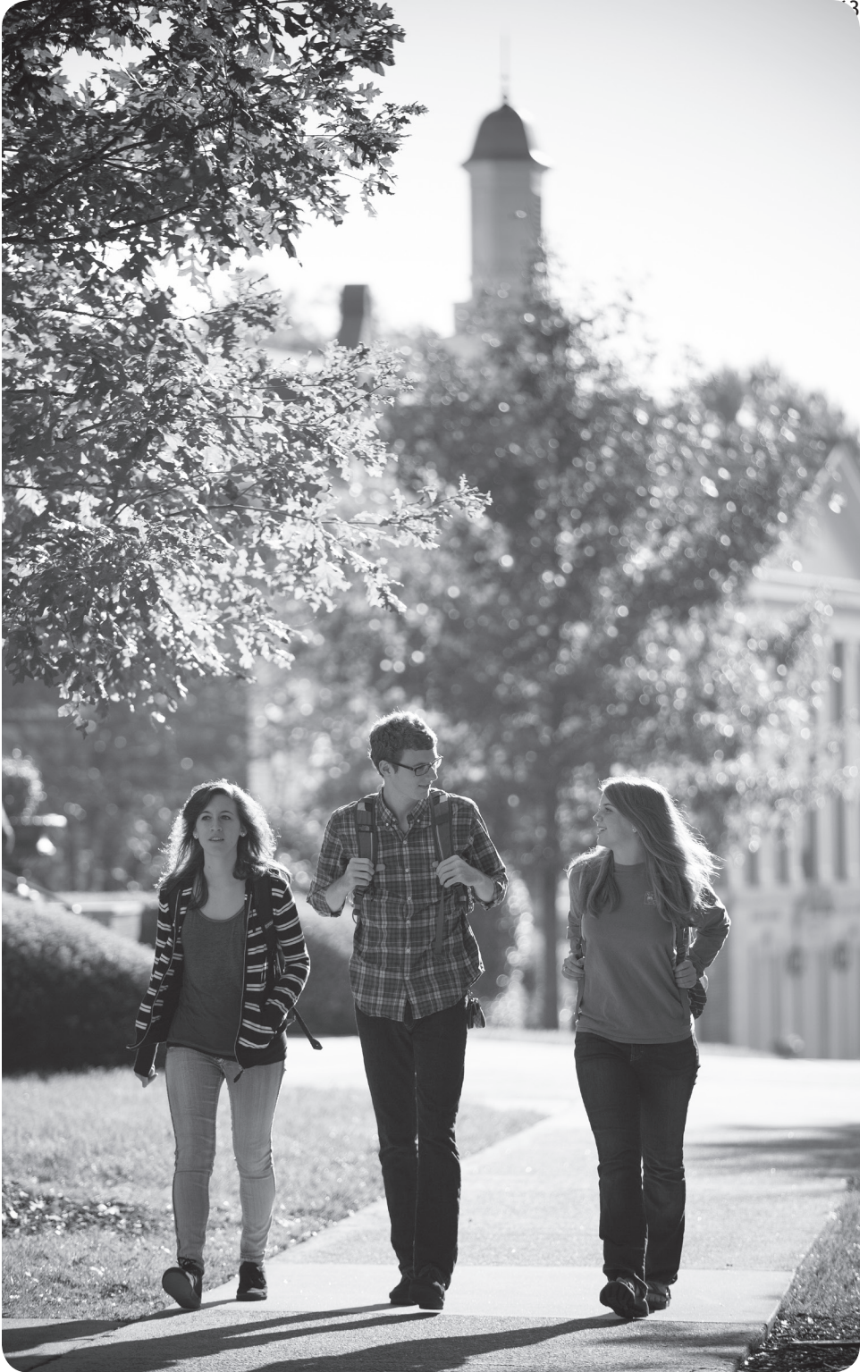
620. Issues and Trends in Biblical Preaching 5)
CHR 620 will be a residency seminar. CHR 620 will explore contemporary issues that impact biblical preaching. This seminar will be held in another city (Atlanta, Dallas, Washington D.C., etc.) in order to expose students to effective contemporary preachers 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. 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.



COLLEGE OF EDUCATION

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 Studies Sourcebook.

Master of Arts in Teaching: Elementary Education

Master of Education

Master of Education in Administration and Supervision

Faculty

Dr. Chuck Wooten, Interim Dean, College of Education
Dr. Joanna Stegall, Associate Dean, College of Education
Mrs. Brenda Gray, Coordinator of Graduate Programs Education
Dr. Tammy Haislip, Professor of Education
Dr. Larry Knighton Assistant Professor of Education
Dr. Meg Walworth, Associate Professor of Education
Ms. Jennifer Anderson, Part-time Instructor
Mr. Phil Ashley, Part-time Professor
Ms. Betty Bagley, Part-time Instructor
Dr. Laura Black, Part-time Instructor
Dr. Lynn Dowis, Part-time Instructor
Dr. Mason Gary, Part-time Instructor
Dr. Bob Hanley, Part-time Instructor
Ms. Allison Hanna, Part-time Instructor
Dr. Jerome Hudson, Part-time Instructor
Dr. Caren Kelly-Hall, Part-time Instructor
Dr. Sonia Leverette, Part-time Instructor
Dr. Fred Woodworth, Part-time Instructor

College of Education Graduate Studies Academic Calendar 2015-2016

Master of Arts in Teaching: Elementary Education*

Term I – Fall 2015	August 24 – October 16 (Holiday – Sept. 7) (Fall Break – Oct. 15-16)
Term II – Fall 2015	October 19 – December 9 (Holiday – November 25- 27)
Term III – Spring 2016	January 14 – March 18 (MLK Day – Jan. 18) (Spring Break March 14-18)
Term IV – Spring 2016	March 21 – May 2 (Good Friday – March 25) (Assessment Day – April 7)
Term V – Summer 2016	May 9 – June 30

Master of Education * All courses are offered online

FALL 2015

Term I – Fall 2015	August 24 – October 16
Term II – Fall 2015	October 19 – December 9
Term III – Spring 2016	January 14 – March 18
Term IV – Spring 2016	March 21 – May 2
Term V – Summer 2016	June 6 – 17
Term V – Summer 2016	June 20 – July 1
Term V – Summer 2016	July 11 – July 22
Term V – Summer 2016	July 25 – August 5

Master of Education in Administration and Supervision*

Term I – Fall 2015	August 24 – October 16 (Holiday – Sept. 7) (Fall Break – Oct. 15-16)
Term II – Fall 2015	October 19 – December 9 (Holiday – November 25- 27)
Term III – Spring 2016	January 14 – March 18 (MLK Day – Jan. 18) (Spring Break March 14-18)
Term IV – Spring 2016	March 21 – May 2 (Good Friday – March 25) (Assessment Day – April 7)
Term V – Summer 2016	June 6 – 17
Term V – Summer 2016	June 20 – July 1
Term V – Summer 2016	July 11 – July 22
Term V – Summer 2016	July 25 – August 5

*Dates are subject to change based upon room availability or other extenuating factors.

Master of Arts in Teaching: Elementary Education (MAT)

Program Overview

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 an area other than education for initial teacher certification to enter the elementary school classroom. The candidate completes 43 credit hours of course work in preparation for 12 credit hours of Clinical Experience. Candidates applying to this program are evaluated regarding their proficiency in 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.

The candidate is recommended for teaching certification upon the completion of all academic and extra-academic requirements.

Admission Requirements

The applicant must meet the following requirements to be eligible for consideration for admission into the Master of Arts in Teaching: Elementary Education program:

- submit a “College of Education Graduate Studies Admission Application”
- submit official transcripts from all prior colleges or universities;
- Complete an interview with College of Education Graduate Interview committee;
- have a minimum undergraduate grade point average of 2.5 for all course work or the last 60 hours of course work;
- submit reference letter from the applicant’s current immediate job supervisor ;
- must complete an interview with the College of Education Graduate Interview Committee;
- must meet with Coordinator of Graduate Studies for orientation and advising;
- achieve a minimum TOEFL score of 550 (paper), 220 (computer) or 75 (Internet) if English is not the student’s first language; and
- provide proof of a current Visa if candidate is an International student

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 may be withdrawn from the program.

Graduate Course Listing in Master of Arts in Teaching: Elementary Education (EDU)

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. Field lab of 12 hours in a setting which serves individuals with disabilities is required. Course may be offered in either a synchronous or asynchronous format.

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 testS, unit assessment system, field experiences, Clinical Experience, ADEPT, InTASC, NCATE, and SPAs. This course meets one full Saturday during the semester. Lab Fee: \$110.00

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 Academic Standards.

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 ISTENETS 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.

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. Prerequisites: A minimum grade of "C" in all professional education courses, completion of Benchmark II, and the successful completion of all Praxis II Licensure Area Tests and the appropriate Principles of Learning and Teaching Test.

Master of Education (MEd) (non-certification)

Program Overview

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 format. The Master of Education degree is a 33-hour program that does not lead to program certification. The candidate is recommended for graduation upon the completion of all academic and extra-academic requirements.

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,” which should include employment information (e.g. Lakeview School, 3rd Grade);
- 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;
- submit a reference letter from the applicant’s school principal;
- complete an interview with the College of Education Graduate Interview Committee;
- meet with Coordinator of Graduate Studies for orientation and advising;
- for (lower case F)
- submit a minimum TOEFL score of 550 (paper), 220 (computer) or 75 (Internet) is required; if English is not the first language of the candidate,
- provide proof of a current Visa if the candidate is an International student.

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 may 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 Course Listing in Master of Education (EDU)

Strand I: Knowledge

502. The Constructivist Teacher (3)

This course provides a foundation in constructivist theories of education and their applications to the practice of designing and modifying standards-based curriculum to effectively meet the needs of all students. Topics explored include the integration of cognitive and social constructivist theory of effective pedagogical practice in the contest of project-based learning. Candidates practice standards-based, curriculum-aligned lesson planning and implementation, with reflective, evidence-based assessment of strengths and weaknesses of various lessons.

519. Emerging Trends and Practices in Educational Technology (3)

This course explores current topics, trends, and practices in educational technology research and their applications. Students will review literature and practices to examine merging trends in the field. Students will also develop lessons that integrate those technologies through the use of sound instructional design principles.

521. Assessment Data to Inform Instruction (3)

This course is a study of how to use assessment results to improve student learning. The course considers test validity and reliability so that test results can be interpreted to indicate students' achievement and teacher effectiveness..

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.

Strand II: Values

5XX. Educating Students with Diverse Backgrounds (3)

Educating students from diverse backgrounds seeks to create agents of change in classrooms, school, and communities through an integrated focus on equitable educational practices. The course leads educators to examine individual identities as allies and empowered persons who seek educational justice for their students. The course uses discussion and critical analysis of cases of social injustice as enacted in the educational setting to examine multiple perspectives and potential micro-and macro solutions. With additional exposure to social justice literature, educators can plan to become agents of change toward more educationally equitable democratic classrooms.

504. Education of Students with Exceptionalities (3)

This course is a study of ethical and legal aspects of classrooms with , characteristics and needs of the exceptional students, and research into program development and assessment for teachers who may work with exceptional students or those preparing to develop classes for such students.

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513. Nature and Needs of Gifted and Talented Students (3)

This course is designed to be an introduction to the field of gifted education, including a history of gifted education, theories of intelligence, definitions of giftedness, methods of identification, and a variety of programming options for the conventional classroom/school setting as well as in classrooms for the gifted and talented. Practical aspects of the course will include the development of IEPs, learning preference assessments, interest assessments, and management plans. Some attention will be devoted to teaching strategies and curriculum materials that teachers will find useful in designing program options for gifted and talented learners.

519. Emerging Trends and Practices in Educational Technology (3)

This course explores current topics, trends, and practices in educational technology research and their applications. Students will review literature and practices to examine merging trends in the field. Students will also develop lessons that integrate those technologies through the use of sound instructional design principles.

Strand III: Community**5XX. School, Family, and Community Relations (3)****5XX. Education Law and Policy for the Classroom..... (3)****Strand IV: Inquiry****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—Based Practitioner I (3)

This course is designed to deliver skills necessary to critically analyze a segment of a published, peer-reviewed body of knowledge based on a clear experimental question. The skills of summary, classification, and comparison will be applied to a specific topic of interest which will provide educationally significant information for the educator. Prerequisite: Completion of Strands I, II, and III.

Master of Education in Administration and Supervision (MEd:AS)

Program Overview

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 six months of field experience. 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 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 principal must complete at least one year of the three years in grades 7-12.

The candidate is recommended for administrative certification upon the completion of all academic and extra-academic requirements.

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,”; which should include employment information (e.g., Lakeview Elementary School, 3rd Grade).
- 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;
- submit a reference letter from the applicant’s school administrator;
- complete an interview with the College of Education Graduate Interview Committee;
- submit a minimum TOEFL score of 550 (paper), 220 (computer) or 75 (Internet) if English is not the first language of the candidate
- 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 may 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 Course Listing in Master of Education: Administration and Supervision (EDU)

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. Addressing Diversity in the Educational Setting (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.

512. The Principal as Instructional Leader (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. The Principle as Educational Leader (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.

527. Grant Writing Strategies for Educators (3)

This course is designed to provide students with the practical skills of preparing competitive grant proposals for submission to private foundations, corporations, professional associations, and other funding sources. Students will be introduced to various sources of funding, common components of grant proposals, as well as strategies to develop each component of a grant proposal. Students will work individually and collaboratively with other professionals to design standards/research based, data driven, grant proposals that will increase educator effectiveness and results for all students. They will apply skills learned by working directly with other class members, district staff, and school staff to develop a standards based, data supported grant proposal for submission to an appropriate funding source for their project. The goal is to assist educators to develop the competencies that are necessary to develop a grant proposal that supports instruction,

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academic achievement, and well-being for their students as well as their own professional development. Course discussions will include review and analysis of funded projects, development of the Needs Statement, Project Summary, Goals and Objectives, Project Strategies, Evaluation and Budget. Some procedures in grant implementation will also be covered.

529. Data Analysis to Inform Instruction (3)

This course is a study of strategic planning and thinking for a learner-focused educational system which integrates curriculum, instruction, assessment, facilities, human resources, finance, and educational technology.

590. Internship in Elementary School Administration I (3)

The purpose of this field placement is to provide the administration candidate with professional experiences in an administrative role by working with a mentor elementary principal. The goal is to provide candidates an opportunity to accept authentic responsibility for leading, facilitating, and making decisions typical of those made by school principals for a full semester.

591. Internship in Elementary School Administration II (3)

Continuation of EDU 590.

595. Internship in Secondary School Administration I (3)

The purpose of this field placement is to provide the administration candidate with professional experiences in an administrative role by working with a mentor secondary principal. The goal is to provide candidates an opportunity to accept authentic responsibility for leading, facilitating, and making decisions typical of those made by school principals for a full semester.

596. Internship in Secondary School Administration II (3)

Continuation of EDU 595.



THE SOUTH CAROLINA SCHOOL OF THE ARTS

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.

Master of Music in Music Education Personnel

Dr. David Perry, Department Chair, Director of Music Education

Ms. Deedy Francis, Associate Professor of Music

Dr. Howard Kim, Associate Professor of Music

Dr. Tommy Watson, Associate Professor of Music

Dr. Richard Williamson, Professor of Music

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 6 credit hours per semester for purposes of academic work load and financial assistance. Half-time equivalency is 3 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 “South Carolina School of the 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 one completed reference form, which must be from the applicant’s current immediate supervisor

Graduate Music Placement Exams

Students must pass Graduate Placement Exams in Music History and Music Theory as pre-requisites to MUH 530 Topics in Music History and MUT 510 Analytical Applications. Students may take the Music History Placement Exam a total of three times and may take the Music Theory Placement Exam a total of three times to become eligible for MUH 530 and MUT 510 respectively. Students who do not pass the placement exam for MUH 530 must take MUH 497 Music History Review as a pre-requisite. Students who do not pass the Music Theory Placement Exam must take MUT 498 Music Theory Review as a pre-requisite.

Conditional Status

At the discretion of the Dean of The South Carolina School of the Arts and Director of Music 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 conditionally admitted 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.

Comprehensive Review and Candidacy

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 research/teaching project 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

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consist of an investigation of a research problem in music education with a product of a “presentation-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 Music Education Program must be notified.



Master of Music in Music Education Academic Calendar 2015-2016

Term I: MUE 511 Foundations of Music Education, August 24 – October 12, 2015

Term III: MUE 535, Music Teaching and Learning - January 14 – March 7, 2016

Term IV: MUH 526 Psychology of Music - March 21 – May 9, 2016

Term V: MUE 530 Current Issues in Music Education, May 4 – June 29, 2016

Summer 2016 courses: Dates and courses to be determined

Graduate Course Listing in Master of Music in Music Education

Required Music Education Courses (MUE) (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.

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Music History Course (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.

**Applied Music and 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)
EDU Courses offered through the College of Education.**

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.

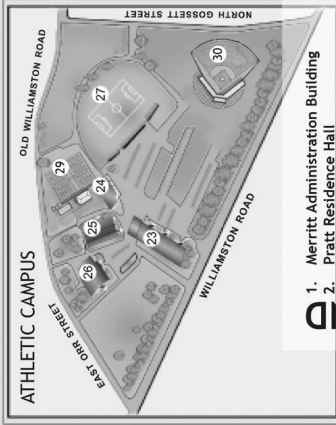
**Graduate Review Courses (required if insufficient scores on placement exams)
Credits do not count toward 30 hours of MM MED degree requirements**

MUH 497 Graduate Music History Review (1 Credit Hour)

A review of undergraduate music history concepts and skills.

MUT 498 Graduate Music Theory Review (1 Credit Hour)

A review of undergraduate music theory concepts and skills.



MAP LEGEND

1. Merritt Administration Building
2. Pratt Residence Hall
3. Abney Athletic Center
4. Admission Processing
5. Admission Office/Welcome Center
6. Future G. Ross Anderson Student Center
7. Boulevard Residence Halls
8. Denmark Residence Hall
9. Campus Safety
10. Johnston Hall
11. Kingsley Residence Hall
12. Lawton Residence Hall
13. President's Home
14. The South Carolina School of the Arts
15. Rouse Residence Hall
16. Stringer Commons Apartments
17. Student Center
18. Sullivan Building
19. Thrift Library
20. Vandiver Building
21. The Village Residence Hall
22. Watkins Teaching Center
23. Athletic/Classroom Annex
24. Pavilion
25. Intramural/Multipurpose Gym
26. Indoor Baseball/Softball Complex
27. AU Soccer Stadium
28. Rice Building
29. Tennis Complex
30. Softball Complex



Baseball - Memorial Stadium
 1921 White Street | Anderson, SC 29624

School of Criminal Justice and Homeland Security
 200 Bleckley Street | Anderson, SC 29625

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