



ABILENE  
CHRISTIAN  
UNIVERSITY



2016-17 CATALOG

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# Important Contact Information

*Inquiries concerning undergraduate admission to the university, should be addressed to:*

## **OFFICE OF ADMISSIONS**

ACU Box 29000; Abilene, Texas 79699-9000  
Hunter Welcome Center, Suite 140

Phone: 325-674-2650  
800-460-6228

Fax: 325-674-2130

Email: [info@admissions.acu.edu](mailto:info@admissions.acu.edu)

Web: [acu.edu/admissions](http://acu.edu/admissions)

*Contact information and inquiries concerning admission to graduate programs can be found online at: [acu.edu/grad](http://acu.edu/grad).*

*Inquiries concerning account balance, payments, refunds, financial aid, student accounts, billing; or to apply for graduation, change your major, contact your financial aid advisor, sign loan checks, update your address, request name change, buy Bean Bucks or Campus Cash, ID cards, and parking permits should be addressed to:*

## **THE DEPOT**

ACU Box 27940; Abilene, Texas 79699-7940  
McGlothlin Campus Center, Room 222

Phone: 325-674-2300  
888-588-6083

Fax: 325-674-6850

Email: [depot@acu.edu](mailto:depot@acu.edu)

Web: [acu.edu/depot](http://acu.edu/depot)

## **ACU DALLAS**

16633 Dallas Parkway, Suite 800  
Addison, TX 75001

Phone: 877-698-2793

Email: [gradonline@acu.edu](mailto:gradonline@acu.edu)

Web: <http://www.acu.edu/graduate/degree-programs/online-programs/>

*Inquiries concerning transcripts, academic records, veterans benefits and enrollment verification should be addressed to:*

## **OFFICE OF THE REGISTRAR**

ACU Box 29141; Abilene, Texas 79699-9141  
Hardin Administration Building, Room 207

Phone: 325-674-2300  
888-588-6083

Fax: 325-674-2238

Email: [registrar@acu.edu](mailto:registrar@acu.edu)

Web: [acu.edu/registrar](http://acu.edu/registrar)

Ordering a transcript: [acu.edu/transcript](http://acu.edu/transcript)

*Inquiries concerning residence halls or available housing should be addressed to:*

## **OFFICE OF RESIDENCE LIFE EDUCATION AND HOUSING**

ACU Box 29004; Abilene, Texas 79699-9004  
McGlothlin Campus Center, Room 43

Phone: 325-674-2066

Fax: 325-674-6475

Email: [reslife@acu.edu](mailto:reslife@acu.edu)

Web: [acu.edu/reslife](http://acu.edu/reslife)

*Inquiries concerning health records and immunizations should be addressed to:*

## **MEDICAL CLINIC**

ACU Box 28154; Abilene, Texas 79699-8154  
849 Coliseum Way

Phone: 325-674-2625

Fax: 325-674-6998

Email: [medical@acu.edu](mailto:medical@acu.edu)

Web: [acu.edu/medical](http://acu.edu/medical)

*Inquiries concerning:*

## **FINAL EXAM SCHEDULE**

Web: [acu.edu/finalexams](http://acu.edu/finalexams)

Directory assistance for other offices is available through the  
**ACU Operator: 325-674-2000.**

This catalog contains information about undergraduate and graduate programs and is intended to be a description of the policies, academic programs, degree requirements, and course offerings in effect for the 2016-2017 academic year. The university has endeavored to make it as accurate as possible at the press deadline. It should not be construed as an irrevocable contract between the student and the university. Abilene Christian University reserves the right to change any of the policies, procedures or fees described in this catalog and to apply these changes to any or all of its students as it finds necessary. The university may also choose to add or delete course offerings, degree programs, or other programs at any time.

## From the President



Welcome to Abilene Christian University!

We're glad you're planning to join us for the 2016-17 school year. Our campus is full of students who are discovering what it means to receive an education in a vibrant, innovative, Christ-centered community. Our mission is to educate students for Christian service and leadership throughout the world, and our faculty and staff have promised to make ACU a place where that transformation takes place.

ACU's exceptional faculty and staff members challenge and mentor their students, equipping them to make a real difference in the world – in their homes, churches and communities. We believe true learning happens where the classroom and the world meet, so we offer numerous opportunities for hands-on learning in and out of the classroom, both on campus and in other locations around the globe. We've created an atmosphere where you will experience authentic spiritual and intellectual growth. At ACU we endeavor to blend an exceptional education with opportunities to stretch our students and challenge their faith.

As an ACU student, you will take ownership of your academic career, preparing yourself for life after college. ACU also offers numerous opportunities for you to grow spiritually and socially through participation with more than 100 campus organizations and many other venues for service. We are working to fulfill our 21<sup>st</sup>-Century Vision of becoming the premier institution for the education of Christ-centered global leaders, and we welcome you as a part of that group.

*U.S. News and World Report* consistently ranks ACU both a "Best College" and a "Best College Buy" in its annual ranking of colleges and universities. Our hands-on approach to learning, state-of-the-art technology and Christian focus combine to offer you a distinct learning experience.

This catalog explains our undergraduate and graduate academic programs, requirements for admission and the various support services available on campus. Please call one of our toll-free numbers if you have additional questions. Our Admissions team is ready to help you enroll, and the provost's staff are excited to assist you in planning and accomplishing your academic goals.

Phil Schubert, Ed.D.  
*President*

## From the Provost



Welcome to Abilene Christian University! This is a special place that is designed to prepare you both intellectually and spiritually for the unique plan that God has for your life. Combining cutting edge instruction and facilities with more than a century of tradition and history, ACU offers nationally recognized academic programs within a supportive, Christ-centered community. We believe that you are here for a specific purpose and promise to provide you with a vibrant and innovative educational experience that equips you to make a real difference in the world.

Students who are attracted to ACU are usually highly involved – in their churches, in their community, and with their families. We invite you to bring this same energy and sense of involvement to your experiences both on and off campus. In fact, we feel that you learn best when you are able to work side-by-side with our talented faculty and staff as they engage you in learning through research, internships, study abroad experiences, service learning opportunities, team projects, and learning communities. You will spend plenty of time in the classroom, but you will also bring your newly acquired knowledge to life as you apply it in the real world among real people.

ACU's academic reputation and national rankings have continued to increase year after year. This hard-earned recognition is a testimony to the sacrificial commitment of generations of faculty and staff and the thoughtful integration of faith and learning offered to students. ACU takes seriously its charge to be a leading university for the education of Christ-centered global leaders and we continually seek the physical and technological resources necessary to enhance the value of your experience as a student. We know, however, that the greatest resource we have to offer is the life-long relationships you develop and mentoring you receive from the godly women and men who work here. I encourage you to fully invest in these relationships – you will be amazed at how much you will benefit personally and professionally.

I pray that your experience here is everything that you have hoped for and more than you expected, that you are challenged and stretched, that you broaden your understanding of the world and your place in it as a child of God, and that you leave here ready to bless others by what you have gained during your time with us. Go Wildcats!

Dr. Robert Rhodes, Ph.D.  
*Provost*

# Abilene Christian University Calendar

For a more complete academic calendar, visit the Registrar's web page at [www.acu.edu/registrar](http://www.acu.edu/registrar) and click on the "Academic Calendar" link. For a calendar of upcoming ACU events, go to [www.acu.edu/events](http://www.acu.edu/events).

## June 2016

- 6-7 New Student Orientation
- 9-10 New Student Orientation
- 13 Last day to withdraw from a Summer Session II class
- 16 Summer Session II ends
- 20 Summer Session III begins
- 27-28 New Student Orientation

## July 2016

- 4 Independence Day Holiday (no classes)
- 5 Last day to withdraw from a Summer Session III class
- 7 Summer Session III ends
- 11 Summer Session IV begins
- 25 Last day to withdraw from a Summer Session IV class
- 28 Summer Session IV ends

## August 2016

- 4 New Transfer Student Orientation
- 15 New Student Orientation
- 16 Residence Halls open for freshmen and transfers
- 16-20 Wildcat Week (Tuesday-Saturday)
- 20 Residence Halls open for returning students
- 22 First day of class
- Official Opening Ceremony, 11 a.m., Moody Coliseum

## September 2016

- 2 Last day to request Credit/No-Credit or Pass/Fail
- 5 Labor Day (offices open/classes in session)
- 9-10 Family Weekend
- 18-21 Summit

## October 2016

- 22 Homecoming
- 28 Fall Break (no classes)

## November 2016

- 11 Last day to withdraw from a course
- 23-25 Thanksgiving Holidays (no classes)

## December 2016

- 2 Last day of class
- Last day to withdraw from the university
- 5 Dead Day
- 6-9 Final Exams (Tuesday-Friday)
- 9 Commencement, 7:30 p.m., Moody Coliseum
- 10 Residence Halls close, noon
- 12 Christmas Holidays begin
- 15 Grades available online

## January 2017

- 9-13 January Intensive Courses
- 13-14 Wildcat Weekend
- 14 Residence Halls open for all students
- 16 Martin Luther King Holiday (no classes)
- 17 First day of class
- 31 Last day to request Credit/No-Credit or Pass/Fail

## February 2017

- 17-18 Sing Song

## March 2017

- 13-17 Spring Break (no classes)

## April 2017

- 14 Good Friday (no classes)
- 17 Last day to withdraw from a course

## May 2017

- 5 Last day of class
- Last day to withdraw from the university
- 8 Dead Day
- 9-12 Final Exams (Tuesday-Friday)
- 13 Commencement, Moody Coliseum
  - 11 a.m., Morning Ceremony (CAS)
  - 3 p.m., Afternoon Ceremony (CBS, COBA, CEHS, School of Nursing)
- Residence Halls close, noon
- 15 Summer Session I begins
- 18 Spring grades available online at 8 a.m.
- 29 Memorial Day Holiday (no classes)
- 30 Last day to withdraw from a Summer Session I class

## June 2017

- 1 Summer Session I ends
- 5 Summer Session II begins
- 5-6 New Student Orientation
- 8-9 New Student Orientation
- 19 Last day to withdraw from a Summer Session II class
- 22 Summer Session II ends
- 26 Summer Session III begins
- 26-27 New Student Orientation

## July 2017

- 4 Independence Day Holiday (no classes)
- 10 Last day to withdraw from a Summer Session III class
- 13 Summer Session III ends
- 17 Summer Session IV begins
- 31 Last day to withdraw from Summer Session IV class

## August 2017

- 3 Summer Session IV ends
- 10 New Transfer Student Orientation
- 21 New Student Orientation
- 22 Residence Halls open for freshmen and transfers
- 22-26 Wildcat Week (Tuesday-Saturday)
- 26 Residence Halls open for returning students
- 28 First day of class
- Official Opening Ceremony, 11 a.m., Moody Coliseum

## September 2017

- 4 Labor Day (offices open/classes in session)
- 8 Last day to request Credit/No-Credit or Pass/Fail
- 17-20 Summit

## October 2017

- 21 Homecoming
- 27 Fall Break (no classes)

## November 2017

- 17 Last day to withdraw from a course
- 22-24 Thanksgiving Holidays (no classes)

## December 2017

- 8 Last day of class
- Last day to withdraw from the university
- 11 Dead Day
- 12-15 Final Exams (Tuesday-Friday)
- 15 Commencement, 7:30 p.m., Moody Coliseum
- 16 Residence Halls close, noon
- 18 Christmas Holidays begin
- 21 Grades available online

## ACU PROFILE

- **The university:** A selective four-year private Christian university, ACU is the best at providing exceptional academics in a Christ-centered community. It includes the colleges of Arts and Sciences, Biblical Studies, Business Administration, Education and Human Services, Honors, and Graduate and Professional Studies, and the School of Nursing. ACU is affiliated with the Churches of Christ and is one of the largest private universities in the Southwest.
- **Academic programs\*:** Students may choose from 77 baccalaureate majors that include more than 135 areas of study, 30 master's degree programs and three doctoral programs.
- **Accreditation:** Abilene Christian University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Ga. 30033-4097 or call 404-679-4500 for questions about the accreditation of ACU.
- **Students:** 4,544 students, comprising 3,760 undergraduates and 784 graduate students, generally from 48 states and territories, and 41 nations.
- **Location:** ACU is in Abilene, Texas; an award-winning city of 120,000 people 150 miles west of the Dallas/Fort Worth area. ACU Dallas is a satellite campus in Addison, Texas, serving as headquarters for several graduate online programs.
- **Faculty:** 261 full-time faculty members with 86 percent of tenured or tenure-track faculty holding terminal degrees. ACU has a student-to-faculty ratio of 14:1.
- **Financial aid:** The average first-year student's financial aid package for 2015-16 was \$24,000, which included a combination of scholarships, grants, work-study and loans. ACU offered more than 4,400 scholarships and grants valued at more than \$34 million to the entering class of 2016.
- **Annual Cost\*:** \$30,780\* for tuition and general fees (up to 36 hours per year in ACU's annual block tuition plan), plus approximately \$9,310 for room and board and \$1,250 for textbooks and supplies.
- **Graduate success:** More than 80 percent of ACU students who apply for admission to medical and dental schools are accepted, a rate double the national average. More than 90 percent of students who apply to law school are accepted. Of 2014 graduates, 90 percent were employed or enrolled in graduate or professional school within six months. Specific programs saw even higher employment success, such as teacher education (100 percent) and business (98 percent). The average starting salary for School of Information Technology graduates was \$58,250. All 2013 graduates who applied to medical, dental and veterinary schools were accepted, continuing a historical trend for ACU science graduates to achieve placement success at rates nearly double the national average.
- **International study:** ACU's Study Abroad programs take students to study in places such as Europe, Asia, Latin America and Africa. Nearly 25 percent of graduating seniors have studied abroad.
- **Campus technology:** ACU is one of the few in the nation to be named an Apple Distinguished School, thanks to its award-winning initiative that helps ensure cutting-edge technology is an integral part of each student's education. iPads are required of every freshman. The university's AT&T Learning Studio and Learning Commons, both in Brown Library, provide innovative spaces for students to collaborate and acquire skills using the latest technology. The campus has full wireless Internet access.
- **Student organizations:** There are about 100 campus organizations in which students can become involved, including social clubs; government; and service, honor and special-interest groups.
- **Wellness:** The Royce and Pam Money Student Recreation and Wellness Center is a focal point on campus. Designed to encourage wellness of the whole individual – body, mind and spirit – it includes the Weber Medical and Counseling Care Center and is the home of a dynamic intramural program with championship and recreational leagues for students of all interests and abilities.
- **Athletics:** NCAA Division I, Southland Conference. Football (FCS), women's soccer, women's volleyball, men's and women's cross country, men's and women's basketball, men's and women's indoor and outdoor track and field, baseball, men's golf, men's and women's tennis, and women's softball. Only four colleges and universities – including UCLA, Stanford and USC – have won more NCAA national team championships than the Wildcats.

*\*For 2016-17 school year.*

## MAJOR UNDERGRADUATE AREAS OF STUDY

**Agricultural and Environmental Science:** Agribusiness, Animal Science, Animal Health Professions Cooperative, Environmental Science

**Art and Design:** Art, Graphic Design/Advertising, Interior Design, Architecture

**Bible, Missions and Ministry:** Bible & Ministry, Ministry and Vocation

**Biology:** Biology, Biology Teaching

**Business Administration:** Accounting, Financial Management, Management, Marketing, Information Systems

**Chemistry:** Biochemistry, Chemistry, Physical Science Teaching

**Communication and Sociology:** Communication, Sociology

**Communication Sciences and Disorders:** Communication Sciences and Disorders

**Composite Interdisciplinary:** Composite Interdisciplinary

**\*Education:** Early Childhood/Elementary Certification, Special Education with Early Childhood/Elementary, High School Certification (8-12), High School English Special Education, Middle School Education with EC-6 and 4-8 Language Arts, Middle School Education with EC-6 and 4-8 Mathematics, Middle School Education with EC-6 and 4-8 Social Studies

**Engineering and Physics:** Engineering, Physics, Physics and Mathematics Teaching

**History and Global Studies:** Global Studies, History, History Teaching, Social Studies for Teachers

**Information Technology and Computing:** Computer Science, Computer Science and Math Teacher Certification, Digital Entertainment Technology, Information Technology

**Interdisciplinary Studies:** Health Professions Cooperative

**Journalism and Mass Communication:** Advertising/Public Relations, Convergence Journalism, Convergence Journalism/Multimedia with Teacher Certification, Multimedia

**Kinesiology:** Kinesiology, Nutrition

**Language and Literature:** English, English Teaching, Spanish, Spanish Teaching

**Marriage and Family Studies:** Child and Family Services

**Mathematics:** Mathematics, Math Teaching

**Music:** Music, Music for Teacher Certification, Piano, Vocal, Piano-All Level Teaching Certification, Vocal-All Level Teaching Certification

**Nursing:** Nursing

**Political Science and Criminal Justice:** Political Science, Political Science-concentration in International Relations and Comparative Politics, Criminal Justice

**\*\*Pre-Professional**

**Psychology:** Psychology

**Social Work:** Social Work

**Theatre:** Theatre

*\*Students interested in teacher certification should consult the Department of Teacher Education's section of the ACU Catalog for information about available areas of certification.*

*\*\* Students who wish to prepare for professional fields can receive special advising in the following pre-professional areas: Architecture, Chiropractic Medicine, Dentistry, Engineering, Law, Medicine, Medical Technology, Pharmacy, Physical Therapy, Physician's Assistant, Occupational Therapy, Optometry, Podiatry, and Veterinary Medicine.*

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# About ACU

acu.edu • 325-674-2000

ACU Box 29000, Abilene, Texas 79699-9000

***Our mission: To educate students for Christian service and leadership throughout the world.***

***Our promise: ACU is a vibrant, innovative, Christ-centered community that engages students in authentic spiritual and intellectual growth, equipping them to make a real difference in the world.***

Abilene Christian University is the premier university for the education of Christ-centered, global leaders, offering an exceptional education to about 4,500 students annually from 48 states and territories, and 41 nations. This private, comprehensive university, founded in 1906 in Abilene, Texas, offers 77 baccalaureate majors in more than 135 areas of study, 30 master's degree programs and three doctoral programs. Abilene is a friendly city of 120,000 people, located about 150 miles west of the Dallas/Fort Worth area. As an educational center for a large region, Abilene provides cultural, entertainment and support programs and services normally associated with much larger cities. ACU Dallas, a satellite campus in Addison, Texas, serves as headquarters for several graduate online programs.

Established by members of the Churches of Christ, ACU maintains a strong relationship with these independently governed congregations around the world. Since its founding, the university has welcomed all students of character and ability who value the university's Christian environment. All ACU faculty and staff are Christians, and they help students understand how their Christian beliefs connect with their fields of study.

Academic excellence is important at ACU, and students are challenged to learn in the classroom and through their experiences. In addition to outstanding undergraduate programs, ACU enrolls about 780 students to graduate programs. All students are encouraged to share their time and talents as Christian leaders and volunteers through various service-learning opportunities on the campus, in the community and in other countries. Graduates are in high demand by employers and graduate programs because they gain knowledge and experience in their majors, and they learn to apply Christian values to their everyday decisions.

ACU is a unique community of learners, dedicated to scholarship and committed to Christ. In every major, students gain a broad perspective on the world through the liberal arts core curriculum. The university also provides professional and pre-professional studies programs that have produced outstanding graduates in such fields as medicine, law, journalism, ministry, business, physics, nursing, graphic design, psychology, and education. One of our primary goals is to foster a lifelong love of learning in our graduates.

## **What Makes ACU Special?**

ACU is one of few in the nation to be named an Apple Distinguished School, thanks to its award-winning initiative that helps ensure cutting-edge technology is an integral part of each student's education. iPads are required of every freshman. The university's AT&T Learning Studio and Learning Commons, both in Brown Library, provide innovative spaces for students to collaborate and acquire skills using the latest technology. The campus has full wireless Internet access. For six of the previous seven years, *U.S. News & World Report* has ranked ACU first or second among "Up-and-Coming-Universities" in the West. For 2016, ACU is No. 2 on the newest *U.S. News* list of "Most Innovative Schools" in the West. *Forbes* ranks ACU in the top 10 percent of U.S. colleges and universities, and the university is named among the "Best Colleges for Veterans" for the second year.

Because of ACU's strong sense of mission and outstanding academic programs, we attract high-quality faculty members from around the world. They believe their Christian commitment requires them to excel in their fields of study and to focus on teaching and mentoring students. Experienced and talented professors teach freshmen and conduct

research and hands-on learning projects with undergraduate students. Some of the best minds in the world choose to teach at ACU because they believe this university provides them the best opportunity to mold the next generation of leaders in various professions.

The staff and administrators also are Christians, and they focus on supporting the academic mission of the university. The university's Board of Trustees and administrators believe strongly in comprehensive strategic planning and institutional research to ensure that ACU achieves its mission and its *21st-Century Vision* goals. We are one team with one goal – to prepare our graduates to make a difference in the world as Christian scholars and professionals.

## **University Traditions**

Traditions at this 109-year-old university are strong. The school colors are purple and white, and many people wear purple on Fridays to indicate their support for the Wildcats. Only four universities – including UCLA, Stanford, and USC – have won more NCAA national team championships than ACU. Students compete on 16 NCAA Division I intercollegiate men's and women's teams.

Many academic programs also have winning traditions. For example, the student newspaper, *The Optimist*, has won All-American honors annually since 1975, and ACU debate teams have defeated teams from major national universities many times through the years.

Other traditions include the Opening Session and the Parade of Flags, candlelight devotionals, the a cappella singing of "The Lord Bless You and Keep You," the Big Purple Band, Wildcat Week for freshmen, and involvement in men's and women's social clubs. Students earn the right to order ACU's class ring, which graduates wear as a symbol of achievement and honor.

## **Chapel**

Chapel engages students, staff, and faculty in Christian community through worship and celebration. Though Chapel varies from day-to-day, the purpose remains the same: to worship God and to celebrate our lives in Jesus. Chapel occurs in Moody Coliseum as a combined community and also in smaller groups across campus. Chapel is required of all undergraduate students under the age of 25 as part of their ACU educational experience.

For more information contact Student Life and Student Ministries: ACU Box 27867 • 325-674-2867 • chapel@acu.edu • acu.edu/chapel

## **Exceptional Educational Experience**

As one of the nation's largest universities with a serious Christian focus, ACU draws students from around the world. The university attracts a diverse, interesting student body – individuals who are well-prepared academically, strong in character and highly motivated. Students are encouraged to gain real-world experience in addition to their courses, and they earn internship positions with a variety of prestigious companies and organizations. The university offers a year-round education program. In addition to fall and spring semesters, some courses are offered in an intensive short-course format with assignments required before and after the class meetings.

ACU student teams and academic programs have won national honors and grants in writing, debate, print and broadcast journalism, integrated marketing communication, accounting, business marketing, communication, computer science, psychology, physics, and more. Their research projects win awards and are published in professional journals. Graduates are accepted into medical and dental schools at a rate almost twice the national average. The university's Honors College challenges the brightest undergraduate students and gives them excellent preparation for the demands of graduate research.

The university offers programs and services that give undergraduate and graduate students the technology, information and academic support they need to live up to their highest potential.

## **Excellent Student Support**

To ensure the quality of our students' education, we provide enhanced library resources, fast Internet access anywhere on campus, personal tutoring, quality research labs, and much more. First-year students are

given extra attention as they decide what to major in and what direction to take their lives. An advisor will help each student choose classes and determine how to be successful in many other areas of campus life.

International students, non-traditional students, transfer students, and graduate students also receive special attention from various offices on campus. We value each individual who attends ACU and want to ensure each person's success.

### Global Learning

About 25 percent of students who graduate from ACU have participated in Study Abroad programs in Oxford, England; Leipzig, Germany; and Montevideo, Uruguay. Short-term, faculty-led programs also regularly take students to locations in China, Australia, Egypt, Uganda, Ghana, Honduras, and Mexico. Service projects are part of every student's education at ACU. Students can grow spiritually through daily Chapel, student-led devotionals, prayer groups, membership in local congregations and more.

The university's faculty and staff endeavor to attract well-prepared students from various cultures, geographic locations, economic levels, and age groups because we believe students learn best when they interact with interesting people who bring different perspectives to their classroom and campus experiences. Through research and campus work experiences and about 100 campus organizations, students can explore their interests and enhance their leadership skills while preparing for meaningful lives and careers.

### The Learning Covenant

At ACU, we have higher expectations. We believe that spiritual commitment demands the highest standards of academic and personal excellence.

### Faculty and Staff

To enable students to benefit most from their ACU education, faculty and staff must be willing to challenge and be challenged, to achieve as individuals and as team members, to risk failure, to assume responsibility for their decisions and their actions, and to be sharpened and refined by other Christians.

#### As ACU faculty and staff members, we accept the challenge:

- to stretch the minds of students as we teach, lead and serve them effectively as Christian scholars and professionals, calling students and colleagues to a rigorous life of learning;
- to boldly integrate faith, learning and living and to serve with honor and integrity as we help students connect their maturing beliefs and their actions;
- to demonstrate intellectual, Christian and social leadership that can be imitated as we support and participate in Chapel and various campus, community and church activities;
- to create an environment where students, faculty and staff respect each other and enjoy the blessings of diversity; and
- to develop a personal relationship with Christ, to love God with all our heart, mind, soul and strength, and to love our students as ourselves.

### Students

To benefit most from an ACU education, students must be willing to challenge and be challenged, to achieve as individuals and as team members, to risk failure, to assume responsibility for their decisions and their actions, and to be sharpened and refined by other Christians.

#### As an ACU student, I accept the challenge:

- to stretch my mind in and beyond the classroom by reading, questioning, exploring, and committing myself to a rigorous life of learning;
- to take responsibility for my academic decisions and life direction as I learn to make good personal choices with the support of Christian mentors, advisors, and friends;
- to actively participate in Chapel and various campus, community and church activities that push me to grow intellectually, spiritually and socially;

- to respect myself and others in my speech and actions, enjoying the blessings of diversity; and
- to love and honor God and Christ, to study the Bible and to seriously pursue opportunities to grow as a Christian servant-leader.

### Student Outcomes

#### Student Learning Outcomes

Students who complete their undergraduate education at ACU should have demonstrated:

1. Strong analytical, communication, quantitative, and information skills - achieved and demonstrated through learning in a range of fields, settings and media, and through advanced studies in one or more areas of concentration;
2. Deep understanding of and hands-on experience with the inquiry practices of disciplines that explore the natural, socio-cultural, aesthetic, and religious (or theological or spiritual) realms - achieved and demonstrated through studies that build conceptual knowledge by engaging learners in concepts and modes of inquiry that are basic to the natural sciences, social sciences, humanities, arts, and Christian faith (or theology);
3. Intercultural knowledge, integrative thinking, and collaborative problem-solving skills - achieved and demonstrated in a variety of collaborative contexts (classroom, community-based, international, and online) that prepare students both for democratic citizenship and for work;
4. A proactive sense of responsibility for individual, civic, and social choices - achieved and demonstrated through forms of learning that connect knowledge, skills, values, and public action, and through reflection on students' own roles and responsibilities in social and civic contexts;
5. Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another - achieved and demonstrated through advanced research and/or creative projects in which students take the primary responsibility for framing questions, carrying out analysis, and producing work of substantial complexity and quality.

### Academic Accreditation

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

Many programs have received additional accreditation from the following associations:

- Association to Advance Collegiate Schools of Business (AACSB International)
- The Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- The Accrediting Council on Education in Journalism and Mass Communication (ACEJMC)
- American Speech-Language and Hearing Association (ASHA)
- Association of Theological Schools (ATS)
- Commission on Accreditation for Dietetics Education (CADE)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- Council for Interior Design Accreditation (CIDA, formerly FIDER)
- Council on Social Work Education (CSWE)
- National Association of Schools of Music (NASM)
- Teacher Education Accreditation Council (TEAC)

In addition, some ACU programs hold approval by state and national associations:

- American Chemical Society (ACS)
- Board of Nurse Examiners for the State of Texas
- National Association of School Psychologists (NASP)

- National Council on Family Relations – Certified Family Life Educator (NCFR/CFLE)

## Legal Notices

### Annual FERPA Notice to Students

Annually, Abilene Christian University informs students of the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). This act, with which the institution intends to comply fully, was designated to protect the privacy of education records and afford students certain rights with respect to their education records. These rights include:

1. **Inspection and Review.** Students have the right to inspect and review education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean of their college, chair of their academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the university official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.
2. **Request Amendment.** Students have the right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's rights under FERPA. Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record; clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision in writing and advise the student of his or her 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.
3. **Consent to Disclosure.** Students have the right to provide consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA permits the university to disclose such information without the student's consent. Exceptions that permit (but do not require) disclosure without consent include:
  - a. To school officials with a legitimate education interest. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has asked or contracted to provide institutional services and functions (such as an attorney, auditor, collection agent, contractor, consultant, or volunteer); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting 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 responsibility.
  - b. To officials of another school, upon request, in which a student seeks or intends to enroll. The student shall receive notification of the disclosure unless the student initiated the disclosure. Such a disclosure must relate to the student's enrollment and transfer, but may include updating and correcting information after the transfer or enrollment is complete.
  - c. To school officials or lending institutions, in connection with financial aid for which the student has applied or which the student has received, if the information is necessary in determining eligibility, amount, conditions for the aid or enforcing the terms and conditions of the aid.
  - d. To organizations conducting studies for or on behalf of educational institutions.
    - e. To accrediting organizations.
    - f. To parents of dependent students if the student is a verified dependent for tax purposes under Internal Revenue Code 1986, Section 152.
    - g. To parents of students under the age of 21 who have violated university policies related to alcohol or controlled substances.
    - h. To provide the final results of disciplinary proceedings against a student who is an alleged perpetrator of a violent crime (18 U.S.C. § 16) or non-forcible sex offense, if the university finds that the student committed a violation of the university's rules or policies. The university may also disclose information to a victim of an alleged crime of violence or a non-forcible sex offense regardless of whether the violation was proven under the university's rules or policies.
      - i. To persons whose knowledge is necessary to protect the health and safety of the student or other individuals. This requires the university to determine that there is an articulable and significant threat to the health and safety of a student or other individuals.
      - j. To comply with a lawfully issued subpoena or court order.
      - k. Information the university has designated as "Directory Information," unless a hold has been placed upon release of the information by the student. The following information is considered to be directory information and may be disclosed by the university for any purpose, at its discretion: Name, classification, major field of study, permanent address, email address, local residence, telephone number, previous institutions attended, dates of attendance, full-time or part-time status, awards, honors (including Dean's Honor Roll), degree(s) conferred (including dates), church affiliation, past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), photograph, date and place of birth.
        1. Currently enrolled students may withhold disclosure of "Directory Information." To withhold disclosures, written notification must be received in the Student Life office within 12 calendar days from the first day of registration for a long term and within four days for a summer term. Forms requesting the withholding of "Directory Information" are available in the Student Life office. Abilene Christian University assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.
  4. **File a Complaint.** The right to file a complaint with the U.S. Department of Education concerning alleged failures by the 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  
 600 Independence Avenue, SW  
 Washington, DC 20202-4605  
 Students with questions about FERPA should contact the Registrar's Office.

### Non-Discrimination Notice

Abilene Christian University complies with all applicable federal and state non-discrimination laws and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, gender, age, disability, including qualified disabled veterans and qualified veterans of the Vietnam Era, or genetic information in employment and all school-administered programs and activities.

ACU is affiliated with the fellowship of the Church of Christ. The university is governed by a Board of Trustees, all of whom are members of the Church of Christ, and is operated within the Christian-oriented aims, ideals and religious tenets of the Church of Christ. As a religiously affiliated institution of higher education, ACU is exempt from compliance with some provisions of certain civil rights laws.

The following persons have been designated to handle inquiries regarding discrimination:

Wendy Jones, SPHR  
Chief Human Resources  
Coordinator (Title IX Coordinator)  
Hardin Administration Building, Rm 213D  
ACU Box 29106  
Abilene, TX 79699-9106  
(325)-674-2903  
www.acu.edu/titleix

J. Scott Self  
Director of University Access Programs (Section 504/ADA  
Coordinator)  
University Access Programs  
Hardin Administration Building, Rm 314  
(325)-674-2699

Slade Sullivan, J.D.  
Vice President and General Counsel  
Hardin Administration Building, Rm 111  
ACU Box 29125  
Abilene, TX 79699-9125  
(325)-674-2485

### Whistleblower Policy

Abilene Christian University proactively promotes legal and policy compliance by encouraging all members of the ACU community to report any financial improprieties, illegal practices or policy violations committed by university employees or agents and to protect from retaliation those who make such good-faith reports. This policy applies to members of the Board of Trustees, officers, faculty, staff, student employees, and volunteers.

Members of the ACU community have the responsibility to report suspected violations either anonymously at [www.acu.edu/anonymous](http://www.acu.edu/anonymous) or 325-674-2594, or to the appropriate university representative as outlined in the complete ACU Whistleblower Policy ([http://www.acu.edu/campusoffices/legal/policies/Whistleblower\\_Policy.html](http://www.acu.edu/campusoffices/legal/policies/Whistleblower_Policy.html)).

For more information about Legal Notices, contact:  
Slade Sullivan, *Vice President and General Counsel* • ACU Box 29125  
325-674-2485 • [sullivans@acu.edu](mailto:sullivans@acu.edu)

# Student Programs and Support

## Resources and Services

### Alpha Scholars Program

J. Scott Self, *Director, ADA Compliance Officer*  
ACU Box 29204; Abilene, Texas 79699-9204  
Hardin Administration Building, Room 314  
Phone: 325-674-2667  
Email: [jss00c@acu.edu](mailto:jss00c@acu.edu)

The Alpha Scholars Program is the university's Disability Support Services (DSS). Alpha offers assistance with academic accommodations to students with documented disabilities. Alpha students receive assessment of their individual learning styles and study habits and assistance in adapting study strategies to their unique learning characteristics. Qualifications are based on disability documentation and/or a history of limitations to daily life activities. Disability documentation must be current (within 5 years) and include assessment data. These services are provided at no additional cost to the student.

### Disability Appeals Processes

In situations where a student does not agree with a decision made in light of a disability, there are specific processes that apply. For appeals that are not directly related to disability (change of grade, exceptions to university policy, etc.), the student should refer to the Abilene Christian University Student Handbook.

#### A. Determination of Accommodations

The ADA and other regulations require the university to consider requests for accommodation related to disability on a case-by-case basis. If a student requests an accommodation that is not approved, and wishes to appeal that decision, the student (not the parent) may appeal *in the following order*:

- Ask the compliance officer to reconsider – any additional documentation supporting the request should be submitted, along with additional information related to performance, precedent, and conditions relating to the disability.
- Ask for a review by committee – the disabilities compliance officer will convene an ad hoc committee to review all pertinent documentation and review the request for accommodations.
- Ask for a review by the Provost's Office – the disabilities compliance officer will forward all documentation related to the student's disability and the review committee findings to the Provost's Office, where the final decision will be made.

#### B. Appropriate Delivery of Accommodations

If a student believes that an accommodation is not being delivered in an effective manner, the student may wish to appeal the delivery of the accommodation. The student (not the parent) may appeal *in the following order*:

- Discuss failure of delivery with faculty teaching the course – the most common way these conflicts are managed is with this first step.
- Contact the Disabilities Coordinator – the coordinator will work with the student to try to find a more effective delivery of the requested accommodation.
- Notify the Disabilities Compliance Officer - the compliance officer will determine whether there has been a failure to

accommodate, and negotiate between the student and faculty to find an acceptable delivery method.

- Ask for a review by the Provost's Office – the disabilities compliance officer will forward all documentation related to the student's disability and findings to the Provost's Office, where the final decision will be made.

### C. Academic Exceptions

Some students with disabilities wish to appeal for changes in course requirements and/or degree plan requirements. If a student (not the parent) wishes to appeal the course requirements or the degree-plan requirements, he/she must follow the process described in the Abilene Christian University Student Handbook.

1. Request the exception with the faculty member (in the case of a course exception) or degree plan advisor (in the case of a degree plan exception).
2. Appeal to the dean of the college responsible for the course or the degree plan
3. Appeal to the Provost's Office – a student may request that her/his disability documentation be reviewed at this level, in which case the disabilities compliance officer will forward all documentation related to the student's disability and findings to the Provost's Office, where the final decision will be made.

### D. Process Guidelines

1. It is not appropriate or effective to appeal to campus offices outside the processes described above. While other offices may try to help, this avenue can ultimately result in further delays in reaching a final decision.
2. The Provost's Office serves as the final decision center for all academic issues on the Abilene Christian University campus. A student with questions about her/his rights through these appeals processes can consult with the compliance officer.

For more information visit our web page at [www.acu.edu/alpha](http://www.acu.edu/alpha)

## Excel Tutoring

Naoemi Sanchez, *Assistant Director*

ACU Box 29204; Abilene, Texas 79699

Third Floor, Hardin Administration Building, Room 311

Phone: 325-674-2517

Email: [nls12a@acu.edu](mailto:nls12a@acu.edu)

Excel Tutoring provides academic assistance to any student in any class. Services include one-on-one assistance in any content/subject area, help with time/task management, or help in managing projects for classes. Drop-in hours are 12:00-4:00, Monday-Friday, and additional times by appointment are available. Appointments last one hour, and services are free to enrolled students. Excel Tutoring is located in Room 315 of the Hardin Administration Building. Call 325-674-2517, or email Ms. Sanchez at: [nls12a@acu.edu](mailto:nls12a@acu.edu).

## TRIO Services

J. Scott Self, *Director, ADA Compliance Officer*

ACU Box 27939; Abilene, Texas 79699-7939

Hardin Administration Building, Room 314

Phone: 325-674-2456

Fax: 325-674-6731

Email: [jss00c@acu.edu](mailto:jss00c@acu.edu)

ACU receives grants from the U.S. Department of Education to fund four programs designed to help underrepresented and disadvantaged students succeed academically in middle school through graduate school. The three programs and their purposes include the following:

- **Talent Search** serves students in the Abilene Independent School District in grades 6-12. This program provides enrichment activities to disadvantaged students in these grades to encourage their completion of high school as well as entrance and success in

higher education. This program serves 525 students per academic year.

- **Upward Bound** serves 55 high school students in the Abilene Independent School District students in grades 9-12. This program provides tutoring and college preparatory advising throughout the school year. During the summer, students participate in an intense, six week college going experience on-campus. The purpose of the program is to increase the rate at which participants complete high school and enroll in and graduate from institutions of post-secondary education.
- **McNair Scholars Program** serves approximately 27 undergraduate students at ACU who are first-generation low-income, or are ethnically underrepresented in their chosen field of study. The purpose of the program is to provide participants unique opportunities for developing high-level academic and research skills needed for successful admission to and completion of master's and doctoral programs.

For more information about TRIO Services, contact the following people:

### MCNAIR SCHOLARS PROGRAM

Dr. Steven Moore, *Director* • ACU Box 29205 • 325-674-2830  
[sxm00b@acu.edu](mailto:sxm00b@acu.edu) • [www.acu.edu/mcnair](http://www.acu.edu/mcnair)

### TALENT SEARCH

Gayla Herrington, *Director* • ACU Box 29207 • 325-677-1444 ext. 8074  
[gayla.herrington@acu.edu](mailto:gayla.herrington@acu.edu) • [www.acu.edu/talentsearch](http://www.acu.edu/talentsearch)

### UPWARD BOUND

Karen Wilkerson, *Director* • ACU Box 29206 • 325-674-2448  
[karen.wilkerson@acu.edu](mailto:karen.wilkerson@acu.edu) • [www.acu.edu/upward](http://www.acu.edu/upward)

## University Testing Center

ACU Box 29204; Abilene, Texas 79699

Third Floor, Hardin Administration Building, Room 311

Phone: 325-674-2451

800-677-8684

Fax: 325-674-6847

Email: [acutesting@acu.edu](mailto:acutesting@acu.edu)

Web: [www.acu.edu/testing](http://www.acu.edu/testing)

The University Testing Center offers a wide range of standardized testing and proctoring services. We administer the HESI for those entering our School of Nursing. CLEP tests and course challenges are available in a variety of subjects for students who wish to earn course credit by examination. In addition, we administer placement exams, MAT exams for students entering graduate school, and offer professional proctoring services for distance learners.

## Academic Development Center

Dr. Eric Gumm, *Director*

ACU Box 29104; Abilene, Texas 79699-9104

Hardin Administration Building, Room 305

Phone: 325-674-6400

800-677-8684

Fax: 325-674-6735

Email: [adc@acu.edu](mailto:adc@acu.edu)

Web: [www.acu.edu/adc](http://www.acu.edu/adc)

The Academic Development Center provides services that equip students to accomplish their academic, career and life goals. Our staff pro-actively identifies, supports and empowers undergraduate students and advises undeclared students in order to help them to accomplish their academic and life goals.

### Foundations for Success Course

Foundations for Success (UNIV 111) is a comprehensive course designed to enhance academic proficiency, career planning skills, financial literacy and life management skills useful for helping students experience academic and personal success. This course is available to both incoming students and current students who want to be better

prepared for the academic rigor of their college-level courses and offers 3 elective credit hours towards a degree.

### Learning Strategies Course

Learning Strategies (UNIV 011) is an academic course designed to help students evaluate and develop academic goals, strengths, and skills, and then to consistently apply those elements to all other courses they are taking. This course offers 3 credit hours of instruction and is typically a requirement for conditionally admitted students and freshman on academic probation, but does not satisfy any degree requirements.

### Academic Coaching Program

Academic Coaching is designed to help students plan for success by identifying individual academic strengths and weaknesses.

The student/coach relationship seeks to build confidence, instill motivation and self-reliance through individualizing the academic process. Additionally, undergraduate student midterm grades are evaluated, and corresponding emails are sent to offer assistance for grade recovery. For more information, visit [www.acu.edu/academiccoaching](http://www.acu.edu/academiccoaching).

Academic Coaching:

- Assesses individual academic strengths and weaknesses
- Cultivates individual goals and identifies steps to completion
- Utilizes effective learning strategies
- Integrates time-management skills and organizational strategies
- Educates students about additional campus services which may meet specific identified need

### Academic Probation Program

We provide support for all freshman students who are placed on academic probation after at least one semester at ACU. Each student's situation is unique therefore an individual counselor is assigned to assist the student throughout the semester. For more information, see [www.acu.edu/academicprobation](http://www.acu.edu/academicprobation).

Interventions to assist students may include:

- Probation contract defining standards and strategies to provide support
- Meeting individually with an academic counselor at least twice a semester
- Completing and discussing the results of the Learning and Study Skills Inventory
- Enrolling in a Learning Strategies Course
- Participation in the Alpha Scholars Program

### Career Center

ACU Box 27914; Abilene, Texas 79699-7914  
Hunter Welcome Center, Room 230  
Office Hours: Monday-Friday, 8 a.m.–12 p.m., 1 p.m.–5 p.m.

Phone: 325-674-2473  
Fax: 325-674-4983  
Email: [careers@acu.edu](mailto:careers@acu.edu)

Maximize your potential by working with our office.

The ACU Career Center exists to help students honor God by engaging in the exploration and preparation to achieve “good-fit” career goals. We are here to assist you with a variety of topics including: résumé and cover letter assistance, interview preparation, internship and job search strategies, and more.

For more information about our services or to schedule an appointment visit: [www.acu.edu/careercenter](http://www.acu.edu/careercenter) or follow us on Facebook or Twitter.

### Library Resources

Dr. John Weaver, *Dean of Library Services and Educational Technology*  
ACU Box 29208  
Abilene, Texas 79699  
Phone: 325-674-2316  
Email: [ask@acu.libanswers.com](mailto:ask@acu.libanswers.com)  
Web: [www.acu.edu/library](http://www.acu.edu/library)

The Margaret and Herman Brown Library provides resources, instruction, and research assistance to support teaching, learning, and scholarship at ACU. Students have Internet access to the library's catalog of more than one million volumes and one million microforms held by ACU and other members of the Abilene Library Consortium. Students can also access more than 40,000 journals, many of them full text.

The library serves students and faculty by participating in TexShare, the statewide information network, which supports database searching and document delivery throughout the state of Texas. ACU is also a full member of OCLC and participates in the library reciprocal borrowing program with libraries in the United States. Specialized collections at ACU include a selective depository for U.S. Government Publications, archives and rare books, and the Center for Heritage and Renewal in Spirituality (CHARIS) which facilitates the study of Churches of Christ and related theological movements. The Gaines B. Stanley Sr. Theological Reading Room provides study space and resources for students enrolled in biblical studies and related disciplines.

Students working on class projects make use of the Learning Commons, an energized environment that brings together collaborative learning space with professional assistance in research, writing, and support for printing, computing, and mobile technology. The Learning Commons features comfortable seating and a café that serves Starbucks Coffee.

The AT&T Learning Studio provides assistance with public speaking and multi-media creation, and houses Library Media Collections. The Studio features collaboration rooms and recording facilities where students work together and acquire the skills for crafting messages for the world of digital media.

The ACU Maker Lab is an 8,000 square-foot design studio and prototyping shop that is focused on do-it-yourself design and fabrication of innovative products. The lab focuses on a “constructionist” approach to teaching and learning that emphasizes the importance of student making and manipulation of learning objects. The lab is equipped with the latest technology including 3D scanners and printers, laser cutters, and CNC routers.

### Writing Center

Cole Bennett, *Director*  
ACU Box 28252; Abilene, Texas 79699-8252  
Phone: 325-674-4833  
Email: [writingcenter@acu.edu](mailto:writingcenter@acu.edu)  
Web: [www.acu.edu/writingcenter](http://www.acu.edu/writingcenter)

The Writing Center is located in the Brown Library. Any student in any class who wishes to discuss his or her writing assignment with an experienced and trained tutor can call 674-4833 and schedule an appointment (or drop in, when available) and receive personalized, one-on-one assistance. Appointments last half an hour or one hour, depending on the needs of the student. Services are free.

### Speaking Center

Dena Counts, *Director*  
ACU Box 28252; Abilene, Texas 79699-8252  
Phone: 325-674-2341  
Web: [facebook.com/acuspeakingcenter](https://facebook.com/acuspeakingcenter)

The Communication and Sociology Department staffs and operates the ACU Speaking Center housed in the Learning Studio on the top floor of the Brown Library. It provides expertise in all aspects of the creation and delivery of presentations. The services are available to all students, faculty, staff, and community members.

## Study Abroad

Stephen Shewmaker, *Director*  
 Center for International Education  
 ACU Box 28226; Abilene, Texas 79699-8226  
 Hardin Administration Building, Room 124  
 Phone: 325-674-2710  
 Fax: 325-674-2966  
 Email: study\_abroad@acu.edu  
 Web: www.acu.edu/academics/study-abroad

Through the Center for International Education, ACU offers many opportunities for students to study abroad as they prepare for Christian service and leadership throughout the world. In addition to semester programs in England, Germany and Uruguay; the university also offers programs in these and other countries in the summer. Students engage with and learn about the culture, history, literature and languages of the host countries. They also study education, healthcare, journalism, management, government, and religion. The center offers students of all majors an opportunity to learn about the host country through life experience as well as through dynamic academic course work. Students with an interest in cultural aspects of a society see for themselves how the literature, music, art, and history of a people influence their politics and economics. Students do more than read about unusual geographical features or significant landmarks; they see them and place them in relationship to the land and culture that have influenced them throughout their history. As a member of the Council for Christian Colleges and Universities, ACU students are also eligible to participate in semester-long programs in China, Uganda, Australia, Costa Rica, and the Middle East.

Students with majors such as global studies may fulfill their international experience requirements by participating in an ACU Study Abroad program. However, all students can fulfill university requirements, and often major requirements, with courses offered in ACU Study Abroad programs.

## The Depot

(Student Administrative Services)  
 ACU Box 27940; Abilene, TX 79699  
 Phone: 1-888-588-6083 (toll-free) or (325) 674-2300  
 Email: depot@acu.edu  
 Web: www.acu.edu/depot

Your one-stop shop for your student service needs, the Depot combines some of the most-requested student services from various offices on campus into one central location in the McGlothlin Campus Center. The Depot is convenient and staffed by friendly professionals ready to help you complete the necessary details of being a university student.

Some of the services available to you through the Depot include:

- Financial Aid Counseling
- Billing and Payment Plans
- Residence Life
- Campus Cash and Bean Bucks
- ID Cards
- Parking Permits
- Notary Public Service

**Current students may access most of these services through myACU.**

# Honors College

Jason Morris, *Dean*  
 ACU Box 29142; Abilene, Texas 79699-9142  
 Zellner Hall, Room 100  
 Phone: 325-647-2728  
 Fax: 325-674-6581  
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 Web: www.acu.edu/honors

The Honors College offers an enhanced academic experience to qualified undergraduate students in any major. Students should consult the Honors Course Guide or contact the Honors College for current course offerings. Teachers of Honors courses are listed in this catalog under their respective departments.

## Introduction

The Honors College offers highly motivated students stimulating classes, opportunities to work with select faculty members, and the chance to do research projects in their major field. Students receive special advising, early registration, and coaching for prestigious scholarships.

There are three tracks in the program, and the courses required for each will fit into most degree plans. See the Honors College advisor for complete information. There are no extra costs required for Honors College participation. Frequent social events and small-group chapel gatherings encourage fellowship among Honors College students and teachers. Members of the Honors College Student Senate provide leadership and plan social events.

The ACU Honors College is active in the National Collegiate Honors Council and the Great Plains Honors Council. Selected students may present papers at these conferences.

## Admission Requirements

Students must be formally admitted to the Honors College before they can register for Honors classes. The application instructions are available online at [www.acu.edu/honors](http://www.acu.edu/honors). Current ACU students and transfers may apply.

## Graduation with Honors College Distinction

To graduate with the distinction of *Honors Graduate*, students must complete 6 lower level Honors classes, 2 colloquia, and any 3 of the upper level options (See "Requirements" below for more information).

To graduate with the distinction of *Honors Scholar*, students must complete 6 lower level Honors classes, 2 colloquia, any 4 of the upper level options, Project Thesis Seminar, and Project Thesis (See "Requirements" below for more information).

The distinction of *Honors Associate* is designed for transfer students and late admits to the Honors College. To earn this award, students may skip the lower level requirements, but they must complete all the upper level requirements of the Honors Scholar distinction (See "Requirements" below for more information).

Students completing the requirements for any of these distinctions and having a cumulative GPA of 3.50 will wear Honors regalia at graduation and receive a notation on their transcripts. Honors Scholars and Honors Associates may have the title of their Project Thesis published in the university commencement program.

## Requirements

To graduate with Honors with one of the above tracks, students must complete lower and upper level requirements. The types and amounts of requirements each student must complete are determined by his or her chosen Honors graduation track.

**Lower level requirements:** For Honors Graduates and Honors Scholars, this consists of 6 lower level Honors classes (See "Courses" below for more information). Entering freshmen will typically take an Honors

section of Cornerstone plus one other Honors class. It is strongly recommended that students take 2 Honors classes each semester until they have all 6. Students may meet with the Honors advisor each semester before registration for advice on how to fit Honors work in their schedule.

*Note: Honors Associates are exempt from this category.*

### Upper level requirements:

This consists of several components:

- 1) Students on all Honors tracks must take 2 colloquia (See “Courses” below for more information).
- 2) Students on all Honors tracks must choose options from the following list of upper level units. Most options may be utilized twice, as content and experiences will vary. The amount of upper level units required varies depending on the student’s chosen Honors track (*3 of the below for Honors Graduates, and 4 for Honors Scholars/Associates*).
  - Honors classes, (in addition to the required 6)
  - Honors colloquia, (in addition to the required 2)
  - Philosophy classes
  - Project in a student’s major
  - Research
  - Internship
  - Leadership in a student organization
  - Completion of a Major Scholarships/Fellowships application
  - Presentation at a research conference
  - Significant work with the Optimist or Shinnery Review
  - Original creative work or performance
  - Other ideas suggested by student and approved by a committee
- 3) Honors Scholars/Associates only: Students pursuing the Honors Scholar distinction must also take a zero-credit Project Thesis Seminar and write an individual Project Thesis.

### Courses

Honors College classes are smaller than other classes. Lower level Honors classes, which are Honors versions of general education classes, typically have 20-25 students. Honors classes are taught by select faculty who encourage discussion and in-depth thinking. Some of the courses offering Honors sections include BIBL 101, 102, 211; ENGL 221; CHEM 133, 134; COMM 211; CORE 110, 210; BIOL 112, 113; MGMT 330; and PEAC 100. Up to 12 credit hours of Honors courses taken at another school may be counted toward ACU Honors requirements at the discretion of the Dean of the Honors College.

Colloquia are upper level special topics classes that are limited to 15 students. They are open to Honors College students who have completed at least 30 hours of coursework. Each colloquium meets for 15 hours, typically either one night a week for 5 weeks, or on one weekend. Students can earn one hour of credit, or they can take these courses for zero-credit to save block tuition hours. Recent topics have included *Les Miserables*; *Photography and Society*; *Poetry and Good Cooking*; *World War I in Comics*; *J.R.R. Tolkien*; *Satire*; and *Neuroscience of Zombies*.

### Course Descriptions

For more information about the lower level general education Honors courses, simply refer to the descriptions of their non-Honors counterparts. Because Honors colloquium offerings change annually, the course descriptions are delivered by email to Honors students during the semester prior to these special topics courses. Contact the Honors advisor for information about these offerings.

# University Admission

Tamara Long, *Dean of Admissions*  
ACU Box 29000; Abilene, Texas 79699-9000  
Hunter Welcome Center, Suite 140

Phone: 325-674-2949

800-460-6228

Fax: 325-674-2130

Email: [info@admissions.acu.edu](mailto:info@admissions.acu.edu)

Web: [www.acu.edu/admissions](http://www.acu.edu/admissions)

A goal of the dean of admissions is to admit a broad range of well-prepared students. The availability of student financial aid facilitates this goal by permitting the university to consider applicants without regard to their ability to pay full tuition costs (See the *Financial Aid* section of this catalog (page 21). Abilene Christian University complies with all applicable federal and state non-discrimination laws and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, gender, age or disability in admissions decisions, financial aid and provision of student services, programs and activities. As a private educational institution, however, ACU reserves the right to deny admission to any applicant whose academic preparation, character or personal conduct is determined to be inconsistent with the purposes and objectives of the university.

The purpose of the admissions process is to identify applicants who are likely to succeed academically at ACU and contribute positively to the campus community. The process considers such factors as high school records (including courses taken, grade trends and rank in class), score on the Scholastic Aptitude Test (SAT) or the American College Test (ACT), extracurricular activities and honors. Admission or denial of admission is not based on any single factor.

## Admission Categories

**Freshman Student** – A student matriculating from high school (regardless of college credits) or the GED program (page 16).

**Bridge Student** – A student matriculating from high school required to complete a specific sequence of college courses during their first year at ACU.

**International Student** – A student who is not a U.S. citizen and holds a non-immigrant visa (eligible to study in the U.S.) (page 16).

**Transfer Student** – A student who has attended another accredited college or university and desires to attend ACU to pursue a degree (page 17).

**Graduate Student** – A student who has received a bachelor’s degree and is admitted to a masters, doctoral degree program, or a graduate certificate program (page 17).

**Former ACU Student (Readmission)** – A student who previously attended ACU, was away for one or more semesters, and desires to return (includes students who were required to leave) (page 17).

**Second Baccalaureate Degree-Seeking Student** – A student who has already completed one baccalaureate degree from ACU or another accredited university and is seeking to complete a second baccalaureate degree from ACU (page 17).

**Transient (Special or Short Term) Student** – A student who desires to take one or more courses at ACU without pursuing a degree (page 17).

**Dual Credit Student** – A student currently enrolled in high school who wishes to take college credit that also meets high school graduation requirements (page 18).

**Intercollegiate Student** – A student who is admitted to ACU, Hardin-Simmons or McMurry and who takes courses at any of these universities to count toward his or her degree by completing an intercollegiate enrollment form (page 28).

**ESL Student** – Degree and non-degree seeking students wishing to improve their English language ability. Required for degree-seeking students who do not meet ACU’s minimum language requirement (see



*Institute of Intensive English* in the *Department of Language and Literature* section of this catalog) (page 18).

**Military or Veteran Student** – Military service personnel and veterans of military service (page 18).

**Academic Fresh Start Student** – A student who previously attended ACU and has not been enrolled in any college or university for at least five years may request approval for Academic Fresh Start (page 18).

## Freshman Admission

To be considered for admission to an undergraduate degree program at ACU, a prospective student must see that the dean of admissions receives the following:

1. Completed application form accompanied by a nonrefundable processing fee.
2. **Official transcripts of all previous academic work.** Students are required to submit official transcripts from the high school from which they graduated and any colleges they have attended. An official transcript is one that is delivered to the university via Docufide, SEND.edu, or in a sealed envelope, marked as official, and contains a date of graduation if applicable. The director of admissions can consider freshman applications from students who have not graduated from high school but have passed the General Educational Development (GED) equivalency test and from persons 21 years of age or older who present strong evidence of ability to succeed in college.
3. **SAT or ACT scores** (not required of some transfer and International students, see the *Transfer Admission* or *International Admission* sections of this catalog)

College Board - SAT Programs (Customer Service)  
PO Box 025505  
Miami, Florida 33102  
SAT COLLEGE CODE FOR ACU IS 6001.  
www.collegeboard.com

ACT Records  
301 ACT Drive  
PO Box 451  
Iowa City, Iowa 52243-0451  
ACT COLLEGE CODE FOR ACU IS 4050.  
www.actstudent.org

SAT or ACT scores must be submitted by all freshmen. In addition, students must submit at least one writing score from a national SAT or ACT. Contact SAT or ACT directly to request scores. Applicants are required to take one of these tests at the earliest possible date. Prospective students cannot be admitted unless SAT or ACT scores are on file. Either test will be acceptable for admission purposes provided that the student achieves sufficient results.

## Additional Requirements After Being Granted Admission to ACU

### 1. Residence Halls

ACU Box 29004; Abilene, Texas 79699-9004  
McGlothlin Campus Center, Lower Level  
Phone: 325-674-2066  
Fax: 325-6746475  
Email: reslife@acu.edu  
Web: www.acu.edu/reslife

All students who have been out of high school less than two years are required to live in ACU residence halls. Newly admitted students must request housing online through their *myACU* portal. Assignments are made according to several factors, including the date applications are completed within the portal, roommate preferences, and hall availability. Current students apply for second-year residence halls through a lottery process held in the spring semester of each year. An off-campus housing petition is required of students who are making a special request to live off

campus with their parent or guardian, because they are married, because they have been out of high school more than two years, or because they are 21 or older. To obtain an application, please visit [www.acu.edu/reslife](http://www.acu.edu/reslife). Additional information on living and learning at ACU can be found in the Residence Life Education and Housing section of this catalog.

### 2. Student Immunization Form

Completed student immunization forms with a current medical history and immunization records is required at the time of registration. **Student immunization forms must be submitted to Health Services by August 1 for the fall term. Deadline for the spring term is December 1.** Forms are available at [acu.edu/medical](http://acu.edu/medical), in the “forms” section.

To ensure the health and safety of our campus, immunization against communicable diseases is extremely important. Vaccination against Measles, Mumps, Rubella (MMR) and Meningococcal Meningitis, as well as a Tetanus booster and a completed Tuberculosis questionnaire, are **required of all first-time freshmen and transfer students.**

Please have the Student Immunization Form completed and signed by a health care professional, or complete the form and include an official photocopy of your records (see list of acceptable records below), and send to:

Student Immunization Form  
ACU Box 29000  
Abilene, Texas 79699-9000  
Or fax it to 325-674-2130.

Acceptable records demonstrating your immunizations may **only** be obtained from the following:

- High School or previous college or university records – These may contain some, but not all of your immunization information. They must have an official stamp or signature. Your immunization records do not transfer automatically. You must request a copy.
- Personal shot records – Must be verified by a doctor’s stamp or signature or by a clinic or health department stamp.
- Local Health Department
- Military records or WHO (World Health Organization) documents

*Be certain that your name, date of birth and ID number appear on each sheet* and that all forms are submitted together. The records must include the dates of vaccine administration – including the month, day and year. All records must be in English. Please keep a copy for your records.

If you have any questions about these immunizations, please call the ACU Health Services Office at 325-674-2625 or visit the web site at [www.acu.edu/medical](http://www.acu.edu/medical).

## International Student Admission

Jorge Daniel Garcia, *Director of International and Multicultural Enrollment*  
Office of Admissions  
Hunter Welcome Center 241  
ACU Box 29000; Abilene, Texas 79699-9000 USA  
Phone: 325-674-4917  
Fax: 325-674-2710  
Email: [acu.international@acu.edu](mailto:acu.international@acu.edu)  
Web: [www.acu.edu/international](http://www.acu.edu/international)

International students applying for admission to Abilene Christian University are given the same consideration as domestic students, except that they might substitute the SAT and ACT requirements, at the discretion of the ACU Dean of Admissions, with other international standardized assessments. Also, international students must show evidence of their ability to understand and use English sufficiently well to succeed in their work at ACU.

The Center for International Education issues the I-20 form and Certificate of Eligibility to international students admitted to the university.

The Center for International Education issues immigration documents to admitted international students who have met the English language and financial requirements of the university.

## Transfer Admission

Regardless of college credits, students matriculating from high school in 2016 will follow the freshman admission procedure.

### For students with 24 or more transferable hours at the time of application:

Transfer applicants must submit an official transcript from each college previously attended. To be official, a transcript labeled “official” by the issuing institution must be transmitted in a sealed envelope directly from the issuing institution to the receiving institution or be submitted through an approved electronic source such as Docufide or SEND.edu. They must be in good standing with the college or university previously attended. Those on suspension at another institution are not eligible for admission to ACU.

### For students with less than 24 transferable hours at the time of application:

Transfer applicants must meet freshmen admission requirements and submit an official transcript from each college previously attended. To be official, a transcript labeled “official” by the issuing institution must be transmitted in a sealed envelope directly from the issuing institution to the receiving institution or be submitted through an approved electronic source such as Docufide or SEND.edu. They must be in good standing with the college or university previously attended. Those on suspension at another institution are not eligible for admission to ACU.

**\*Note: All students must complete a minimum of 40 hours at ACU regardless of how many transfer hours they bring in.**

## Bible and CORE Requirements for Transfer Students

Incoming students transferring to ACU who have been full time students at other institutions (and having matriculated from high school prior to 2016) will have university Bible and CORE requirements based on the number of hours credited to their ACU degrees as specified in the following tables:

Transfer hours credited to ACU degree	Bible hours required for ACU degree	Courses required
0-23	15	BIBL 101, 102, 211, two advanced Bible selections
24-59	12	BIBL 103, 211, two advanced Bible selections
60 or higher	9	BIBL 103, 211, one advanced Bible selection
Transfer hours credited to ACU degree	CORE hours required for ACU degree	Courses required
0-23	3	CORE 110
24 or higher	0	No CORE courses required

### Transferring Credit from Institutions that are Not Regionally Accredited

Students wishing to transfer courses to ACU from institutions that are not regionally accredited must:

- Complete one semester as a full-time student at ACU with a GPA of at least 2.5.
- Provide course descriptions and academic credentials of each instructor for the courses that are to be considered for transfer.
- Request a transfer reevaluation after their first semester at ACU.

During their first semester at ACU, students will qualify for financial aid based only on the number of hours previously earned at regionally accredited institutions, if any. After one semester, financial aid eligibility will be recalculated, upon request, and based on the total number of hours that have been awarded under this policy.

## Graduate Admission

See the *Graduate Programs* section of this catalog (page 129).

## Former ACU Student (Readmission)

*Office of the Registrar*

ACU Box 29141; Abilene, Texas 79699-9141  
Hardin Administration Building, Room 207

Phone: 325-674-2236

Fax: 325-674-2238

Email: registrar@acu.edu

Web: www.acu.edu/readmission

All students who leave the university for more than one long semester must apply for readmission. All students who leave the university on academic probation or suspension or with disciplinary concerns must also apply for readmission. Their cases will be taken before the University Readmission Committee to determine their eligibility to return to ACU. Decisions made by the committee are made based on a variety of factors, looking at the holistic view of the student, rather than just one factor. The decision of the University Readmission Committee is final. Those students on academic suspension from another institution will not be eligible for readmission to ACU.

Students wanting to apply for readmission should refer to the Readmission page at [acu.edu/readmission](http://acu.edu/readmission) for instructions and the application forms. Note that the deadlines for applying each semester will be strictly enforced.

## Second Baccalaureate Degree Student

*Office of the Registrar*

ACU Box 29141; Abilene, Texas 79699-9141  
Hardin Administration Building, Room 207

Phone: 325-674-2236

Fax: 325-674-2238

Email: registrar@acu.edu

Web: www.acu.edu/registrar

Students who have already attained a baccalaureate degree from ACU must apply for re-admission through the Registrar’s office.

All students who have a baccalaureate degree from another accredited institution must apply for admission to the university through the Admissions office.

Students applying to ACU in this category will be required to provide copies of all college transcripts, as well as all other admissions documents that are required for other undergraduate students. Students seeking a second baccalaureate degree will be required to meet the university requirements for the degree they are pursuing and must have at least 24 hours in addition to the work completed for their first degree.

## Transient (Special or Short Term) Students

*Office of the Registrar*

ACU Box 29141; Abilene, Texas 79699-9141  
Hardin Administration Building, Room 207

Phone: 325-674-2236

Fax: 325-674-2238

Email: registrar@acu.edu

Web: www.acu.edu/registrar

Students who want to take courses for academic credit but are not seeking a degree from ACU may be admitted on a semester-by-semester basis as transient, or non-degree, students. This provision applies, for example, to students enrolled in another college, qualified high school students, and visiting summer students. Transient applicants must:

1. Complete a *Special Student Application*, available in the Registrar's Office or online at [www.acu.edu/registrar](http://www.acu.edu/registrar).
2. Submit an official high school or college transcript.
3. High school students must also submit a letter of permission from a high school counselor or principal.

Students from other institutions are urged to confer with their own advisor before enrolling at ACU. Students who have a baccalaureate degree but want to take additional undergraduate courses must apply through the ACU Registrar's Office.

Non-degree students who later decide to continue their work at ACU must apply for admission to a degree program following published procedures. The fact that they have been admitted to non-degree status for one or more semesters does not guarantee their admission to a degree program at ACU.

## Dual Credit Courses at ACU

*Office of the Provost*

ACU Box 29103; Abilene, Texas 79699-9103  
Hardin Administration Building, Room 200

Phone: 325-674-2994

Fax: 325-674-6785

Email: [hendricksd@acu.edu](mailto:hendricksd@acu.edu)

Web: [www.acu.edu/dual-credit](http://www.acu.edu/dual-credit)

ACU offers the opportunity for students to take up to seven credit hours per fall or spring term with a maximum of 24 credit hours on campus which can apply both as college credit and toward fulfilling high school requirements. Any course at ACU may be taken as dual credit provided the student meets requirements for admission and prerequisite requirements for the course. Prerequisite requirements for courses can be found in the *Course Descriptions* section of the catalog beginning on (page 186).

Students at participating private secondary schools may enroll in up to seven hours of ACU's online, hybrid, or classroom-based dual credit offerings at their schools.

### Costs

These courses are offered to high school students at greatly reduced rates. The rate for the 2016-17 academic year is \$140 per credit hour. Students will be responsible for books and/or materials for each course taken. The cost for books and materials varies greatly by course. Individual course fees also may apply. On campus students will be responsible for purchasing an ACU Parking Pass at a cost of \$25. No other discounts or scholarships, such as the Faculty-Employee Discount, will apply to these hours.

### Requirements

- Students must have counselor and parent approval prior to enrollment.
- Admission to dual credit is based on a student's application and ACT or SAT college readiness scores. English/Reading scores of 19-ACT or 470-SAT and Math/Quantitative scores of 20-ACT or 500-SAT are the preferred minimum section score requirements. If a student has not taken the ACT or SAT, or has not met ACU's desired minimum, a high school counselor or administrator can recommend a student for dual enrollment through our **Dual Credit Recommendation Form** on the dual credit webpage.
- Students will be limited to a maximum of seven credit hours per semester.
- On campus students are to adhere to ACU's Immunization Policy.

### Other Information

Students enrolling in an on campus course for dual credit will be registered after current ACU students have registered. Typically, this means that students will be registered in late May for the fall term and in

late November for the spring term. When an ACU section is full, no dual credit students will be allowed to register for that section without special permission of the department and instructor. Students seeking to take upper level courses at ACU also will need special permission from the department and instructor of the class.

Students enrolled in an on-campus course are expected to attend class based on the ACU Academic Calendar and not their high school calendar.

## ESL Student Admission

Jorge Daniel Garcia, *Director of International and Multicultural Enrollment*

Office of Admissions

ACU Box 29000; Abilene, Texas 79699-9000 USA

Hunter Welcome Center 241

Phone: 325-674-2710

Fax: 325-674-2710

Email: [acu.international@acu.edu](mailto:acu.international@acu.edu)

Web: [www.acu.edu/international](http://www.acu.edu/international)

ESL students should contact the Office of Admissions for an application to the Institute of Intensive English and admission to the university. See the *Institute of Intensive English* in the *Language and Literature Department* section of this catalog.

## Military and Veterans Admission

Aaron Hastings, *VA Coordinator*

Office of the Registrar

ACU Box 29141; Abilene, Texas 79699-9141

Hardin Administration Building, Room 309

Phone: 325-674-2236

Fax: 325-674-2238

Email: [aaron.hastings@acu.edu](mailto:aaron.hastings@acu.edu)

Web: [www.acu.edu/registrar/veterans.html](http://www.acu.edu/registrar/veterans.html)

Veterans applying for admission to the university should follow the normal university admissions process, but they should also contact, as early as possible, the veterans' coordinator in the Registrar's Office to expedite handling of VA forms needed to qualify for benefits.

Military service personnel and veterans may be admitted as freshmen or transfer students. In addition, they may receive credit for successful completion of college-level military service schools as set forth in the American Council on Education's "Guide to the Evaluation of Educational Experiences in the Armed Services."

Veterans will be required to submit all military transcripts to ACU as a condition of admission, even though some hours of military credit may not count toward ACU degree plans.

## Academic Fresh Start Applicant

Dr. Eric Gumm, *Registrar*

ACU Box 29104; Abilene, Texas 79699-9104

Hardin Administration Building, Room 207

Phone: 325-674-2300

Fax: 325-674-6112

Email: [registrar@acu.edu](mailto:registrar@acu.edu)

Academic Fresh Start allows students who previously attended Abilene Christian University to start over and have all previous courses and grades excluded from a new degree program. All previous courses and grades remain on the student's transcript but are not counted toward the new degree program, earned hours or GPA.

Any undergraduate student who previously attended ACU may request approval for Academic Fresh Start provided at least five years have elapsed since he or she was last enrolled in any college or university. Approval for Academic Fresh Start must be made before registering in courses.

# Orientation to ACU

## New Student Orientation

Tamara Long, *Dean of Admissions*  
ACU Box 29000; Abilene, TX 79699

Phone: 325-674-2949

Email: [info@acu.edu](mailto:info@acu.edu)

Web: [www.acu.edu/orientation](http://www.acu.edu/orientation)

## Wildcat Week

Caddie Coupe, *Director of New Student Programs*  
ACU Box 27867; Abilene, TX 79699-7867

Phone: 325-674-6337

Fax: 325-674-6867

Email: [acuwildcatweek@acu.edu](mailto:acuwildcatweek@acu.edu)

Web: [www.acu.edu/wildcatweek](http://www.acu.edu/wildcatweek)

## New Student Orientation, Registration and Wildcat Week

### New Student Orientation

New Student Orientation is a summer orientation program for first-year ACU students and their parents. All entering students, freshmen and transfers, are required to attend one of the summer orientation sessions. During the two-day Orientation session, students will receive important information about starting their journey at ACU and will meet fellow students and professors. Placement testing is also available during New Student Orientation. More information can be found at [acu.edu/orientation](http://acu.edu/orientation).

### Registration

Students will receive their tentative fall schedule after registering online for New Student Orientation.

All admission records, transcripts, test scores, fees and deposits must be on file prior to New Student Orientation. Incomplete admission records or test scores will prevent students from registering.

New students must be registered in required first-year university courses in Bible and Cornerstone (CORE 110) during their first semester and freshman English during their first year, unless they have already completed these courses. Transfer students (who matriculated from high school prior to 2016) with 24 or more hours must be registered for Bible 103.

### International Student Registration

International undergraduate students must be registered for at least 12 hours. Undergraduates whose native language is not English are required to enroll in English as a Second Language (ESL) unless they can demonstrate acceptable English language skills with a score of at least 525 on the Test of English as a Foreign Language (TOEFL), or 197 on the computer based TOEFL. **ESL courses do not count toward graduation.** For more information, please see the *Institute of Intensive English* in the *Department of Language and Literature* section.

### Wildcat Week

The purpose of Wildcat Week is to empower new Wildcats to call Abilene their home while equipping them with the opportunity for **spiritual growth, academic success, and social excellence.**

Wildcat Week is an extended orientation experience designed to prepare students for their transition to Abilene Christian University. It is an exciting experience for all new students that encourages you to engage in the Wildcat community. During Wildcat Week, you will build friendships with future classmates while experiencing the traditions of ACU, learning what it truly means to be a Wildcat. More information can be found at [acu.edu/wildcatweek](http://acu.edu/wildcatweek).

### Wildcat Weekend

#### (Students Entering at the Spring Semester)

Wildcat Weekend is an orientation program for students entering in the spring semester, including freshmen, transfer students and their parents. All new undergraduate students who are beginning in the spring semester **are required** to attend the Wildcat Weekend session. During this program, students will receive important information about starting their journey at ACU and will meet fellow students and professors. There will also be opportunities to complete necessary placement testing, receive comprehensive academic advising and confirm their schedule.

### Testing

#### Credit by Examination

Exceptional past grades or test scores indicating outstanding academic achievement may make it possible to be exempt from or to receive college credit for certain courses. This provision does not apply to the proscribed university Bible requirements (BIBL 101, 102, 211).

#### No credit by examination will be awarded for a course that a student has taken.

A maximum of 30 semester hours earned by examination may be counted toward an undergraduate degree. All hours of credit earned by examination will be listed on the official transcript. No tuition is charged for credit by examination, but a testing fee is charged as well as a recording fee per course credit received. Unsuccessful attempts to earn credit by examination are not shown on transcripts. For more information, contact the University Testing Center or the Admissions Office.

#### “Challenging” a Course

If a student wishes to attempt to earn credit for a course that is not available through CLEP, the student may approach the chair of the department offering that course about a challenge exam. Students may pick up a course challenge form in the University Testing Center. Should the challenge be allowed, the student will schedule the exam with the department.

Course challenge credit is subject to the limitations explained in the Credit by Examination section above. Because of the nature of some courses, they are not available through challenge or examination. The chair of the department will determine if the course is eligible for challenge. When credit is awarded during the first week of the semester, a full refund will be approved.

A student may not challenge or test for credit for a course when that student has already earned credit for a subsequent course in that field. For example, a student may not challenge Beginning Spanish if the student has already taken Intermediate Spanish. In addition, students may not challenge a course they have previously audited or taken for credit.

#### ACT/SAT Placement Information

New students, including transfer students with fewer than 65 transferable degree credits, may be required or given the option to complete placement testing.

The following placement tests are available:

- **Advanced Mathematics Placement Test** – required for all students majoring in math, science, engineering, computer science or pursuing a pre-health concentration (except nursing) regardless of ACT/SAT scores. This test is used for placement into MATH 109 (Precalculus I), MATH 124 (Precalculus II) or MATH 185 (Calculus I). Students who have earned credit for MATH 185 from AP or CLEP do not need to take this placement test.
- **Mathematics Placement Test** – optional for those students who scored below 20 on ACT Math or below 500 on SAT Math. This test can be taken if a student wishes to improve his/her course placement or eliminate a mathematics course which would not earn graduation credit.

- **Writing (English) Placement Test** – optional for those students who scored below 19 on ACT English or 470 on SAT Critical Reading. This test can be taken if a student wishes to improve his/her course placement or eliminate an English course which would not earn graduation credit.

Placement tests may be attempted twice but must be completed before the semester begins. Students are not eligible for placement testing after beginning any MATW, MATH, or ENGL course.

## Learning Communities

Dr. Eric Gumm, *Director*  
 ACU Box 29104; Abilene, Texas 79699-9104  
 Hardin Administration Building, Room 305  
 Phone: 325-674-2212  
 Email: fyp@acu.edu  
 Web: www.acu.edu/fyp

A Learning Community is a set of classes grouped around a common theme. For example, a community on the theme of “The Power of the Word” might include Bible, English and speech courses or the theme of “Being Counter-Cultural People” might include Bible, English and Sociology courses. While the course content will not be parallel for the entire semester, the teachers of these courses will work together to help students recognize and understand how the knowledge gained in each course relates to the learning that is going on in the other courses. Some Learning Communities may plan special group service projects or identify other opportunities to learn while doing.

Depending on the courses in the community, most groups will include 25-35 students. When a student enrolls in a Learning Community that automatically enrolls him or her in all of the classes in that community.

Learning Communities are designed to help students:

- become involved in college more quickly
- become acquainted with other students
- form student study groups
- learn more about a topic of interest
- enhance learning by seeing connections among classes

# Financial Information

Phone: 325-674-2300  
 888-588-6083

Fax: 325-674-6850

Email: depot@acu.edu

Web: www.acu.edu/sfs

Abilene Christian University is a non-profit institution. All funds from student charges are spent to provide services related to the university’s educational mission. Other funds for operational expenses come from endowments and gifts from concerned individuals and organizations. As a policy, auxiliary operations such as cafeterias, housing and bookstores are self-supporting.

The Board of Trustees has charged the chief financial officer and his/her designees with the responsibility of enforcing all regulations for student accounts. **If a student is of legal age, he or she is deemed to be the primary party liable for his or her financial obligation.**

A schedule of costs detailing current tuition, fees, meal plans, and residence halls may be found at: [www.acu.edu/costs](http://www.acu.edu/costs).

## Financial Aid

Abilene Christian University maintains a comprehensive program of financial aid, including financial planning and consultation to help students and their families meet the expenses of a college education. Appointments with our financial aid specialists are made through the Depot.

The primary responsibility of financing a college education rests upon students and their families. Assistance from ACU and other sources should be considered as supplementary to the primary responsibility of the student and the family. ACU strives to supplement students’ needs by awarding a combination of grants, scholarships, loans and work-study for eligible students. ACU attempts to distribute all financial aid resources in an equitable manner and follow the guidelines established for federal, state, and institutional funds.

Financial aid application forms are available online. Students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) found at [www.fafsa.gov](http://www.fafsa.gov). ACU forms are at: [www.acu.edu/depot](http://www.acu.edu/depot). These forms should be submitted by March 1 for fall enrollment and by November 1 for spring enrollment. **Late applicants may find that certain forms of grant and scholarship funds are depleted by the time their applications are submitted to the Student Financial Services Office.**

## Satisfactory Academic Progress

Students must make satisfactory academic progress in order to maintain eligibility for financial aid. The minimum acceptable cumulative grade point average requirements are 2.0 for undergraduate students and 3.0 for graduate students. Additionally, all students must earn a cumulative minimum of 75 percent of the hours attempted. Satisfactory academic progress is generally measured once each year at the end of the spring semester. If a student fails to meet the requirements during the fall and spring semesters, summer courses may be counted in order to determine eligibility for aid.

Students who fail to meet the satisfactory academic progress standards for financial aid may file an appeal at: [www.acu.edu/sfs/appeal](http://www.acu.edu/sfs/appeal). The appeal must be filed prior to the start of the term for which financial aid has been denied. If a student withdraws from the university after being declared ineligible for aid, the student is required to file an appeal for aid at the point of readmission. Only approved appeals will be deemed eligible for financial aid.

## Work-Study/Student Employment

Students who desire a part-time job to assist in meeting their financial obligations are encouraged to check the job postings at: [www.acu.edu/campusoffices/hr/employment](http://www.acu.edu/campusoffices/hr/employment), my.AC.U.edu classified ads, and also to inquire at area businesses. Work-study awards are not

required for on campus employment, nor is a work-study award a guarantee of a job. See [acu.edu/work](http://acu.edu/work) for more information.

## Student Loan Program (more information at:

[www.acu.edu/loans](http://www.acu.edu/loans))

ACU participates in the following student loan programs:

- Federal Direct Loans (subsidized and unsubsidized)\*
- Federal Perkins Loans\*
- College Access Loans (Texas residents only)
- Federal PLUS Loans\* (for parents of dependent undergraduate students)
- Alternative Loans
- Grad PLUS Loans\*

## Grants (more information at: [www.acu.edu/sfs](http://www.acu.edu/sfs))

ACU participates in the following grant programs:

- PELL – Federal Pell Grant\*
- SEOG – Federal Supplementary Educational Opportunity Grant\*
- TEACH – Federal Teacher Education Assistance for College and Higher Education\*

\*indicates a Federal Title IV program

For Texas residents only:

- TEG – Tuition Equalization Grant

## ACU Need-Based Grants

Need-based grant assistance through the ACU Grant and other programs is available on a limited basis for students with established financial need remaining after consideration of all other sources of financial support. **Preference is given to those who apply early.**

## Scholarships

Scholarships based on academic merit as determined in the admission application process as well as scholarships awarded through other departments are available based on the specific criteria established for each program. More information is available at: [www.acu.edu/scholarships](http://www.acu.edu/scholarships). **Scholarships for costs exceeding tuition, books and required fees (i.e. room and board) may be taxable to the recipient.**

## VA Benefits

ACU is approved by the Veterans Administration to administer educational benefits for eligible veterans, servicepersons, reservists, widows and children of veterans. Eligibility and equivalent educational benefits are determined by the Veterans Administration (VA). The VA Coordinator, located in the ACU's Registrar's Office, coordinates the services to the students receiving veteran's educational benefits. The certifying official collects, completes and processes the required substantiating documentation. The VA Coordinator also serves as a point-of-contact and direct liaison between the veteran, the university and the VA. The certifying official is not part of the VA, but an employee of ACU. Students receiving VA benefits may also be eligible for other financial assistance from federal, state and institutional sources. In some cases, receipt of VA benefits may reduce or eliminate eligibility for other financial assistance in order to comply with federal, state or institutional policies.

## Payment Options

The first billing statement (eBill) of the fall semester will be available to the student via the Wildcat Payment Portal the first week of June. Students will receive an email to their ACU email address alerting them when a statement is available to view. The statement is provided in electronic format; no paper statements are mailed. It will include the fall charges (tuition, fees, housing and meal plans) and financial aid awarded. The fall financial settlement date is August 3, 2016. The spring financial settlement date is January 10, 2017.

### 1) Pay the "Total Amount Due"

Pay the current total balance by the due date given on the first billing statement for a new semester. Please be aware that this may not be the final bill for the semester.

Subsequent monthly eBills will be generated during any month in which activity appears on a student's account, including activity for adding or dropping classes, charging books, payments made, financial aid awards granted and the difference between actual and estimated financial aid awarded, etc. (Estimated financial aid is aid that will pay to your account after you have completed all necessary requirements). No late fees will be charged if payment is received in full by the end of the month following the statement date. Late fees, equal to 1.242%, will be charged each month on unpaid balances. If the total amount due on the statement is not paid for the financial settlement date, a payment plan or other approved payment arrangement must be in place to begin attending classes.

### 2) Wildcat Pay Plan

By logging into the Wildcat Payment Portal or going to [acu.edu/payingyourbill](http://acu.edu/payingyourbill), students may pay the net balance in full by the financial settlement date or they may take advantage of the 6, 5, or 4 month payment plan for the semester by using the Wildcat Pay Plan. Each semester an enrollment fee is charged if you choose to set up a payment plan. Call the Depot at 888-588-6083 for payment plan assistance. If you are enrolled in the Wildcat Pay Plan and are current on your payments, no late fees are charged.

### Payment Card Convenience Fee

Card users will be assessed a separate, *nonrefundable* convenience fee – 2.75% of the payment amount (\$3 minimum fee) – at the time of each credit or debit card payment on a student account. The convenience fee charged by TouchNet's PayPath Payment Service covers the cost of processing credit and debit card payments. Please note: *ACU will not receive any part of the convenience fee.*

### Billing Activity

Students may access their account information through the Wildcat Pay Portal. Students may also designate an authorized user to receive billing emails, access the student account information and make payments by completing an on-line authorization form.

### Financial Responsibility

Failure to make proper payment is cause for dismissal at the discretion of the university. Official academic transcripts and diplomas will not be released unless all university-related indebtedness is paid in full.

### Fees

All general required student fees (technology, safety, health, etc.) are included in the annual block or per credit hour tuition rate with the exception of the student activity fee, which is billed separately. There may be additional course/activity specific fees in addition to the tuition rate. Some examples include:

- Band fees
- Audit fees
- JMC course fee
- Music lesson fees
- Kinesiology course fees
- Personality and Career Testing fees
- Nursing fees
- Travel class and Study Abroad fees

Note: All courses with extra fees may not be listed here. Please check with the department for information concerning individual course fees.

## Meal Plans

The university offers several meal plan options for students living in residence halls and for off-campus students as well. Standard meal plans provide daily access to the World Famous Bean. Meal plan options include Bean Bucks, which may be used throughout the day to purchase food at all Food Court venues as well as at the Campus Store. See [acu.edu/campusdish](http://acu.edu/campusdish) for more information.

### Meal Plan Options for 2016-2017

All Access 7	7 day all day access pass + 400 Bean Bucks	\$2,728 per semester
All Access 5	5 day all access pass + 400 Bean Bucks	\$2,521 per semester
Classic 10	10 meals per week + 400 Bean Bucks	\$1,949 per semester
Lifestyle 125	125 meals per semester + 50 Bean Bucks	\$1,050 per semester
Lifestyle 100	100 meals per semester + 100 Bean Bucks	\$909 per semester
Lifestyle 75	75 meals per semester + 150 Bean Bucks	\$731 per semester
Lifestyle 50	50 meals per semester + 200 Bean Bucks	\$595 per semester
Lifestyle 25	25 meals per semester + 250 Bean Bucks	\$460 per semester

Minimum meal plan requirements for all residence hall students are as follows:

- First year students must purchase an All Access plan
- Second year students must purchase an All Access or Classic 10 plan.
- Resident upperclassmen, including RA's, are required to have a meal plan. They can choose from all of the plans.

Off-campus students and employees may purchase any meal plan. Students have until the 12th day of class each semester to make meal plan changes.

Meal Plans and Bean Bucks are nonrefundable and expire at the end of the spring semester.

### Campus Cash

Campus Cash provides students the convenience of making purchases through the use of their ID card. By purchasing Campus Cash, students may limit the amount of cash they carry on campus. Campus Cash may be used anywhere on the ACU campus. To purchase Campus Cash, a student should complete a Campus Cash Purchase Agreement form in the Depot or follow the link at <https://campuscash.acu.edu>. Students must have a credit balance on their account or use a credit card for the purchase. The balance carries over as long as the student is enrolled. A refund of Campus Cash in excess of \$5 will be made upon request in the Depot and is issued as a credit back to your ACU account.

### Annual Block Tuition

Students enrolled in the Annual Block Tuition plan may take up to 36 credit hours per academic year (billed at \$16,010 per long semester in the 2016-2017 academic year). Students on this plan must be enrolled full time (12 hours or more) in the fall and spring semesters. After the add/drop period, students who withdraw from a course will not receive a refund. **Classes withdrawn from will still count toward the 36-credit hour total for the academic year.** Students not enrolled full time at the end of the add/drop period for the semester will be billed on a per credit hour basis and will forfeit the ability to take classes under the Annual Block Tuition plan during the academic year.

### Add/Drop Period

During the add/drop period there is no penalty for adding or dropping courses. Courses dropped during this period will not appear on the student's transcript. If enrolled in Block Tuition, classes dropped during this period will not count toward the 36-credit hour total.

Add/Drop Period:

Fall/Spring terms	..... Through the 5 <sup>th</sup> day of each semester
Compressed courses	..... Before the first day of class
Summer sessions	..... Through the 1 <sup>st</sup> day of each summer session
January courses	..... Before the first day of class
Intensive course	..... Same as add/drop period of term in which course is taught

### Withdrawing from a Course

After the add/drop period:

- Students must officially withdraw from a course by initiating a withdrawal form.
- A withdrawal grade for the course will appear on the transcript.
- For students enrolled in Block Tuition, classes withdrawn from will still count toward the 36-credit hour total for the academic year.
- For classes that begin after the first week of the fall or spring semester, students on block tuition must drop the course prior to the first class meeting to avoid the hours counting toward the 36-hour annual block.
- For all on-campus graduate students and undergraduate students enrolled in fewer than 12 hours, refunds of tuition will be made according to the Tuition Refund Policy (below). Fees are nonrefundable after the add/drop period.
- No refunds for room and board will be made for absences while enrolled in the university.
- Full-time undergraduate students may not withdraw from BIBL 101 (or BIBL 103) or any required developmental course.

### Tuition Refund Policy for Individual Courses

All undergraduate students enrolled in fewer than 12 hours are billed at a per credit hour rate of \$1,334 (tuition and general fees). Graduate tuition is generally billed by credit hour and the rates vary by program. Students paying per credit hour may receive a refund of 100% for the first five days of class, 80% through day 12, and 60% through day 15. No refund will be made after the 15<sup>th</sup> day of classes. Other students approved to be billed on a per credit basis will follow this same refund schedule.

For January courses and summer courses, students who are in the Annual Block Tuition do not incur additional expenses as long as the total enrolled hours do not exceed 36 within the same academic year. Students not enrolled in the annual Block Tuition are billed at \$1,334 per credit hour. If paying by credit hour, when a class is dropped on the first day of a January short course or a compressed course, there is a 90% refund. When a class is dropped on the first day of a summer term, there is a 100% refund. No refund will be made from the second day to the end of either short term. Refunds for intensive courses not specifically listed above are subject to the refund schedule for courses billed by the credit hour in the term in which the course is taught, regardless of the actual date the course begins.

### Tuition Refund Policy for Students Withdrawing from the University

Students that completely withdraw from the university during the fall or spring semester will receive a tuition refund based on the following schedule:

- Through the 5<sup>th</sup> day (the add/drop period) ..... 100%
- Through the 12<sup>th</sup> day ..... 80%
- Through the 15<sup>th</sup> day ..... 60%
- After the 15<sup>th</sup> day ..... 0%

### Financial Aid Return of Funds Policy for Students Withdrawing from the University

#### Return of funds to Institutional Financial Aid Programs

Scholarships and grants from the university are reduced by the same percentage of any tuition refund.

#### Policies and Procedures Regarding the Return of Federal Title IV and Institutional Funds

Abilene Christian University calculates and returns Federal Title IV funds according to Federal Title IV policy 34 CRF 668.22. The amount of Title IV funds (other than Federal Work-Study) that must be returned to the Title IV programs is based solely on the length of time the student was enrolled before withdrawing. This policy is effective for complete or full withdrawal from a semester in which the student receives Title IV federal funds.

If the student withdraws before 60 percent of the semester has elapsed, a percentage of Title IV funds will be returned to the federal program based on the length of time the student is enrolled prior to withdrawal. For example, if the student withdraws when 50 percent of the semester has elapsed, 50 percent of Title IV funds will be returned to the federal programs. After 60 percent of the semester has elapsed, the student is considered to have earned all aid received for the semester.

The return of Federal Title IV funds depends upon the date the student withdraws during the semester.

**Withdrawal date is defined as one of the following:**

- The date the student began the withdrawal process;
- The date the student otherwise provided the school with official notification of the intent to withdraw;
- For the student who does not begin the university's withdrawal process or notify the school of the intent to withdraw, the mid-point of the payment period or period of enrollment for which Title IV assistance was disbursed (unless the university can document a later date); or
- The withdrawal date is determined from class attendance records.
- If a student stops attending class, federal regulations require that ACU consider the student withdrawn for financial aid purposes.

**Abilene Christian University will:**

1. Determine date of withdrawal.
2. Calculate the percentage of aid deemed to have been earned by the student.
3. Calculate the percentage of aid not earned by the student, which must be returned to federal programs.

**Return of Federal Title IV Funds**

If the withdrawal date results in a percentage of Federal Title IV aid not earned by the student, then return of Federal Title IV aid will occur in the following order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Perkins Loans
4. Federal PLUS Loans
5. Federal Pell Grants
6. Federal SEOG Grants
7. Other assistance under the title for which a return of funds is required.

# Endowed Scholarships

The following endowed scholarships are available at ACU. They are awarded to qualified students by the appropriate department. Students do not apply for these scholarships directly. This list is updated as of March 2016; however, corrections should be reported to the catalog office.

**Academic Development Center:** Aubrey Green

**Agriculture:** Mr. and Mrs. S.N. Allen, F.M. "Doc" Churchill, T.W. Colby, Dewey Davis, Edwin Dubose, Ex-Aggie, Orval M. and Christie W. Grimm, Houston Livestock Show, Carl B. and Florence E. King, Robert E. Malone, Emmett and Pat Miller, Dean and Dorothy Moberly, Virgil G. (Bud) Money, Guy E. Steen, W.S. Taylor

**Art:** Lylia Arledge, Margaret L. Bruce, Lucile Dill, Juanita Tittle Pollard, Joseph E. Shipp Sr., Norman and Joyce Whitefield

**Athletics:** Jerry and Shirley Anderson (Football), Lance and Melissa Barrow (Football), Basketball 63-64 Team, Ruth Shipp Beaver, Wally Bullington, Sam Carpenter (Baseball), Roy Douglas Churchill, Judy Kniffen Clardy (Tennis), Ann and A.M. "Tonto" Coleman Memorial, Buddy Colston (Golf), Eck and Maurine Curtis, Bob and Myrt Davidson (Lineman), Reese and Jeanne Davis, Larry Fatheree (Tennis), Grant Feasel (Football), Rex Fleming (Pre-Med, Nursing), Richard and Lois Fuller (Tennis), Oliver Jackson (Track and Field), Vince Jarrett (Golf), Courtney and Elaine King (Football), Rex and Irene Klepper, Lonestar (Baseball), Holt and Kaye Dawn Lunsford (Football), Sylvia and Gary McCaleb (Baseball). Bill and Nancy McMinn (Tennis), Garry Don Moore, A.B. Morris (Coaching), Rebecca Morris (Women's Basketball), Martha and Tommy Morris (Men's Basketball), Larry Nichols (Golf), Barbara and Randy Nicholson, N.L. (Nick) and Helen Nicholson (Football), Odell-Knight-Hooker (Gloveman Baseball), Robert Orr (Football), Al and Dottie Scott Memorial (Baseball), Joseph E. Shipp Jr., Sisco Family (Baseball), Stone Family (Men's Basketball), William J. Teague (Point Guard), Everett Treadway, Glen L. Wallace Sr., Raby and James E. (Jim) Womack (Basketball)

**Biblical Studies/Spanish:** Adams-Goodloe, Barney and Elzabelle Alsbrook, Lynn and Carolyn Anderson, Candace Carter Anderson, Anonymous CBS Scholarship No. 1, Anonymous CBS Scholarship No. 2, Anonymous CBS Scholarship No. 3, W.F. and Pearl Arnett, Clyde and Shirley Ater, George Bailey, Mrs. M.E. Baldrige, A.B. Barret, Bernice Beaty, Eleanor Brockman Barton, B.B. Baxter, Jenny (Ross) Bizallion, R.P. and Cecile Black, Josephine and Don Bowen, C. Leroy Buie, Wendell E. and Faye Burgess, Dovie O. Burnett, Hal Alexander Burnett, Jr., Mel and Dovie Burnett, A.G. and Gregg Carmack, Stephen Arthur Carmichael, George F. Carter, Henri Ida Dabney Chambers, Chenault Family, Gene Paul Clifton, College of Biblical Studies, Robert L. Cooner, Maude W. Cranfill, John Carl Davis, Missions, Mr. and Mrs. John R. Decker, H.H. Dickson Trust, Gordon L. and Beatrice Minchew Downing, Edwin H. and Marinette L. Enzor Sr., Enzor Family, Don and Edna Earl Faulkner, Everett Ferguson, Don and Martha Finto, Fleming Mission Awards, Richard and Gay Flow, I.S. Fowler, Ernest D. Garrett, Gibson Bible and Mission, John Paul Gibson, Robert and Lou Giezentanner, Rhelma B. and C. Woodrow Gleeson Missions, W.O. and Mary Gloff, Elmer and Virgie Gray, J.L. Greene, Vincent Guarnera, Robert and MaryAnn Hall, Lacy and Dorothy Harber, Mr. and Mrs. Nathan J. Harsh, Samuel Edward Haynes, Dury and Ardella Helm, Gwen and Gail Hensley Missions, Thomas A. and Connie Stapp Higginbotham, Vivian Holmes, Mr. and Mrs. A.R. Holton, Jan and Bill Hooten, Leta Skiles Hudspeth, Hutcheson-Scott, Hulen Jackson, R. Terry Jackson, Alvin G. and Janet G. Jordan, C.L. Kay, David L. and Betty R. Kennamer Seminar in Missions, George A. Klingman, Reuel and Inogene Lemmons (Missions), Byrd R. and Lucile Walls Lewis, P.G. and Anna Lewis, Matthew Clayton Lowe, Mankin Family, Archie and Ethel Martin, W. G. Massey, Opal Biggerstaff McCord, E.W. McMillan, Marion and Bertie McNair (Missions), Prentice and Barbara Meador, Missions Department, Missions Seminar, J.F. and W.L. Montague, Helen Moran, Col. Jim and Joy Morgan, Rhodes E. Morris, Eva Nall, J.W. O'Banion, O'Dowd, Roy and Jaxie Palmer (Missions), Jim and Eula Perkins, Frank and Maudie Phillips, Richards-McGuire,



Holbert and Stella Rideout Religious Education, Eris A. and Mary Tackett Ritchie, Jenny Rix, Clifton Rogers, Sherlie J. Rowe for Women, Alonzo E. Rutherford, H. Ray Rutherford, Scott Foundation, Second Century, Sheppard, Sheppard Family, Katherine and H.R. Sherrow Jr., Charles and Judy Siburt, Doug Small, Birtie Wicker Smith, Lawrence L. Smith, Rebecca Brimmer Smith, W.R. and Mayme C. Smith, Paul and Margaret Southern, David S. Sowell Jr. and Esther Smith Sowell, Carl Spain, Don Stobaugh Family, Page Lamar Stradley, Woody and Mae Teague, Everett Treadway, Gus E. and Minnie Turman, Clyde and Retta Turnage, Mike Warren, Otto J. Weber, Ben West, Ira and Hazel Williams, Woodrow and Ruth Wilson, Cleo Wimbish, Grace Woodward

**Biology:** Todd and Shirley Barfield. James Herbert Sikes, Revis D. and Earlene D. Tyler Jr.

**Business:** Accounting Department Chairman, Baker Family Leadership, Brown and Mach, Business Administration Council, Carlos and Annie Calvert, Corey Lance Cheek, Kay and Roger Cheek, Collier-Branscome, Lloyd Glenn Cummins, Ben M. Davis (Accounting), A. Don Drennan, Enzor Family, Sybil Faubus, First National Bank of Abilene, Ted and Glenda Fowler "Golden Corral," Steve and Cheryl Green, Allen Overton Griggs, Jack and Ann Griggs, Virginia Heacock, Blanche and Claude Hogan, Hollis Family, Biddie and Oliver Jackson, Darryl and Cindy Jinkerson, Taylor L. Lamkin, Holt Lunsford, Monty L. Lynn Management Sciences, Lytle Family, McCaleb "Complete the Dream," Todd and Suzanne Miller, Dean and Dorothy Moberly, Helen Moran, George Q. and Linda Offutt, Robert R. Onstead, Orr Family, James and Bobbye Petty, PricewaterhouseCoopers LLP, Dusty and Nancy Rhodes, John and Sue Sehon, Gary and Millie Skidmore, Pauline and Ed Snelson, Gene and Ruth Ann Stallings, Swinney Family, Jim and Margaret Talbot, Margaret L. and William J. Teague, Tolleson Scholars, Louie and Iola Faye Welch, Wessel

**Chemistry and Biochemistry:** Dow, Norma Keeler Henry, Richard M. Henry, Tommy J. McCord (Research), Ronnie Pruitt, Revis D. and Earlene D. Tyler Jr., Paul C. Witt

**College of Arts and Sciences:** Kay and Roger Cheek

**Communication and Sociology:** Communication Department, Enzor Family, Rosemary Kincaid, Gary Scott Rohre, Sociology, Mike and Julie (Ward) Metscher

**Communication Sciences and Disorders:** Audra Cobb, Lyda B. Sebastian Harrell, Richard Slade Harrell, Jillian Hope Thomas

**Computer Science:** Dwight Caughfield

**Conflict Resolution:** Diane Duncum

**Engineering and Physics:** Sam T. Bryan, Norma Keeler Henry, Hosea Lewis, Professor Paul Morris, Lois Marie Reed, James B. Rives, Jr.

**General Academic:** George and Martha Abbott, Abilene Community Foundation, ACU Foundation, Adams Memorial, June Adcock, L.E. and Ada Adrian, Jim Alsobrook, Alumni Advisory Board, Anderson-Adams, Jane Leonard Anthony, J.S. Arledge, Eugene Gould Armstrong, F. Buster Armstrong, George and Lela Armstrong, James C. Armstrong, Beulah Cain Arvin, Anthony and Barbara Ash, Carlton and Jayne Ash, Jamie and Rick Atchley, Pauline Chamness Aven, A. Leroy Baker, Mark Weldon Baker, Ball-Lair, Monette Beard, R.C. Bell, W.H. Bennett, A.A. and Effie Berryman, James Ray Black, Dr. Everett and Peggy Blanton, Rachel Blasingame, J. Donald Bowen, Robert Dale and Bonnie Nell Bradshaw, Delma Butrum Brazle, Brennen Family, Edward and Frances Buck, Joe and JoLynn Bullock, Mike Bullock, Leonard Burford Graduate, Inda Burrus Graduate, Dr. Samuel Caire, Norris and Mary Jo Campbell, W.E. Cantrell, Art Carmichael, Amon G. Carter, Mr. and Mrs. J.Q. Carter, William Henry Chambers Sr., Watson and Ruby Childers, Stella Creel and Irene Louise Childress, Chris Christian, John D. and Mary Clark, Class of 2000, Roy C. Coffee, Thelma "Sissy" Coffman, E.L. and Marie Coker, Compton Family, Eliza Jane Cooper, Megan Cope, Dewitt C. and Bethel W. Cox, James F. Cox, Don and Carol Crisp, Charles and Byrla Cromwell, Margaret and Trammell Crow, Marvin and Vyla Belle Crowe, Younger Reed Davidson, Emma O. Dawson, Myrna Joy Dennis Memorial, Maurita J. Dietz, Barry Donnell, East Texas, Ellis/Stockdale, Helen Ellison "I Love You,"

David and Debra Engle, June Eubanks, Joe and Leta Ewing, Bert and Lucille Ezzell, Paul and Gladys Faulkner, Nannie E. Ferguson, First Colony Church of Christ, Judy Fisher, Richard and Gay Flow, Fridge Family, James and Lola Fry, Funded Permanent Academic, Jimmy L. Fuston, J.C. Gafford, Shirley and Norman (Buddy) Garner, Albert P. and Mamie E. George, J. D. Givens, W. Hanson and Mary Olive Granger, Everlena and Rennie Gray, John and Elizabeth Green, Juanita Hamlin, Ray V. and Nancy Hansen, Nellie Allen Hardgrave, Larry and Barbara Harding (testamentary), Dr. Dwain Hart, W. Maxine Turnbough Hays, Gene and Mary Hicks, Herring, Haley Hill Compassionate, L.D. (Bill) and Alvah Jean Hilton, Oralie Sandusky Hines, Homer and Floy Hodge, Homer and Floy Hodge #2, Rhonda Holder, Dell Hopkins Memorial, Iva Lee (Bradfute) and Porter Raymond House, Morris and Doris Howard, Billy and Carolyn Hughes, Bob and Shirley Hunter, Marian and Clinton F. Hurley, Inn Dow, Robert and Sue Isham, J. Warren Jackson, Clarence and Vera Jessup, Billy Bob Johnson, Jesse H. and Mary G. Jones, Loreta and V.W. Kelley (Alumni), Blanche and V.N. Keyes, Rex and Irene Klepper #2, B.B. King, CB and Lewis Knight, Ko Jo Kai, La Quinta Motor Inns, Fred Landers, Reuel and Imogene Lemmons, Burke Warren Lewis, Mark Lewis, Anna Marie Lindley, Vivian Fulbright Litton, Mr. and Mrs. John E. Lobley, Logan-Young, Max and Denalyn Lucado, Sandy Brown Mack, A.O. Mallory Family, Faye and Hollis L. Manly Sr., Maples Family, Pauline Marshall, Edwin and Jewell McDonald Martin, Neal Massie, Jerry Mays, Michelle McArtor, Henry and Fay McBroom, McCaleb Family LYNAY, Henry and Maude McCormack, Billy and Joann McCormick, Colby McDaniel-Jan Jones, Chesley McDonald, Mr. and Mrs. Ray McGlothlin Jr., Ray and Kay McGlothlin Jr., Louise & Durst McKinney, Charles McLaughlin, Betty and Art McLeod, Dr. T.N. Tim McLeod, Bruce McMillan Junior Foundation, Bill McMinn Partnering in the Journey, Faunie and TJ Meek, Orbin V. Melton, Memorial Road Church of Christ, Nancy Miller, Miscellaneous, John Henry Mitchell, L.E. Mitchell, Kathy Mitchell-Musick, Modisette-McDuffie, Milton Harvey and Anna Pearl Moore, Don H. Morris, Don and Alberta Morris, Sarah E. Morton, Myrtle Springs Church of Christ, Earl O'Quinn, John E. Olvera, Kay and Bob Onstead Minister's Progeny, Jesse G. Overton, Glenn and Marlene Owen, Roy H. and Dorothy Ketchersid Owen, Alexander and Elfrieda Oz, Gregory and Dianne Palmer, Parks-Allen, Willa B Patterson, Gregg Pearson, Phi Delta Psi, Elizabeth Wilmeth Pickle, Robert Pittman, Timothy and Kimberly Polvado, Lee and Dorris Scott Powell, M.C. Puckett, Bernice and Jess Pyeatt, Rambo, Phil and Lula Rampey, Reese Family, Dusty and Nancy Rhodes, J.H. Richards Sr., Marguerite Jane Richardson, Buna E. Rickner, Dorothy C. and Emmet D. Riggs, D.S. and Pauline Riggs, Dorothy De Wees Rix, Jenny Rix, Ira and Lena Roberts, Paul & Eve Rogers Memorial, Harden A. and Lucy C. Ross, Nelson Nichols Ross, Johanna Haltom Salter, Dana Scott Sanders, A. Crutcher Scott, Susan Scott, Maxie Runnels Sewell, Ernest D. and Grace Shelton, Ouita and Louis Shelton, B. Sherrod, B. and Ezzie Sherrod, E.F. and Edna Shotwell, Mr. and Mrs. W.C. Sikes, Paul J. and Christine B. Sloan, Ivan and Kathryn (Hough) Smart, Howard & Lanita Smith Memorial, Mrs. J.M. "Skeet" Smith, Malcolm A. and Nettie J. Smith, Mr. and Mrs. Presley Smith Sr., Wade and Mary Smith, Snyder-Nation, Zana Sorrells, Laura Sowell, James William Sparks, Jacqueline Sprott, Gene and Ruth Ann Stallings, John C. and Ruth Stevens, Ray A. Stewart, Bill and Peggy Teague, Margaret L. Teague Spirit of ACU Award, Margaret and William J. Teague Excellence in Leadership, J.D. and Katherine Thomas, Richard C. Thompson, Donald Thut, Ron Tiner, M.L. Todd, M.L. Todd #2, Rodney A. Toms, Mr. and Mrs. W.B. Trammell, Dee Thomas Travis Sr., Charles Trevathan Memorial, Randall W. Truxal, Sue Nell Nall Truxal, John and Geneva Tubbs Memorial, University, Verett Family, Greg & Diane Vick, University, Verett Family, W Club, Ross and June Walker, Dean Walling Memorial, Isaac and Nancy Walls, Hubert and Leatrice Watson, Walker Weathers, Webb Family, Avis C. Wiggins, Tim Wilburn, Williams Ligon Brown, John and Evelyn Willis, Wilmeth, Claudie and Stanley Wilson, Dub Winkles, Witt Family, WACU, H.V. and Mae Woodard, Wright Family, Toddie Lee Wynne Jr., Izetta Tidwell Yarbrough, Nancy Zickefoose

**Gerontology:** Virgil Bentley, Stella Creel and Irene Louise Childress, John Alfred Creech, Joe McKissick, Helen C. Nelson, Students of Gerontology

**Global Studies:** International Student, Lindsey Lee Smith (Study Abroad), Voss-Haseltine (Asian Studies)

**History:** COE Foundation, James W. and Clara D. Culp, Paul D. and Clara Randolph, Joe Powell and Donna S. Spaulding

**International Students:** Nick and Viorica Duta (Romania), Petrina Toluwalope Olorunsola

**Journalism and Mass Communication:** Vonda Dietz, Bradley and Corliss Hudson Englert, Lydia Clarke Heston, Blanche and Claude Hogan, Debate: Rosemary Kincaid Memorial

**Kinesiology and Nutrition:** Debi Zickefoose Allen, Leota Zickefoose Frazier, Norma Keeler Henry, Helen Moran, Y.C. Paschall Jr., John E. and R.L. Roberts Jr. (Exercise Science/Library Science), Tonja Zickefoose Rushing, Guy Scruggs, Marie Wilmeth, Benjamin Harvey (Trey) Zickefoose III

**Language and Literature:** James W. and Clara D. Culp, Clara M. Ellis, Garrett-Watson, Jewell Watson, Jack Welch, Mima Williams, Schug-Treat

**Library Science:** John E. and R. L. Roberts Jr. (Exercise Science/Library Science)

**Marriage and Family Studies:** Stella Creel and Irene Louise Childress, Earl and Sallie Day, Norma Keeler Henry, Gail Strickland Noll, Bernice McClellan Pyeatt, Marianna and Ken Rasco, Jean Martin Sanders, Marie Wilmeth

**Marriage and Family Therapy:** Ethelyn "Smitty" (Smith) and F. Carl Brecheen, Fred and Consuelo Faulkner, Marriage and Family Therapy

**Mathematics:** Michael and Phyllis Barsch Bolin, Norma Keeler Henry, Albert Z. and Lena L. Hayes Math, Mathematics-Principal, E.V. and Ora McReynolds

**Music:** ACU Alumni Choral Society, Jack Boyd (Music), Callie Performing Arts, Marion Cawood (Voice), C.O. and Viva Croson, M.L. Daniels, Norene Watson Davis (Piano), Ewing (Vocal), Fry-Crain (Band or Orchestra), Phil and Rachel Gage, Silas Edwin George, Hall Endowed Scholarship for Voice Majors, Robert and Mary Hall Endowed Vocal, Max W. Harper (Music), Nathan and Louise Harsh, Jacque Nell Holland, Harold and Jeannette Lipford (Vocal), Marguerite and Roger Lyons, Alice Ezzel Mitchell, Charles and Betty Nelson, Lisa Lee Pruett (Piano), Bill Reese, Camilla Browning Sellers, Tamara Thaxton (Band), Martha Tipton (Piano), Vocal Music and Lyric Theatre, Louie and Iola Faye Welch

**Nursing:** Dora Ely Allen, Anna Daugherty Knight, Barbara Sunderland Rives, Eva Stoll

**Political Science:** Trent and Nell Meaders, Ted Poe, Jack Pope, B.F. Sisk, Pat and Joann Sublett Government Leadership, Gary and Nancy Thompson, Jeffrey L. Wendling (Criminal Justice)

**Pre-Med/Pre-Dental:** Mike and Sally Allen, J.R. Endsley, Roger Lee Knight, Sandie and Wayne Propst, Clark Stevens, Joseph Virone, Dr. Perry Reeves

**Science:** Thurmon Address, J. Warren Jackson

**Social Work:** John Alfred Creech, Stella Creel and Irene Louise Childress

**Teacher Education:** Noma Gray Alexander, Weldon and Berdelle Barnett, Hal and Nancy Bearden, Gilmer L. and Mary Lois Belcher, Charles & Janis Black, Edward and Jane Coates, Merlyn Gooch Cook, Noah and Elizabeth Crisp, Sue Veryne Dodson, Walter and Jo Nell Drew, Durrington, Teacher Education Department, Dr. Orval Filbeck, Chantrey and Aynsley Fritts, Jack and Glenda Fry, Jennifer E. Graham, Greer-Cummins, George and Jewell Harris, Albert Z. and Lena L. Hayes Education, Pam Money, Dr. and Mrs. G.C. Morlan, Bert E. Mosier, Albert and Dale M. Ogren, Phillips Family, Priceless Literacy/Kaye Price-Hawkins, Susan Teague Reid, Ben Shilcutt, Chuck Sitton, Special Education, Loy & Mildred Stockburger, Lloyd and Maxine Swindle, Teacher Education Department, Cindy Ann Caldwell Truxal, Darlene Voss, A.E. "Poly" Wells, Jenna Westerholm, Harold A. Wilkinson, and Willie Wilkinson

**Theatre:** Noma Gray Alexander (Drama), Alpha Psi Omega/Melpomenean, Fred J. Barton, Mary Prudie Story Brown, Gaylan J. Collier, John and Patsy Duncan, Charlton and Lydia Heston, Rex and Chris Kyker, Jeannette and Harold Lipford (Music/ Theatre), Rebecca McKay Morris, Pat and Arradel Powell, Bill and Ann Stokes

# Academic Information

The information provided in this catalog is subject to change without notice and does not constitute a contract between Abilene Christian University and a student or an applicant for admission. The information in this catalog is current as of July 2016.

For graduate programs, consult the *Graduate Programs* section of this catalog (page 129).

## Definitions and Policies

### College Year

Abilene Christian University follows the college calendar set by the Texas Higher Education Coordinating Board. The college year consists of two 16-week semesters (or terms) and one summer term with sessions of various lengths.

### Enrollment Terms of a College Year

- **Fall** – a 16-week term that is completed before the Christmas holidays
- **Spring** – a 16-week term that is completed in early May
- **Summer** – beginning mid-May and ending before the fall term begins
- **Intensive Courses** – courses taught in an intense format within a term (e.g. January, weekends and other courses of variable length that are taught within one of the above terms)

### Semester Hour (Credit Hour)

The semester hour (or credit hour) is the basic unit of college credit. The general rule is that a student receives one semester hour of credit for each class hour per week for a semester. However, two or three hours in laboratory, in studio work or in special activity classes may be required for one semester hour of credit.

Most classes meet three hours each week and give three semester hours of credit. Students should expect to spend an average of two hours of preparation outside of class for each hour of lecture or discussion in class.

### Classification of Students

A student's classification is determined by the number of semester hours successfully completed toward a degree program:

Classification	Hours Earned
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90+

A **graduate student** is one who has completed a bachelor's degree and is taking courses toward a graduate degree. A **post-graduate student** is one who has completed a bachelor's degree and is not applying courses taken toward a degree. A **special undergraduate student** is one who is taking courses that do not apply toward an undergraduate degree program at ACU; such students may be taking courses for enrichment or for use toward a degree program at another institution.

### Full-time and Part-time Status

An undergraduate student must be enrolled for at least 12 hours in fall or spring to be considered a **full-time** student at ACU. Undergraduate students enrolled in fewer than 12 hours are classified as **part-time** unless they are enrolled in student teaching or completing final graduation requirements in fewer than 12 hours.

### Academic Integrity

ACU expects its students to practice absolute academic integrity. Plagiarism, cheating and other forms of academic dishonesty are not acceptable at ACU. Students should consult the university's Academic Integrity Policy (located in the *Student Guide*, found at [acu.edu/academic-integrity](http://acu.edu/academic-integrity)) for a fuller description of the expectations of students and procedures for dealing with violations of the policy.

### Check In

Each semester, all students will be required to check in to verify their attendance at ACU for that semester. This process occurs electronically through the [my.acu.edu](http://my.acu.edu) student portal during the first week of classes.

Students who fail to check in will be treated as non-attendees and administratively withdrawn for the semester to avoid incurring financial charges. A student who is administratively withdrawn is dropped from all classes, removed from housing and financial aid, and dropped from meal plans.

Students who successfully complete the check-in process are agreeing to the schedule for which they are registered. Thus, students who check-in but never attend a particular class on their schedule will not be eligible for a refund for that course because of non-attendance.

### Class Attendance

ACU expects students to attend and participate in all class and laboratory meetings. Students must adhere to the policies published in each course syllabus. ACU normally offers classes in a series of regularly scheduled meetings. The most common patterns are Monday-Wednesday-Friday, Tuesday-Thursday, and once-per-week. Some classes have regularly scheduled laboratories (labs).

Students are responsible for initiating a *Withdrawal from Class* form for any class that they have never attended or have stopped attending. If students do not initiate a withdrawal form, one of the following actions may be taken:

- The professor may initiate a withdrawal for a student who has violated the attendance policy as stated in the course syllabus. A "W" or "WF" grade will be assigned at the discretion of the professor; or
- The professor may choose not to initiate a withdrawal form and simply assign a grade of "F" at the end of the semester.

Faculty who initiate *Withdrawal from Class* forms must designate whether the student is to receive a "W" or "WF" and provide the last date the student attended the course. After the 12th week of the semester, students may not withdraw from courses; however, a professor may withdraw a student for non-attendance up to the last day of class but only with a grade of "WF."

### Withdrawal from a Course

If it becomes necessary to withdraw from a course, the student should visit first with his or her academic advisor and the instructor of the course. The advisor will provide instruction on completing a *Withdrawal from Class* form. Full-time undergraduate students may not withdraw from BIBL 101 (or BIBL 103) or any required developmental course.

For the refund schedule for withdrawing from a class or from the university, please see the *Financial Information* section in this catalog (page 21). A withdrawal fee is charged when a student withdraws from a course.

The last day to withdraw from a course is:

- Friday of the 12th week of a long term;
- The corresponding day when 80 percent of the course is completed for other short sessions (ex., Summer Session I).

### Withdrawing from the University

Undergraduate and Residential Graduate students who must withdraw from the university or from their last course are required to complete a *Withdrawal From the University* form in the Depot. This process must be completed prior to the beginning of final examinations.

### Medical Withdrawal

A student who is involuntarily withdrawn, or obtains a voluntary medical withdrawal, may not re-enroll or be readmitted to the university before the start of the next semester. In most cases, a Student Life hold may be placed barring the student from registering for future semesters until approval is obtained. The Dean of Students or designee, in collaboration with the University Readmission Committee, must approve the student's re-enrollment or readmission. Approval may be granted only if the dean, after consulting appropriate university staff and/or the student's physical or mental health professional, determines in his/her professional judgment that the conditions that caused the withdrawal do not pose a direct threat or harm to the student or others and will not significantly disrupt the ability of other students, faculty or staff to participate in university activities, academic programs, or employment. The dean may require any documentation or evaluation that he/she deems necessary in making this determination. The student must also meet all of the admission and enrollment requirements of the university and of the school or college in which he/she wishes to enroll.

### Concurrent Enrollment Policy

ACU students are generally expected to take their courses at ACU. Only in exceptional circumstances may students petition, **in advance**, to receive credit for a course at another institution during a semester that they are enrolled for courses at ACU. **Concurrent enrollment includes correspondence, distance, and on-line courses.** Petitions for concurrent enrollment must be approved by the advisor, dean of the student's major, and the provost.

By government regulations, only courses taken within the intercollegiate agreement (ACU, Hardin-Simmons, and McMurry) and other contracted programs that post grades to the ACU transcript can be accepted for financial aid eligibility. Generally, courses from other colleges or universities will not count as hours enrolled for financial aid eligibility.

### Changing or Adding a Major

To officially add or change majors, a student must submit an approved *Change of Program* request to the Registrar's Office. *Change of Program* forms are available in the Registrar's Office or online at [acu.edu/registrar](http://acu.edu/registrar) under the "Forms" link.

### Final Examinations

Final examinations are given during the last four days of each fall/spring term and the last day of each summer session or intensive course. Final examinations for a lab course may occur during the final week of the semester. A student with more than three final examinations on one day may petition the dean of his or her major to take a final after the scheduled time. **Final examinations are never given in advance.**

### Transcripts

To order an official transcript contact:

*Office of the Registrar*

Web: [www.acu.edu/transcript](http://www.acu.edu/transcript)

Email: [transcriptrequest@acu.edu](mailto:transcriptrequest@acu.edu)

Fax: 325-674-2238

All requests for official transcripts must be in writing and bear the signature of the person whose record appears on the transcript.

- Transcripts will be released to students who are in good standing with the university.
- Transcripts will be processed only upon the signed request of the student and after all bills and "holds" have been cleared.
- All students who have had a loan, upon leaving ACU, must complete a federally-required exit interview in Student Financial Services before transcripts can be released.

No changes will be made to a student's transcript after the degree has been posted.

Students may review their academic history on the Web via [my.acu.edu](http://my.acu.edu) regardless of outstanding bills or holds.

## Registration

### Undergraduate Course Load

The minimum undergraduate graduation requirement, 128 credit hours, requires the equivalent of eight semesters with a 16-hour load. Intercollegiate courses are included in the semester course load. Students should consult with their academic advisor to help them determine the appropriate course load.

**No student may register for more than 21 hours in a fall or spring term. (January intensive courses are included in the spring term course load.)**

### Summer Term

An undergraduate may take no more than 18 hours during the summer term. It is recommended that students do not take more than one course per summer session due to the intensive nature of each course. It is recommended that a student have a GPA of at least 3.0 and a limited work load outside of class.

### Academic Advising

Abilene Christian University considers competent academic advising a vital responsibility in educating its students.

Students who have declared a major are assigned two advisors:

- An academic advisor who assists students with their degree plan, advising release codes, degree evaluations, the graduation process, and other technical aspects of completing a degree. Advisors also connect students to on-campus resources designed to support their success.
- A faculty advisor who assists students with developmental goals, internship/research opportunities, and program/vocational decisions.

Students who have not yet declared a major are assigned one advisor:

- Each student with an undeclared major is assigned an academic advisor who assists students in identifying potential majors as well as managing the technical aspects of registration. The advisor also connects students to on-campus resources designed to support their success.

Other advising requirements:

- All students must meet with their academic advisor prior to registering for courses each semester.

For more information about advising, contact:

Office for University Academic Advising  
ACU Box 29002; Abilene, Texas 79699-9002  
Hardin Administration Building, Room 305  
Phone: 325-674-2650  
Email: [advising@acu.edu](mailto:advising@acu.edu)  
Web: [www.acu.edu/advising](http://www.acu.edu/advising)

## Enrollment Requirements

All new students (including all students matriculating from high school in 2016) must enroll in BIBL 101 and CORE 110 in their first semester. Transfer students (who matriculated from high school prior to 2016) with 24 or more hours accepted for credit must enroll in BIBL 103 in their first semester.

Full-time undergraduate students may not withdraw from BIBL 101 (or BIBL 103) or any required developmental course. Students who do not successfully complete CORE 110 in their first semester must be registered for the course in the following semester until the course is completed.

All students who are placed in ENGL 106/107 must begin the course sequence in their first semester. All students who are placed in ENGL 111 must enroll in the course in their first year. Students may wait until their sophomore year to begin literature requirements.

Each semester, students must register in required developmental (ENGL and MATW 0\*\*) courses until all developmental requirements are completed. Students must complete these requirements before

registering for upper-level courses in their major field. Students may not drop or withdraw from ENGL 003, 004, 106/006, 107/007, and MATW 019.

### Auditing Courses

Students who wish to audit a course should see the instructor for the course and the chair of the department (of the course) on the first day of class in order to request permission to audit the course. An approved request to audit a course must be submitted to the Registrar's Office by Friday of the second week of the long term or the equivalent date of a summer session or intensive course. Some courses are not available as audit courses. Once a student begins auditing a course, they may not choose to take that course for credit during the audit term.

The nonrefundable fee for auditing a course is \$35. However, certain courses may have additional fees for auditors. Please check with the department of the course offered.

### Add/Drop Policy

During the add/drop period there is no penalty for adding or dropping courses. Students may adjust their course schedule **during the add/drop period** with a full refund of tuition and fees. Courses dropped during this period will not appear on the student's transcript. For students on the Annual Block Tuition plan, the courses for which the student is registered after the end of the add/drop period will be the hours counted against the Annual Block. Refer to the Academic Calendar on the Registrar's Office web site for specific dates for each term.

### Late Registration

Registration ends on Friday of the first week of classes of the fall and spring semesters. Students wishing to register for a class after the first week must complete a *Late Add Petition*, which must be signed by the course instructor, the student's advisor, and the dean of the college in which the course is taught. A late fee of \$10 per course will be assessed for students who add or change classes.

During the summer term, students wishing to register for classes after the class begins must complete a *Late Add Petition*. A late fee of \$10 per course will be charged.

Students who were not enrolled at ACU during the first week of classes may not enroll after the last date of the add/drop period without special permission. A \$50 late fee will be charged for students who register for all of their classes after the add/drop period.

## Intercollegiate Enrollment

*Office of the Registrar*

ACU Box 29141; Abilene, Texas 79699-9141  
Hardin Administration Building, Room 207

Phone: 325-674-2235

Fax: 325-674-2238

Email: registrar@acu.edu

Web: www.acu.edu/registrar

Students enrolled at ACU may request to concurrently register for courses at Hardin-Simmons University and McMurry University. The three universities have entered into an agreement whereby students who are matriculated in any one of the universities may be able to register for courses at the other universities. This is typically utilized when a required course is not available at the university where the student is pursuing his or her degree. Courses taken by ACU students through intercollegiate enrollment count toward degree requirements, provided approval has been secured in advance. It is the student's responsibility to make certain that courses taken through this arrangement will satisfy his or her individual degree requirements. (Courses taken under the intercollegiate agreement are not considered transfer courses.)

ACU students may take no more than 9 hours of classes through the intercollegiate agreement each semester and must be enrolled in at least 3 hours at ACU for that term.

Students taking courses through intercollegiate registration will be charged ACU's current tuition rate. Billing is handled by the institution

in which the student is pursuing their degree. All intercollegiate enrollment requests must follow the procedure below:

1. The student should obtain a *Request for Intercollegiate Enrollment* form from the Registrar's Office.
2. The student should secure approval and signatures from his or her academic advisor and the department chair of the course, then submit the form to the college dean of the course.
3. The Dean's Office will forward the form to the Provost's Office. The student will receive communication from the Registrar's Office whether the intercollegiate enrollment was approved.
4. If the intercollegiate enrollment is approved, the Registrar's Office will inform the student of the appropriate next steps.

Students from either Hardin-Simmons University or McMurry University who wish to enroll in ACU hours need to first see the Registrar's Office at their institution. Students will receive a form granting permission to take courses at ACU. This form should be brought to the ACU Registrar's Office, where the student will be processed and registered in the appropriate courses.

### Transferring Credit

All course work from any institution will be evaluated according to the following policies or according to a specific transfer articulation agreement with the prior institution. How transfer credit is applied toward an ACU undergraduate degree depends on an evaluation of each course to determine its comparability in content and semester-hour credit to a corresponding ACU course or degree requirement.

The following policies are in effect for all incoming transfer work from regionally accredited institutions, whether that work is done prior to attending ACU or after ACU enrollment has begun:

1. Transfer courses with a grade of "C" or higher from regionally accredited institutions will be posted to the student's ACU record and may count toward hours in a degree if the credits are appropriate. Courses taken as pass/fail or credit/non-credit from other institutions will not be accepted unless the college specifically states that the credit for the course is the equivalent of "C" work or better.
2. Transfer courses will be posted at the same level they were taken at a previous institution. When an accredited course does not have a comparable equivalent at ACU, the accredited course is counted as an elective. Accredited transfer courses may be grouped to meet comparable requirements at ACU.
3. ACU does not offer nor accept college credit for vocational/technical training or for work force education courses. Courses which are considered Freshman Orientation courses or other types of University Seminar courses are not accepted. Courses which are repeated over multiple semesters with the same number and/or course description are transferred into ACU only once; i.e., PEAC activity courses, varsity sports participation, music lessons, etc.
4. Evaluation of transfer work intended to meet specific ACU degree requirements is the responsibility of the chair of the department offering the comparable course at ACU.
5. Matriculated students who do not bring in a math course that meets the university requirements at another accredited institution as part of their pre-enrollment credit (e.g., Dual Credit, AP, accredited transfer courses) must take MATH 120 or higher at ACU or transfer a course equivalent to MATH 120 or higher from an accredited institution. Additional math course requirements may be necessary in degrees that require courses greater than MATH 120 (e.g., MATH 123, 124, 130, and 185).
6. Students may only satisfy ACU's Communication requirement through transfer credit from Speech or Communication courses that meet the university requirements at another accredited institution. Courses such as English composition or foreign language will not satisfy ACU's Communication requirement but may be applied to other portions of ACU's university requirements.

7. The university's policy for awarding credit for Advanced Placement (AP) scores will supersede AP credit awarded by another institution and included on transcripts sent to ACU. AP scores must be provided to ACU for the awarding of credit. Credit by exam listed on another institution's transcript is not sufficient. All aspects of the Credit by Exam procedure will apply. (Example: If ACU requires a 4 on the AP test to receive credit for a two-semester sequence of courses (6 credits) and another university awards those six credits with a 3 on the AP test, the student will only get credit for the first of the sequence of courses (3 credits) at ACU.)

8. No more than 66 semester hours of credit from a community, junior or other two-year college may be applied toward an ACU degree and a student may only take up to 6 hours from a community, junior, or other two-year college after the student has more than 60 earned hours.

9. A student who transfers two different PEAC activity courses to ACU is exempt from taking PEAC 100. (The maximum number of activity courses required for an ACU degree is two.) Extra PEAC courses may count as general electives: activities (limited to three 1-hour courses) and lectures (unlimited), within the hour restrictions above.

10. Grades for transfer courses are not included in the student's GPA at ACU.

11. ACU will transfer a course from another institution for the same number of credit hours as the comparable ACU course. Additional hours from a course, such as when a course is listed as 4 hours elsewhere, but only 3 hours at ACU, are posted as general elective credit. ACU transfers four hours of physical training from military transcripts as three hours of the University PEAC Requirement and one hour of general elective credit.

12. Credits will be posted when official transcripts reach the ACU Registrar's Office from the issuing university and have been evaluated.

13. Courses taken at international institutions that are comparable to U.S. courses must be credited in college credit hours.

14. Once a student enrolls as a degree-seeking student at ACU, the number of hours that can be taken at other higher education institutions is limited. Students who enroll with fewer than 30 hours of college credit may take up to 15 hours at other regionally accredited institutions, no more than 9 of which can be lower division courses (100-200 or equivalent). Students who bring 30-59 hours to ACU at the time of enrollment may take up to 12 hours at other regionally accredited colleges or universities, with no more than 6 hours being lower division. Students who enroll with 60 or more hours may take up to 9 hours elsewhere, with a maximum of 6 lower division hours.

15. To be eligible to graduate with honors (summa, magna, cum laude), students must have completed 64 hours of course work at ACU.

16. After enrolling at ACU, students must take no more than one university required course in English at another institution.

### Graduate Work for Undergraduate Students

Students within 9 hours of graduation may petition to take up to 6 hours of graduate level course work at ACU for graduate credit. Before registering for graduate courses, written approval must be obtained from:

- the student's academic advisor
- chair of the department in which the course is offered
- college dean of the graduate program

## Grading

### Grade Definitions and Points

The following grades are used at ACU. The grade point values shown are per semester hour of credit.

Grade Definitions and Points		
Grade Marks	Grade Meaning	Grade Points
A	Excellent	4.0
B	Good	3.0
C	Average	2.0
D	Inferior but passing	1.0
F	Failing	0.0
I	Incomplete	0.0
IP	In-Progress	Not counted
P	Passing	Not counted
CR	Credit	Not counted
NC	No Credit	Not counted
NG	No Grade Recorded	Not counted
W	Withdrawn	Not counted
WF	Withdrewn Failing	0.0

Students may view their grades by accessing my.acu.edu. Students who have signed and submitted an *Education Record Information Release* form have authorized ACU personnel to release academic information, on request, to the person(s) designated on the form by the student. *Education Record Information Release* forms are on file in the Registrar's Office.

### Academic History and Grading Appeals

The grade of the student becomes a part of that student's permanent academic history. The transcript is the document that provides a record of the student's academic performance at ACU. Because of the necessity of the permanency of these records, grades for a course become part of academic history after one long semester has passed and may not be changed except in extraordinary circumstances and by special permission granted by the Office of the Provost.

The procedure for grade dispute resolution is as follows: The student is to begin at the initial level of the dispute. Thus, the student should attempt to resolve the dispute with the professor in question. The student may then go to the department chair who normally resolves all disputes within the department. The student, however, may appeal the department chair's decision to the college dean, then to the provost whose decision is final. As stated above, after one long semester has passed, no appeals will be considered.

### Incomplete Grades

Professors may assign a grade of "I" (Incomplete) only when illness or some significant reason beyond the control of the student prevents the student from completing the course by the end of the semester. A grade of "I" (Incomplete) must be resolved no later than the end of the next long term; otherwise, it becomes an "F" on the student's record. The student is responsible for requesting and resolving an "I." A student who is graduating should finish any incomplete courses prior to the semester in which he or she is graduating. Students must complete all courses graded as "I" in order to participate in commencement.

### Credit/No-Credit Grades (CR/NC)

Undergraduate students who have sophomore standing and a GPA of at least 2.0 may take a limited number of courses on a Credit/No-Credit basis. The purpose of this option is to allow students to take courses that will broaden their educational experiences, with less emphasis on grades and grade points.

The following rules apply:

- A student may request the Credit/No-Credit option in the Registrar's Office **within the first two weeks of the fall or spring semester** or within the first two days of a summer session or on the first day of an intensive course (advisor's signature required). The teacher will assign a letter grade at the end of the semester, but a grade of "D" or above will be recorded as "CR." Incomplete grades (I or IP) are not appropriate and may not be assigned for a CR/NC course.
- The student receives earned credit hours for a "CR" grade, but the hours are not counted in computing the GPA.
- A maximum of 12 hours may be taken Credit/No-Credit. **These must be courses that are electives in the student's degree plan and are outside the major field of study.**
- No course in which a student has received a letter grade may be repeated on the Credit/No-Credit basis. Courses offered as "CR/NC" in the course description are not included in the maximum hours a student may elect under this option.

### Pass/Fail Grades (P/F)

Students may take PEAC activity courses Pass/Fail, except for PEAC 100. Any student who wishes to do so must complete a petition in the Registrar's Office within the first two weeks of a long term or within the first two days of a summer session. A "Pass" grade is not figured into the GPA. A "Fail" grade counts as an "F." Other courses may be designated Pass/Fail in the *Course Descriptions* section of this catalog (beginning on page 186). Students should be aware that some graduate schools will not accept Pass/Fail grades and/or will automatically count them as a grade of "C." Some schools will not transfer Pass/Fail grades.

### Midterm Grades

During the fall and spring semesters, undergraduate students receive a midterm grade for each course. Midterm grades and their definitions are listed below. Students who receive "Unsatisfactory" or "Not Passing" midterm grades are encouraged to discuss their course problems with the instructor and their academic advisor as appropriate.

- S = Satisfactory progress
- U= Unsatisfactory progress (assigned to students who in the instructor's estimation are not doing work equal to their potential)
- NP = Not Passing

### Repeating a Course

If an undergraduate student repeats a course at ACU, a record of all occurrences of the course will appear on the transcript but only the most recent grade will be counted in his or her GPA.

**No course in which the student has received a letter grade may be repeated on a Pass/Fail or Credit/No-Credit basis.**

### Grade Point Average

A student's grade point average (GPA) is based on courses taken at ACU. It is determined by dividing the total number of grade points by the total number of hours attempted (not including hours where grade points are not counted). "Current GPA" is a student's GPA for a single term; "cumulative GPA" is the overall GPA for all the terms a student has been enrolled in ACU.

To qualify for Latin honors at commencement, a student must have completed 64 hours at ACU in addition to having the required GPA. Honors are based on the current GPA at the time of commencement. If the final semester's grades alter the student's standing, the correct honor will be noted on the diploma.

### Calculating Grade Point Average

$Quality\ (Grade)\ Points \div\ GPA\ Hours = GPA$

A grade point average (GPA) is calculated by using the formula above.

1. **Quality points** are hours attempted multiplied by grade points awarded. (Refer to the Table of Grade Definitions and Points.)
2. **GPA hours** are all hours graded (including grades of "F," "WF" and "I"), minus ungraded hours ("CR" or "P").

### Deans' Honor Roll

During any term in which undergraduate students achieve a term current GPA of 3.6 or above and are registered for 12 or more hours with no "F" or "WF" grades, they will be included in the Deans' Honor Roll for that term.

## Academic Standing

### Good Standing

Students are in good standing if their term and cumulative GPAs are at least 2.0. A higher GPA is required by some majors for their students. These requirements are specified in the departmental sections of this catalog. Good standing is not noted on the student's transcript.

### Academic Probation

Students are placed on academic probation following any semester in which their semester GPA is below 2.0 or after which their cumulative GPA is between 1.0 and 1.999. In addition, students who are successful in the appeal of their academic suspension are automatically placed on academic probation.

All freshmen who are placed on academic probation and new students who are admitted with a Learning Strategies requirement must enroll in UNIV 011, which does not count toward degree requirements.

Students on academic probation are not permitted to be candidates for or to hold any elected or appointed office, or participate in Study Abroad. There may be other extracurricular opportunities which are limited for students who are on academic probation.

When students are placed on academic probation, the number of hours for which they may register is determined by their probation contract. Probation contracts are developed and managed by the student's college dean or, in certain cases, the Academic Development Center (ADC).

The general guidelines for determining course load are based on GPA. Nineteen hours is the maximum load that a first-semester student is allowed to carry. After the first semester, the maximum recommended course load, for a regular term, based on GPA is as follows:

GPA	Course Load
2.0	15 hours
2.0 – 2.49	16 hours
2.5 – 3.49	17-18 hours
3.50 or above	19-21 hours

### Academic Suspension

Students are suspended after any term (fall, spring, summer) in which they meet any of the following conditions:

- Enrolled in 12 hours or more AND cumulative GPA below 1.0  
*or*
- Enrolled in 12 hours or more AND on academic probation the previous term AND term GPA below 2.0  
*or*
- Enrolled in 12 hours or more AND on academic probation the previous term AND term GPA below 2.5 AND cumulative GPA below 2.0

Students who are suspended after the spring term, due to the schedules for summer classes, may remain in any previously enrolled summer I classes. All other summer and fall classes will be dropped as a result of the suspension.

The following chart defines the process of academic probation and suspension and what criteria determine placement of the student into the appropriate academic standing. In the chart, "Previous Term Status" refers to the academic standing at the end of the last semester that the student attended (or at admission). The GPA columns and the "New Term Status" refer to the GPAs and status of the student at the end of the current term.

Previous Term Status	Term GPA	Cumulative GPA	New Term Status
Good Standing	2.0 or greater	2.0 or greater	Good Standing
Good Standing	1.99 or less	2.0 or greater	Academic Probation
Good Standing	Any	1.99 or less	Academic Probation
Good Standing	Any	.99 or less	Academic Suspension
Academic Probation	2.0 or greater	2.0 or greater	Good Standing
Academic Probation	1.99 or less	2.0 or greater	Academic Suspension
Academic Probation	2.49 or less	1.99 or less	Academic Suspension
Academic Probation	2.5 or greater	1.99 or less	Academic Probation

Students who have been suspended for academic reasons may apply for readmission after being out of school for at least one long term. In all cases of academic suspension, the University Readmission Committee will decide if the student should be readmitted, and if so, whether special conditions should be required for readmission. **It is strongly recommended that students on academic suspension take a full-time academic load (12 hours or more) at another institution and achieve a 2.5 or above GPA on those hours. Failure to take classes away from ACU may result in being denied readmission when you reapply.** When students are readmitted after suspension, they are placed on probation for one semester and may not be eligible for some forms of financial aid. (See page 17 for information about readmission).

**NOTE: Federal regulations governing student financial aid may differ from ACU policy. A student may be eligible to attend ACU on academic probation but be ineligible to receive federal, state or institutional financial aid based upon a lack of satisfactory academic progress (SAP). The Student Financial Services Office should be consulted for more information.**

## Degree Requirements

### Student Responsibility

This catalog is designed to make planning and scheduling a degree program as simple as possible. Each student at Abilene Christian University should keep in mind, however, that he or she alone is ultimately responsible for understanding and fulfilling all degree requirements. **Students are responsible for their own degree plans and for the completion of all requirements for the degrees which they seek.**

### Catalog Year

Each student will be assigned a catalog year, which indicates the set of requirements the student must meet in order to graduate from ACU. A student may use any catalog year that falls within the time the student attended ACU, from the initial year of enrollment until the year of graduation. However, a student may not use a catalog that is more than six years old at the time of graduation. *Thus, this catalog expires in August 2022.*

Note that each degree-seeking student must fulfill certain requirement areas:

1. University Requirements (including additional requirements based on high school foreign language, if necessary)
2. Major requirements (including supplements and minors, if applicable)
3. Electives (to achieve minimum upper level and total hour requirements)

### Admission to Major

1. **Teacher Education** majors should apply for admission to the Teacher Education Program with the Department of Teacher Education during the second semester of their sophomore year, or near the end of their first semester at ACU if they are transfer students. Applicants must have a minimum GPA of 2.75 for admission into this program.
2. **Social work, nursing, communication sciences and disorders, kinesiology, and all business** majors must also apply for formal

admission to upper-level programs. (See departmental sections of this catalog.)

3. See the appropriate departmental section for information on admission to a specific major.

### General Requirements for the Associate's Degree

1. The Associate's degree requires a minimum of 64 semester hours applicable to that degree.
2. A cumulative grade point (GPA) of at least 2.0 in courses from ACU is required.
3. A minimum of 32 semester hours applicable to the degree must be completed at ACU.
4. Admitted students who have not earned at least two high school units of the same foreign language will have an admission deficiency. Admission deficiencies may be removed as prescribed in the section on University Requirements.
5. Latin honors are not awarded for the associate's degree.
6. Students must meet the specific course requirements for any degrees that ACU offers. Satisfactory completion of 64 hours and the ACU University Requirements for a major leading to a Bachelor's degree are **not** sufficient to award an AA degree.

### General Requirements for Bachelor's Degrees

Graduation requirements include University Requirements, major requirements (departmental requirements) and electives. To determine the number of hours required for a given degree in any major, add the University Requirements, the major requirements and the electives, which may be adjusted to reach the minimum number of hours required for the degree sought.

1. All Bachelor's degrees from ACU require a minimum of at least 128 semester hours applicable to that degree. Teacher certification and certain other degrees may require more. (See specific degree requirements.)
2. Each degree requires a major of at least 30 hours in addition to the University Requirements.
3. A minimum of 18 hours in the major field must be upper level hours, and at least 9 of these upper level hours must be taken at ACU.
4. The University Requirements consist of 56 hours for all degrees other than the BFA, BM, BSN, teacher certification and cooperative degrees. See each major section for details.
5. Certain courses that are required by each major may also count as University Requirements. See the individual degree plan for details.
6. No minor is required by the university. However, the major field may require a minor or supporting courses outside the major. Many departments offer minors of at least 18 hours, and a student may elect to add a minor to any degree. Minors have specific requirements (see the appropriate departmental section of this catalog or the departmental advisor for approved minors). Students may not complete a minor in the same field as their major.
7. Admitted students who have not earned at least two high school units of the same foreign language will have an admission deficiency. Admission deficiencies may be removed as prescribed in the section on University Requirements.
8. Most degree plans include a minimum of 6 semester hours of electives. However, deficiency in entrance requirements in foreign language may count as elective hours. Such courses may count toward the hours required for the degree.
9. All courses numbered 0\*\*, including but not limited to UNIV 011, UNIV 012, ENGL 003/004, MATW 019, and English as Second Language (FLEN) courses, will not count toward hours required for a degree.
10. No more than 5 hours of PEAC activity courses may count toward graduation. An unlimited number of kinesiology lecture courses may count toward general electives.
11. A student must take at least 40 hours in residence at ACU to earn a degree, including the last 24, which must be taken in residence at ACU.



12. A minimum of 33 hours of upper level, i.e. advanced (300-499) work, is required, 24 of which must be taken in residence, including 9 in the major field.
13. An overall grade point average (GPA) of at least 2.0 on courses from ACU is required for the BA and BS. An overall GPA of at least 2.25 is required for the BFA, BM, and BSN. A cumulative GPA of at least 2.75 is required for all teacher certification programs. Specific majors and colleges may have GPA requirements above these stated minimums.
14. Each student will be required to take a course designated as "Writing-Intensive" in his or her major field. Writing-Intensive courses integrate instruction and practice in writing into upper-level content courses to assist students in becoming effective writers in a specific discipline. Students should contact their academic advisor to determine the correct Writing-Intensive course for their major.
15. Each student will participate in a senior year integrative Capstone experience. This requirement will challenge the student to critically analyze, reflect, and write about the major discipline from the perspective of a Christian worldview. Capstone experiences may take the form of a single course or a cluster of courses designed to meet the Capstone goals.
16. No changes, including majors, minors, concentrations, or changes to coursework, will be made to a student's transcript after the degree has been awarded.

### Double Major

Sometimes it is possible to meet the requirements for two majors in one degree (BS, BA, BBA, etc.). To complete a double major, a student must meet the degree requirements for both majors. To do so may require more than 128 credit hours.

### Second Bachelor's Degree

- **Current** students who wish to complete majors in two different degrees (e.g. BS and BA, etc.) must complete at least 24 credit hours beyond requirements for the first degree (at least 152 hours) and must meet all university and major field requirements for the second degree.
- **Previously degreed** students who have been awarded a previous baccalaureate degree and pursue a second baccalaureate degree must complete at least 24 credit hours beyond requirements for the first degree (at least 152 hours) and must meet all university and major field requirements for the second degree. This applies to students who received their first degree from ACU as well as those who received degrees from other schools.

### Bachelor of Arts Degree

For all Bachelor of Arts degree programs having a requirement for "foreign language – sophomore level – 6 hours," that requirement will be satisfied upon completion of the Bachelor of Arts requirement for English - composition: ENGL 112 (3) and a second Literature course (3) *for students who qualify as non-native speakers of English.*

Under this special provision, college credit will be granted for the English courses, *but not for any ESL (English as a Second Language) course.* Students will still need to complete the prescribed number of hours for particular degree programs (usually this will mean that a Bachelor of Arts degree student will need an additional 6 hours of electives to replace the 6 hours of foreign language that were satisfied by the alternative means outlined above).

### Composite Interdisciplinary Degree

An individualized composite interdisciplinary major (CIND) may be approved for a student whose life and career goals will be served by such a major. The student must work with the appropriate academic advisor(s) and the Registrar's Office to design the degree plan, which will include the appropriate University Requirements. The Registrar will then assign a primary advisor to work with the student (see *Composite Interdisciplinary Degree Program* for additional details [page 126]).

### Pre-Professional and Cooperative Degree Programs

Abilene Christian University offers several **pre-professional programs**.

(For more information, see the appropriate departmental sections of this catalog.)

**Pre-law** may also be considered a pre-professional degree, but there is no mandatory course of study for pre-law students. The Association of American Law Schools suggests the following basic skills and insights be developed by pre-legal education: comprehension and expression in words, critical understanding of the human institutions and values with which the law deals, and creative power in thinking. The self-discipline and study habits required in law school should be developed in undergraduate courses. Students are urged to consult the pre-law advisor for more specific information.

**Cooperative degree programs** require students to do part of their work at ACU and part at a professional school, and the students may receive a degree from ACU and from the other school. For example, the health professions cooperative degree permits a student to spend three years at ACU and then to receive a bachelor's degree from ACU after completing the first year in medical school.

For more information about any of these degree programs, contact the Admissions Office or the appropriate academic advisor.

## Minors at ACU

For most majors at ACU a minor is optional. The minimum requirements for a minor are 18 credit hours with a minimum of 6 advanced hours. Students may not complete a minor in the same field as their major. See the appropriate section of the catalog for specific details on a particular minor.

The following minors are offered at ACU and can be added to most majors, see corresponding page number for further information.

Advertising and Public Relations (p. 73)  
 Aging Studies (p. 128)  
 Agricultural Sciences (p. 45)  
 Art (p. 51)  
 Art Therapy (p. 51)  
 Bible, Missions, and Ministry (p. 98)  
 Biology (p. 55)  
 Business Administration (p. 105)  
 Chemistry (p. 59)  
 Child and Family Services (p. 100)  
 Coaching (p. 116)  
 Communication (p. 61)  
 Computer Science (p. 109)  
 Convergence Journalism (p. 73)  
 Criminal Justice (p. 90)  
 Digital Entertainment Technology (p. 109)  
 Digital Media (p. 73)  
 Engineering Science (p. 66)  
 English (p. 77)  
 Environmental Science (p. 45)  
 Ethnic and Women's Studies (p. 69)  
 Film (p. 77)  
 French (p. 77)  
 Global Studies (p. 69)  
 Graphic Design (p. 51)  
 History (p. 69)  
 Information Technology (p. 110)  
 Interior Design (p. 51)  
 Leadership Studies (p. 62)  
 Mathematics (p. 81)  
 Media Studies (p. 73)  
 Music (p. 87)  
 Nutrition (p. 116)  
 Peace and Social Justice (p. 90)  
 Philosophy (p. 127)  
 Physics (p. 66)  
 Political Science (p. 90)  
 Professional Writing (p. 77)  
 Psychology (p. 93)  
 Public Service (Pope Fellows only) (p. 91)  
 Sociology (p. 62)  
 Spanish (p. 77)  
 Theatre (p. 95)

## Undergraduate Graduation

Email: [graduation@acu.edu](mailto:graduation@acu.edu)

Web: [www.acu.edu/graduation](http://www.acu.edu/graduation)

### Preparing to Graduate

- Each fall, students with more than 90 hours will receive an email with a link to the *Commencement Information Form*. This form will allow the student to communicate their expected date of graduation to the Registrar's Office.
- During the semester before graduation, students should run an online DegreeWorks audit and visit with their academic advisor about the schedule for their last semester.
- Students should submit all CLEP tests and transcripts for transfer work before their last semester.
- Students who do not complete graduation requirements in the semester for which they intended to graduate must declare a new graduation date with the Registrar's Office.
- Students with outstanding incomplete grades will not be allowed to participate in the commencement ceremony.
- All holds on a student's account must be removed before the student may purchase academic regalia, participate in commencement, or receive their diploma.
- Students may only participate in one commencement ceremony for each level of degree earned.
- Participation in the Commencement ceremony does not confirm that a degree has been earned. The degree will only be awarded after all degree requirements have been completed.

### Graduation with Latin Honors

Latin honors designated at commencement are based on the student's cumulative GPA and the number of hours earned at ACU by the end of the previous semester and are subject to change. **In order to qualify for Latin honors, baccalaureate students must have completed at least 64 hours at ACU.** Earned hours must have been completed and graded prior to commencement to be included in the determination of eligibility. Students whose averages are at least 3.6 graduate cum laude (with honor), 3.75 graduate magna cum laude (with high honor), and 3.9 graduate summa cum laude (with highest honor) will have the appropriate designation noted at commencement. Courses taken Credit/No-Credit, Pass/Fail, or any Credit by Exam do not count toward GPA requirements for honors. If a student's qualification changes after their final semester, then their diploma and transcript will reflect the correct honors.

### Class Rank

ACU does not rank students within the graduating classes, nor does the university provide information about where students fall by quartile within a graduating class. With multiple graduations per academic year, and because students graduating in the same academic year are meeting requirements from different catalog years (and thus, different curricula), the class rank or quartile rank is an invalid assessment of comparative ability for individual students.

# Student Life

Chris Riley, *Vice President for Student Life*  
 ACU Box 29004, Abilene, TX 79699-9004  
 McGlothlin Campus Center, Room 44  
 Phone: 325-674-2067  
 Fax: 325-674-4831  
 Web: [www.acu.edu/studentlife](http://www.acu.edu/studentlife)

Student Life strives to create a safe and welcoming Christ-centered community that engages students through authentic personal relationships and provides meaningful opportunities for students to grow holistically, live faithfully, and connect their unique God-given talents and passions to service and calling.

The Student Life team reports to the Vice-President for Student Life and consists of the following areas: ACU Police Department, Career Center, Title IX Services, Counseling Center, Depot, Intramural Sports, Dean of Students, Leadership Camps, Medical Clinic, Ministry and Service, Multicultural Affairs, Residence Life, Spiritual Formation, Student Organizations and Activities, Student Productions, Student Recreation and Wellness Center, Student Retention and Services, and New Student Programs.

## Residence Life Education and Housing

ACU Box 29004; Abilene, Texas 79699-9004  
 McGlothlin Campus Center, Room 43  
 Phone: 325-674-6321  
 Fax: 325-674-6475  
 Email: [reslife@acu.edu](mailto:reslife@acu.edu)  
 Web: [www.acu.edu/residencelife](http://www.acu.edu/residencelife)

The heart and life-blood of Abilene Christian University is community. Here, community exists in many forms: a diverse community of faith, an extraordinary academic community, and a vibrant residential community. ACU is steadfast in our commitment to a residential, co-curricular environment that enhances and deepens the academic and faith communities. In short, *residential living is an integral part of the ACU undergraduate experience.*

ACU takes a developmental approach to residential living and the college student experience by requiring all first- and second-year students to reside on campus, while also offering limited upperclassman and graduate student housing in managed on-campus apartment housing.

First- and second-year students are assigned to residence halls based on years out of high school, date of birth, and number of long semesters spent in on-campus housing. *Assignments are not made based on classifications as determined by number of completed credit hours.* All students who have been out of high school for less than one year will live in a first-year residence hall. All students who have been out of high school for less than two years will live in available second-year halls.

Students who live with their parents, are over the age of 21 *before* the beginning of the fall semester, who have graduated from high school more than two years prior to the beginning of the enrolling semester, part-time students (less than 12 hours), and/or are married are exempt from the residential living requirement. It is the responsibility of the student to notify the Department of Residence Life Education and Housing of such exemptions in a timely process to avoid any unnecessary housing charges. Any and all housing charges will be refunded according to the Academic Tuition Refund Schedule (page 22).

Students with 504/ADA disabilities or those requesting medical accommodations must submit their requests, along with proper medical documentation, to the Alpha Scholars Program. Alpha Scholars will in turn notify the office of Residence Life Education and Housing of their accommodation recommendations. It is our first priority to reasonably meet any special needs within the scope of our residential policy.

Because of ACU's strong belief in the importance of the developmental residential living experience, exemptions to the residential requirement

for reasons other than those listed above are *very rarely* granted. Students must consider issues related to room and board costs when making financial decisions as to their ability to attend ACU.

ACU retains all rights of ownership of the residential facilities, and therefore considers that all who reside in its facilities agree to abide by all University regulations applying to campus housing and *Student Handbook*. ACU reserves the right to require a resident to move room or hall locations or to remove a student from housing whenever the best interests of the University appear to demand such action. ACU also reserves the right to inspect any room at any time. In such situations, every effort will be made to inspect the room with the student(s) present.

ACU is not responsible for the loss of personal property of residents due to theft, fire, wind, rain, and/or flooding. Students are strongly encouraged to purchase their own renters insurance.

## Student Development

Dr. Jan Meyer, *Dean for Student Development*  
 ACU Box 27867; Abilene, Texas 79699-7867  
 McGlothlin Campus Center, Room 32  
 Phone: 325-674-2932  
 Fax: 325-674-6867  
 Web: [www.acu.edu/student-dev](http://www.acu.edu/student-dev)

*Spiritual formation:* Developing as a Christ-centered servant and leader is inherent in the ACU mission. ACU students have the opportunity to select from a broad menu of spiritually-formative activities designed to draw them into closer connection with God, to help them strengthen their practices of spiritual disciplines, to deepen their commitment to Christian community, and to allow their faith to take action in service to others. Each student manages his/her own spiritual development through accessing available spiritual formation events, connecting in small groups with peers, seeking mentoring opportunities with faculty/staff members, and plugging in to local faith communities.

*Ministry and Service:* ACU students have access to a broad range of opportunities to serve locally, to participate in intentional communities, and to lead their peers as a first step to influencing the world. They serve in local and global initiatives each year. They positively impact numerous non-profits, churches, schools, and individuals. When partnered with training and reflection, participation in ministry and community service broadens students' world view, strengthens their commitment to Christ-centered living, and prepares them for a lifestyle of leadership and service.

## Student Organizations and Activities

Tom Craig, *Director of Student Activities and Productions*  
 ACU Box 29004; Abilene, Texas 79699-9004  
 McGlothlin Campus Center, Lower Level  
 Phone: 325-674-4864  
 Fax: 325-674-6475  
 Email: [craigt@acu.edu](mailto:craigt@acu.edu)  
 Web: [www.acu.edu/studentorganizations](http://www.acu.edu/studentorganizations)

A variety of student clubs and organizations provide avenues for the expression of a wide range of student interests: social, musical, academic, geographical and service. The following clubs and organizations have been officially recognized. For more information, refer to the Student Life web page at [www.acu.edu/studentlife](http://www.acu.edu/studentlife).

### Campus Activities

Campus Activities Board (CAB), FilmFest, Freshman Follies, Homecoming Committees, Sing Song, Wildcat Week Committees

### Social Clubs (Men)

Frater Sodalitas, Galaxy, Gamma Sigma Phi, Pi Kappa, Sub T-16, Trojans

### Social Clubs (Women)

Alpha Kai Omega, GATA, Ko Jo Kai, Sigma Theta Chi, Zeta Rho

### Students' Association

Black Students Association, Freshmen Action Council, Graduate

Students' Association, International Students' Association, Student Alumni Association, Students' Association

### Academic Organizations

Agricultural and Environmental Sciences: Delta Tau Alpha (Honor)

Art and Design: American Society of Interior Design

Business: Beta Gamma Sigma, American Marketing Assoc./ACU Chapter, Collegiate Entrepreneurs (honors), Food and Business Association, Society for Human Resource Management (SHRM), Student Management Investment Fund, Students in Free Enterprise (SIFE), Wildcats for Sustainability

Chemistry and Biochemistry: Chemistry Club

Communication: Lambda Pi Eta (Honor)

Communication Disorders: ACU Chapter NSSLHA (National Student Speech, Language, Hearing Association)

Computer Science: Association for Computing Machinery, Upsilon Pi Epsilon

English: Sigma Tau Delta

Family Studies

Foreign Language: Sigma Delta Pi (Spanish honors)

Gerontology: Sigma Phi Omega (Honor)

Information Systems: Association of Information Systems (honors)

Journalism and Mass Communication: Advertising/PR Club, Kappa Tau Alpha (Honor), Society of Professional Journalists

Kinesiology: ACU Club Soccer, ACU Ultimate, Cycling Club, Student Dietetic Association, Venturing Crew, Wildcat Hockey

Music: A Capella Chorus, Big Purple Marching Band, Mu Phi Epsilon (Alpha Sigma Chapter), University Chorale. For information on additional music groups, please contact the music department.

Physics: Society of Physics Students

Political Science: Pi Sigma Alpha (Honor), Pope Fellows, Pre -Law Council

Psychology: Psychology Club (honors), Student Association of the School of Psychology

Sociology: Alpha Kappa Delta (Honor)

Social Work: Phi Alpha (honors), Student Social Work Association

Theatre: Alpha Psi Omega (Honor)

### Honor Societies

Alpha Chi, Honors College Senate, Phi Eta Sigma (Freshman), "W" Club

### Media Organizations

The Optimist

### Service Organizations

ACU for the International Rescue Committee, LYNAY, Mobile Medical Disaster Relief, Service Action Leadership Team (SALT), Red Thread Movement, Spring Break Campaigns, Treadaway Kids, Weekend Campaigns

### Special Interest Clubs

ACU Fishing Club, ACU for the International Rescue Committee, ACU Go Club, Agricultural & Environmental Sciences Club, Association for Computing Machinery, Block and Bridle, Chinese Christian Fellowship, Chinese Students and Scholars Association, Christian Medical Dental Association, College Democrats, Essence of Ebony, Fair Trade ACU, Fellowship of Christian Athletes (FCA), Forensics Team, Hispanos Unidos, International Justice Mission, Locavore Club, Omega Dance Company, Outdoor Club, Republicans of ACU, Seekers of the Word, Sanctify Hip Hop Company, Shades Step Squad, Shinnery Review, Student Athlete Advisory Committee, Student Peace Alliance, Swing Cats, Table Tennis Club, Virtuous Sisterhood, Wishing Well, Women in Business

## Multicultural Student Affairs

Prentice Ashford, *Director*

ACU Box 29004; Abilene, Texas 79699-9004

McGlothlin Campus Center, Room 43

Phone: 325-674-6562

Fax: 325-674-6475

Web: [www.acu.edu/oma](http://www.acu.edu/oma)

Abilene Christian University's attention to a multicultural environment enriches the personal, social, and spiritual growth of all members of the ACU community and improves the university's capacity to achieve its mission. A culturally diverse community includes faculty, staff, and students with differing cultural identities who bring the richness of their backgrounds and experiences into the learning environment. Cultural diversity, presented correctly in a college setting, can stimulate discussions, foster rewarding relationships and cultivate fuller worldviews.

The programs, activities, and services offered by the Office of Multicultural Affairs (OMA) foster constructive and frequent opportunities for students with different backgrounds and perspectives to engage in meaningful dialogue and reflection. Research shows that learning outcomes and social development are enhanced when students encounter perspectives that depart from their own worldview and past experiences, causing them to think actively and to reassess long-held, and often unexamined assumptions.

OMA serves students at ACU by maintaining an open door policy, advising student organizations, engaging in one-on-one encouragement, and fostering the growth and development of students by implementing educational, social, and cultural programming. The aim is to assist students in achieving their educational goals and to encourage student involvement in the academic and social systems of college life. OMA is designed to positively influence the quality of life and effectiveness of the ACU experience for all students.

## Student Recreation and Wellness Center

Joel Swedlund, *Executive Director*

ACU Box 27842, Abilene, TX 79699-7842

Student Rec and Wellness Center, Room 253

Phone: 325-674-2271

Fax: 325-674-6788

Web: [www.acu.edu/srwc](http://www.acu.edu/srwc)

The Student Recreation and Wellness Center (SRWC) is committed to making participation an essential part of the ACU experience. With innovative programming, world-class facilities, and outstanding leadership, we are focused on providing a wide variety of leisure services that pique the interests of the students, faculty, and staff. In addition, we want to create an environment that fosters positive social interaction, enhances the overall educational experience, provide an opportunity to develop a healthy lifestyle, and meet the overall mission of ACU. Intramural sports are a significant means of connection and activity for our students, and as part of the SRWC, the intramural sports participants enjoy excellent facilities for their indoor activities.

The SRWC facilities include a fitness center, aquatic center, bouldering wall, group exercise studios, gymnasiums, racquetball courts, locker rooms, and a juice bar. Services include personal training, group exercise classes, nutritional counseling, towel service, locker rental, and equipment check-out.

The SRWC employs a large number of ACU students throughout the facility in addition to the many students who are employed as officials for intramural sports. Training and mentoring are an important part of each of these staff-to-student partnerships.

### *Intramural Sports*

Caitlin Conduff, *Director*  
 ACU Box 27842; Abilene, TX 79699-8204  
 Student Recreation and Wellness Center, Room 142  
 Phone: 325-674-2511  
 Email: [caitlin.conduff@acu.edu](mailto:caitlin.conduff@acu.edu)  
 Web: [www.acu.edu/intramurals](http://www.acu.edu/intramurals)

In partnership with the SRWC, intramural sports contribute significantly to the student experience at ACU. Nearly half of all undergraduate students participate in one or more intramural activities during the school year, with teams formed in one or more sporting events each year, with numerous teams formed in residence halls, academic departments, social clubs, special interest clubs, and friend groups. Sports offered are driven by student demand and generally include: flag football, basketball, softball, soccer, waterball, volleyball and team handball. A variety of leagues are offered to enable students to find their preferred level of competition. Registration for participation is online, as are the season's schedules and current intramural standings.

### **Medical and Counseling Care Clinic (MACCC)**

Steve Rowlands, *Director of the Medical and Counseling Care Center*

The ACU Medical and Counseling Care Clinic offers students medical and counseling services under one roof, located on the northwest corner of the Student Recreation and Wellness Center between Moody Coliseum and the Teague Special Events Center. Our professional staff strive to meet the critical needs of our students by promoting the overall wellness that is needed for academic success.

#### **Medical Clinic**

ACU Box 28154, Abilene, TX 79699-8154  
 849 Coliseum Way

Phone: 325-674-2625  
 Fax: 325-674-6998  
 Web: [www.acu.edu/medical](http://www.acu.edu/medical)  
 Email: [medical@acu.edu](mailto:medical@acu.edu)

The ACU Medical Clinic, in partnership with the Hendrick Provider Network, provides care for minor illnesses and injuries, and can refer patients to local providers for care of chronic conditions. Patients may schedule appointments on the Medical Clinic Patient Portal, accessible through myACU quicklinks, or by calling 325-674-2625. Walk-in services are available on a limited basis, but usually require an increased wait time. A psychiatrist is also available part-time to see patients.

A flat fee is charged for each clinic visit. A valid ACU ID is required to access the clinic services. The ACU Medical Clinic does not bill insurance. However, students should have their own insurance policies or coverage on their parents' insurance. Students should carry their insurance card in the event outside medical services are required, such as x-rays, labwork, or referrals to specialists.

A student who is unsure about a medical issue may call 325-674-2625 and speak confidentially to clinic staff. The clinic staff will assist in scheduling an appointment or referring the student for appropriate care.

If a student requires radiology or other specialist services, our providers can refer them to an Abilene area provider.

Students who wish to have their prescription medications delivered to campus by a pharmacy may enroll in the prescription delivery program.

### **Counseling Center**

ACU Box 28083, Abilene, TX 796099-8083  
 849 Coliseum Way

Phone: 325-674-2626  
 Fax: 325-674-6998  
 Web: [www.acu.edu/counseling](http://www.acu.edu/counseling)

The goal of the Counseling Center is to promote mental health and well-being among our students, staff, and faculty. We recognize that mental health affects academic success, social relationships, physical health, and spiritual well-being. All ACU students may seek professional, confidential counseling services at the Counseling Center. Our professional staff is available to assist with students in dealing with the daily stress that arises from college life, as well as more serious mental health issues such as depression, anxiety, and eating disorders.

The Counseling Center is able to provide additional services, such as medication management, in partnership with the Medical Clinic staff and part-time psychiatrist. When necessary, students may be referred to a specialist in the Abilene community or care may be coordinated with mental health professionals in a student's hometown. Our staff is also able to advise parents, faculty/staff, or peers in their efforts to offer support regarding possible mental health concerns

### **Student Conduct Expectations**

By enrolling in the university, students signify their willingness to observe Christian standards of honesty, ethics, and morality. They agree to respect the personal and property rights of others. They agree to fulfill their responsibilities under all published university regulations and to obey local, state, and federal laws. Information about student conduct and regulations can be found in the *Student Handbook* at [www.acu.edu/studentlife](http://www.acu.edu/studentlife) (select the *Policies* link).

The *Student Handbook* is published at the beginning of each school year, and it details various important provisions that each student should read and understand. The *Student Handbook* determines the current regulations and policies that impact campus life. On reasonable notice to the students, the *Student Handbook* may be amended. Regulations such as those below, and others, are included in the *Student Handbook*.

- Possession or use or sale of illegal drugs will result in automatic suspension from the university.
- Possession or use of alcohol is subject to strict disciplinary measures and may result in suspension.
- Students must conform to the current dress code.
- Class attendance is an important student responsibility; students may be dropped from classes or failed for excessive absences.
- Chapel attendance is required for all undergraduate students that are enrolled full-time and are under the age of 25.
- Hazing is prohibited and will result in disciplinary action from the university and criminal penalties from the state of Texas.
- Many activities are expressly listed in the *Student Handbook* as prohibited and are subject to disciplinary sanctions, including: smoking or other use of tobacco on campus, violation of residence hall visitation policies, falsification of university records, cheating, theft, sexual immorality, vandalism, and possession of firearms.

# Athletics

Lee De León, *Director of Athletics*  
 ACU Box 27916; Abilene, Texas 79699-7916  
 Teague Special Events Center

Phone: 325-674-2353  
 Fax: 325-674-6831  
 Email: [athleticdirector@acu.edu](mailto:athleticdirector@acu.edu)

Web: [www.acusports.com](http://www.acusports.com)

On July 1, 2013, Abilene Christian University re-joined the Southland Conference as the athletics department made the move to NCAA Division I affiliation for the first time in university history. The move to the Southland Conference is a return “home” of sorts as ACU is back in the league it helped to found in 1963. After playing a limited league schedule in 2013-14, ACU has now played two straight seasons as a full member of the league.

As a member of the Southland Conference, ACU competes in the men's sports of baseball, basketball, cross country, football, golf, tennis, and indoor and outdoor track and field, and in the women's sports of basketball, cross country, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. And in 2015-16, the ACU women's cross country team and women's basketball team won conference championships with the women earning the league's automatic bid to the Women's National Invitation Tournament (WNIT).

In February 2016 – two years after ACU officials announced an ambitious \$75 million building plan on the campus to include construction of Elmer Gray Stadium for track and field and soccer, and, for the first time ever, an on-campus football stadium that will be called Wildcat Stadium – ACU hosted a groundbreaking for the new football stadium. Wildcat Stadium is set to host its first game on Sept. 16, 2017, when the Wildcats play Houston Baptist in a Southland Conference game.

Elmer Gray Stadium hosted its first event on April 11, 2015, when TCU and Texas Tech joined ACU at the new stadium for the second Wes Kittle Invitational.

Just to the north of the new Elmer Gray Stadium is a track and field complex that houses coaches' offices, locker rooms, and team rooms for both the men's and women's track and field programs.

The university enjoys the luxury of fine athletics facilities with a 4,500-seat gymnasium (Moody Coliseum) that serves as the home court for ACU basketball and volleyball, and the adjoining Royce and Pam Money Student Recreation and Wellness Center.

ACU also plays in one of the best collegiate baseball facilities in the country in 4,000-seat Crutcher Scott Field. With a clubhouse, modern press box, and indoor hitting facility, ACU baseball players enjoy a facility that is on par with those at NCAA Division I programs across the county. During the winter of 2015-16, the stadium underwent a massive facelift that included the installation of a full field AstroTurf surface, new padded outfield and side walls, and a new bullpen beyond right field.

The ACU softball program calls Wells Field home, and it, too, has a full-field AstroTurf surface that was installed prior to the 2016 season. The stadium – built prior to the inaugural 1997 season – seats around 700 fans.

The ACU football team plays at 15,000-seat Shotwell Stadium, an almost-60-year-old facility that in recent years has received some tremendous upgrades. The stadium boasts one of the largest and best high-definition scoreboards in the Southwest, and it also has new locker rooms and a FieldTurf playing surface. The Wildcats have played all of their home games in the stadium since 1959, and future NFL players like Thomas "Hollywood" Henderson, Hall of Famers John Randle and Darrell Green, Wade Wilson, Wilbert Montgomery, Dominic Rhodes, Jermaine Mayberry, Robert Garza, Keith Traylor, Pierce Holt, Danieal Manning, Bernard Scott, Johnny Knox, and Clyde Gates have played at the stadium.

The men's and women's tennis teams compete at one of the finest tennis facilities in the nation in the Eager Tennis Center. The Judi and Cecil Eager Tennis Pavilion was added to the complex in 2002, and the center underwent more extensive renovations in the summer of 2007, adding more courts and lighting, recovering the existing courts with new surfacing, and adding new wind screens.

One of the newest facilities for ACU student-athletes to enjoy is the Soccer/Softball Complex, which is located just south of Wells Field in between the ACU softball field and Elmer Gray Stadium. The complex houses coaches' offices, locker rooms, and team rooms for both the women's soccer and softball programs. The facility also houses a large sports medicine room that serves both programs. Also housed in the facility is an indoor batting facility for the women's softball team to use during times of inclement weather. The complex also includes restrooms and a concession stand that serves fans for soccer matches, track and field meets, and softball games.

The remarkable success of ACU Wildcat student-athletes over the years is a tribute to the athletes, the coaches, and the tradition of winning that permeates the program. ACU recruits its student-athletes for their academic and spiritual qualities, as well as their athletic abilities. We desire for our staff, coaches, and student-athletes to meet our mission, which is to honor Christ through excellence in academics and athletics. Our vision is clear, and it is to win at the highest level by providing the most Christ-centered student-athlete experience in collegiate athletics. We want to continue winning both on the field and in the classroom, being “Excellence for Christ” in everything we do.

In addition to 64 national team championships, hundreds of student-athletes have won individual national championships, earned all-America honors and been named academic all-America. In addition, several ACU student-athletes have been named to various halls of fame around the country.

The 57 NCAA team national championships that ACU has won is fifth in NCAA history behind only UCLA, Stanford, USC, and Kenyon College.



# University Requirements for all Bachelor's Degrees

University Requirements, except advanced courses, should be completed by the end of the sophomore year.

GENERAL EDUCATION REQUIREMENTS	
<b>The Core</b> .....	<b>3</b>
CORE 110 Cornerstone .....	3
<b>Bible (Lower Level Required Courses)</b> .....	<b>9</b>
BIBL 101 Jesus: His Life and Teachings .....	3
BIBL 102 Early Christians: Life, Literature and Community .....	3
BIBL 211 Message of the Old Testament .....	3
<b>English</b> .....	<b>9</b>
ENGL 111 Composition and Rhetoric (or ENGL 106/006 and 107/007) .....	3
ENGL 112 Composition and Literature .....	3
Sophomore (200-299) Literature (includes foreign language literature courses) .....	3
<b>Communication</b> .....	<b>3</b>
COMM 211 Speech and Rhetoric .....	3
<b>Science</b> .....	<b>6</b>
Students may take two unconnected courses in different disciplines or one two-semester sequence of courses within a single discipline from the following list:	
<i>Agricultural and Environmental Science</i>	
AENV 130 Environmental and Technological Science	
ANSC 111 General Animal Science	
ENVR 112 Plant Science	
ENVR 233 Soil Science	
<i>Biology</i>	
BIOL 101 Biology: Human Perspective	
BIOL 112/114 General Biology I/General Biology I Lab	
BIOL 113/115 General Biology II/General Biology II Lab	
BIOL 203 Basic Biology for Teachers	
BIOL 291/293 Anatomy and Physiology I/Anatomy and Physiology I Lab	
BIOL 292/294 Anatomy and Physiology II/Anatomy and Physiology II Lab	
<i>Chemistry</i>	
CHEM 101 Consumer Chemistry	
CHEM 113/111 Introductory Chemistry/Introductory Chemistry Lab	
CHEM 114/112 Introductory Organic and Biological Chemistry/Introductory Organic and Biological Chemistry Lab	
CHEM 133/131 General Chemistry I/General Chemistry I Lab	
CHEM 134/132 General Chemistry II/General Chemistry II Lab	
<i>Geology</i>	
GEOL 111 Introduction to Geology	
<i>Nutrition</i>	
NUTR 120 Nutrition and Wellness	
<i>Physics</i>	
PHYS 101 Astronomy	
PHYS 102 Physical Science	
PHYS 110/111 General Physics I/General Physics I Lab	
PHYS 112/113 General Physics II/General Physics II Lab	
PHYS 203 Physical Science for Teachers	
PHYS 220/221 Engineering Physics I/Engineering Physics I Lab	
PHYS 222/223 Engineering Physics II/Engineering Physics II Lab	
PHYS 330/331 Modern Physics/Modern Physics Lab	
PHYS/PHIL 378 History and Philosophy of Science	
<b>Mathematics</b> .....	<b>3</b>
MATW 120, MATH 120 or higher .....	3

<b>Social Science</b> .....	<b>3</b>
Choose 3 credit hours from the following list:	
<i>Anthropology</i>	
ANTH 101 Introduction to Anthropology	
<i>Economics</i>	
AGRB 261 Principles of Agricultural and Applied Economics	
ECON 260 Principles of Macroeconomics	
ECON 261 Principles of Microeconomics	
ENGR 350 Engineering Economics	
<i>Family Studies</i>	
FAM 251 Introduction to Family Studies	
<i>Geography</i>	
GEOG 235 World Geography	
<i>History and Global Studies</i>	
GLST 120 Introduction to Global Issues	
GLST 212 Introduction to Great Britain	
GLST 214 Global Studies: People and Culture of Germany and Europe	
GLST 217 South American Southern Cone: History and Culture	
HIST 117 Civilization I	
HIST 118 Civilization II	
HIST 131 World History: Cultures and Connections since 1400	
HIST 221 American History I	
HIST 222 American History II	
HIST 250 Introduction to American Ethnic and Women's Studies	
<i>Journalism and Mass Communication</i>	
JMC 100 Media Issues	
<i>Political Science</i>	
POLS 221 Government and Business	
POLS 225 National Government	
POLS 226 States and Federal System	
POLS 227 Introduction to International Relations	
<i>Psychology</i>	
PSYC 120 Introduction to Psychology	
PSYC 232 Developmental Psychology	
EDUC 221 Educational Psychology	
<i>Sociology</i>	
SOCI 111 Introduction to Sociology	
SOCI 222 Social Problems	
<b>Kinesiology</b> .....	<b>2</b>
PEAC 100 Lifetime Wellness and 1 PEAC activity or 2 different PEAC activities	
<b>Total General Education Hours</b> .....	<b>38</b>
ADDITIONAL UNIVERSITY REQUIREMENTS	
<b>Bible (Upper Level Selections)</b> .....	<b>6</b>
Choose 2: BIBH, BIBL, BIBM, BIBP, BIBT, BMIS (300-499) .....	6
<b>Historical Literacy</b> .....	<b>3</b>
Choose 3 credit hours from the following list:	
<i>History</i>	
HIST 117 Civilization I	
HIST 118 Civilization II	
HIST 131 World History: Cultures and Connections since 1400	
HIST 221 American History I	
HIST 222 American History II	
HIST 250 Introduction to American Ethnic and Women's Studies	
<i>Theatre</i>	
THEA 490 History of Theatre	
<b>Cultural Awareness</b> .....	<b>3</b>
Choose 3 credit hours from the following list:	
<i>Anthropology</i>	
ANTH 101 Introduction to Anthropology	
<i>Art</i>	
ART 101 Introduction to Art	
ART 221 Art History: General Survey I	
ART 222 Art History: General Survey II	



DSGN 221 History of Architecture and Design I  
 DSGN 222 History of Architecture and Design II  
*Bible – Missions*  
 BMIS 245 Understanding Culture for Global Service  
 BMIS 371 Religion in Global Contexts  
 BMIS 391 Service in Global Contexts  
 BMIS 420 Gospel in a Multi-Cultural World  
*Biology, Chemistry and Communication Science and Disorders*  
 BIOL/CHEM/COMP 308 Global Healthcare  
*Business Administration*  
 BUSA 419 International Business  
*Communication*  
 COMM 345 Intercultural Communication  
*Core*  
 CORE 210 Human Identity and Community  
*Economics*  
 ECON 438 International Poverty and Development  
*Education*  
 EDUC 211 Educational Foundations and Multicultural Perspectives  
 EDUC 476 Effective Teaching Strategies for Language Learners  
*English*  
 ENGL 470 Multicultural Literature  
*Finance*  
 FIN 419 International Financial Markets  
*Foreign Language<sup>1</sup>*  
 Foreign Language (Spanish, German, French, Latin) 111 or higher  
*Geography*  
 GEOG 354 Cultural Geography  
*History and Global Studies*  
 GLST 120 Introduction to Global Issues  
 GLST 212 Introduction to Great Britain  
 GLST 214 Global Studies: People & Culture of Germany & Europe  
 GLST 217 South American Southern Cone: History and Culture  
 HIST 117 Civilization I  
 HIST 118 Civilization II  
 HIST 131 World History: Cultures and Connections since 1400  
 HIST 250 Introduction to American Ethnic and Women’s Studies  
*Management*  
 MGMT 419 Global Entrepreneur  
*Marketing*  
 MKTG 419 International Marketing  
*Music*  
 MUSM 131 Music in World Cultures<sup>2</sup>  
 MUSM 132 Music Literature<sup>2</sup>  
 MUSM 230 Survey of Music in Western Culture  
 MUSM 231 Survey of Jazz  
 MUSM 232 Survey of Popular Music  
 MUSM 233 Survey of World Music  
*Philosophy*  
 PHIL 379 Philosophy, Religion and Science  
 PHIL 380 Introduction to Philosophy  
 PHIL 451 Philosophy and Social Justice  
*Psychology*  
 PSYC 345 Sexual Minorities: Identities and Communities  
*Sociology*  
 SOCI 442 Cultural Diversity  
*Social Work*  
 SOCW 329 Diversity, Power, and Oppression  
*Theatre*  
 THEA 220 Introduction to Theatre

<b>University Requirements Selection</b> .....	<b>3</b>
Choose 3 credit hours from any menu listed above.	
<b>Free Elective</b> .....	<b>3</b>
Choose 3 hours from any ACU courses not required for your major.	
<b>Total Hours from Additional Requirements</b> .....	<b>18</b>
<b>TOTAL UNIVERSITY REQUIREMENTS HOURS</b> .....	<b>56</b>

<sup>1</sup>Admitted students who have not earned at least two high school units of the same foreign language are required to complete 6 hours of college-level foreign language (one language).

<sup>2</sup> Each class is 2 hours. Both must be taken to satisfy the requirement.

**A single course cannot satisfy a requirement in more than one area of University Requirements. For example, HIST 117 may fulfill the social science or the cultural awareness selection, but not both.**

Students with demonstrated proficiency may petition to take selected advanced courses in place of the courses listed in this menu.

Note: For the University Requirements for the associate of arts degree in architecture, refer to page 49.

## University Requirements for ACU Degrees

University Requirements for certain baccalaureate degrees include additions or modifications to the University Requirements for all bachelor’s degrees. See the chart below for special requirements for the BA, BBA, BFA, BM, BS, BSE, and BSN degrees.

<b>BA</b>	6 hrs – Sophomore foreign language 3 hrs – Sophomore (or higher) literature
<b>BBA</b>	3 hrs – ECON 260 or 261
<b>BFA</b>	3 hrs – Sophomore (or higher) literature
<b>BM</b>	Minimum of 72 hours of music
<b>BS</b>	No additional hours
<b>BSE</b>	No additional hours
<b>BSN</b>	12 hrs – Bible total

## Undergraduate and Graduate Degrees offered at ACU

Associate of Arts	AA
Bachelor of Arts	BA
Bachelor of Science	BS
Bachelor of Business Administration	BBA
Bachelor of Fine Arts	BFA
Bachelor of Music	BM
Bachelor of Science in Engineering	BSE
Bachelor of Science in Nursing	BSN
Certificate Program	Cer
Doctor of Education	EdD
Doctor of Ministry	DMin
Doctor of Nursing Practice	DNP
Specialist in School Psychology	SSP
Master of Arts	MA
Master of Accountancy	MAcc
Master of Arts in Christian Ministry	MACM
Master of Business Administration	MBA
Master of Divinity	MDiv
Master of Education	MEd
Master of Healthcare Administration*	MHA
Master of Liberal Arts	MLA
Master of Marriage and Family Therapy	MMFT
Master of Science	MS

\*Pending approval from the Southern Association of Colleges and Schools Commission on Colleges

# College of Arts and Sciences

Greg Straughn, *Dean*  
 Jeff Arrington, *Associate Dean*  
 Jessica Smith, *Assistant Dean*

ACU Box 29210  
 Abilene, Texas 79699-9210  
 Sherrod Building – Don Morris Center, Room 127

Phone: 325-674-2209  
 Fax: 325-674-6800  
 Email: [cas@acu.edu](mailto:cas@acu.edu)  
 Web: [www.acu.edu/cas.html](http://www.acu.edu/cas.html)

The College of Arts and Sciences endeavors to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The college offers a broad spectrum of programs in the arts, humanities, social sciences, behavioral sciences, natural sciences, and mathematics as well as professional and pre-professional programs. Many courses in the college are designed to provide a unique liberal arts education from a Christian perspective to students of all majors throughout the university.

The college includes the following 14 degree granting departments and programs:

- Agricultural and Environmental Sciences
- Art and Design
- Biology
- Chemistry and Biochemistry
- Communication and Sociology
- Engineering and Physics
- History and Global Studies
- Journalism and Mass Communication
- Language and Literature
- Mathematics
- Music
- Political Science and Criminal Justice
- Psychology
- Theatre

The College of Arts and Sciences offers the following degrees:

- Associate of Arts (AA)
- Bachelor of Arts (BA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Music (BM)
- Bachelor of Science (BS)
- Bachelor of Science in Engineering (BSE)

See the department listings for more specific information about degree programs offered and the requirements for each degree.

Many graduate programs are also offered in Arts and Sciences. For more information, consult the *Graduate Programs* section of this catalog (page 129).

Other programs in the College of Arts and Sciences are:

- Ethnic and Women's Studies (Interdisciplinary Minor, History)
- Film (Interdisciplinary Minor, Language and Literature)
- Institute of Intensive English (IIE) (Language and Literature)
- Leadership Studies (Interdisciplinary Minor, Communication)
- Peace and Social Justice Studies (Interdisciplinary Minor, Political Science)
- Philosophy (Interdisciplinary Minor, Physics)
- Public Service (Pope Fellows Only, Interdisciplinary Minor, Political Science)

# Agricultural and Environmental Sciences

Bryan E. Brokaw, *Chair, Program Coordinator for Agricultural and Environmental Sciences*  
 ACU Box 27986  
 Abilene, Texas 79699-7986  
 Hardin Administration Building, Room 131B  
 Phone: 325-674-2401  
 Fax: 325-674-6936  
 Email: brokawe@acu.edu  
 Web: www.acu.edu/agenv

**Faculty**

Bryan E. Brokaw, *Professor*  
 James C. Cooke, *Professor*  
 James Carpenter, *Associate Professor*

**Majors:** Agribusiness (BS)  
 Animal Science (BS)  
 Environmental Science (BS)  
 Animal Health Professions Cooperative (BS)

**Minors:** Agricultural Sciences  
 Environmental Sciences

The Department of Agricultural and Environmental Sciences offers the Bachelor of Science degree in agribusiness, animal science and environmental science. A "fast-track" cooperative degree in animal science is available for students who wish to enter a school of veterinary medicine after three years at ACU. Students considering graduate work or governmental employment should consult their advisor during the sophomore year. For information on scholarships available in agricultural and environmental sciences, see the department chair.

**Introduction**

“The Lord God took the man and put him in the Garden of Eden to work it and take care of it” (Genesis 2:15). Thus began God’s initial ministry for humankind. Though humans would choose to disregard God’s command, God’s desire is for reconciliation and relationship with His creation.

The faculty in the Department of Agricultural and Environmental Sciences (A&E) at Abilene Christian University believes in this ministry of reconciliation. We challenge students to think about their relationship with God and caring for His creation in a world that is often hostile to the Creator. Consequently, the mission of A&E is to educate students for Christian stewardship of sustainable agricultural and environmental systems throughout the world.

We take this responsibility very seriously, because it is Kingdom business. Whether it takes the form of a former student making decisions in the boardroom of corporate agribusiness, serving the poor in developing countries by teaching them to feed themselves or remediating an abused land site, our desire is that, “Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving” (Colossians 23:24).

If you are interested in a place where career aspirations are connected to family, church and community, where learning is informed by faith and where servant leadership is expected and modeled, we encourage you to consider A&E.

**Study Abroad Expectations**

All students are encouraged to participate in ACU’s Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their

Study Abroad experience and should be consulted during the freshman year.

**Bachelor of Science Degrees (BS)**

**Admission Requirements**

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

**AGRIBUSINESS (BS)**

The BS in agribusiness combines training in agricultural economics, business and technical agriculture. Majors in this area are prepared for business allied with agriculture, including banks and other lending agencies, real estate, insurance companies, farm supply and equipment companies, firms processing and marketing agricultural products, and public agencies associated with agriculture. Students are also prepared to pursue graduate education.

<b>BS: AGRIBUSINESS DEGREE PLAN (AGRB)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Agricultural and Environmental Sciences Core</b>	
AENV 110 Introduction to Agricultural and Environmental Systems and Technology .....	3
ANSC 111 General Animal Science .....	3
ENVR 112 Plant Science .....	3
ENVR 233 Soil Science .....	3
<b>TOTAL</b> .....	<b>12</b>
<b>Agribusiness</b>	
ACCT 210 Financial Accounting .....	3
ACCT 211 Managerial Accounting .....	3
AGRB 261 Principles of Agricultural and Applied Economics ..(3) <sup>1</sup>	3
AGRB 382 Agribusiness Management .....	3
BLAW 363 Legal Environment of Business .....	3
ENVR 410 Environmental Law and Policy (capstone course) .....	3
ENVR 420 or ANSC 497 (capstone and writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>18</b>
Advanced selections from: AENV, ANSC, or ENVR .....	12
<b>TOTAL</b> .....	<b>42</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR</b>	
<b>Business</b>	
ECON 260 Principles of Macroeconomics .....	3
FIN 310 Financial Management .....	3
IS 322 Business Statistics .....	3
MGMT 330 Management and Organizational Behavior .....	3
MGMT 331 Operations Management .....	3
MGMT 439 Strategic Management (capstone and writing-intensive course) .....	3
MKTG 320 Principles of Marketing .....	3
<b>Mathematics</b>	
MATH 130 Finite Math for Applications .....	(3) <sup>1</sup>
<b>Science Core</b>	
BIOL 112 General Biology I .....	(3) <sup>1</sup>
BIOL 114 General Biology I Lab .....	1
CHEM 113 Introductory Chemistry .....	(3) <sup>1</sup>
CHEM 111 Introductory Chemistry Lab .....	1
<b>Social Science</b>	
POLS 225 .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>23</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

ELECTIVES	
Minimum .....	7
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
OTHER GRADUATION REQUIREMENTS	
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### ANIMAL SCIENCE (BS)

The animal science degree is designed to prepare students to effectively serve the livestock industry by producing graduates conversant in issues related to animal agriculture. The curriculum is designed for academically talented students interested in the application of biology and technology to the care, management and study of domestic animals. While the program emphasizes traditional farm species of dairy cattle, beef cattle and swine, it also addresses companion animals, small ruminants, and poultry. The animal science curriculum contains a fundamental animal science core accompanied by emphasis tracks. The tracks are pre-veterinary medicine and health, business and industry, livestock management, and biotechnology and research. Graduates are prepared for admission to professional and/or graduate programs for advanced studies or entry into career fields.

BS: ANIMAL SCIENCE DEGREE PLAN (ANSC)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 39).	
MAJOR REQUIREMENTS	
Agricultural and Environmental Sciences Core	
AENV 110 Introduction to Agricultural and Environmental Systems and Technology .....	3
ANSC 111 General Animal Science .....	3
ENVR 112 Plant Science .....	3
ENVR 233 Soil Science .....	3
<b>TOTAL</b> .....	<b>12</b>
Animal Science Core	
AGRB 261 Principles of Agricultural and Applied Economics .. (3) <sup>1</sup>	
AGRB 382 Agribusiness Management .....	3
ANSC 336 Animal Nutrition .....	3
ANSC 343 Animal Reproduction .....	3
ANSC 392 Animal Health .....	3
ANSC 496 Animal Breeding .....	3
ANSC 497 Special Problems in Animal Science (capstone and writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>18</b>
Kinesiology	
(LM and PVH use ANSC 360 for 1 hour of PEAC activity) .....	(1) <sup>1</sup>
Mathematics	
MATH 123 Elementary Statistics (BI and LM), MATH 124 Precalculus II (BR) or MATH 377 Statistical Methods (PVH) .....	(3) <sup>1</sup>
Science Requirements	
BIOL 112 General Biology I .....	(3) <sup>1</sup>
BIOL 114 General Biology I Lab .....	1
BIOL 113/115 General Biology II Lecture/Lab .....	4
BIOL 351 Genetics .....	3
CHEM 113 Introductory Chemistry (BI and LM) or CHEM 133 General Chemistry I (BR and PVH) .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>38</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ANIMAL INDUSTRY AND BUSINESS TRACK (BI)	
ANSC 337 Animal Nutrition Lab .....	1
ANSC 345 Techniques in Animal Production .....	1

FIN 416 Personal Financial Planning .....	3
MKTG 320 Principles of Marketing .....	3
Choose 2 from the following: .....	6
ANSC 235 Companion Animal Management	
ANSC 363 Monogastric Livestock Production	
ANSC 483 Ruminant Livestock Production	
Choose 1 from the following: .....	3
AENV 371 Experimental Design and Data Analysis	
ENVR 350 Rangeland Ecology	
<b>TOTAL</b> .....	<b>17</b>
SUPPLEMENT FOR MAJOR (BI TRACK)	
ACCT 210 Financial Accounting .....	3
ACCT 211 Managerial Accounting .....	3
CHEM 111 Introductory Chemistry Lab .....	1
CHEM 112/114 Introductory Organic and Biological Chemistry Lecture/Lab .....	4
<b>TOTAL</b> .....	<b>11</b>
BIOTECHNOLOGY AND RESEARCH TRACK (BR)	
AENV 371 Experimental Designs and Data Analysis .....	3
ANSC 337 Animal Nutrition Lab .....	1
ANSC 431 Animal Biotechnology .....	3
Recommended Emphases (choose 1):	
Biotechnology Emphasis (8 hours)	
BIOL 312 Cell Biology .....	3
BIOL 475 Molecular Genetics .....	3
BIOL 476 Biotechnology Lab .....	2
Research Emphasis (7 hours)	
ANSC 345 Techniques in Animal Production .....	1
Choose 2 from the following: .....	6
ANSC 235 Companion Animal Management	
ANSC 363 Monogastric Livestock Production	
ANSC 483 Ruminant Livestock Production	
ENVR 350 Rangeland Management	
<b>TOTAL</b> .....	<b>14-15</b>
SUPPLEMENT FOR MAJOR (BR TRACK)	
CHEM 131 General Chemistry Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4
CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
<b>TOTAL</b> .....	<b>13</b>
LIVESTOCK MANAGEMENT TRACK (LM)	
ANSC 337 Animal Nutrition Lab .....	1
ANSC 345 Techniques in Animal Production .....	1
ANSC 483 Ruminant Livestock Production .....	3
ENVR 350 Rangeland Ecology .....	3
Recommended Emphases (choose 1):	
Animal Production Emphasis (14 hours)	
AENV 371 Experimental Designs and Data Analysis .....	3
ANSC 235 Companion Animal Management .....	3
ANSC 360 Horses and Horsemanship .....	2
ANSC 363 Monogastric Livestock Production .....	3
ANSC 431 Animal Biotechnology .....	3
Rangeland Ecology Emphasis (13 hours)	
ENVR 345 Range and Wildland Plants .....	3
ENVR 354 Range Science .....	3
ENVR 455 Wildlife Ecology .....	4
Choose 1 from the following: .....	3
AENV 371 Experimental Designs and Data Analysis	
ANSC 235 Companion Animal Management	
ANSC 363 Monogastric Livestock Production	
ENVR 341 Water Resources	
<b>TOTAL</b> .....	<b>21-22</b>
SUPPLEMENT FOR MAJOR (LM TRACK)	
CHEM 111 Introductory Chemistry Lab .....	1
CHEM 112/114 Introductory Organic and Biological	

Chemistry Lecture/Lab .....	4
<b>TOTAL</b> .....	<b>5</b>
<b>PRE-VETERINARY MEDICINE AND HEALTH TRACK (PVH)</b>	
ANSC 235 Companion Animal Management .....	3
ANSC 360 Horses and Horsemanship .....	2
<b>TOTAL</b> .....	<b>5</b>
<b>SUPPLEMENT FOR MAJOR (PVH TRACK)</b>	
BIOL 355/357 Microbiology I Lecture/Lab .....	4
CHEM 131 General Chemistry Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4
CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
CHEM 453 Biochemistry I: Foundations of Biochemistry .....	3
CHEM 454 Biochemistry II: Gene Expression .....	3
PSYC 120 Introduction to Psychology .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>23</b>
<b>ELECTIVES</b>	
Minimum (BI Track) .....	6
Minimum (BR Track) .....	6-7
Minimum (LM Track) .....	7-8
Minimum (PVH Track) .....	6
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

## ENVIRONMENTAL SCIENCE (BS)

The purpose of this degree is to fulfill the educational needs of students who are preparing for careers in natural resource management. As the national consciousness of the finite nature of natural resources has increased, the extraction industries, agriculture and manufacturers in general have been required to change the way they handle natural resources. Interactions between companies that consume natural resources and regulations governing the conservation of these resources have led to the creation of new disciplines and new career opportunities. Graduate schools in colleges of agriculture as well as in colleges of arts and sciences offer degrees and graduate assistantships in a multitude of environmental areas. The emergence of new jobs in natural resource management indicates the opportunities for graduates in environmental science.

<b>BS: ENVIRONMENTAL SCIENCE DEGREE PLAN (ENVR)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Agricultural and Environmental Sciences Core</b>	
AENV 110 Introduction to Agricultural and Environmental Systems and Technology .....	3
ANSC 111 General Animal Science .....	3
ENVR 112 Plant Science .....	3
ENVR 233 Soil Science .....	3
<b>TOTAL</b> .....	<b>12</b>
<b>Environmental Science Core</b>	
AGRB 261 Principles of Agricultural and Applied Economics ..(3) <sup>1</sup>	3
AGRB 382 Agribusiness Management .....	3
ENVR 320 Energy Resources .....	3
ENVR 341 Water Resources .....	3
ENVR 345 Range and Wildland Plants .....	3
ENVR 350 Rangeland Ecology .....	3

ENVR 354 Range Science .....	3
ENVR 410 Environmental Law and Policy (capstone course) .....	3
ENVR 420 Environmental Thought (capstone and writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>24</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

<b>SUPPLEMENT FOR MAJOR</b>	
<b>Mathematics</b>	
MATH 123 Elementary Statistics (ENWV, ENVO, ENVP), MATH 124 or MATH 185 (ENVF) .....	(3) <sup>1</sup>
<b>Science Core</b>	
BIOL 112 General Biology I .....	(3) <sup>1</sup>
BIOL 114 General Biology I Lab .....	1
CHEM 113 Introductory Chemistry or CHEM 133 General Chemistry I (ENVF) .....	(3) <sup>1</sup>
BIOL 113/115 General Biology II Lecture/Lab .....	4
<b>Social Science</b>	
POLS 225 National Government .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>5</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

<b>WILDLIFE AND NATURAL RESOURCE MANAGEMENT TRACK (ENWV)</b>	
ANSC 336 Animal Nutrition .....	3
BIOL 221/223 Animal Biology or BIOL 222/224 Plant Biology .....	4
CHEM 111 Intro to Chemistry Lab .....	1
CHEM 112/114 Intro to Organic and Biological Chemistry .....	4
ENVR 455 Wildlife Ecology .....	4
ENVR 458 Wildlife Management Techniques .....	3
Choose 2 courses: BIOL 305, 311, 315, 322, 362, 370, 380, 403, 425, 471, or 477 .....	6
<b>TRACK TOTAL</b> .....	<b>25</b>

<b>OUTDOOR STUDIES TRACK (ENVO)</b>	
AENV 384 Internship in Agricultural and Environmental Sciences .....	3
CHEM 111 Introduction to Chemistry Lab .....	1
CHEM 112/114 Intro to Organic and Biological Chemistry .....	4
ENVR 455 Wildlife Ecology .....	4
ENVR 458 Wildlife Management Techniques .....	3
KINE 241 First Aid/CPR .....	1
KINE 360 Leadership and Management for Health Promotion (writing-intensive course) .....	3
KINE 460 Program Planning for Health Promotion .....	3
Choose 3 courses (in addition to university requirements): PEAC 206, 210, 211, 229, 239, 341, 350, 351, or 352 .....	3
<b>TRACK TOTAL</b> .....	<b>25</b>

<b>FIELD TECHNOLOGY TRACK (ENVF)</b>	
CHEM 131 General Chemistry Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4
CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
CHEM 341 Environmental Chemistry .....	3
ENVR 455 Wildlife Ecology .....	4
Advanced selections from AENV or ENVR .....	6
<b>TRACK TOTAL</b> .....	<b>26</b>

<b>POLITICS AND PUBLIC POLICY TRACK (ENVP)</b>	
Advanced selections from AENV or ENVR .....	3
CHEM 111 Introduction to Chemistry Lab .....	1
CHEM 112/114 Intro to Organic and Biological Chemistry .....	4
POLS 341 American Public Policy .....	3
Choose 4 courses: POLS 345, 360, 381, 383, 385, 395, 488, 492, or 494 .....	12
<b>TRACK TOTAL</b> .....	<b>23</b>

ELECTIVES	
Minimum (ENVO, ENVW) .....	6
Minimum (ENVF) .....	5
Minimum (ENVP) .....	8
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
OTHER GRADUATION REQUIREMENTS	
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

## COOPERATIVE BACHELOR OF SCIENCE DEGREE (BS)

### Admission Requirements

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

## ANIMAL HEALTH PROFESSIONS COOPERATIVE (BS)

The Department of Agricultural and Environmental Sciences offers the BS degree in cooperation with some schools of veterinary medicine. In this program a bachelor's degree (BS in Animal Science) is awarded to certain qualified students who have satisfactorily completed three years of prescribed work at ACU (a minimum of 107 hours) plus one year at a recognized school of veterinary medicine.

### BS: ANIMAL HEALTH PROFESSIONS COOPERATIVE DEGREE PLAN (AHPC)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39). AHPC degree plans only require 12 hours of Bible and 53 hours of university core.

#### MAJOR REQUIREMENTS

##### Agribusiness

AGRB 261 Principles of Agricultural and Applied Economics .. (3)<sup>1</sup>

##### Animal Science

AENV 110 Introduction to Agricultural and Environmental Systems and Technology .....

ANSC 111 General Animal Science .....

ANSC 336 Animal Nutrition .....

ANSC 497 Special Problems in Animal Science (capstone and writing-intensive course) .....

##### Biology

BIOL 112 General Biology I .....

BIOL 114 General Biology I Lab .....

BIOL 113/115 General Biology II Lecture/Lab .....

BIOL 351 Genetics .....

BIOL 355/357 Microbiology Lecture/Lab .....

##### Chemistry

CHEM 133 General Chemistry I .....

CHEM 131 General Chemistry I Lab .....

CHEM 132/134 General Chemistry II Lecture/Lab .....

CHEM 221/223 Organic Chemistry I Lecture/Lab .....

CHEM 322/324 Organic Chemistry II Lecture/Lab .....

CHEM 453 Biochemistry I: Foundations of Biochemistry .....

CHEM 454 Biochemistry II: Gene Expression .....

##### English

ENGL 326 Business and Professional Writing .....

##### Mathematics

MATH 377 Statistical Methods I .....

##### Physics

PHYS 110/111 General Physics I Lecture/Lab .....

PHYS 112/113 General Physics II Lecture/Lab .....

##### Social Science

PSYC 120 Introduction to Psychology .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>54</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>Professional School Requirement</b>	
ACU awards the bachelor's degree to certain qualified students who have satisfactorily completed three years of prescribed work at ACU (a minimum of 104 hours) plus one year at a recognized professional school. Students in the cooperative degree program are advised by an advisor in the Department of Agriculture and Environmental Studies.	
<b>TOTAL MAJOR HOURS</b> .....	<b>54</b>
OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major .....	2.00
Minimum GPA for graduation .....	2.00
Minimum advanced hours from ACU .....	23
Minimum total hours from ACU .....	107
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

## Minor in Agricultural Sciences

### MINOR: AGRICULTURAL SCIENCES (AGRS)

AGRB 261 Principles of Agricultural and Applied Economics .....3

ANSC 111 General Animal Science .....

CHEM 111/113 Introduction to Chemistry Lecture/Lab .....

ENVR 112 Plant Science .....

ENVR 233 Soil Science .....

Choose 2 advanced courses from: AENV, AGRB, ANSC, ENVR .....

**TOTAL** .....

## Minor in Environmental Science

### MINOR: ENVIRONMENTAL SCIENCE (ENVR)

AENV 130 Environmental and Technological Science .....

CHEM 111/113 Introduction to Chemistry Lecture/Lab .....

ENVR 112 Plant Science .....

ENVR 233 Soil Science .....

Choose 3 from: ENVR 300-499 .....

**TOTAL** .....

## Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Agricultural and Environmental Sciences include those with the following designations: AENV, AGRB, ANSC and ENVR.

# Art and Design

Mike Wiggins, *Chair*  
 ACU Box 27987  
 Abilene, Texas 79699-7987  
 Don Morris Center, Room 142  
 Phone: 325-674-2085  
 Fax: 325-674-2051  
 Email: mmw03b@acu.edu  
 Web: www.acu.edu/art

## Faculty

Geoffrey Broderick, *Associate Professor*  
 Ryan Feerer, *Assistant Professor*  
 Robert Green, *Professor*  
 Kenny Jones, *Associate Professor*  
 Jack Maxwell, *Professor*  
 Dan McGregor, *Professor*  
 Ronnie Rama, *Associate Professor*  
 Nil Santana, *Assistant Professor*  
 Mike Wiggins, *Associate Professor*  
 Brandon Young, *Associate Professor*

**Majors:** Art (BFA)  
 Graphic Design/Advertising (BS)  
 Interior Design (BS)  
 Architecture (AA)

## Art BFA Concentrations:

All-Level Teaching  
 Graphic Design  
 Painting  
 Photography  
 Sculpture

## Minors:

Art  
 Art Therapy  
 Graphic Design  
 Interior Design

## Introduction

The Department of Art and Design offers BFA, BS, and AA degrees. The Bachelor of Fine Arts degree is available in these areas of concentration: all-level teaching, graphic design, painting, photography, and sculpture. The Bachelor of Science degree is available in graphic design/advertising and Interior Design. The Interior Design degree (Bachelor of Science) is nationally accredited by the Council for Interior Design Accreditation (CIDA). The Associate of Arts degree is available in architecture. A minor in art, graphic design or interior design may be added to other ACU majors. The department owes its outstanding reputation to its faculty, facilities and students.

The versatile faculty is made up of award-winning artists and licensed design professionals, who actively produce and exhibit their creative work, and artists who are leaders in their various fields of discipline. These artists are also superb educators who love to teach because they love what they teach, who teach by what they say and by what they do, who motivate, inspire and nurture, and who become true mentors to their students.

These artists/teachers believe that art is important, that art makes a difference in this world, and that art makes this world a better place, a more beautiful place, and a more livable place. They are convinced that this world needs more than just artists; it needs Christian artists, artists who use their talent and various forms of creative expression to reflect a dimension of the very nature of God, God as Creator.

This faculty also believes that skills are important, that skills can be taught and that they can be learned. They believe that the most important skills for the art and design student, and any artist, transcend the newest technologies, media and processes. They believe that these most important skills are found in the ability to think creatively, to find

creative solutions to difficult problems, and to courageously accept challenges and to overcome them. These are the abilities and skills that the faculty of the Department of Art and Design believes are most necessary to become leaders rather than followers, to become the next generation of gifted creative artists, designers and educators, and to become art professionals in the ever-growing number of art and art-related careers of the 21st century.

ACU art and design students and the art/design faculty enjoy the advantages of a spacious, well-equipped facility in the Alice Pratt Brown Art Hall, consisting of large functional studios, high-tech computer labs and specialized classroom spaces. The complex includes the Clover Virginia Shore Art Gallery, the heart of the department, an elegant showcase for the works of nationally recognized artists and of our students. The computer labs are state-of-the-art, providing the technology to meet the needs of the continually evolving and expanding areas of digital design. Private and semi-private studio spaces are provided on a competitive basis for our advanced students. In the three-dimensional areas, our students have access to the latest equipment and technologies: kilns, specialized welders and cutters, a well-equipped metal casting foundry, and pneumatic tools for the working of metals and the carving of stone and wood. The department wood shop is used for everything from the construction of frames upon which to stretch canvas, to the building of chairs for a three-dimensional design project, to a creative book-binding project for a graphic design course. Art is there to be seen; in the offices, in the classrooms and in the hallways, art is on display. Outside in the sculpture courtyard and throughout the landscaped campus, art is visible. Students frequently make use of the Maker Lab located in the Brown Library for course assignments.

Art and design graduates may pursue specialized post-graduate degrees in areas of interest such as architecture, interior design, industrial design, art therapy, arts administration, animation, illustration, painting, sculpture, etc. Those earning their MFA, the terminal degree in studio art, are eligible to teach art in colleges and universities. With the proper certification, ACU art and design graduates become educators in elementary and secondary education. ACU art and design graduates work in galleries and in museums as directors and administrators. They work as interior designers, space planners, architects, set designers, animators, book illustrators and graphic designers. They work in advertising as art directors and as creative consultants. Graduates of the Department of Art and Design become full-time creative artists who are supported by their gallery sales and commissions.

Graduates of the ACU Department of Art and Design also enjoy productive careers in many non-art related fields, as well as in every aspect of our society. In their respective vocations, they may not always use paint and an artist's brush, but they do use what they learned as art and design majors to use their minds as a creative tool, whatever the application. For no brush is finer, no stone chisel is sharper and no ink flows more effortlessly than the keen and attentive mind, the spirit of the artist.

## Departmental Perspective on Artistic Nudity

As part of our curriculum, certain classes in the Art and Design Department may feature works that contain *artistic nudity*. This specialized term is used to describe artworks that depict the unclothed human body in *non-sexualized* ways. Artistic nudity explores the beauty, brokenness, or mystery of the human condition without objectifying or eroticizing its subject. Artistic nudity stands in stark contrast (indeed, in direct opposition to) pornography, which exists exclusively to inflame sinful thinking and to degrade what God has made good and beautiful.

For hundreds of years, devout, faithful Christian artists have made artistic studies of the nude figure a part of their training. We believe in continuing – at least to a limited extent – this tradition of training so essential to the development of the practicing Christian artist. Such training is akin to the education of physicians and other medical professionals, all of whom study the anatomy of the nude human figure, both in images and real life.

Consequently, projected or printed images featuring chaste artistic nudity may appear in some (certainly not all) Art and Design classes.

We do not believe that these images would incite lustful thinking (in fact, the visual content of most tabloid magazines is more sexualized than these images). However, students are encouraged to consider this factor before taking Art and Design classes.

## General Departmental Requirements

### Scholarships

A limited number of departmental scholarships, based upon evidence of ability, quality of work, and/or need are available each year. Contact the department for applications.

### Transfer Students

The transfer student receives credit for art/design courses completed at another college according to a routine evaluation made by the Registrar's Office. Since a student's courses vary greatly among schools, exact placement in the ACU program can be determined only after he or she has demonstrated, in actual class work, an adequate level of performance commensurate with current classification. Credit hours transferred toward a degree in art or design shall not exceed one half of the credit hours within the major. A minimum of 24 hours of the total advanced hours in studio areas required for the BFA must be done at ACU.

### Art and Design Student Requirements

All art and design majors must fulfill the requirements related to Art/Design Event Credits, Yearly Reviews and Student Competitions as described in the *Art & Design Student Requirements & Handbook*. Senior Interior Design majors perform a required Portfolio Review.

### Student Exhibitions

All art and design majors are required to prepare and submit work for a senior show as described in the *Art & Design Student Requirements & Handbook*.

### Permanent Collection

The art/design faculty reserves the right to make selections from current work each year to add to a permanent collection of outstanding student work that is used in public exhibitions. All work done as a part of class work by regularly enrolled students is the property of the department until released, and the department reserves the right to exhibit or to reproduce such work in publications of the university.

### Study Abroad Expectations

All art and design majors are expected and encouraged to participate in ACU's Study Abroad program. Classes may be offered in art appreciation, art history, special topics courses and selected studio areas.

### Course Availability

Students should be advised that some listed courses are not offered every semester. Prior to the first class meeting, the department reserves the right to remove non-art/design majors from an art or design course that is full and needed by an art/design major. Priority will also be given to students who require courses for their concentration over majors and non-majors outside of that concentration.

### Audits

With department chair approval, audits are allowed in studio courses with no tuition discount. Standard audit fees apply for lecture courses. Please inquire at the Registrar's Office.

### Studio Time

For each studio course meeting 6 hours per week, the student will be expected to devote a minimum of three additional hours of outside class time per week to class assignments.

### Admissions Requirements

Prior to admittance in a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

## ART ALL-LEVEL TEACHING, GRAPHIC DESIGN, PAINTING, PHOTOGRAPHY, SCULPTURE (BFA)

The Bachelor of Fine Art (BFA) is a studio intense course of study designed for students with a strong commitment to a professional future as graphic designers, photographers, studio artists or artists/teachers. Students select a concentration from the areas of all-level teaching certification, graphic design, photography, painting or sculpture.

### BFA: ART ALL-LEVEL TEACHING, GRAPHIC DESIGN, PAINTING, PHOTOGRAPHY, SCULPTURE (BFA)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

#### MAJOR REQUIREMENTS

##### Art

ART 105 Two-Dimensional Design .....	3
ART 106 Three-Dimensional Design .....	3
ART 111 Basic Drawing .....	3
ART 112 Figure Drawing I .....	3
ART 221 Art History: Survey I .....	3
ART 222 Art History: General Survey II .....	(3) <sup>1</sup>
ART 315 Printmaking .....	3
Art History: ART 324 <i>or</i> ART 325 .....	3
ART 331 Sculpture I .....	3
ART 341 Painting I .....	3
ART 423 Art History: 20 <sup>th</sup> Century (capstone and writing intensive course) .....	3
<b>TOTAL</b> .....	<b>30</b>

#### CONCENTRATIONS

##### All-Level Teaching (ARTT)

ART 287 Art Education Methods: All-Levels .....	3
ART 291 Introduction to Black and White Photography.....	3
ART 351 Typography I .....	3
ART 361 Ceramics I <i>or</i> ART 371 Jewelry/Metal I.....	3
ART 213 Figure Drawing II .....	3
ART 314 Advanced Drawing .....	3
Two-or three-dimensional studio elective (ART 200-499) .....	3
EDUC 211 Educational Foundations and Multicultural Perspectives.....	(3) <sup>1</sup>
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 412/432 Secondary Curriculum and Media/Secondary Management and Methods (capstone courses) <i>or</i> EDUC 411/431 Elementary Curriculum and Media/Elementary Management and Methods (capstone courses) .....	6
EDUC 476 Effective Strategies for English Language Learners.....	3
EDUC 490 Clinical Teaching (capstone course) .....	6
READ 322 Reading in Secondary Content Areas .....	3
SPED 371 Teaching Students with Special Needs (writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>42</b>

##### Graphic Design (GRDS)

ART 291 Introduction to Black and White Photography .....	3
ART 317 Introduction to Illustration.....	3
ART 318 Digital Illustration.....	3
ART 351 Typography I .....	3
ART 352 Typography II .....	3
ART 353 Identity and Brand Design .....	3
ART 454 Information Graphics .....	3
ART 455 Persuasive Graphics .....	3
ART 456 Graphic Design Portfolio (capstone course) .....	3
ART 457 Interactive Design .....	3
Choose 9 hours of two-and/or three-dimensional studio (ART 200-499) .....	9
<b>TOTAL</b> .....	<b>39</b>

##### Painting (PTNG)

ART 213 Figure Drawing II .....	3
ART 314 Advanced Drawing .....	3
ART 342 Painting II .....	3



ART 425 Art Theory .....	3
ART 443 Painting III .....	3
ART 444 Painting IV .....	3
ART 490 Advanced Studio Problems .....	3
ART 494 Senior Exhibition (capstone course).....	3
ART 495 Life and Career in Art (capstone course) .....	3
Choose 12 hours of two and/or three-dimensional studio (ART 200-499) .....	12
<b>TOTAL .....</b>	<b>39</b>
<b>Photography (PHTO)</b>	
ART 213 Figure Drawing II.....	3
ART 291 Introduction to Black and White Photography .....	3
ART 292 Digital Art Photography .....	3
ART 314 Advanced Drawing.....	3
ART 391 Advanced Photography I: Commercial Practices .....	3
ART 392 Advanced Photography II: Moving Picture .....	3
ART 425 Art Theory .....	3
ART 456 Graphic Design Portfolio (capstone course).....	3
ART 494 Senior Exhibition (capstone course).....	3
Choose 12 hours of two and/or three-dimensional studio (ART 200-499) .....	12
<b>TOTAL .....</b>	<b>39</b>
<b>Sculpture (SCPT)</b>	
ART 213 Figure Drawing II.....	3
ART 314 Advanced Drawing.....	3
ART 332 Sculpture II .....	3
ART 425 Art Theory .....	3
ART 433 Sculpture III .....	3
ART 434 Sculpture IV .....	3
ART 490 Advanced Studio Problems .....	3
ART 494 Senior Exhibition (capstone course).....	3
ART 495 Life and Career in Art (capstone course) .....	3
Choose 12 hours of two and/or three-dimensional studio (ART 200-499) .....	12
<b>TOTAL .....</b>	<b>39</b>
*Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR</b>	
Sophomore (or higher) Literature .....	3
<b>TOTAL .....</b>	<b>3</b>
<b>ELECTIVES</b>	
Minimum .....	0
<b>TOTAL MAJOR HOURS .....</b>	<b>75</b>
<b>CRITERIA FOR ADMISSION TO TEACHER EDUCATION</b>	
In accordance with Texas state law, students must meet the admission criteria described on page 118.	
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major (GRDS, PTNG, PHTO, SCPT) .....	2.25
Minimum GPA for graduation (GRDS, PTNG, PHTO, SCPT) ....	2.00
Minimum GPA in major (ARTT) .....	2.75
Minimum GPA for graduation (ARTT) .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	131
Transfer students must complete a minimum of 24 hours of the total advanced hours in studio areas at ACU.	
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**GRAPHIC DESIGN/ADVERTISING (BS)**

This concentration combines training in art with that of journalism and mass communication. It is designed for the student who desires to enter newspaper, magazine or other advertising design fields. Students wishing to pursue this program of study should consult with advisors in both the art and the journalism and mass communication departments.

<b>BS: GRAPHIC DESIGN/ADVERTISING DEGREE PLAN (ARTC)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Art</b>	
ART 105 Two-Dimensional Design .....	3
ART 106 Three-Dimensional Design .....	3
ART 111 Basic Drawing .....	3
ART 112 Figure Drawing I .....	3
ART 291 Introduction to Black and White Photography <i>or</i> ART 292 Digital Art Photography .....	3
ART 341 Painting I .....	3
ART 351 Typography I .....	3
ART 352 Typography II .....	3
ART 353 Identity & Brand Design .....	3
ART 454 Information Graphics .....	3
ART 455 Persuasive Graphics .....	3
ART 456 Graphic Design Portfolio (capstone course).....	3
ART 457 Interactive Design .....	3
6 hours of two and/or three-dimensional studio (ART 200-499) ....	6
<b>TOTAL .....</b>	<b>45</b>
<b>Communication</b>	
JMC 102 Creating Media Messages .....	3
JMC 201 Introduction to Visual Media .....	3
JMC 351 Web Publishing <i>or</i> JMC 261 Broadcast Production <i>or</i> JMC 361 Advanced Video Production* .....	3
JMC 348 Principles of Advertising .....	3
JMC 390 Advertising Creativity and Copy Writing .....	3
JMC 488 Communication Law (writing-intensive course) .....	3
JMC 492 Ad/PR Campaigns .....	3
<b>TOTAL .....</b>	<b>21</b>
*Must have prior video production experience and permission of instructor	
<b>SUPPLEMENT FOR MAJOR</b>	
ART 221 Art History: Survey I .....	3
ART 222 Art History: Survey II .....	(3) <sup>1</sup>
ART 423 Art History: 20th Century (capstone and writing-intensive course) .....	3
<b>TOTAL .....</b>	<b>6</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Covered by two-field requirements.	
<b>TOTAL MAJOR HOURS .....</b>	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**INTERIOR DESIGN (BS)**

The Bachelor of Science degree in Interior Design is nationally accredited by the Council for Interior Design Accreditation (CIDA). The curriculum prepares students for careers in business, industry and retail, and for research and graduate study. The curriculum is designed for those interested in how technical and aesthetic aspects of interior design affect a diversity of populations in residential and non-residential environments. The curriculum prepares students with unique problem solving techniques to creatively plan and design environments that protect the health, safety and welfare of building occupants.

<b>BS: INTERIOR DESIGN DEGREE PLAN (INTD)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Art</b>	
ART 105 Two-Dimensional Design .....	3
ART 106 Three-Dimensional Design .....	3
ART 222 Art History: General Survey II .....	(3) <sup>1</sup>
<b>Design</b>	
DSGN 102 Introduction to Interior Design .....	3
DSGN 111 Design Drawing I .....	3
DSGN 201 Fundamental Design I .....	3
DSGN 202 Fundamental Design II .....	3
DSGN 211 Design Drawing II .....	3
DSGN 221 History of Architecture & Design I .....	3
DSGN 222 History of Architecture & Design II .....	3
DSGN 232 Digital Design Communication .....	3
DSGN 301 Intermediate Interior Design I .....	3
DSGN 302 Intermediate Interior Design II .....	3
DSGN 351 Interior Components (writing-intensive course) .....	3
DSGN 352 Building Systems .....	3
DSGN 401 Advanced Interior Design .....	3
DSGN 402 Design, Construction and Details for Interiors .....	3
DSGN 461 Professional Principles and Practices (for Design Practitioners) .....	3
DSGN 463 Field Experience (capstone course) .....	3
<b>TOTAL</b> .....	<b>54</b>
<b>Choose 1 track:</b>	
<b>Art and Design Track Option</b>	
ART/DSGN 100-400 level (of which 1 must be upper level; course prerequisites must be followed) .....	12
<b>Business Track Option</b>	
Business Courses 100-400 level (of which 1 must be upper level; course prerequisites should be followed)	
Suggestions: ACCT 210, 211; BUSA 120, ECON 261; FIN 310, 416; MGMT 330, 331, 373; MKTG 320, 342, 343, or 344 .....	12
<b>TOTAL</b> .....	<b>12</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	6
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade in art and design courses .....	C
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**ARCHITECTURE (AA)**

The Associate of Arts degree is a 69-hour, two-year program of study designed for students who have an interest in architecture. Upon completion of this degree, students wishing to pursue a career in this discipline should expect to either complete their architectural training at another university or complete a bachelor's at ACU in a related major with the expectation of some required leveling work prior to acceptance in a graduate level architecture program. The curriculum is designed for those interested in how technical and aesthetic aspects of architectural design affect a diversity of populations in a variety of contexts. The foundational curriculum prepares students with essential architectural design problem solving techniques and skills.

<b>AA: ARCHITECTURE DEGREE PLAN (ARCH)</b>	
<b>GENERAL EDUCATION UNIVERSITY REQUIREMENTS</b>	
<b>The Core</b> .....	<b>3</b>
CORE 110 Cornerstone	
<b>Bible</b> .....	<b>6</b>
BIBL 101 Jesus: His Life and Teachings	
BIBL 102 Early Christians: Life, Literature and Community	
<b>English</b> .....	<b>6</b>
ENGL 111 Composition and Rhetoric (or ENGL 106/006 and 107/007)	
ENGL 112 Composition and Literature	
<b>Communication</b> .....	<b>3</b>
COMM 211 Speech and Rhetoric	
<b>Science</b> .....	<b>3</b>
<i>Agricultural and Environmental Science</i>	
AENV 130 Environmental and Technological Science	
ANSC 111 General Animal Science	
ENVR 112 Plant Science	
ENVR 233 Soil Science	
<i>Biology</i>	
BIOL 101 Biology: Human Perspective	
BIOL 112/114 General Biology I/General Biology I Lab	
BIOL 113/115 General Biology II/General Biology II Lab	
BIOL 203 Basic Biology for Teachers	
BIOL 291/293 Anatomy and Physiology I/Anatomy and Physiology I Lab	
BIOL 292/294 Anatomy and Physiology II/Anatomy and Physiology II Lab	
<i>Chemistry</i>	
CHEM 101 Consumer Chemistry	
CHEM 113/111 Introductory Chemistry/Introductory Chemistry Lab	
CHEM 114/112 Introductory Organic and Biological Chemistry/Introductory Organic and Biological Chemistry Lab	
CHEM 133/131 General Chemistry I/General Chemistry I Lab	
CHEM 134/132 General Chemistry II/General Chemistry II Lab	
<i>Geology</i>	
GEOL 111 Introduction to Geology	
<i>Nutrition</i>	
NUTR 120 Nutrition Wellness	
<i>Physics</i>	
PHYS 101 Astronomy	
PHYS 102 Physical Science	
PHYS 110/111 General Physics I/General Physics I Lab	
PHYS 112/113 General Physics II/General Physics II Lab	
PHYS 220/221 Engineering Physics I/Engineering Physics I Lab	
PHYS 222/223 Engineering Physics II/Engineering Physics II Lab	
PHYS 330/331 Modern Physics/Modern Physics Lab	
PHYS/PHIL 378 History and Philosophy of Science	
<b>Mathematics</b> .....	<b>3</b>
MATW 120, MATH 120 or higher	
<b>Social Science</b> .....	<b>3</b>
<i>Anthropology</i>	
ANTH 101 Introduction to Anthropology	

<i>Economics</i>	
AGRB 261 Principles of Agricultural and Applied Economics	
ECON 260 Principles of Macroeconomics	
ECON 261 Principles of Microeconomics	
ENGR 350 Engineering Economics	
<i>Family Studies</i>	
FAM 251 Introduction to Family Studies	
<i>Geography</i>	
GEOG 235 World Geography	
<i>History and Global Studies</i>	
GLST 120 Introduction to Global Issues	
GLST 212 Introduction to Great Britain	
GLST 214 Global Studies: People & Culture of Germany & Europe	
GLST 217 South American Southern Cone: History and Culture	
HIST 117 Civilization I	
HIST 118 Civilization II	
HIST 131 World History: Cultures and Connections since 1400	
HIST 221 American History I	
HIST 222 American History II	
HIST 250 Introduction to American Ethnic and Women's Studies	
<i>Journalism and Mass Communication</i>	
JMC 100 Media Issues	
<i>Political Science</i>	
POLS 221 Government and Business	
POLS 225 National Government	
POLS 226 States and Federal System	
POLS 227 Introduction to International Relations	
<i>Psychology</i>	
PSYC 120 Introduction to Psychology	
PSYC 232 Developmental Psychology	
EDUC 221 Educational Psychology	
<i>Sociology</i>	
SOCI 111 Introduction to Sociology	
SOCI 222 Social Problems	
<b>Kinesiology</b> .....	<b>2</b>
PEAC 100 Lifetime Wellness and 1 PEAC activity or 2 different PEAC activities	
<b>Total General Education Hours</b> .....	<b>29</b>
<b>ADDITIONAL UNIVERSITY REQUIREMENTS</b>	
<b>Historical Literacy</b> .....	<b>3</b>
Choose 3 credit hours from the following list:	
<i>History</i>	
HIST 117 Civilization I	
HIST 118 Civilization II	
HIST 131 World History: Cultures and Connections since 1400	
HIST 221 American History I	
HIST 222 American History II	
HIST 250 Introduction to American Ethnic & Women's Studies	
<i>Theatre</i>	
THEA 490 History of Theatre	
<b>Cultural Awareness</b> .....	<b>3</b>
Choose 3 credit hours from the following list:	
<i>Anthropology</i>	
ANTH 101 Introduction to Anthropology	
<i>Art</i>	
ART 101 Introduction to Art	
ART 221 Art History: General Survey I	
ART 222 Art History: General Survey II	
DSGN 221 History of Architecture and Design I	
DSGN 222 History of Architecture and Design II	
<i>Bible – Missions</i>	
BMIS 245 Understanding Culture for Global Service	
BMIS 371 Religion in Global Contexts	
BMIS 391 Service in Global Contexts	
BMIS 420 Gospel in a Multi-Cultural World	
<i>Biology, Chemistry and Communication Science and Disorders</i>	
BIOL/CHEM/COMP 308 Global Healthcare	

<i>Business Administration</i>	
BUSA 419 International Business	
<i>Communication</i>	
COMM 345 Intercultural Communication	
<i>Core</i>	
CORE 210 Human Identity and Community	
<i>Economics</i>	
ECON 438 International Poverty and Development	
<i>Education</i>	
EDUC 211 Educational Foundations and Multicultural Perspectives	
EDUC 476 Effective Teaching Strategies for Language Learners	
<i>English</i>	
ENGL 470 Multicultural Literature	
<i>Finance</i>	
FIN 419 International Financial Markets	
<i>Foreign Language<sup>1</sup></i>	
Foreign Language (Spanish, German, French, Latin) 111 or higher	
<i>Geography</i>	
GEOG 354 Cultural Geography	
<i>History and Global Studies</i>	
GLST 120 Introduction to Global Issues	
GLST 212 Introduction to Great Britain	
GLST 214 Global Studies: People & Culture of Germany & Europe	
GLST 217 South American Southern Cone: History and Culture	
HIST 117 Civilization I	
HIST 118 Civilization II	
HIST 131 World History: Cultures and Connections since 1400	
HIST 250 Introduction to American Ethnic and Women's Studies	
<i>Management</i>	
MGMT 419 Global Entrepreneur	
<i>Marketing</i>	
MKTG 419 International Marketing	
<i>Music</i>	
MUSM 131 Music in World Cultures <sup>2</sup>	
MUSM 132 Music Literature <sup>2</sup>	
MUSM 230 Survey of Music in Western Culture	
MUSM 231 Survey of Jazz	
MUSM 232 Survey of Popular Music	
MUSM 233 Survey of World Music	
<i>Philosophy</i>	
PHIL 379 Philosophy, Religion and Science	
PHIL 380 Introduction to Philosophy	
PHIL 451 Philosophy and Social Justice	
<i>Psychology</i>	
PSYC 345 Sexual Minorities: Identities and Communities	
<i>Sociology</i>	
SOCI 442 Cultural Diversity	
<i>Social Work</i>	
SOCW 329 Diversity, Power, and Oppression	
<i>Theatre</i>	
THEA 220 Introduction to Theatre	
<b>Total Hours from Additional Requirements</b> .....	<b>6</b>
<b>TOTAL UNIVERSITY REQUIREMENTS HOURS</b> .....	<b>35</b>
<b>MAJOR REQUIREMENTS</b>	
<b>Art</b>	
ART 105 Two-Dimensional Design .....	3
ART 106 Three-Dimensional Design .....	3
<b>Design</b>	
DSGN 111 Design Drawing I .....	3
DSGN 201 Fundamental Design I .....	3
DSGN 202 Fundamental Design II .....	3
DSGN 211 Design Drawing II .....	3
DSGN 221 History of Architecture & Design I .....	3
DSGN 222 History of Architecture & Design II .....	3
DSGN 232 Digital Design Communication .....	3
DSGN 251 Construction I: Materials & Methods .....	3
<b>Mathematics</b>	

MATH 124 Precalculus II .....	(3) <sup>1</sup>
<b>Science</b>	
PHYS 110 General Physics I .....	(3) <sup>1</sup>
PHYS 111 General Physics I Lab .....	1
<b>Social Science/Humanities/Fine Arts</b>	
HIST 117 Civilization I or HIST 118 Civilization II .....	(3) <sup>1</sup>
POLS 226 States and Federal System .....	3
<b>TOTAL</b> .....	<b>34</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	0
<b>TOTAL MAJOR HOURS</b> .....	<b>34</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade in art and design courses .....	C
Minimum GPA for graduation .....	2.00
Minimum total hours .....	69
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Minor in Art**

<b>MINOR: ART (ART)</b>	
<b>Art Foundations</b>	
ART 105 Two-Dimensional Design .....	3
ART 106 Three-Dimensional Design .....	3
ART 111 Basic Drawing .....	3
ART 112 Figure Drawing .....	3
<b>Art History</b>	
ART 222 Art History: General Survey II .....	3
<b>Advanced Art Selections from:</b>	
Choose 2 hours from: ART 300-499 .....	6
<b>TOTAL</b> .....	<b>21</b>

**Minor in Art for Art Therapy**

<b>MINOR: ART FOR ART THERAPY (ARTP)</b>	
<b>Required Courses</b>	
ART 105 Two-Dimensional Design .....	3
ART 106 Three-Dimensional Design .....	3
ART 111 Basic Drawing .....	3
ART 112 Figure Drawing .....	3
ART 351 Painting 1 .....	3
<b>TOTAL</b> .....	<b>15</b>
<b>Choose one course from the following:</b>	
ART 331 Sculpture 1 or ART 342 Painting 2 .....	3
<b>TOTAL</b> .....	<b>18</b>
Students must make a C or higher in all course work. Be advised that graduate programs in Art Therapy have a variety of admission requirements. Please consult individual programs for specific requirements that may differ from this minor.	

**Minor in Graphic Design**

<b>MINOR: GRAPHIC DESIGN (GRDS)</b>	
<b>Required Courses</b>	
ART 105 Two-Dimensional Design .....	3
ART 111 Basic Drawing .....	3
ART 222 Art History; General Survey II .....	3
ART 351 Typography I .....	3
ART 352 Typography II .....	3
<b>TOTAL</b> .....	<b>15</b>
<b>Choose 2 courses from the following:</b>	
ART 291 Introduction to Black and White Photography, ART 353 Identity and Brand Design, ART 454 Information Graphics or ART 455 Persuasive Graphics .....	6
<b>or the 2 following courses</b>	
ART 454 Information Graphics, ART 457 Interactive Design .....	6
<b>TOTAL</b> .....	<b>21</b>
<b>OTHER REQUIREMENTS</b>	
Minimum grade in all courses required for minor .....	C

**Minor in Interior Design**

<b>MINOR: INTERIOR DESIGN (INTD)</b>	
<b>Required Courses</b>	
DSGN 102 Introduction to Interior Design .....	3
DSGN 111 Design Drawing I .....	3
DSGN 201 Fundamental Design I .....	3
DSGN 202 Fundamental Design II .....	3
DSGN 301 Intermediate Interior Design I .....	3
<b>TOTAL</b> .....	<b>15</b>
<b>Choose 2 courses from the following</b>	
(at least 1 course must be upper-level): .....	6
DSGN 221 History Architecture & Design I .....	
DSGN 222 History Architecture & Design II .....	
DSGN 232 Digital Design Communication .....	
DSGN 302 Intermediate Interior Design II .....	
DSGN 351 Interior Components (writing-intensive course) .....	
DSGN 352 Building Systems .....	
DSGN 461 Professional Principles and Practices (for Design Practitioners) .....	
<b>TOTAL</b> .....	<b>21</b>
<b>OTHER REQUIREMENTS</b>	
Minimum grade in all courses required for minor .....	C

**Course Descriptions**

Please see the *Course Descriptions* section of this catalog (page 186).

Courses offered by the Department of Art include those with the following designations: ART and DSGN.

# Biology

Tom Lee, *Chair*  
 ACU Box 27868  
 Abilene, Texas 79699-7868  
 Foster Science Building, Room 477

Phone: 325-674-2188  
 Fax: 325-674-2009  
 Email: leet@acu.edu  
 Web: www.acu.edu/biology

## Faculty

Daniel K. Brannan, *Professor*  
 Joshua Brokaw, *Associate Professor*  
 Patricia Hernandez, *Professor*  
 Jennifer Huddleston, *Assistant Professor*  
 Rebecca Hunter, *Associate Professor*  
 Tom Lee, *Professor*  
 James R. Nichols, *Professor*  
 Qiang Xu, *Associate Professor*

**Majors:** Biology (BA)  
 Biology (BS)  
 High School Teacher Certification - Life Science (BS)

**Minor:** Biology

The Department of Biology offers the Bachelor of Science degree and the Bachelor of Arts degree with a major in biology or biology for teacher certification. The department works with the Department of Teacher Education to offer a Bachelor of Science: High School Certification Life Science (Grades 8-12) degree. A minor in biology may be added to other majors.

## Introduction

The Department of Biology educates students for Christian service and leadership throughout the world by preparing them to become biological scientists, pre-college teachers and health-care professionals. The Bachelor of Science: High School Certification Life Science (Grades 8-12) is the avenue for preparation of pre-college teachers. The Bachelor of Science and Bachelor of Arts in biology are the avenues for:

- **Cellular/molecular biology emphasis.** Much of modern biology exists at the interface of biology and chemistry. Through effective classes, laboratories and research opportunities the Department of Biology draws students to the molecular/biochemical level of life. Many students in health-care professions also choose this emphasis.
- **Organismal biology/field emphasis.** An array of field biology oriented courses, research opportunities, and field trips to such sites as Honduras, Big Bend, Texas, and New Mexico offer study experiences in marine, fresh water, and terrestrial ecosystems. These opportunities are supplemented by ACU being a participating university with the Au Sable Institute. Au Sable offers field courses in the beautiful north woods country of Michigan's Lower Peninsula and on Whidbey Island in Puget Sound between Vancouver and Seattle. Au Sable's mission is "the integration of knowledge of the creation with biblical principles for the purpose of bringing the Christian community and the general public to a better understanding of the Creator and the stewardship of God's creation." This fits well with the goal of ACU's Biology Department.
- **Health professions/human biology emphasis.** Historically ACU Biology graduates have been accepted to medical and dental schools, as well as other health-care programs, at almost twice the national average. This is a result of high quality classes and laboratories emphasizing human biology and the leveling effect of learning to use human healing gifts in God's service. Medical missions receives clear emphasis in the Department and many students participate during their career in one or more medical missions trips, many of them coordinated through our long-term

relationship with Health Talents International (HTI). The majority of these efforts are in Guatemala. HTI's mission is "to proclaim the gospel of Jesus Christ through teaching and healing ministries." ACU's relationship with HTI provides students an opportunity to blend faith and learning in an applied manner that serves the spiritual and physical health needs of others throughout the world.

- **General biology emphasis.** Some students prefer to pursue a more general biology program that allows them to touch many different areas. Past students have used this emphasis to enter law school, gain employment in industry or government, or in science writing.
- **Biology/business emphasis.** Students interested in mixing a strong biology education with some key courses from the world of business would find this track helpful. It includes a full set of biology courses and adds basic courses in such areas as accounting, management, and marketing. Students might use this emphasis to lead toward a career in health care administration, pharmaceutical sales, or law.
- **Pre-veterinary medicine emphasis.** ACU graduates have achieved high acceptance rates to veterinary schools as a result of high quality classes and laboratories emphasizing animal anatomy, physiology, pathology, nutrition, and genetics. The pre-veterinary option satisfies requirements for admission to veterinary school and related medical technical fields or graduate school for study in animal genetics, nutrition, pathology, and physiology.
- **Wildlife biology emphasis.** This option is designed for students interested in understanding, managing, and conserving wildlife species and the ecosystems that support them. Wildlife biology students will gain fieldwork experience throughout the American Southwest as well as at the Au Sable Institute in Michigan. Courses taken in this emphasis provide the opportunity to obtain professional certification as an Associate Wildlife Biologist through The Wildlife Society. This certification serves as a standardized mark of accomplishment and a measure of professional status and credibility in the field of wildlife biology. Professional certification also may set graduates apart from others in a competitive marketplace and allow a greater range of career opportunities.

## Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

## Bachelor of Science Degree (BS)

The Bachelor of Science degree in Biology is needed for most graduate schools with programs in the biological sciences. Most health professions schools require a bachelor's degree in any field including all of the liberal arts, provided the prerequisite science and math courses are taken. Discuss the specific requirements with the pre-health professions advisor.

## Admission Requirements

Before being admitted to the BS in biology, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

**BIOLOGY (BS)**

<b>BS: BIOLOGY DEGREE PLAN (BIOL)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Biology</b>	
BIOL 112 General Biology I .....	(3) <sup>1</sup>
BIOL 114 General Biology I Lab .....	1
BIOL 113/115 General Biology II Lecture/Lab .....	4
BIOL 362 Ecology .....	3
BIOL 497 Seminar in Biology (capstone and writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>11</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>CONCENTRATIONS (choose one)</b>	
<b>CELLULAR/MOLECULAR BIOLOGY Track (BICM)</b>	
BIOL 221/223 Animal Biology Lecture/Lab <i>or</i>	
BIOL 222/224 Plant Biology Lecture/Lab .....	4
BIOL 312 Cell Biology .....	3
BIOL 472 Biochemistry I: Foundations of Biochemistry .....	3
BIOL 475 Molecular Genetics .....	3
BIOL 476 Biotechnology Laboratory .....	2
BIOA or BIOL Selections: 13 hours of which 9 are 300-499 .....	13
<b>TOTAL</b> .....	<b>28</b>
<b>GENERAL BIOLOGY Track (BIOG)</b>	
BIOL 221/223 Animal Biology Lecture/Lab <i>or</i>	
BIOL 222/224 Plant Biology Lecture/Lab .....	4
BIOL 312 Cell Biology <i>or</i> BIOL 351 Genetics .....	3
21 hours BIOA or BIOL of which 17 hours are 300-499 .....	21
<b>TOTAL</b> .....	<b>28</b>
<b>HEALTH PROFESSIONS Track (BIOH)</b>	
BIOL 221/223 Animal Biology Lecture/Lab <i>or</i>	
BIOL 222/224 Plant Biology Lecture/Lab .....	4
BIOL 312 Cell Biology .....	3
BIOL 355/357 Microbiology .....	4
BIOL 491/493 Human Anatomy .....	4
BIOL 492/495 Physiology .....	4
BIOL Selections: 9 hours of which 5 hours are 300-499 .....	9
<b>TOTAL</b> .....	<b>28</b>
<b>ORGANISMAL BIOLOGY Track (BIOO)</b>	
BIOL 221/223 Animal Biology Lecture/Lab .....	4
BIOL 222/224 Plant Biology Lecture/Lab .....	4
BIOL 312 Cell Biology .....	3
BIOL 351 Genetics .....	3
BIOL 364 Ecology Laboratory .....	1
Choose 2 courses from: .....	7
BIOL 355/357 Microbiology <i>or</i> BIOL 370 Field Biology, <i>or</i> BIOL 380 General Mammalogy, <i>or</i> BIOL 403 Marine Biology <i>or</i> BIOL 425 Behavioral Biology: Theory & Methods <i>or</i> BIOL 481 Plant Systematics <i>or</i> BIOL 483 Biostatistics <i>or</i> BIOL 492/495 Physiology	
BIOA or BIOL Selections: 300-499 .....	6
<b>TOTAL</b> .....	<b>28</b>
<b>PRE-VETERINARY MEDICINE Track (BIOV)</b>	
BIOL 221/223 Animal Biology Lecture/Lab .....	4
BIOL 312 Cell Biology .....	3
BIOL 351 Genetics .....	3
BIOL 355/357 Microbiology Lecture/Lab .....	4
BIOL 472 Biochemistry I: Foundations of Biochemistry .....	3
BIOL 492/495 Physiology Lecture/Lab .....	4
<b>TOTAL</b> .....	<b>21</b>
<b>WILDLIFE BIOLOGY Track (BIOW)</b>	
BIOL 221/223 Animal Biology Lecture/Lab .....	4
BIOL 222/224 Plant Biology Lecture/Lab .....	4
BIOA 345 Wildlife Ecology .....	4 <sup>2</sup>
BIOL 345 Range and Wildland Plants .....	3

BIOL 351 Genetics .....	3
BIOA 362 Environmental Applications for GIS .....	4 <sup>2</sup>
BIOL 364 Ecology Laboratory .....	1
BIOL 370 Field Biology .....	4
BIOL 380 General Mammalogy .....	4
BIOL 481 Plant Systematics .....	4
BIOL 483 Biostatistics .....	3
<b>TOTAL</b> .....	<b>38</b>
<b>BIOLOGY/BUSINESS Track (BIOB)</b>	
BIOL 221/223 Animal Biology Lecture/Lab <i>or</i>	
BIOL 222/224 Plant Biology Lecture/Lab .....	4
BIOL 312 Cell Biology .....	3
BIOA or BIOL Selections: 21 hours of which 17 are 300-499 .....	21
<b>TOTAL</b> .....	<b>28</b>
<sup>2</sup> Course offered at Au Sable Institute. Travel to site required.	
<b>SUPPLEMENT FOR MAJOR (BICM, BIOG, BIOH, BIOO)</b>	
<b>Chemistry</b>	
CHEM 133 General Chemistry I .....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4
CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
<b>Physics</b>	
PHYS 110/111 General Physics I Lecture/Lab .....	4
PHYS 112/113 General Physics II Lecture/Lab .....	4
<b>Mathematics</b>	
MATH 124 Precalculus II <i>or</i> MATH 131 Calculus for Application <i>or</i> MATH 185 Calculus I .....	(3) <sup>1</sup>
<b>Literature</b> (not including ENGL 351) .....	3
<b>TOTAL</b> .....	<b>24</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR (BIOB)</b>	
<b>Chemistry</b>	
CHEM 133 General Chemistry I .....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
<b>College of Business Administration</b>	
ACCT 210 Financial Accounting .....	3
FIN 310 Financial Management .....	3
MGMT 330 Management and Organizational Behavior .....	3
MKTG 320 Principles of Marketing <i>or</i>	
MKTG 343 Personal Selling .....	3
<b>Mathematics</b>	
MATH 124 Precalculus II <i>or</i> MATH 131 Calculus for Application .....	(3) <sup>1</sup>
<b>Literature</b> (Not including ENGL 351) .....	3
<b>TOTAL</b> .....	<b>20</b>
<b>SUPPLEMENT FOR MAJOR (BIOV)</b>	
<b>Animal Science</b>	
ANSC 336 Animal Nutrition .....	3
<b>Chemistry</b>	
CHEM 133 General Chemistry I .....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4
CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
<b>Physics</b>	
PHYS 110/111 General Physics I Lecture/Lab .....	4
PHYS 112/113 General Physics II Lecture/Lab .....	4
<b>Mathematics</b>	
MATH 131 Calculus for Application <i>or</i> MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 377 Statistical Methods I .....	3
<b>Psychology</b>	
PSYC 120 Introduction to Psychology .....	(3) <sup>1</sup>
<b>Writing</b>	
ENGL 326 Business and Professional Writing .....	3

<b>TOTAL</b> .....	<b>30</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR (BIOW)</b>	
<b>Environmental Science</b>	
ENVR 410 Environmental Law .....	3
ENVR 420 Environmental Thought.....	3
ENVR 458 Wildlife Management Techniques.....	3
<b>Chemistry</b>	
CHEM 133 General Chemistry I.....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab.....	1
CHEM 114 Introductory Organic and Biological Chemistry .....	3
<b>Physics</b>	
PHYS 110/111 General Physics I Lecture/Lab .....	4
<b>Mathematics</b>	
MATH 124 Precalculus II <i>or</i> MATH 131 Calculus for Applications <i>or</i> MATH 185 Calculus I .....	(3) <sup>1</sup>
<b>Writing</b>	
ENGL 327 Scientific and Technical Writing .....	3
<b>TOTAL</b> .....	<b>20</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum (BICM, BIOG, BIOH, BIOO) .....	9
Minimum (BIOB) .....	13
Minimum (BIOV) .....	10
Minimum (BIOW) .....	3
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major .....	2.00
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

## HIGH SCHOOL TEACHER CERTIFICATION - LIFE SCIENCE (BS)

<b>BS: HIGH SCHOOL TEACHER CERTIFICATION</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Biology</b>	
BIOL 112 General Biology I .....	(3) <sup>1</sup>
BIOL 114 General Biology I Lab .....	1
BIOL 113/115 General Biology II Lecture/Lab .....	4
BIOL 221/223 Animal Biology Lecture/Lab <i>or</i> BIOL 222/224 Plant Biology Lecture/Lab .....	4
BIOL 312 Cell Biology Lecture .....	3
BIOL 353/354 General Microbiology Lecture/Lab .....	4
BIOL 362/364 Ecology Lecture/Lab .....	4
BIOL 401 Secondary Science Teaching Methods.....	3
BIOL 492/495 Physiology Lecture/Lab .....	4
BIOL 497 Seminar in Biology (capstone and writing-intensive course) .....	3
Additional Advanced Selection from BIOA or BIOL .....	3
<b>TOTAL</b> .....	<b>33</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR</b>	
<b>BIOLOGY TEACHING LIFE SCIENCES – GRADES 8-12 (BIOT)</b>	
CHEM 133 General Chemistry I .....	(3) <sup>1</sup>

CHEM 131 General Chemistry I Lab .....	1
CHEM 134/132 General Chemistry II Lecture/Lab .....	4
MATH 124 Precalculus II <i>or</i> 185 Calculus I .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>5</b>
<b>BIOLOGY TEACHING COMPOSITE SCIENCES – GRADES 8-12 (BTCS)</b>	
CHEM 133 General Chemistry I .....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab .....	1
CHEM 134/132 General Chemistry II Lecture/Lab.....	4
CHEM 223/221 Organic Chemistry I Lecture/Lab.....	4
PHYS 110/111 General Physics I Lecutre/Lab <i>or</i> PHYS 120/121 Engineering Physics I Lecture/Lab .....	4
PHYS 112/113 General Physics II Lecture/Lab <i>or</i> PHYS 122/123 Engineering Physics II Lecture/Lab .....	4
MATH 124 <i>or</i> MATH 185 .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>17</b>
<b>PROFESSIONAL EDUCATION REQUIREMENTS</b>	
EDUC 211 Educational Foundations and Multi-cultural Perspective .....	
	(3) <sup>1</sup>
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 412 Secondary Curriculum and Media (capstone course)....	3
EDUC 432 Secondary Management and Methods (writing-intensive and capstone course) .....	3
EDUC 476 Effective Strategies for English Language Learners .....	3
EDUC 490 Clinical Teaching (capstone course) .....	6
READ 322 Reading in Secondary Content Areas .....	3
SPED 371 Teaching Students with Special Needs (writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>26</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum (BIOT) .....	13
Minimum (BTCS) .....	1
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>CRITERIA FOR ADMISSION TO TEACHER EDUCATION</b>	
In accordance with Texas state law, students must meet the admission criteria described on page 118.	
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for majors courses .....	C
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

## Bachelor of Arts Degrees (BA)

The Bachelor of Arts degree in biology serves as a professional degree for those who typically do not wish to pursue graduate work in the biomedical or laboratory sciences. It may serve as a foundation for field and ecological sciences provided a sufficient statistics course is also taken. It may serve as a solid liberal arts degree for students wishing to pursue science writing, for example.

### Admission Requirements

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

**BIOLOGY (BA)**

<b>BA: BIOLOGY DEGREE PLAN (BIOL)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Biology</b>	
BIOL 112 General Biology I .....	(3) <sup>1</sup>
BIOL 114 General Biology I Lab .....	1
BIOL 113/115 General Biology II Lecture/Lab .....	4
BIOL 221/223 Animal Biology Lecture/Lab <i>or</i> BIOL 222/224 Plant Biology Lecture/Lab .....	4
BIOL 497 Seminar in Biology (capstone and writing-intensive course) .....	3
Advanced Biology (BIOA or BIOL 300-499) .....	17
<b>TOTAL</b> .....	<b>29</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR</b>	
<b>Chemistry</b>	
CHEM 113 Introductory Chemistry .....	(3) <sup>1</sup>
CHEM 111 Introductory Chemistry Lab .....	1
and CHEM 114/112 Introductory Organic and Biological Chemistry Lecture/Lab .....	4
<i>or</i> CHEM 133 General Chemistry I ( <i>requires MATH 124 or 185</i> <i>or placement into MATH 124 or 185</i> ) .....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab .....	1
and CHEM 132/134 General Chemistry II Lecture/Lab .....	4
<b>Course Concentration</b>	
Courses in another department (required CHEM and University Requirements courses are excluded) .....	12
<b>Foreign Language</b>	
FLLA, FREN, GER, <i>or</i> SPAN 221, 222 .....	6
<b>Sophomore (or higher) Literature</b> (Not including ENGL 351) .....	
<b>TOTAL</b> .....	<b>26</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	17
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major .....	2.00
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Cooperative Bachelor of Science Degrees (BS)**

ACU awards the bachelor's degree to certain qualified students who have satisfactorily completed three years of prescribed work at ACU (a minimum of 104 hours) plus one year at a recognized professional school. Students in the cooperative degree program are advised by the advisors for health professions (see the *Academic Advising* section of this catalog [page 27]). See the Health Professions Cooperative Degree in the *Interdisciplinary Programs* section of this catalog for complete course requirements (page 126).

**Admission Requirements**

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

**Minor in Biology****MINOR: BIOLOGY (BIOL)****Biology selections from:**

BIOL 100-299 .....

12

**Advanced biology selections from:**

BIOA or BIOL 300-499 .....

6

**TOTAL** .....

**18**

**Note: A grade of at least C is required in BIOL 112/114 and BIOL 113/115 to enroll in any subsequent Biology course for which they are prerequisites.**

**Course Descriptions**

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Au Sable Institute include those with the following designation: BIOA. Courses offered by the Department of Biology include those with the following designation: BIOL.



# Chemistry and Biochemistry

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## Faculty

Eric Hardegree, *Professor*  
 Kathleen Lee, *Assistant Professor*  
 Sarah Lee, *Assistant Professor*  
 Kim Pamplin, *Professor*  
 Cynthia Powell, *Associate Professor*  
 Gregory Powell, *Professor*  
 Perry Reeves, *Professor Emeritus*  
 Brad Rix, *Associate Professor*  
 Autumn Sutherland, *Professor*

**Majors:** Biochemistry (BA)  
 Biochemistry (BS) – ACS Certified, Standard, Biomedical Sciences, Pre-Veterinary Medicine Tracks  
 Chemistry (BS)  
 High School Teacher Certification (BS) - Chemistry, Physical Science, Composite Science Tracks

**Minor:** Chemistry

The Department of Chemistry and Biochemistry offers Bachelor of Science degrees in chemistry and biochemistry. A Bachelor of Arts degree in biochemistry is also offered. The department works with the Department of Teacher Education to offer teacher certification in chemistry, physical science and composite science. A “fast-track” cooperative degree in biochemistry is available for students who wish to enter professional school after three years at ACU (see the *Interdisciplinary* section of the catalog [page 126]). A minor in chemistry may be added to other majors.

## Introduction

The Department of Chemistry and Biochemistry has the finest facilities, including more than a dozen undergraduate and research laboratories, and an outstanding faculty, all of whom hold a PhD. The undergraduate program has been approved by the American Chemical Society (ACS) since 1971.

A major in chemistry or biochemistry prepares a student for a wide variety of work opportunities. Advancing the frontiers of chemical and biochemical knowledge through research can be accomplished in an academic or industrial setting. Alumni teach chemistry and other sciences at any level from grade school through university. Chemists and biochemists work in areas of biotechnology, polymers, forensics, environmental monitoring and remediation, and also in the petroleum, pharmaceutical and manufacturing industries. More than 118 scientists have earned their Ph.D. degrees after majoring in chemistry or biochemistry at ACU.

Health professions such as medicine and dentistry require an understanding of chemistry and biochemistry as a basis for advanced study. More than 210 physicians, dentists, and other health professionals have majored in chemistry or biochemistry at ACU as a part of their pre-professional training. In addition, law schools and business schools readily admit individuals with strong science backgrounds to their graduate programs.

To help students better tailor their undergraduate program to eventual career goals, the department offers ten degree programs. Bachelor of

Science programs in chemistry (ACS track) or biochemistry (ACS or standard tracks) are designed for students who plan a career as a professional chemist or biochemist, or those who intend to work toward a graduate degree. The BS degrees in chemistry and biochemistry (ACS tracks) are designed to comply with ACS guidelines. The BS degree in physical science teaching includes three tracks that allow students a range of options. The chemistry teaching track focuses specifically on chemistry and leads to the chemistry teaching certification. The physical science track leads to the physical science certification and adds more physics, astronomy, and geology, equipping students to serve in a variety of physical sciences. The composite science track enables students to seek broad preparation including biology and physics in addition to chemistry and leading to the 8-12 certification. The BA degree in biochemistry and the BS degree in biochemistry (biomedical science track) are designed for students who are preparing to enter professional schools of medicine, dentistry, pharmacy or optometry, or for those who wish to enter the biotechnology or pharmaceutical industries. The BS degree in biochemistry also includes a pre-veterinary track that includes all prerequisite courses necessary for graduates pursuing veterinary medicine in Texas. A “fast-track” cooperative degree in biochemistry allows students to enter professional schools after three years at ACU.

## Study Abroad Expectations

All students are encouraged to participate in ACU’s Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

## Bachelor of Science Degrees (BS)

### Admission Requirements

Before being admitted to the program in chemistry or biochemistry, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

## CHEMISTRY (BS)

### BS: CHEMISTRY DEGREE PLAN (CHEM)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

#### MAJOR REQUIREMENTS

##### Chemistry

CHEM 133 General Chemistry I .....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4
CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
CHEM 333 Physical Chemistry I .....	4
CHEM 334 Physical Chemistry II .....	4
CHEM 355 Analytical Chemistry I .....	4
CHEM 356 Analytical Chemistry II .....	4
CHEM 423 Chemistry and Biochemistry Seminar (capstone and writing-intensive course) .....	3
CHEM 441/443 Inorganic Chemistry Lecture/Lab .....	4
CHEM 453 Biochemistry I: Foundations of Biochemistry .....	3
Advanced Chemistry Course .....	3
<b>TOTAL .....</b>	<b>42</b>

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

#### SUPPLEMENT FOR MAJOR

##### Mathematics

MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 186 Calculus II .....	3
MATH 286 Calculus III .....	3

##### Physics

PHYS 220 Engineering Physics I .....	(3) <sup>1</sup>
PHYS 221 Engineering Physics I Lab .....	1

PHYS 222/223 Engineering Physics II Lecture/Lab .....	4
<b>TOTAL</b> .....	<b>11</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	19
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>CRITERIA FOR ADMISSION TO TEACHER EDUCATION (FOR CHMT TRACK)</b>	
In accordance with Texas state law, students must meet the admission criteria described on page 118.	
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**BIOCHEMISTRY (BS)**

<b>BS: BIOCHEMISTRY DEGREE PLAN (BCH)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Chemistry</b>	
CHEM 133 General Chemistry I .....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4
CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
CHEM 423 Chemistry and Biochemistry Seminar (capstone and writing-intensive course) .....	3
CHEM 453 Biochemistry I: Foundations of Biochemistry .....	3
CHEM 454 Biochemistry II: Gene Expression .....	3
CHEM 456 Biochemistry III: Metabolism.....	2
CHEM 463 Biochemistry Lab I .....	1
<b>Biology</b>	
BIOL 112 General Biology I .....	(3) <sup>1</sup>
BIOL 114 General Biology I Lab .....	1
BIOL 113/115 General Biology II Lecture/Lab .....	4
BIOL 312 Cell Biology .....	3
<b>TOTAL</b> .....	<b>33</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR (TRACKS)</b>	
<b>ACS Track (BCHC)</b>	
CHEM 333 Physical Chemistry I .....	4
CHEM 334 Physical Chemistry II .....	4
CHEM 355 Analytical Chemistry I .....	4
CHEM 356 Analytical Chemistry II .....	4
CHEM 443 Inorganic Chemistry .....	3
MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 186 Calculus II .....	3
MATH 286 Calculus III .....	3
PHYS 220/221 Engineering Physics I Lecture/Lab .....	4
PHYS 222/223 Engineering Physics II Lecture/Lab .....	4
<b>TOTAL</b> .....	<b>33</b>
<b>STANDARD Track (BCHE)</b>	
CHEM 333 Physical Chemistry I .....	4
CHEM 334 Physical Chemistry II .....	4
CHEM 355 Analytical Chemistry I <i>or</i> CHEM 356 Analytical Chemistry II .....	4
CHEM 443 Inorganic Chemistry .....	3
MATH 124 Precalculus II .....	(3) <sup>1</sup>

MATH 185 Calculus I .....	3
MATH 186 Calculus II .....	3
PHYS 110/111 General Physics I Lecture/Lab .....	4
PHYS 112/113 General Physics II Lecture/Lab .....	4
<b>TOTAL</b> .....	<b>29</b>
<b>BIOMEDICAL SCIENCE Track (BCBS)</b>	
Choose 6 hours from: BIOL 221/223, 222/224, 313, 330, 355/357, 454, 475, 480, 484, 491/493, 492/495, 498 .....	
	6
Choose 6 hours not previously taken from: CHEM 341, 355, 356, 375, 443, 483 and BIOL 221/223, 222/224, 313, 330, 355/357, 454, 475, 480, 484, 491/493, 492/495, 498 .....	
	6
CHEM 355 Analytical Chemistry I <i>or</i> CHEM 356 Analytical Chemistry II .....	4
CHEM 413 Physical Chemistry/Life Sciences .....	3
MATH 131 Calculus for Application <i>or</i> MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 123 <i>or</i> MATH 377 <i>or</i> BIOL 483 .....	3
PHYS 110/111 General Physics I Lecture/Lab .....	4
PHYS 112/113 General Physics II Lecture/Lab .....	4
<b>TOTAL</b> .....	<b>30</b>
<b>PRE-VET TRACK (BCHV)</b>	
CHEM 355 Analytical Chemistry I <i>or</i> CHEM 356 Analytical Chemistry II .....	
	4
CHEM 413 Physical Chemistry/Life Sciences .....	3
BIOL 351 Genetics.....	3
BIOL 355/357 Microbiology Lecture/Lab.....	4
ANSC 336 Animal Nutrition.....	3
MATH 131 Calculus for Application <i>or</i> MATH 185 Calculus I.....	(3) <sup>1</sup>
MATH 377 Statistical Methods I .....	3
PHYS 110/111 General Physics I Lecture/Lab.....	4
PHYS 112/113 General Physics II Lecture/Lab .....	4
ENGL 326 Business and Professional Writing.....	3
PSYC 120 Introduction to Psychology.....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>31</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum (BCHC) .....	6
Minimum (BCHE).....	10
Minimum (BCBS) .....	9
Minimum (BCHV) .....	8
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**HIGH SCHOOL TEACHER CERTIFICATION - PHYSICAL SCIENCE (BS)**

<b>BS: HIGH SCHOOL TEACHER CERTIFICATION</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
CHEM 133 General Chemistry I Lecture .....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4
CHEM 401 Secondary Science Teaching Methods .....	3
CHEM 423 Chemistry and Biochemistry Seminar (capstone and writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>15</b>

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

### SUPPLEMENT FOR MAJOR (TRACKS)

#### PHYSICAL SCIENCE TRACK (CPST)

CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
CHEM 341 Environmental Chemistry .....	3
CHEM 355 Analytical Chemistry I .....	4
GEOL 111 Introduction to Geology .....	(3) <sup>1</sup>
MATH 185 Calculus I .....	(3) <sup>1</sup>
PHYS 101 Astronomy .....	3
PHYS 220/221 Engineering Physics I Lecture/Lab .....	4
PHYS 222/223 Engineering Physics II Lecture/Lab .....	4
PHYS 330/331 Modern Physics Lecture/Lab .....	4

**TOTAL** ..... **26**

#### CHEMISTRY EDUCATION TRACK (CHMT)

CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
CHEM 355 Analytical Chemistry I .....	4
CHEM 356 Analytical Chemistry II .....	4
CHEM 413 Physical Chemistry/Life Sciences .....	3
CHEM 453 Biochemistry I: Foundations of Biochemistry .....	3
Advanced Chemistry Course .....	3
PHYS 110 General Physics I .....	(3) <sup>1</sup>
PHYS 111 General Physics I Lab .....	1
PHYS 112/113 General Physics II/Lab .....	4
MATH 131 Calculus for Application or MATH 185	

Calculus I ..... (3)<sup>1</sup>

**TOTAL** ..... **26**

#### COMPOSITE SCIENCE TRACK (CMST)

BIOL 112/114 General Biology I Lecture/Lab .....	4
BIOL 113/115 General Biology II Lecture/Lab .....	4
BIOL 312 Cell Biology .....	3
PHYS 101 Astronomy .....	(3) <sup>1</sup>
PHYS 220/221 Engineering Physics I Lecture/Lab .....	4
PHYS 222/223 Engineering Physics II Lecture/Lab .....	4
Pick 8 hours from: .....	8
CHEM 322/324 Organic Chemistry II Lecture/Lab and/or BIOL	
353/354 General Microbiology Lecture/Lab and/or PHYS	
330/331 Modern Physics Lecture/Lab .....	3
GEOL 111 Introduction to Geology .....	3
MATH 185 Calculus I.....	(3) <sup>1</sup>

**TOTAL** ..... **30**

#### PROFESSIONAL EDUCATION REQUIREMENTS

EDUC 211 Educational Foundations and Multicultural	
Perspectives .....	(3) <sup>1</sup>
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 412 Secondary Curriculum and Media (capstone course)...	3
EDUC 432 Secondary Management and Methods	
(writing-intensive and capstone course) .....	3
EDUC 476 Effective Strategies for English Language Learners. (3) <sup>1</sup>	
EDUC 490 Clinical Teaching (capstone course).....	6
<i>Must make application and be approved to take EDUC 490.</i>	
READ 322 Reading in Secondary Content Areas .....	3
SPED 371 Teaching Students with Special Needs	
(writing-intensive course) .....	3

**TOTAL** ..... **18**

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

#### ELECTIVES

Minimum (CPST, CHMT).....	13
Minimum (CMST) .....	9

**TOTAL MAJOR HOURS** ..... **72**

#### CRITERIA FOR ADMISSION TO TEACHER EDUCATION

In accordance with Texas state law, students must meet the admission criteria described on page 118.

#### OTHER GRADUATION REQUIREMENTS

Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	128

*Courses numbered 0\*\* do not count in minimum hours required for degree.*

### Bachelor of Arts Degrees (BA)

#### Admission Requirements

Before being admitted to the program in chemistry or biochemistry, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

### BIOCHEMISTRY (BA)

#### BA: BIOCHEMISTRY DEGREE PLAN (BCHA)

##### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

##### MAJOR REQUIREMENTS

#### Chemistry

CHEM 133 General Chemistry I .....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4
CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
CHEM 355 Analytical Chemistry I or	
CHEM 356 Analytical Chemistry II .....	4
CHEM 413 Physical Chemistry/Life Sciences .....	3
CHEM 423 Chemistry and Biochemistry Seminar	
(capstone and writing-intensive course) .....	3
CHEM 453 Biochemistry I: Foundations of Biochemistry .....	3
CHEM 454 Biochemistry II: Gene Expression .....	3
CHEM 456 Biochemistry III: Metabolism .....	2
CHEM 463 Biochemistry Lab I .....	1

#### Biology

BIOL 112 General Biology I .....	(3) <sup>1</sup>
BIOL 114 General Biology I Lab .....	1
BIOL 113/115 General Biology II Lecture/Lab .....	4
BIOL 312 Cell Biology .....	3

**TOTAL** ..... **40**

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

##### SUPPLEMENT FOR MAJOR

#### English

Sophomore (or higher) Literature .....	3
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#### Foreign Language

(requirement waived) .....	0
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#### Mathematics

MATH 131 Calculus for Application .....	(3) <sup>1</sup>
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#### Physics

PHYS 110/111 General Physics I Lecture/Lab .....	4
PHYS 112/113 General Physics II Lecture/Lab .....	4

**TOTAL** ..... **11**

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

#### ELECTIVES

Minimum .....	21
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**TOTAL MAJOR HOURS** ..... **72**

##### OTHER GRADUATION REQUIREMENTS

Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128

*Courses numbered 0\*\* do not count in minimum hours required for degree.*

**Cooperative Bachelor of Science Degrees (BS)**

ACU awards the bachelor's degree with a biochemistry track to certain qualified students who have satisfactorily completed three years of prescribed work at ACU (a minimum of 104 hours) plus one year at a recognized professional school. See the Health Professions Cooperative Degree in the *Interdisciplinary Programs* section of this catalog for complete course requirements (page 126).

**Minor in Chemistry****MINOR: CHEMISTRY (CHEM)****Chemistry Foundations**

CHEM 131/133 General Chemistry I Lecture/Lab .....	4
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4

**Advanced Chemistry**

CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
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**Advanced Chemistry selection from:**

CHEM 333-375, 413-454 .....	≥2
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<b>TOTAL</b> .....	<b>≥18</b>
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**Course Descriptions**

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Chemistry and Biochemistry include those with the following designation: CHEM and GEOL.

# Communication and Sociology

Joe Cardot, *Chair*

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**Faculty**

Dylan Brugman, *Instructor*

Jonathan Camp, *Associate Professor*

Joe Cardot, *Professor*

Dena Counts, *Instructor*

Kristina Davis, *Assistant Professor*

Carley Dodd, *Professor*

Paul Lakey, *Professor*

Suzanne Macaluso, *Assistant Professor*

Lauren Smith Lemley, *Associate Professor*

Cynthia Roper, *Professor*

Lynette Sharp Penya, *Professor*

J.D. Wallace, *Professor*

**Majors:** Communication (BA)

Communication (BS)

Sociology (BS)

**Minors:** Communication

Sociology

Leadership Studies

# Communication

The Communication Program offers both Bachelor of Arts and Bachelor of Science degrees in communication. A minor in communication may be added to other majors.

The Master of Arts degree in communication is available. The interdisciplinary Master of Science degree in organizational development (OD) combining business, conflict resolution and communication is available and coordinated by the department. See the *Graduate Program* section of this catalog (page 129).

## Introduction

The Department of Communication recognizes the increasingly vital role of communication in modern society. Communication permeates all social, corporate, civic, educational and religious situations, and the demand for individuals skilled in its use continues to grow. A basic course in communication is required for most degrees at ACU.

Instructional facilities are located in the Sherrod Building of the Don Morris Center and include well-equipped classrooms, digital recording equipment, multimedia presentation equipment and access to computers. Highly-qualified Christian faculty, many known nationally and internationally, are dedicated to teaching, research and helpful interaction with their students.

The department staffs and operates the ACU Speaking Center housed in the campus library. It provides expertise in all aspects of the creation and delivery of presentations. The services are available to all students, faculty, staff, and community members who may require assistance.

The focus of communication is on information management and interaction. Students successfully completing a major in communication prepare themselves for a variety of careers where people and information come together. It also provides preparatory training for law school, public relations, human resources, sales, management, government work and many other fields that require competence in information management and human interaction. Graduates are especially prepared in such essential areas as team building, the analysis and organization of information, and critical thinking. Communication graduates are successful in careers as diverse as business, ministry, training, insurance, and social and government service.

The program also prepares students who plan to do graduate work in communication and become college communication/speech teachers.

## Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

## Admission Requirements

Before being admitted to the program in communication, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

## COMMUNICATION (BA)

### BA: COMMUNICATION DEGREE PLAN (COMS)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

#### MAJOR REQUIREMENTS

##### Communication

COMM 222 Discussion, Dissent, and Debate .....	3
COMM 236 General Communication Theory .....	3
COMM 331 Small Group Communication .....	3
COMM 343 Business and Professional Communication.....	3
COMM 345 Intercultural Communication .....	(3) <sup>1</sup>
COMM 384 Interview Communication.....	3
COMM 392 Rhetoric of Pop Culture .....	3
COMM 421 Leadership and Communication .....	3
COMM 483 Advanced Public Speaking .....	3
COMM 491 Rhetorical Theory (writing-intensive course) .....	3
COMM 499 Communication Internship (capstone course).....	3

##### Area of Emphasis (recommended)

*Selected from one communication track:*

Corporate Communication: COMM 383, 408, 430, 485, 486 .....	15
Interpersonal and Cultural Studies: COMM 341, 376, 430, 436, 450 .....	15
Public Advocacy: COMM 375, 383, 408, 415, 3 hours of COMM 300-499.....	15

**TOTAL .....** **45**

#### SUPPLEMENT FOR MAJOR

##### English

Sophomore (or higher) Literature .....	3
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##### Foreign Language

FLLA, FREN, GER, or SPAN 221, 222 .....	6
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**TOTAL .....** **9**

#### ELECTIVES

##### Recommended minors:

Corporate Communication track: leadership, business, missions, psychology, bible, sociology, digital media.	
Interpersonal and Cultural Studies track: leadership, bible, English, psychology, sociology	
Public advocacy track: leadership, business, missions	
Minimum .....	18

**TOTAL MAJOR HOURS .....** **72**

#### OTHER GRADUATION REQUIREMENTS

Minimum grade for each course in major .....	C
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128

*Courses numbered 0\*\* do not count in minimum hours required for degree.*

## COMMUNICATION (BS)

<b>BS: COMMUNICATION DEGREE PLAN (COMS)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Communication</b>	
COMM 222 Discussion, Dissent, and Debate .....	3
COMM 236 General Communication Theory .....	3
COMM 331 Small Group Communication .....	3
COMM 343 Business and Professional Communication .....	3
COMM 345 Intercultural Communication .....	(3) <sup>1</sup>
COMM 384 Interview Communication .....	3
COMM 392 Rhetoric of Pop Culture .....	3
COMM 421 Leadership and Communication .....	3
COMM 483 Advanced Public Speaking .....	3
COMM 491 Rhetorical Theory (writing-intensive course) .....	3
COMM 499 Communication Internship (capstone course).....	3
<b>Area of Emphasis (recommended)</b>	
<i>Selected from one communication track:</i>	
Corporate Communication: COMM 383, 408, 430, 485, 486 .....	15
Interpersonal and Cultural Studies: COMM 341, 376, 430, 436, 450 .....	15
Public Advocacy: COMM 375, 383, 408, 415, 3 hours of COMM 300-499.....	15
<b>TOTAL</b> .....	<b>45</b>
<b>SUPPLEMENT FOR MAJOR</b>	
<b>One Research Tool</b>	
Choose from: IS 322; SOCI 415; SOCI 416; PSYC 311 .....	3
<b>TOTAL</b> .....	<b>3</b>
<b>ELECTIVES</b>	
<b>Recommended minors:</b>	
Corporate Communication track: leadership, business, missions, psychology, bible, sociology, digital media.	
Interpersonal and Cultural Studies track: leadership, bible, English, psychology, sociology	
Public advocacy track: leadership, business, missions	
Minimum .....	24
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for each course in major .....	C
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Minor in Communication**

<b>MINOR: COMMUNICATION (COMS)</b>	
COMM 211 Speech and Rhetoric .....	3
Choose 3 hours from: COMM 100-499 .....	3
Choose 12 hours from: COMM 300-499 .....	12
<b>TOTAL</b> .....	<b>18</b>

# Sociology

Suzanne Macaluso, *Director*

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Web: [www.acu.edu/sociology](http://www.acu.edu/sociology)

**Faculty**

Suzanne Macaluso, *Assistant Professor*

**Majors:** Sociology (BS)

**Minors:** Sociology

The Sociology Program offers the Bachelor of Science degree in sociology. A minor in sociology may be added to other majors.

**Introduction**

The Sociology Program builds upon the University's mission to educate students for Christian service and leadership by equipping students to address contemporary social issues in a variety of community settings.

The program is committed to attaining high standards in education while offering personal guidance to students regarding their life choices.

**Study Abroad Expectations**

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

**Bachelor of Science Degree (BS)****Admission Requirements**

Before being admitted to this program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

**Sociology**

The primary goal of the sociology program is to provide a quality educational experience within a Christian, liberal arts perspective. Students will be prepared to assume entry level careers of service and leadership in communities or continue graduate studies in related fields of study.

Sociology is devoted to understanding our social world – how and why it is changing and how to make it better. Its primary subject matter is the group, not the individual. Sociology attempts to give people an insight into intergroup relationships at work, in the family, the church, the community and the world. Since all human activity is social, our subject matter ranges from family relationships to mob violence, from religion to organized crime, from divisions over gender, race and social class to consensus on basic values, from the sociology of work to the sociology of sports. In fact, few fields of study have such a global scope and relevance for so many applications.

Because sociology offers special training in a broad range of social issues and competency in gathering, organizing and evaluating data, a degree in sociology helps open numerous job opportunities in our information-oriented society. At the baccalaureate level, sociology majors acquire positions in such diverse occupational settings as social service agencies, management, criminal justice, community research, gerontology, public relations, medical facilities, church ministries, case workers, lobbyists, community planning, public school teaching, legal offices, public/social policy, and numerous others.

Many undergraduates in sociology pursue their master's and doctorates in specialized fields of sociology. Others use their sociology training in diverse graduate fields such as community studies and development,

family therapy, social work, urban planning, church ministry and missions. Sociology also provides excellent preparation for law school by exposing students to critical thinking and research skills, interpersonal and organizational dynamics, and social policy issues.

**SOCIOLOGY (BS)**

<b>BS: SOCIOLOGY DEGREE PLAN (SOCI)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Sociology</b>	
SOCI 111 Introduction to Sociology .....	(3) <sup>1</sup>
SOCI 385 Social Theory (writing-intensive course) .....	3
SOCI 415 Social Research (writing-intensive course) .....	3
SOCI 416 Social Statistics .....	3
SOCI 460 Ethics & Social Issues .....	3
SOCI 495 Sociology Seminar (capstone course) .....	3
Choose 8 courses from: SOCI 300-499, ECON 438, HIST 455, PSYC 370, or SOCW 329 .....	24
<b>TOTAL</b> .....	<b>39</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	33
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for each course in major .....	C
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Minor in Sociology**

<b>MINOR: SOCIOLOGY (SOCI)</b>	
SOCI 111 Introduction to Sociology .....	3
SOCI 385 Social Theory (writing-intensive course) .....	3
SOCI 415 Social Research (writing-intensive course) .....	3
Choose 9 hours from: SOCI 200-499 or HIST 455 .....	9
<b>TOTAL</b> .....	<b>18</b>

**Leadership Studies**

J.D. Wallace, *Advisor*  
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**Introduction**

This 18-hour program allows students to explore principles, concepts, and skills applied to leadership. The application flows into organizations and systems where leadership is needed. In addition to the courses, student e-portfolios will facilitate admission to internships, graduate school, and future employment.

**LEADERSHIP STUDIES MINOR**

<b>MINOR: LEADERSHIP STUDIES (LDSH)</b>	
COMM 421 Leadership and Communication .....	3
MGMT 335 Leadership in Organizations .....	3
<b>Communicating Strategies of Leadership and Leadership Diversity</b>	
Choose 9 hours from: .....	9
BIBM 405 Women in Christian Tradition	
COMM 383 Communication in Multinational Organizations	
COMM 430 Conflict Management	
COMM 485 Organizational Communication	
MGMT 330 Management and Organizational Behavior	
PSYC 388 Teams and Team Leadership	
<b>Applying Leadership Ethics</b>	
Choose 3 hours from: .....	3
BIBM 401 Christian Leadership	
BIBP 486 Ethics	
BUSA 435 Christian Business Leadership Perspectives	
<b>TOTAL</b> .....	<b>18</b>

**Course Descriptions**

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Communication and Sociology include those with the following designations: ANTH, COMM, and SOCI.

# Engineering and Physics

Jess Dowdy, *Chair*

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## Faculty

Jeff E. Arrington, *Associate Professor and Director of Engineering*

Robert Brown, *Instructor*

James Cutbirth, *Adjunct Professor*

Michael Daugherty, *Associate Professor*

Jess Dowdy, *Professor and Department Chair*

Tim Head, *Associate Professor*

J. Darby Hewitt, *Assistant Professor*

Lori Houghtalen, *Adjunct Professor*

Donald Isenhower, *Professor*

Larry Isenhower, *Assistant Professor*

Rich Jinkerson, *Associate Professor*

Tim Kennedy, *Assistant Professor*

Paul Edwin Morris, *Professor*

Michael Ervin Sadler, *Professor*

Ray Smith, *Engineering Lab Supervisor*

Matthew Steele, *Assistant Professor*

Rusty Towell, *Professor*

Joshua Willis, *Associate Professor*

## Majors and Concentrations:

Computational Physics (BS Physics)

Engineering Science Technology (BS Physics)

Engineering (BSE)

Engineering Physics (BS Physics)

Medical Physics (BS Physics)

Physics (BS Physics)

High School Teacher Certification

Composite Science – Engineering and Physics (BS)

Physics and Mathematics (BS)

**Minors:** Engineering Science

Physics

The Department of Engineering and Physics offers two different Bachelor of Science (BS) degrees and a Bachelor of Science in Engineering (BSE) degree. The BS degrees are awarded for majors in Physics and Physics and Math Teaching. The Physics major has five tracks: Physics (PHYS), Engineering Science Technology (PHYA), Engineering Physics (PHYN), Medical Physics (PHYM) and Computational Physics (PHYC). The BSE degree is awarded for the Engineering major. The department works with the Department of Teacher Education and the Department of Chemistry and Biochemistry to offer teacher certification in physical and composite science (see the *Chemistry and Biochemistry* section of this catalog, page 56). A minor in engineering science or physics may be added to other majors.

## Introduction

In the Abilene Christian University Department of Engineering and Physics, students share in an intellectual atmosphere that promotes the growth of individual abilities. The faculty and students in engineering and physics do not confine learning to the classroom, but rather join in a broad spectrum of activities that includes doing basic research, completing engineering internships, teaching in the laboratory, participating in national student organizations and working in the astronomical observatory.

Many of our graduates have gone into graduate programs with fellowships and assistantships at excellent universities in physics, engineering physics, medicine, medical physics, computer science, astronomy, and many fields of engineering throughout the country while others have gone directly into industry positions. Our graduates agree that their undergraduate training at ACU was particularly well suited for their endeavors.

## Electronics and Instrumentation

The department is well equipped to offer electronics and instrumentation to science and engineering majors and others who need this training. The instrumentation laboratory contains modern equipment and features microprocessor technology with an emphasis on the interface between hardware and software.

## Applied Physics M.S. Program at Texas Tech University

Under an articulation agreement, ACU students are guaranteed acceptance into Texas Tech University's MS degree program in physics after completing a BS degree at ACU in physics with the following stipulations:

1. Have a minimum cumulative GPA of 3.00 and GPA of 3.25 in advanced physics courses;
2. Receive at least a "B" in PHYS 432, 491, 472, and 342; and
3. Meet all of the requirements of the Texas Tech Graduate School.

## Special Offerings for Non-Majors

Physics can help students explore the universe with a telescope, consider the stewardship of creation, think about the influence which science has had on the world, and think about the relationship between science and religion. The Department of Physics has courses for non-majors, which explore each of these areas. PHYS 101, Astronomy, uses telescopes to look at the universe. PHYS 378, History and Philosophy of Science, and PHYS 379, Religion and Science, both explore the relationship between science, religion, literature, social science and the arts. These courses will satisfy university general education requirements.

## Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

## Bachelor of Science in Engineering Degree (BSE)

### General Departmental Requirements

Engineering majors must develop mathematical skills as well as design, experimental, and computational abilities. If the student does not qualify to take Precalculus II (MATH 124) when the student enters ACU, his or her graduation may be delayed.

## ENGINEERING (BSE)

### BS: ENGINEERING DEGREE PLAN (ENGR)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

#### MAJOR REQUIREMENTS

##### Chemistry

CHEM 133/131 General Chemistry I with Lab .....4

##### Engineering

ENGR 115 Introduction to Engineering and Physics .....2

ENGR 116 Introduction to Engineering and Physics Lab .....1

ENGR 131 Computer Aided Design and Modeling .....3

ENGR 135 Introduction to Electric Circuits.....3

ENGR 136 Introduction to Electric Circuits Lab.....1

ENGR 220 Engineering Mechanics: Statics.....3

ENGR 222 Engineering Mechanics: Dynamics.....3

ENGR 305 Environmental and Health Safety .....2

ENGR 306 Engineering Ethics.....1

ENGR 333 Fluid Mechanics.....3



ENGR 342 Measurement Techniques .....	3
ENGR 343 Measurement Techniques Lab .....	1
ENGR 350 Engineering Economics .....	(3) <sup>1</sup>
ENGR 390 Junior Clinic .....	3
ENGR 430 Senior Clinic I (capstone course).....	3
ENGR 432 Senior Clinic II (capstone & writing-intensive course) 3	
ENGR 481 Thermodynamics .....	3
<b>Engineering Electives</b>	
Selected in consultation with advisor .....	14
<b>Mathematics</b>	
MATH 185 Calculus I.....	(3) <sup>1</sup>
MATH 186 Calculus II .....	3
MATH 286 Calculus III.....	3
MATH 361 Ordinary Differential Equations .....	3
<b>Math/Science Selections</b>	
Choose 4 hours from the following.....	4
MATH 325, 341, 377, 463; BIOL 112 or above (excluding 203); CHEM 114 or above (excluding 203); PHYS above 331 (excluding 335/336, 342/343, 379, 388, and 401)	
<b>Philosophy</b>	
PHIL 379 Philosophy, Religion, and Science .....	(3) <sup>1</sup>
<b>Physics</b>	
PHYS 220 Engineering Physics I.....	(3) <sup>1</sup>
PHYS 221 Engineering Physics I Lab.....	1
PHYS 222 Engineering Physics II .....	(3) <sup>1</sup>
PHYS 223 Engineering Physics II Lab .....	1
PHYS 330 Modern Physics.....	(3) <sup>1</sup>
PHYS 331 Modern Physics Laboratory .....	1
<b>TOTAL</b> .....	<b>72</b>
<sup>1</sup> Hours (in parenthesis) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	0
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for PHYS or ENGR .....	C
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Bachelor of Science Degrees (BS)**

**General Departmental Requirements**

Engineering and physics majors must develop mathematical skills as well as experimental, theoretical, and computational abilities. If the student does not qualify to take Precalculus II (MATH 124) when the student enters ACU, his or her graduation may be delayed.

**Admission Requirements**

Before being admitted to one of these programs, students must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19) and place into MATH 124. Before being admitted to any degree in this department, a student must score a 28 on the math section of the ACT (or equivalent math SAT score) or satisfy the prerequisite for ENGR 115.

**PHYSICS (BS)**

**BS: PHYSICS DEGREE PLAN (PHYS)**

**UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 39).

**MAJOR REQUIREMENTS**

**Physics**

ENGR 115/116 Intro to Engineering and Physics .....	3
PHYS 220 Engineering Physics I .....	(3) <sup>1</sup>
PHYS 221 Engineering Physics I Lab .....	1
PHYS 222 Engineering Physics II .....	(3) <sup>1</sup>
PHYS 223 Engineering Physics II Lab .....	1
PHYS 330/331 Modern Physics Lecture/Lab .....	4
PHYS 362/363 Optics .....	4
PHYS 379 Philosophy, Religion and Science .....	(3) <sup>1</sup>
PHYS 497/498 Physics Capstone I, II (capstone and writing-intensive course).....	4

**Mathematics**

MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 186 Calculus II .....	3

**TOTAL** .....

<sup>1</sup>Hours (in parenthesis) may also fulfill university requirements and are not included in total major hours

**CONCENTRATIONS (CHOOSE ONE)**

**Physics (PHYS)**

PHYS 135/136 Intro to Electric Circuits w/ Lab .....	4
PHYS 360 Electricity & Magnetism .....	3
PHYS 371 Classical Mechanics .....	3
PHYS 461 Nuclear Physics .....	3
PHYS 463 Math of Physics and Engineering .....	3
PHYS 472 Solid State Physics .....	3
PHYS 481 Thermodynamics .....	3
PHYS 491 Quantum Mechanics .....	3
PHYS 493 General Relativity .....	3
MATH 286 Calculus III .....	(3) <sup>1</sup>
MATH 325 Linear Algebra .....	3
MATH 361 Ordinary Differential Equations .....	3
CHEM 131/133 General Chemistry I w/ Lab .....	4
CS 120 Programming I .....	3
<b>TOTAL</b> .....	<b>41</b>

**Medical Physics (PHYM)**

BIOL 112/114 General Biology I w/ Lab .....	4
BIOL 113/115 General Biology II w/ Lab .....	4
CHEM 131/133 General Chemistry I w/ Lab .....	4
CHEM 132/134 General Chemistry II w/ Lab .....	4
CHEM 221/223 Organic Chemistry I w/ Lab .....	4
CHEM 322/324 Organic Chemistry II w/ Lab .....	4
CHEM 453/463 Biochemistry I w/ Lab .....	4
CS 120 Programming I .....	3
MATH 123 Elementary Statistics .....	(3) <sup>1</sup>
MATH 286 Calculus III .....	3
MATH 361 Ordinary Differential Equations .....	3
PHYS 135/136 Intro to Electric Circuits w/ Lab .....	4
PHYS 360 Electricity & Magnetism .....	3
PHYS 461 Nuclear Physics .....	3
PHYS 463 Math of Physics and Engineering .....	3
<b>TOTAL</b> .....	<b>50</b>

**Engineering Science Technology (PHET)**

CS 115 or above .....	3
ENGR 131 Computer Aided Design & Modeling.....	3
PHYS 135/136 Introduction to Electric Circuits Lecture/Lab .....	4
Choose 3 additional hours of PHYS .....	3
<b>TOTAL</b> .....	<b>13</b>

**Engineering Physics (PHYN)**

CS 120 Programming I .....	3
CS 130 Programming II: Data Structures .....	3
CHEM 131/133 General Chemistry I w/ Lab .....	4

ENGR 131 Computer Aided Design & Modeling.....	3
ENGR 220 Engineering Mechanics: Statics.....	3
ENGR 222 Engineering Mechanics: Dynamics .....	3
MATH 286 Calculus III .....	(3) <sup>1</sup>
MATH 341 Numerical Methods <i>or</i>	
MATH 377 Statistical Methods I .....	3
MATH 361 Ordinary Differential Equations .....	3
PHYS 135/136 Introduction to Electric Circuits Lecture/Lab .....	4
PHYS 360 Electricity & Magnetism .....	3
PHYS 371 Classical Mechanics .....	3
PHYS 463 Math of Physics and Engineering .....	3
PHYS 481 Thermodynamics .....	3
PHYS 491 Quantum Mechanics .....	3
PHYS 342/343 Measurement Techniques Lecture/Lab <i>or</i>	
PHYS 388 Network Analysis .....	3
<b>TOTAL .....</b>	<b>47</b>
<b>Computational Physics (PHYC)</b>	
CS 130 Programming II and Data Structures .....	3
MATH 341 Numerical Methods .....	3
MATH 377 Statistical Methods I .....	3
PHYS 451 Simulation and Modeling.....	3
PHYS 453 Pattern Recognition .....	3
Choose 3 hours from CS 300-499 <i>or</i>	
PHYS 300-499 (except 378) .....	3
Choose 3 hours from PHYS 300-499 (except 378) .....	3
<b>TOTAL .....</b>	<b>21</b>
<b>ELECTIVES</b>	
Physics Track (PHYS) .....	11
Medical Physics (PHYM) .....	2
Engineering Science Technology (PHET) .....	39
Engineering Physics (PHYN) .....	5
Computational Physics (PHYC) .....	31
<b>TOTAL MAJOR HOURS .....</b>	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for PHYS courses .....	C
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

## HIGH SCHOOL TEACHER CERTIFICATION PHYSICS AND MATHEMATICS (BS)

### BS: HIGH SCHOOL TEACHER CERTIFICATION - PHYSICS AND MATHEMATICS DEGREE PLAN (PHMT)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

#### MAJOR REQUIREMENTS

##### Physics

PHYS 135/136 Introduction to Electric Circuits w/ Lab .....	4
PHYS 220 Engineering Physics I .....	(3) <sup>1</sup>
PHYS 221 Engineering Physics I Lab .....	1
PHYS 222 Engineering Physics II .....	(3) <sup>1</sup>
PHYS 223 Engineering Physics II Lab .....	1
PHYS 330/331 Modern Physics Lecture/Lab .....	4
PHYS 401 Secondary Science Methods .....	3
PHYS 497/498 Physics Capstone I/II (capstone and writing-intensive course) .....	4
<b>TOTAL .....</b>	<b>17</b>

##### Mathematics

MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 186 Calculus II .....	3

<b>TOTAL .....</b>	<b>3</b>
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#### CONCENTRATIONS (CHOOSE ONE)

##### Physics and Mathematics (PHMT)

Choose 5 hours (3 must PHYS 300-499 (except PHYS 378) .....

##### Math

MATH 187 Calculus Computer Lab .....	1
MATH 227 Discrete Mathematics .....	3
MATH 286 Calculus III.....	3
MATH 309 Algebraic Concepts for Teachers I .....	3
MATH 311 Geometric Concepts for Teachers I .....	3
MATH 361 Ordinary Differential Equations .....	3
MATH 377 Statistical Methods I .....	3

**PHMT TOTAL .....** **24**

##### Composite Science – Engineering and Physics (PHCS)

##### Biology

BIOL 112/114 General Biology I/Lab .....	4
BIOL 113/115 General Biology II/Lab .....	4

##### Chemistry

CHEM 133/131 General Chemistry I/Lab .....	4
CHEM 134/132 General Chemistry II/Lab .....	4

##### Physics

Choose 8 additional hours (7 must be advanced from PHYS 300-499) .....

**PHCS TOTAL .....** **24**

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

#### OTHER REQUIREMENTS

##### Teacher Education Requirements

EDUC 211 Educational Foundations and Multicultural Perspectives .....	(3) <sup>1</sup>
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 412 Secondary Curriculum and Media (capstone course) ...	3
EDUC 432 Secondary Management and Methods (writing-intensive and capstone course).....	3
EDUC 476 Effective Strategies for English Language Learners....	3
EDUC 490 Clinical Teaching (capstone course).....	6
READ 322 Reading in Secondary Content Areas .....	3
SPED 371 Teaching Students with Special Needs (writing-intensive course) .....	3

##### Other Required Courses

ENGR 115/116 Introduction to Engineering and Physics .....	3
PHIL 379 Philosophy, Religion and Science .....	(3) <sup>1</sup>

**TOTAL .....** **24**

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

#### ELECTIVES

Minimum .....

**TOTAL MAJOR HOURS .....** **72**

#### CRITERIA FOR ADMISSION TO TEACHER EDUCATION

In accordance with Texas state law, students must meet the admission criteria described on page 118.

#### OTHER GRADUATION REQUIREMENTS

Minimum GPA in major requirements .....	2.75
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	128

*Courses numbered 0\*\* do not count in minimum hours required for degree.*

**Minor in Engineering Science**

MINOR: ENGINEERING SCIENCE (ENGS)	
ENGR 220 Engineering Mechanics: Statics .....	3
ENGR 222 Engineering Mechanics: Dynamics .....	3
PHYS 135/136 Introduction to Electric Circuits Lecture/Lab .....	4
Additional hours approved by engineering academics advisor .....	9
<b>TOTAL</b> .....	<b>19</b>

**Minor in Physics**

MINOR: PHYSICS (PHYS)	
PHYS 220/221 Engineering Physics I Lecture/Lab .....	4
PHYS 222/223 Engineering Physics II Lecture/Lab .....	4
PHYS 330/331 Modern Physics Lecture/Lab .....	4
Choose 2 courses from: PHYS 300-499 .....	6
<b>TOTAL</b> .....	<b>18</b>

**Course Descriptions**

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Engineering and Physics include those with the following designations: ENGR and PHYS.

# History and Global Studies

Ron Morgan, *Chair*  
 ACU Box 28130  
 Abilene, Texas 79699-8130  
 Hardin Administration Building, Room 324

Phone: 325-674-2370  
 Fax: 325-674-2369  
 Email: [history@acu.edu](mailto:history@acu.edu)  
 Web: [www.acu.edu/history](http://www.acu.edu/history)

**Faculty**

Mark Cullum, *Associate Professor*  
 Kelly Elliot, *Associate Professor*  
 Ronald Morgan, *Professor*  
 Tracy Shilcutt, *Professor*  
 Vernon L. Williams, *Professor*  
 Allan Yarema, *Associate Professor*

**Majors:** Global Studies (BA)  
 History (BA)  
 History (One-Field History Certification) (Grades 8-12) (BS)  
 Social Studies for Teachers (Grades 8-12) (BS)

**Minors:** Ethnic and Women’s Studies  
 Global Studies  
 History

The Department of History and Global Studies offers the Bachelor of Arts degree in History and Global Studies and the Bachelor of Science degree in History (One-Field Teacher Certification Grades 7-12), and Social Studies for Teachers (Grades 7-12). A minor in history, global studies, or ethnic and women’s studies may be added to other majors.

**Introduction**

The Department of History and Global Studies seeks to help students comprehend the present state of the world through a study of some of the essential currents of the past and global complexities of the present. The department strives to provide an understanding of the experiences of humankind, to stimulate thought concerning various institutions, ideas and cultures, and to promote ethical standards in keeping with the Christian faith. There is an attractive future for those who specialize in history and global studies, including such areas as the following:

- **College Teaching.** This is one of the most desirable careers for history majors. For those who go on to a master’s degree, openings may be available in junior colleges. University teaching positions may be available to those who attain the PhD.
- **Government Service.** Careers for historians exist in local, state, and federal governments, including military and security-related fields.
- **Graduate Studies.** History is an exceptionally good area for preparation for graduate studies in fields that require broad, liberal arts education at the undergraduate level.
- **Journalism.** History is splendid preparation for students who seek graduate study and careers in journalism.
- **Law.** History is one of several fields especially suitable as pre-law education, and Global Studies provides excellent training for work in International Law.

- **Museums, Archives and Libraries.** The creation of special documents collections, presidential libraries, research centers and historical society museums has increased opportunities for persons with history training. Additional technical training may be required.
- **High School Teaching.** Certification to teach high school history or social studies may be obtained by completing the Bachelor of Science degree in One-Field History or Social Studies for Teachers and passing the Texas state certification tests (content and pedagogy). The Social Studies for Teachers prepares students to teach history, government, geography, economics, sociology, and psychology while the One-Field History prepares students to teach history.
- **International Development and Aid organizations.** Global Studies provides a foundation for economic development and poverty alleviation.
- **Cross-Cultural Christian ministry.** Global Studies, in combination with training in missions, gives a well-rounded perspective for global ministry.
- **International Business and Marketing.** Global Studies pairs well with business studies, either as a double-major or complimentary minor, providing international context for business.
- **Global Energy, Agriculture, and Health industries.** Global Studies concerns itself with new technologies and public policies in areas of food, energy, and health security.

### Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

### HISTORY (BA)

#### Admission Requirements

Before being admitted to this program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

<b>BA: HISTORY DEGREE PLAN (HIST)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Lower Level Requirements</b>	
HIST 117 Civilization I .....	(3) <sup>1</sup>
HIST 118 Civilization II <i>or</i> HIST 131 World History .....	3
HIST 221 American History I .....	(3) <sup>1</sup>
HIST 222 American History II .....	3
<b>Upper Level Requirements</b>	
HIST 353 Historical Methods (writing-intensive course) .....	3
HIST 459 Historiography Seminar (capstone course).....	3
4 courses of Advanced United States Selections .....	12
5 courses of Advanced Non-United States Selections .....	15
<b>Other Required Courses</b>	
GEOG 354 Cultural Geography.....	(3) <sup>1</sup>
ENGL 231 World Literature I <i>or</i> ENGL 232 World Literature II .	3
FREN, FLLA, GER, <i>or</i> SPAN 221, 222 .....	6
Choose 1 course from: ART 101, 221, 222, MUSM 230, 231, 232, 233, THEA 220, <i>or</i> 250 .....	3
<b>TOTAL</b> .....	<b>51</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

<b>ELECTIVES</b>	
A minor is optional as part of the electives.	
Minimum .....	21
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### HIGH SCHOOL TEACHER CERTIFICATION - HISTORY (BS)

<b>BS: HIGH SCHOOL TEACHER CERTIFICATION - HISTORY DEGREE PLAN (HSTT)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Teaching Field</b>	
GEOG 354 Cultural Geography .....	(3) <sup>1</sup>
HIST 117 Civilization I .....	(3) <sup>1</sup>
HIST 118 Civilization II <i>or</i> HIST 131 World History .....	3
HIST 221 American History I .....	(3) <sup>1</sup>
HIST 222 American History II .....	3
HIST 480 Texas History .....	3
HIST 496 History for Teachers .....	3
6 courses of advanced history evenly distributed between U.S. history, European history, and non-European world cultures; must include one writing-intensive course .....	
<b>TOTAL</b> .....	<b>30</b>
<b>Other Required Courses</b>	
ECON 260 Principles of Macroeconomics <i>or</i> ECON 261 Principles of Microeconomics .....	3
HIST 353 Historical Methods (writing-intensive course).....	3
POLS 225 National Government <i>or</i> POLS 226 States and Federal System .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>6</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

<b>PROFESSIONAL EDUCATION REQUIREMENTS</b>	
EDUC 211 Educational Foundations and Multicultural Perspectives .....	3
EDUC 221 Educational Psychology .....	3
EDUC 412 Secondary Curriculum and Media (capstone course)....	3
EDUC 432 Secondary Management and Methods (writing-intensive and capstone course) .....	3
EDUC 476 Effective Strategies for English Language Learners ....	3
EDUC 490 Clinical Teaching (capstone course) .....	6
READ 322 Reading in Secondary Content Areas .....	3
SPED 371 Teaching Students with Special Needs (writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>27</b>
<b>ELECTIVES</b>	
Minimum .....	9
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>CRITERIA FOR ADMISSION TO TEACHER EDUCATION</b>	
In accordance with Texas state law, students must meet the admission criteria described on page 118.	
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA for graduation .....	2.75

Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**HIGH SCHOOL TEACHER CERTIFICATION - SOCIAL STUDIES (BS)**

**BS: HIGH SCHOOL TEACHER CERTIFICATION - SOCIAL STUDIES DEGREE PLAN (HSST)**

**UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 39).

**REQUIREMENTS FOR TEACHING FIELD**

<b>Social Studies</b>	
HIST 117 Civilization I .....	(3) <sup>1</sup>
HIST 118 Civilization II <i>or</i> HIST 131 World History .....	3
HIST 221 American History I* .....	(3) <sup>1</sup>
HIST 222 American History II* .....	3
<b>United States History (choose 1 course)</b>	
HIST 402, HIST 404, HIST 405, HIST 451, HIST 455, HIST 458, HIST 483, HIST 484, HIST 486.....	3
<b>European History (choose 1 course)</b>	
HIST 408, HIST 409, HIST 410, HIST 413, HIST 418, HIST 419, HIST 458, HIST 472, HIST 474, HIST 486.....	3
<b>Non-western History (choose 1 course)</b>	
HIST 408, HIST 414, HIST 436, HIST 478, HIST 479, HIST 490, HIST 491 .....	3
<b>Other Required Courses</b>	
ECON 260 Principles of Macroeconomics .....	(3) <sup>1</sup>
ECON 261 Principles of Microeconomics .....	3
GEOG 235 World Geography .....	3
GEOG 354 Cultural Geography .....	3
HIST 480 Texas History .....	3
HIST 496 History for Teachers.....	3
HIST 353 Historical Methods (writing-intensive course) .....	3
POLS 225 National Government <i>or</i> POLS 226 States and Federal System .....	3
POLS 384 American Judicial Process <i>or</i> POLS 432 Constitutional Law: Civil Rights .....	3
POLS 381 American Political Process, POLS 491 Recent Political Theory, POLS 492 American Political Thought <i>or</i> POLS 344 Comparative Politics .....	3
PSYC 120 Introduction to Psychology <i>or</i> SOCI 111 Introduction to Sociology .....	3
<b>TOTAL</b> .....	<b>45</b>
<i>*All non-transfer students must take HIST 221 and 222 in residence.</i>	
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

**PROFESSIONAL EDUCATION REQUIREMENTS**

EDUC 211 Educational Foundations and Multicultural Perspectives .....	3
EDUC 221 Educational Psychology .....	3
EDUC 412 Secondary Curriculum and Media (capstone course) ...	3
EDUC 432 Secondary Management and Methods (writing-intensive and capstone course).....	3
EDUC 476 Effective Strategies for English Language Learners.....	(3) <sup>1</sup>
EDUC 490 Clinical Teaching (capstone course).....	6
READ 322 Reading in Secondary Content Areas .....	3
SPED 371 Teaching Students with Special Needs (writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>24</b>

**ELECTIVES**

Minimum .....	3
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<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
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**CRITERIA FOR ADMISSION TO TEACHER EDUCATION**

In accordance with Texas state law, students must meet the admission criteria described on page 118.

**OTHER GRADUATION REQUIREMENTS**

Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**GLOBAL STUDIES (BA)**

**BA: GLOBAL STUDIES (GLST)**

**UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 39).

**MAJOR REQUIREMENTS**

<b>Global Studies Core Courses</b>	
ECON 260 Principles of Macroeconomics .....	(3) <sup>1</sup>
ENGL 231 or 232 World Literature I or II .....	3
ANTH 101 Introduction to Anthropology .....	(3) <sup>1</sup>
GLST 120 Introduction to Global Issues .....	(3) <sup>1</sup>
GLST 499 Global Studies Seminar (capstone and writing- intensive course) .....	3
HIST 131 World History: Cultures and Connections since 1400.....	(3) <sup>1</sup>
POLS 227 Introduction to International Relations .....	3
<b>TOTAL</b> .....	<b>9</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

**GLOBAL SELECTIONS**

<b>Global Culture &amp; Communication:</b> Select two courses (must be from two different prefixes). COMM 345, GEOG 354, GLST 200-480, SPAN 342, 343, 345, 360, 361, 365, 444, 460, 461, 462, 470, 471, 480, 499, FREN 352, 481, 484.....		6
<b>Social Issues:</b> Select two courses from this menu. BIBT 342, ENGL 328, HIST 455, PHIL 451, POLS 393, PSYC 305, 345, SOCI 442, 480 .....		6
<b>Global Politics:</b> Select two courses from this menu. POLS 344, 345, 357, 358, 360, 361, 385, 481, 484, 485, 487, 488, 489.....		6
<b>Global Structures:</b> Select two courses from this menu. BLAW 363, BUSA 419, ECON 438, ENVR 320, 410, 420, GEOG 235, 354, HIST 451 .....		6
<b>Global History:</b> Select one course from this menu. HIST 414, 418, 419, 436, 451, 474, 478, 479, 490, 491 .....		3
<b>Global Religion:</b> Choose one course from this menu. BMIS 245, 371, 391, 420, 458, ENGL 471, PHIL 478, SOCI 477.....		3
<b>Global Elective:</b> Choose three additional courses (not previously taken) from the above Global Selections menus (must be from three different prefixes). .....		9
<b>TOTAL</b> .....	<b>39</b>	

**STUDY ABROAD**

It is highly recommended that each student "Study Abroad" at least once in order to gain practical cross-cultural learning experiences.

**FOREIGN LANGUAGE PROFICIENCY**

Sophomore level proficiency in a second language must be demonstrated by students whose first language is English	
<b>TOTAL</b> .....	<b>6</b>

**ELECTIVES**

Students are strongly encouraged to use electives to pursue a complementary minor .....	18
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<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
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OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major .....	2.70
Minimum GPA for Graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### Minor in History

MINOR: HISTORY (HIST)	
Choose from: HIST 100-499 .....	12
Choose from: HIST 300-499 .....	6
<b>TOTAL</b> .....	<b>18</b>

### Minor in Global Studies

MINOR: GLOBAL STUDIES (GLST)	
GLST 120 Introduction to Global Issues .....	3
HIST 131 World History: Cultures and Connections since 1400....	3
<b>Global Structures:</b> Select two courses.	
POLS 227, ECON 260, GEOG 354, ANTH 101 .....	6
<b>Global Selections:</b> Select two courses from different prefixes.	
BIBT 342, BMIS, 245, 371, 391, COMM 345, 383, ECON 438, ENGL 328, ENVR 320, 410, 420, GLST 300-499, HIST 414, 418, 436, 451, 474, 478, 479, 490, 491, PHIL 451, POLS 227, 344, 357, 358, 360, 361, 385, 393, 481, 484, 485, 487, 488, 489, PSYC 305, SOCI 480. ....	6
A minimum of 6 upper-level credits must be taken as part of the minor.	
<b>TOTAL</b> .....	<b>18</b>

## Ethnic and Women's Studies Minor

### Introduction

Prompted by the affirmation of Abilene Christian University's mission statement, ACU offers an interdisciplinary minor in ethnic and women's studies. Both male and female students of every ethnic identity are welcomed and encouraged to pursue this minor. The intent of the minor is not just to provide a token look at the contributions of ethnic groups and women in various fields, but to provide students with a critical filter through which to view other learning and life experiences.

The goals for the ethnic and women's studies minor are:

- To provide resources for the further incorporation of the contributions of ethnic groups and women into all pertinent disciplines.
- To examine cultural assumptions about ethnicity, gender, race and class in light of information made available by new research about current issues that ethnic groups and women face academically, professionally and personally.
- To address the intersections of ethnicity, race, class and gender in contemporary society from a Christian perspective.
- To establish in the campus community an awareness of the values, contributions and perspectives of ethnic groups and women.

### ETHNIC AND WOMEN'S STUDIES MINOR

MINOR: ETHNIC AND WOMEN'S STUDIES (ETWS)	
HIST 250 Introduction to American Ethnic and Women's Studies .....	3
Selection, 15 hours: ( $\geq 2$ courses from each area) .....	15
a. Women's studies: BIBM 405, COMM 450, HIST 455 or ENGL 464	
b. Ethnic studies: COMM 345, ENGL 470 or HIST 455	
<b>TOTAL</b> .....	<b>18</b>

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of History and Global Studies include those with the following designations: FLLA, GEOG, GLST, and HIST.

# Journalism and Mass Communication

Cheryl Mann Bacon, *Chair*  
 ACU Box 27892  
 Abilene, Texas 79699-7892  
 Don Morris Center, Room 301  
 Phone: 325-674-2296  
 Fax: 325-674-2139  
 Email: cheryl.bacon@jmc.acu.edu  
 Web: www.acu.edu/jmc

## Faculty

Cheryl Bacon, *Professor*  
 Nathan Gibbs, *Assistant Professor*  
 Joyce Haley, *Instructor*  
 Susan Lewis, *Associate Professor*  
 Doug Mendenhall, *Assistant Professor*  
 Kenneth Pybus, *Associate Professor*  
 Jessica Smith, *Associate Professor*  
 Cade White, *Instructor*

**Majors:** Advertising/Public Relations (BS)  
 Convergence Journalism (BS)  
 Convergence Journalism (BA)  
 Convergence Journalism/Multimedia with Teacher Certification (BS)  
 Multimedia (BS)

**Minors:** Digital Media  
 Advertising/Public Relations  
 Convergence Journalism  
 Media Studies

The Department of Journalism and Mass Communication is accredited by the Accrediting Council on Education in Journalism and Mass Communication. The department offers the Bachelor of Science and Bachelor of Arts degrees. Majors in journalism and mass communication may concentrate in one of three programs: advertising/public relations, multimedia or convergence journalism or they may pursue teaching certification in convergence journalism/multimedia.

The department also cooperates with the Department of Art and Design to offer the Bachelor of Science interdisciplinary degree in graphic design/advertising. A minor in advertising/public relations, digital media, journalism or media studies may be added to other majors outside the Department of Journalism and Mass Communication.

## Introduction

The mission of the Journalism and Mass Communication Department is to engage students in critical and creative thinking in the classroom, in the laboratory, and through mentoring relationships, leading them to become exceptional, ethical, and agile communicators in a rapidly changing media environment, embracing technology, valuing diversity, and embodying Christ-centered service.

Course work in the department carefully balances theoretical and practical information about journalism and mass communication. The curriculum is designed to help students master analytical processes, writing, technology, and the theoretical, historical, ethical and legal foundations of their major field choices.

State-of-the-art laboratories and a faculty that balances strong academic and professional preparation complement the unique purposes of the university and the department. Student media operated by the department are KACU-FM, a National Public Radio affiliate; ACU Videoworks, a television production facility; the *Optimist*, a weekly All-American student newspaper; Optimist Online and mobile media; Morris & Mitchell, a student-run advertising/public relations agency; and 99 West, a student-run multimedia production agency. Together, the

*Optimist*, its online and mobile versions and KACU-FM comprise the JMC Network. All of these operations have access to up-to-date computer and electronic technology so the graduate is proficient in contemporary media operations.

Professionally oriented student organizations supplement the students' preparation. Available are the Ad/PR Club, affiliated with the American Advertising Federation and including the Public Relations Student Society of America chapter; Kappa Tau Alpha, national honor society for journalism and mass communication students; a chapter of the Society of Professional Journalists; a student chapter of the Broadcast Education Association; and a student chapter of the National Association of Hispanic Journalists.

All majors are strongly encouraged to be active members of at least one of the professional societies or associations.

## Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

## Bachelor of Science Degrees (BS)

### Admission Requirements

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19). Before enrolling in JMC 102, Creating Media Messages, a student must make a score of 70 or higher on the Grammar, Punctuation and Spelling Exam, or have an SAT verbal score of 550 or an ACT English score of 24.

Degree plans in each field include both academic and practical experience. In addition to on-campus media experience, students are required to do an internship. They have the opportunity to work in internships at the *Abilene Reporter-News*, local radio and television stations, local advertising agencies or public relations departments. Recent graduates have participated in summer internships in Washington, D.C., Nashville, Oklahoma City, Dallas, Fort Worth, Amarillo, Abilene, Shreveport, St. Louis, Austin, Atlanta, New York, Los Angeles, Honolulu, Seattle and Chicago.

## ADVERTISING/PUBLIC RELATIONS (BS)

BS: ADVERTISING/PUBLIC RELATIONS DEGREE PLAN (JAPR)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 39).	
MAJOR REQUIREMENTS	
<b>Journalism and Mass Communication Core</b>	
JMC 100 Media Issues .....	(3) <sup>1</sup>
JMC 201 Introduction to Visual Media .....	3
JMC 302 Introduction to Race and Media.....	1
JMC 303 JMC Colloquium on Race and Media (twice).....	2
JMC 351 Web Publishing .....	3
JMC 342 Communication Design .....	3
JMC 488 Communication Law (writing-intensive & capstone course) .....	3
JMC 495 Internship (capstone course) .....	1
<b>TOTAL .....</b>	<b>16</b>
<b>Advertising/Public Relations Core</b>	
JMC 102 Creating Media Messages or JMC 223 Convergence Reporting I.....	3
JMC 321 Student Media/Agency Lab (2 semesters required; 1 must be with student-run AD/PR agency) .....	0
JMC 347 Principles of Public Relations .....	3
JMC 348 Principles of Advertising .....	3
JMC 389 Public Relations Writing .....	3
JMC 492 Ad/PR Campaigns .....	3

JMC Elective (JMC 100-499) .....	3
<b>TOTAL</b> .....	<b>18</b>
<b>Advertising/Public Relations Menu</b>	
Choose two of the following courses: JMC 367, 390, or 391 .....	6
<b>TOTAL</b> .....	<b>40</b>
<b>SUPPORT FIELD OR MINOR</b>	
Select any minor of your choice.	
<i>Or</i>	
Choose from the following designated support fields: art, business, communication, English, Spanish, French, theater, political science, psychology, or sociology.	
Lower selections .....	9
Advanced selections .....	6
<b>TOTAL</b> .....	<b>15</b>
<b>SUPPLEMENT FOR MAJOR</b>	
PSYC 120 Introduction of Psychology <i>or</i>	
SOCI 111 Introduction to Sociology .....	(3) <sup>1</sup>
MKTG 320 Principles of Marketing .....	3
MGMT 330 Management and Organizational Behavior .....	3
BUSA 419 International Business .....	3
SOCI 415 Social Research <i>or</i> SOCI 416 Social Statistics .....	3
<b>TOTAL</b> .....	<b>12</b>
<i>*COBA hours may be included in the 15-hour support field or be included in the 5-hour elective block.</i>	
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum (maximum of 3 hours may be JMC) .....	5
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major .....	2.00
Minimum GPA for graduation .....	2.25
Minimum number of hours outside JMC .....	72
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in Minimum hours required for degree.</i>	

**CONVERGENCE JOURNALISM (BS)**

<b>BS: CONVERGENCE JOURNALISM DEGREE PLAN (JOCJ)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Journalism and Mass Communication Core</b>	
JMC 100 Media Issues .....	(3) <sup>1</sup>
JMC 201 Introduction to Visual Media .....	3
JMC 302 Introduction to Race and Media .....	1
JMC 303 JMC Colloquium on Race and Media (twice) .....	2
JMC 351 Web Publishing .....	3
JMC 342 Communication Design .....	3
JMC 488 Communication Law (writing-intensive & capstone course) .....	3
JMC 495 Internship (capstone course) .....	1
<b>TOTAL</b> .....	<b>16</b>
<b>Convergence Journalism Core</b>	
JMC 223 Convergence Reporting I .....	3
JMC 321 Student Media Lab (2 semesters required; 1 must be on the student newspaper) .....	0
JMC 324 Convergence Reporting II .....	3
JMC 341 Editing and Content Management .....	3
Choose 1: JMC 438, JMC 449, JMC 450, or JMC 441 .....	3
JMC Elective (JMC 100-499) .....	3
<b>TOTAL</b> .....	<b>15</b>

<b>Convergence Journalism Selection</b>	
Choose 2 of the following courses: JMC 111, 233, 261, 438, 441, 449, 450, or 465 .....	
<b>TOTAL</b> .....	<b>37</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPORT FIELD OR MINOR</b>	
Choose from any field. Requirements for a formal minor are set by each department and may vary in hours. A support field consists of 15 hours, of which 6 must be advanced selections. Bible cannot be used as a support field.	
Lower selections .....	9
Advanced selections .....	6
<b>TOTAL</b> .....	<b>15</b>
<b>SUPPLEMENT FOR MAJOR</b>	
POLS 225 National Government	
or POLS 226 States and Federal System .....	(3) <sup>1</sup>
<b>ELECTIVES (assuming support field)</b>	
Minimum (maximum of 3 hours may be JMC) .....	20
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major .....	2.00
Minimum GPA for graduation .....	2.25
Minimum number of hours outside JMC .....	72
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in Minimum hours required for degree.</i>	

**CONVERGENCE JOURNALISM (BA)**

<b>BA: CONVERGENCE JOURNALISM DEGREE PLAN (JOCJ)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Journalism and Mass Communication Core</b>	
JMC 100 Media Issues .....	(3) <sup>1</sup>
JMC 201 Introduction to Visual Media .....	3
JMC 302 Introduction to Race and Media .....	1
JMC 303 JMC Colloquium on Race and Media (twice) .....	2
JMC 351 Web Publishing .....	3
JMC 342 Communication Design .....	3
JMC 488 Communication Law (writing-intensive & capstone course) .....	3
JMC 495 Internship (capstone course) .....	1
<b>TOTAL</b> .....	<b>16</b>
<b>Convergence Journalism Core</b>	
JMC 223 Convergence Reporting I .....	3
JMC 321 Student Media Lab (2 semesters required; 1 must be on the student newspaper) .....	0
JMC 324 Convergence Reporting II .....	3
JMC 341 Editing and Content Management .....	3
Choose 1: JMC 438, JMC 449, JMC 450, or JMC 441 .....	3
JMC Elective (JMC 100-499) .....	3
<b>TOTAL</b> .....	<b>15</b>
<b>Convergence Journalism Selection</b>	
Choose 2 of the following courses: JMC 111, 233, 261, 438, 441, 449, 450, or 465 .....	
<b>TOTAL</b> .....	<b>37</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPORT FIELD OR MINOR</b>	



Choose from any field. Requirements for a formal minor are set by each department and may vary in hours. A support field consists of 15 hours, of which 6 must be advanced selections. Bible cannot be used as a support field.	
Lower selections .....	9
Advanced selections .....	6
<b>TOTAL .....</b>	<b>15</b>
<b>SUPPLEMENT FOR MAJOR</b>	
POLS 225 National Government or POLS 226 States and Federal System ..... (3) <sup>1</sup>	
FLLA, FREN, GER, or SPAN 221, 222 .....	6
Sophomore (or higher) Literature .....	3
<b>TOTAL .....</b>	<b>9</b>
<b>ELECTIVES</b>	
Minimum (maximum of 3 hours may be JMC) .....	
<b>TOTAL MAJOR HOURS .....</b>	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major .....	2.00
Minimum GPA for graduation .....	2.25
Minimum number of hours outside JMC .....	72
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**CONVERGENCE JOURNALISM/MULTIMEDIA WITH TEACHER CERTIFICATION (BS)**

<b>BS: CONVERGENCE JOURNALISM/MULTIMEDIA TEACHER CERTIFICATION DEGREE PLAN (JMCT)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Journalism and Mass Communication Core</b>	
JMC 100 Media Issues .....	(3) <sup>1</sup>
JMC 201 Introduction to Visual Media .....	3
JMC 302 Introduction to Race and Media .....	1
JMC 303 JMC Colloquium on Race and Media (twice) .....	2
JMC 351 Web Publishing .....	3
JMC 342 Communication Design .....	3
JMC 488 Communication Law (writing-intensive course) .....	3
<b>TOTAL .....</b>	<b>15</b>
<b>Journalism/Multimedia with Certification Core</b>	
JMC 223 Convergence Reporting I .....	3
JMC 233 Introduction to Photography .....	3
JMC 261 Broadcast Production .....	3
JMC 317 Electronic Media Principles .....	3
JMC 321 Student Media Lab (1 semester required) .....	0
JMC 324 Convergence Reporting II .....	3
JMC 341 Editing and Content Management .....	3
JMC 438 Broadcast Journalism.....	3
Choose 1 course from the following: JMC 364, 367, 441, 449, or 450 .....	3
<b>TOTAL .....</b>	<b>24</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>PROFESSIONAL EDUCATION REQUIREMENTS</b>	
EDUC 211 Educational Foundations and Multicultural Perspectives ..... (3) <sup>1</sup>	
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 412 Secondary Curriculum and Media (capstone course)...	3

EDUC 432 Secondary Management and Methods (writing-intensive and capstone course) .....	3
EDUC 476 Effective Strategies for English Language Learners .....	3
EDUC 490 Clinical Teaching (capstone course) .....	6
READ 322 Reading in Secondary Content Areas .....	3
SPED 371 Teaching Students with Special Needs (writing-intensive course) .....	3
<b>TOTAL .....</b>	<b>21</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum (3 JMC hours maximum) .....	12
<b>TOTAL MAJOR HOURS .....</b>	<b>72</b>
<b>CRITERIA FOR ADMISSION TO TEACHER EDUCATION</b>	
In accordance with Texas state law, students must meet the admission criteria described on page 118.	
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA for and graduation.....	2.75
Minimum GPA in major.....	2.25
Minimum hours outside JMC .....	72
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**MULTIMEDIA (BS)**

<b>BS: MULTIMEDIA DEGREE PLAN (JMM)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Journalism and Mass Communication</b>	
JMC 100 Media Issues .....	(3) <sup>1</sup>
JMC 201 Introduction to Visual Media .....	3
JMC 302 Introduction to Race and Media.....	1
JMC 303 Colloquium on Race and Media (twice).....	2
JMC 351 Web Publishing .....	3
JMC 342 Communication Design .....	3
JMC 488 Communication Law (writing-intensive & capstone course) .....	3
JMC 495 Internship (capstone course) .....	1
<b>TOTAL .....</b>	<b>16</b>
<b>Multimedia Core</b>	
JMC 102 Creating Media Messages or JMC 223 Convergence Reporting I.....	3
JMC 233 Photography.....	3
JMC 261 Broadcast Production.....	3
JMC 317 Electronic Media Principles.....	3
JMC 321 Student Media/Agency Lab (2 semesters required; one must be with student-run multimedia production agency)....	0
JMC 361 Advanced Video Production.....	3
JMC Elective (JMC 100-499).....	3
<b>TOTAL .....</b>	<b>18</b>
<b>Multimedia Menu</b>	
Choose 2 of the following courses: JMC 223, 352, 367, 390, or 465 .....	6
<b>TOTAL .....</b>	<b>40</b>
<b>SUPPORT FIELD OR MINOR</b>	
Choose support field from art, business, communication, computer science, English, Spanish, French, political science, psychology, sociology or theatre.	
Lower selections .....	9
Advanced selections .....	6
<b>TOTAL .....</b>	<b>15</b>

SUPPLEMENT FOR MAJOR	
PSYC 120 Introduction of Psychology <i>or</i> SOCI 111 Introduction to Sociology .....	(3) <sup>1</sup>
Choose 2 courses*:	
ART 105 Two-Dimensional Design	
ART 351 Typography I	
CS 115 Introduction to Programming Using Scripting	
CS 116 Applied Programming Using Scripting	
IT 105 Mobile App Development	
DET 210 Digital Entertainment Technology I	
DET 310 Digital Entertainment Technology II	
<b>TOTAL</b> .....	<b>6</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
*Some prerequisites must be honored to take certain courses	
ELECTIVES	
Minimum (maximum of 3 hours may be JMC) .....	11
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major .....	2.00
Minimum GPA for graduation .....	2.25
Minimum number of hours outside JMC .....	72
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### Digital Media Minor

This 18-hour minor is designed to provide digital media support for all types of majors—particularly in careers that require message presentation comprising digital photography and video; presentation graphics; computer-assisted training; and desktop, CD, DVD and World-Wide Web publishing. The program is managed by the Department of Journalism and Mass Communication, but a maximum of two courses may be substituted from other departments to give the minor an interdisciplinary flavor.

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19). Although JMC 102, *Creating Media Messages*, is not required for the digital media minor, a student must make a score of 70 or higher on the Grammar, Punctuation and Spelling Exam, or have an SAT verbal score of 550 or an ACT English score of 24, in order to declare the minor.

### Minor in Digital Media

#### DIGITAL MEDIA MINOR (DGME)

Digital media minors may take the required JMC classes without meeting the prerequisites of JMC 100 and JMC 102. All other prerequisites will apply. Freshmen and sophomores may take JMC 233 or 260 after completing JMC 201, but they cannot take an advanced course until their junior year.

**Digital Media Core:** JMC 201, 233 or 261, 342, 351, 352, 361 or 367 and 488 ..... 12-18

**Substitution from other departments:** Students may petition to substitute one or two computer-based courses that are relevant to this minor and that fit the individual student's needs. .... 0-6

**TOTAL** .....

**18**  
*Note: The minor advisor may be able to waive prerequisites for some courses within this minor.*

### Other Minors in Journalism and Mass Communication

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19). Before enrolling in JMC 102, *Creating Media Messages*, or in JMC 223, *Convergence Reporting I*, a student must make a score of 70 or higher on the Grammar, Punctuation and Spelling Exam, or have an SAT verbal score of 550 or an ACT English score of 24.

#### OTHER MINORS

##### Advertising/Public Relations (Ad/PR)

JMC 102 or 223; 347 or 348; 389, 390 or 391; 488, 492 ..... 15

One 3-hour JMC Selection ..... 3

**TOTAL** .....

**18**

##### Convergence Journalism (JOCJ)

JMC 223, 324, 341, 261 or 342,  
438 (requires 261), 441, 449, or 450, 488 ..... 18

##### Media Studies (JMMS)

JMC 100, 102 or 223, 317, 347 or 348, 488, JMC 100-499 ..... 18

**TOTAL** .....

**18**  
*Note: The minor advisor may be able to waive prerequisites for some courses within these minors.*

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186).

Courses offered by the Department of Journalism and Mass

Communication include those with the following designation: JMC.

These courses are the JMC core: JMC 100, 201, 302, 303, 321, 342, 351, 488, 495.

# Language and Literature

Shelly Sanders, *Chair*  
 ACU Box 28252  
 Abilene, Texas 79699-8252  
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 Fax: 325-674-2408  
 Email: shelly.sanders@acu.edu  
 Web: www.acu.edu/language-literature  
 Blog: blogs.acu.edu/english

**Faculty**

- Carolina Archer, *Instructor*
- B. Cole Bennett, *Professor*
- Brian Brown, *Instructor*
- Laura Carroll, *Associate Professor*
- William M. Carroll, *Associate Professor*
- Suanna Davis, *Assistant Professor*
- Mikee Delony, *Associate Professor*
- Kyle Dickson, *Professor*
- Jeremy Elliott, *Assistant Professor*
- Carol Evans, *Instructor*
- Albert Haley, *Professor*
- William Horn, *Instructor*
- Steven T. Moore, *Associate Professor*
- Yann Opsitch, *Instructor*
- M. Harland Rall, *Assistant Professor*
- Sharon Rankin, *Assistant Professor*
- Leslie Reed, *Assistant Professor*
- Paul Roggendorff, *Assistant Professor*
- Shelly Sanders, *Associate Professor*
- Joseph F. Stephenson, *Associate Professor*
- Jeanine Varner, *Professor*
- Beatriz Walker, *Associate Professor*
- Stephen R. Weathers, *Associate Professor*
- Debbie Williams, *Associate Professor*
- Todd Womble, *Assistant Professor*

- Majors:** English (BA)  
 Spanish (BA)  
 English for Teacher Certification (BA)  
 Spanish for Teacher Certification (BA)

- Minors:** English  
 Film  
 French  
 Professional Writing  
 Spanish

The Department of Language and Literature offers the Bachelor of Arts in English, the Bachelor of Arts in Spanish, the Bachelor of Arts in English for Teacher Certification, and the Bachelor of Arts in Spanish for Teacher Certification. A minor in English, Professional Writing, French, Spanish, or Film may be added to other majors.

The Master of Arts in English is available with emphases in literature, composition and rhetoric, or writing. See the *Graduate Programs* section of this catalog (page 129).

**Introduction**

The goal of the Department of Language and Literature is to provide students with the core of a liberal education while also preparing them for satisfying careers. The study of languages, literature, rhetoric, and poetry is the student’s key to becoming a citizen of the world. Students develop a deep satisfaction when they can communicate with people outside their own country and linguistic background.

The Bachelor of Arts in English prepares students for graduate work in English, for careers as college English teachers, or for careers in technical or creative writing. It also provides preparatory training for law school, public relations, library science, personnel work, management, government work or the dozens of other fields that require broad reading, self-expression, an understanding of human nature and the ability to analyze and organize information. Since this degree allows a considerable number of elective hours, students majoring in English can often secure a major in a second field or a minor, thus enhancing their career options.

The Bachelor of Arts in Spanish prepares students for graduate work in Spanish, Hispanic and Romance Languages; for careers as college Spanish teachers; or for careers in translation and interpretation. It also provides preparatory training for law school, international public relations, library science, personnel work, management, government work, or the dozens of other fields that require broad reading, the ability to analyze and organize information, and multilingual and multicultural communication skills. Since this degree allows a considerable number of elective hours, students majoring in Spanish can often secure a major in a second field or a minor, thus enhancing their career options.

The Bachelor of Arts in English for Teacher Certification prepares students who wish to teach in high school with English as a single teaching field.

The Bachelor of Arts in Spanish for Teaching Certification prepares students who wish to teach in high school with Spanish as a single teaching field. Like other Spanish majors, those interested in this degree will be advised by the Department of Language and Literature.

**Admission Requirements**

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

**ENGLISH (BA)**

BA: ENGLISH DEGREE PLAN (ENGL)	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
English Literature	
Literature – choose 1: ENGL 221, 231 <i>or</i> 262 .....	(3) <sup>1</sup>
Literature – choose 1: ENGL 222, 232 <i>or</i> 263 .....	3
(Students are required to have 6 hours of 200-level ENGL, 6 hours of British before 1700 and 6 hours of British after 1700. It is recommended that students take 221 and 222.)	
<b>Introduction to English Studies</b>	
ENGL 301 Introduction to the Major .....	3
ENGL 311 Literary Theory and Criticism <i>or</i> ENGL 441* Topics in Literary Criticism & Bibliography .....	3
ENGL 325 Advanced Composition (writing-intensive course) .....	3
<b>Writing and Rhetoric</b>	
Choose 1 course from: ENGL 320, 322, 323, 324, 326, 328, 329, 331 <i>or</i> 442* .....	3
<b>English Language</b>	
Choose 1 course from: ENGL 330, 432 <i>or</i> 443* .....	3
<b>American Literature before 1860</b>	
Choose 1 course from ENGL 362 <i>or</i> 446 .....	3
<b>American Literature after 1860</b>	
Choose 1 course from ENGL 363, 446, <i>or</i> 464 .....	3
<b>Multicultural Literature</b>	
Choose 1 course from ENGL 446 <i>or</i> 470 .....	3
<b>Genre Studies</b>	
Choose 1 course from ENGL 351, 376, 377, 378, <i>or</i> 447* .....	3
<b>British Literature Before 1700</b>	
Choose 1 course from: ENGL 448*, 481, 483, <i>or</i> 484 .....	3
<b>British Literature After 1700</b>	
Choose 1 course from: ENGL 449*, 495, 496, <i>or</i> 497 .....	3

<b>Culture and Belief</b>	
Choose 1 course from: ENGL 471, 472, or 473.....	3
<b>Advanced English Selection</b>	
Choose 1 course from: ENGL 321, 332, 333, 380, 410, or courses listed above .....	3
<b>Capstone</b>	
ENGL 499 Studies in World Literature (writing-intensive & capstone course).....	3
<b>TOTAL</b> .....	<b>45</b>
*Students may apply one topics course in one area section, plus one other topics course in the Advanced English Selection; all others will count as electives.	
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR</b>	
FLLA, FREN, GER, or SPAN 221, 222 .....	6
History (any 100 or 200 level course).....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>6</b>
<b>ELECTIVES</b>	
Minimum .....	21
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**SPANISH (BA)**

<b>BA: SPANISH DEGREE PLAN (SPAN)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Foundational Courses</b>	
SPAN 222 Intermediate Spanish II .....	(3) <sup>1</sup>
SPAN 290 Intermediate Conversation Lab .....	1-5
SPAN 301 Advanced Communication.....	3
SPAN 499 Spanish Capstone (capstone and writing-intensive course) .....	3
<b>Advanced Language</b>	
Choose 6 hours from: .....	6
SPAN 305 Immersion Communication	
SPAN 320 Advanced Grammar	
SPAN 321 Advanced Composition	
<b>Advanced Culture</b>	
Choose 6 hours from: .....	6
SPAN 342 Peninsular Spanish Culture	
SPAN 343 Latin American Culture	
SPAN 345 Culture of South American Southern Cone	
SPAN 444 Revolution & Insurrection in Latin America	
<b>Advanced Literature</b>	
Choose 9 hours from: .....	9
SPAN 360 Survey of Peninsular Literature	
SPAN 361 Survey of Latin American Literature	
SPAN 365 Survey of South American Southern Cone Literature	
SPAN 460 Drama	
SPAN 461 Novel	
SPAN 462 Short Story	
SPAN 470 Christian Expression in Hispanic Letters	
SPAN 471 Borges and Cortázar	
<b>Advanced Electives</b>	
Choose 6 hours from:	
Any two advanced SPAN course numbered 300 or above: .....	6

Study Abroad Expectations (can be in hours above or university requirements)

A student can earn between six and fifteen credit hours at our study abroad site in Uruguay. The regular Montevideo program offers beginning and intermediate courses, as well as advanced courses through Universidad Católica or Universidad de Montevideo.

**The Montevideo Semester Immersion Program offers intermediate and an advanced track. The intermediate track consists of:**

- SPAN 221 Intermediate Spanish I
- SPAN 222 Intermediate Spanish II
- SPAN 305 Immersion Communication
- SPAN 345 Culture of South American Southern Cone
- SPAN 365 Survey of South American Southern Cone Literature

**The advanced track consists of:**

- SPAN 305 Immersion Communication
- SPAN 345 Culture of South American Southern Cone
- SPAN 365 Survey of South American Southern Cone Literature
- A 400 level culture course
- A 400 level literature course

**TOTAL** .....

**34-38**

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

**ELECTIVES**

Minimum .....

34-38

**TOTAL MAJOR HOURS** .....

**72**

**OTHER GRADUATION REQUIREMENTS**

Minimum GPA in major .....

2.25

Minimum GPA for graduation .....

2.00

Minimum advanced hours .....

33

Minimum total hours .....

128

*Courses numbered 0\*\* do not count in minimum hours required for degree.*

**ENGLISH FOR TEACHER CERTIFICATION (BA)**

<b>BA: ENGLISH WITH CERTIFICATION DEGREE PLAN (ENGT)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
Sophomore Literature	
ENGL 221 Major British Writers I or	
ENGL 262 American Literature Before 1900 .....	(3) <sup>1</sup>
ENGL 222 Major British Writers II or	
ENGL 263 American Literature After 1900 .....	3
*Student must continue the sequence chosen for the University Requirement.	
<b>Required English</b>	
ENGL 301 Introduction to the Major .....	3
ENGL 311 Literary Theory and Criticism .....	3
ENGL 325 Advanced Composition (writing-intensive course) .....	3
ENGL 330 Advanced English Grammar .....	3
ENGL 351 Literature for Young Adults .....	3
ENGL 459 English for Secondary Teachers .....	3
ENGL 483 Shakespeare .....	3
<b>American Literature*</b>	
Choose from: ENGL 362, 363, 446**, 464 or 470 .....	3-6
<b>British Literature After 1700*</b>	
Choose from: ENGL 449**, 495, 496 or 497 .....	0-3
<b>Advanced English Selection</b>	
Choose from: ENGL 320, 321, 322, 323, 324, 331, 332, 333, 376, 377, 378, 432, 441**, 442**, 443**, 445**, 447**, 448**, 471, 472, 481, 484, or any literature course listed above .....	3
<b>Capstone</b>	

ENGL 499 Studies in World Literature (writing-intensive & capstone course).....	3
<b>Foreign Language</b>	
FLLA, FREN, GER, or SPAN 221, 222 .....	6
HIST 100-299 .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>42</b>
<i>*NOTE: Students who take ENGL 221/222 are not required to take a course from British Literature After 1700. Students who take ENGL 262/263 are required to take only 3 hours from American Literature.</i>	
<i>**Students may apply one topics course in one area section, plus one other topics course in the Advanced English Selection; all others will count as electives.</i>	
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

**PROFESSIONAL EDUCATION REQUIREMENTS**

Please see Teacher Education (page 118) for additional program requirements including GPA and course stipulations.

<b>Reading</b>	
READ 322 Reading in Secondary Content Areas .....	3
READ 363 Foundations of Reading .....	3
EDUC 476 Effective Teaching Strategies for English Language Learners.....	3

<b>Education</b>	
EDUC 211 Educational Foundations and Multicultural Perspectives .....	(3) <sup>1</sup>
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 412 Secondary Curriculum and Media (capstone course)...	3
EDUC 432 Secondary Management and Methods (writing-intensive and capstone course).....	3
EDUC 490 Clinical Teaching (capstone course).....	6
SPED 371 Teaching Students with Special Needs (writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>27</b>

**ELECTIVES**

Minimum (3 hours may be Education) .....

**TOTAL MAJOR HOURS** .....

**CRITERIA FOR ADMISSION TO TEACHER EDUCATION**

In accordance with Texas state law, students must meet the admission criteria described on page 118.

**OTHER GRADUATION REQUIREMENTS**

Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**SPANISH TEACHER CERTIFICATION (BA)**

**BA: SPANISH TEACHER CERTIFICATION DEGREE PLAN (SPNT)**

**UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 39).

**MAJOR REQUIREMENTS**

<b>Spanish</b>	
SPAN 221 Intermediate Spanish I .....	3
SPAN 222 Intermediate Spanish II .....	(3) <sup>1</sup>
SPAN 320 Advanced Grammar .....	3
SPAN 321 Advanced Composition .....	3
SPAN 342 Peninsular Spanish Culture .....	3
SPAN 343 Latin American Culture .....	3
SPAN 480 Spanish for Teachers .....	3
SPAN 481 Oral Proficiency for Educators .....	3
SPAN 499 Spanish Capstone (capstone and writing intensive	

course).....	3
Choose 2 courses from:	
SPAN 301 Advanced Communication .....	3
SPAN 305 Immersion Communication .....	3
SPAN 360 Survey of Peninsular Literature .....	3
SPAN 361 Survey of Latin American Literature .....	3
SPAN 460 Drama .....	3
SPAN 461 Novel .....	3

A student can earn between six and fifteen credit hours at our study abroad site in Uruguay. The regular Montevideo program offers beginning and intermediate courses, as well as advanced courses through Universidad Católica or Universidad de Montevideo.

**The Montevideo Semester Immersion Program offers intermediate and an advanced track. The intermediate track consists of:**

SPAN 221 Intermediate Spanish I	
SPAN 222 Intermediate Spanish II	
SPAN 305 Immersion Communication	
SPAN 453 Culture of South American Southern cone	
SPAN 365 Survey of South American Southern Cone Literature	

**The advanced track consists of:**

SPAN 305 Immersion Communication	
SPAN 345 Culture of South American Southern Cone	
SPAN 365 Survey of South American Southern Cone Literature	
A 400 level culture course	
A 400 level literature course	

**TOTAL** .....

**Sophomore Literature**

ENGL 231 World Literature I .....	3
ENGL 232 World Literature II .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>3</b>

**PROFESSIONAL EDUCATION REQUIREMENTS**

Please see Teacher Education (page 118) for additional program requirements including GPA and course stipulations.

EACH 363 Early Language and Literacy .....	3
EDUC 211 Educational Foundations and Multicultural Perspectives .....	3
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 412 Secondary Curriculum and Media (capstone course) ..	3
EDUC 432 Secondary Management and Methods (writing-intensive and capstone courses) .....	3
EDUC 476 Effective Strategies for English Language Learners .....	3
EDUC 490 Clinical Teaching (capstone course) .....	6
READ 322 Reading in Secondary Content Areas .....	3
SPED 371 Teaching Students with Special Needs (writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>27</b>

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

**ELECTIVES**

Minimum .....

**TOTAL MAJOR HOURS** .....

**CRITERIA FOR ADMISSION TO TEACHER EDUCATION**

In accordance with Texas state law, students must meet the admission criteria described on page 118.

**OTHER GRADUATION REQUIREMENTS**

Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

## Department of Language and Literature Minors

### Minor in English

MINOR: ENGLISH (ENGL)	
ENGL 111 Composition and Rhetoric .....	3
ENGL 112 Composition and Literature .....	3
ENGL 221 Major British Writers I .....	3
ENGL 222 Major British Writers II .....	3
Choose 6 hours from: ENGL 300-499 (except 322-351, 401-402, 432, 441-445, 459) .....	6
<b>TOTAL</b> .....	<b>18</b>

### Minor in Film

The film minor provides students an interdisciplinary approach to the study of film that connects skills in analysis with creative and technical production. The minor helps students gain an understanding of the artistic and cultural contexts of film in relation to hands-on experience with the tools of filmmaking to encourage learning by doing.

CCCU courses from the LA Film Studies Center may be used to fulfill up to 9 hours of the film minor requirements.

MINOR: FILM (FILM)	
<b>Required Course</b>	
ENGL 332 Introduction to Film .....	3
<b>Writing for Film Electives</b> (choose at least 1)	
ENGL 321, 331 .....	3-6
<b>Film Production Electives<sup>1</sup></b> (choose at least 1)	
JMC 201, 361, 465 .....	3-9
<b>Advanced Film Electives<sup>2</sup></b> (choose at least 1)	
ENGL 333, 472 .....	3-6
<b>TOTAL</b> .....	<b>18</b>

*Note: The department may waive prerequisites or accept transfer credit for some courses within this minor.*

*Film minors may take any required JMC classes without meeting the prerequisite of JMC 100 (Media Issues). Junior standing is required to take JMC courses at 300 level or above. Instructor approval required for JMC 361 (Advanced Video Production) and JMC 465 (Documentary Storytelling) if students do not meet JMC 261 (Broadcast Production) prerequisite.*

<sup>1</sup>Individual departments occasionally offer advanced film production courses working directly with industry leaders. When courses like DET 230 satisfy the intention of the Film Production Electives, they may be substituted with permission.

<sup>2</sup>When special topics courses in a department—ENGL 446/447/449—blend film with drama or fiction from a given period, or when courses teach world film in a foreign language—FREN 340/GER 340/SPAN 340—and those courses offer a clear focus on film form and history, they can be approved as an advanced film elective. Special permission required.

### Minor in French

MINOR: FOREIGN LANGUAGE – FRENCH (FREN)	
FREN 221/222 Intermediate French .....	6
FREN 352 Introduction to French Culture .....	3
FREN 386 French Composition and Conversation .....	3
FREN 481 Medieval and Renaissance French Literature .....	3
FREN 484 Twentieth-Century French Literature .....	3
<b>TOTAL</b> .....	<b>18</b>

### Minor in Professional Writing

Students may minor in professional writing by taking 18 hours from the following selection of courses.

MINOR: PROFESSIONAL WRITING (ENGW)	
<b>Freshman English</b>	
ENGL 111 Composition and Rhetoric	
ENGL 112 Composition and Literature	
<b>Total Freshman English</b> .....	<b>3-6</b>
<b>Advanced English</b>	
<i>Creative Writing</i>	
ENGL 320, 321, 322, 323, 324	
<i>Professional Writing</i>	
ENGL 325, 326, 328, 329, 442	
<i>Language</i>	
ENGL 330, 432	
<b>Total Advanced English</b> .....	<b>6-15</b>
<b>Journalism</b>	
JMC 223 (prerequisite for 324, 449, 450), 324, 390, 449 or 450 .....	0-6
<b>Communication</b>	
COMM 345, 407 or 491 .....	0-6
<b>TOTAL</b> .....	<b>18</b>
<i>English majors cannot count the same advanced hours toward the English major and professional writing minor. Journalism and communication majors may count up to 6 hours of work in their major toward the professional writing minor.</i>	

### Minor in Spanish

MINOR: FOREIGN LANGUAGE – SPANISH (SPAN)	
<b>Spanish</b>	
SPAN 222 Intermediate Spanish II .....	3
SPAN 290 Intermediate Spanish Lab .....	1-3
Choose 1 course: SPAN 301 Advanced Communication <i>or</i>	
SPAN 305 Immersion Conversation .....	3
Choose 1 Advanced Language course: (SPAN 320-339, 420-439) .....	3
Choose 1 Advanced Culture course: (SPAN 341-359, 441-459) .....	3
Choose 1 Advanced Literature course: (SPAN 360-379, 460-479) .....	3
Choose 1 Advanced Elective course: (SPAN 300-499) .....	3
<b>TOTAL</b> .....	<b>19-21</b>

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Language and Literature include those with the following designation: ENGL, FREN, GER, and SPAN.

Course offerings include the following groupings:

- American Literature: ENGL 362, 363, 406, 446, 464, 470
- British Literature After 1700: ENGL 409, 449, 495, 496, 497
- British Literature Before 1700: ENGL 448, 481, 483, 484
- Criticism and Theory: ENGL 311, 401, 441,
- English Language: ENGL 330, 432, 443
- General Literature: ENGL 376, 377, 378, 407, 447, 499
- Teaching English and Reading: ENGL 351, 445, 459
- Writing: ENGL 322, 323, 325, 326, 328, 329, 402, 442
- Culture and Belief: ENGL 471, 472
- Spanish Language: SPAN 320, 321
- Spanish Culture: SPAN 342, 343, 345, 444
- Spanish Literature: SPAN 360, 361, 365, 460, 461, 462, 470, 471

**NOTE:** All first-year foreign language classes require a lab. Any first-year foreign language (FLLA, FREN, GER, SPAN 111, 112) may be used to fulfill admissions deficiency requirements.

### WebCAPE Placement Exam

WebCAPE French, German, or Spanish Test – strongly recommended for all students wishing to register for their first foreign language class at ACU (and for whom transfer, CLEP, or AP work). FREN 111 Beginning French I, GER 111 Beginning German I, and SPAN 111 Beginning Spanish I are strictly designed and reserved for students with no previous knowledge of the target language.

### Language Placement Credit

Students who take the WebCAPE and whose first foreign language class at ACU is beyond the first semester level may earn additional language credit as follows:

- If the first foreign language class is at the second semester level (FREN 112, GER 112, or SPAN 112) and a grade of B- or higher is earned, three semester hours credit will also be awarded for the first semester course in the same language.
- If the first foreign language class is at the third semester level (FREN 221, GER 221, or SPAN 221) and a grade of B- or higher is earned, six semester hours credits will also be awarded for the first and second semester courses in the same language.
- If the first foreign language class is at the fourth semester level (FREN 222, GER 222, or SPAN 222) and a grade of B- or higher is earned, nine semester hours credit will also be awarded for the first through third semester courses in the same language.
- If the first foreign language class is an advanced course (FREN 30+, GER 3+, or SPAN 3+) and a grade of B- or higher is earned, twelve semester hour credit will also be awarded for the first through fourth semester courses in the same language.

### English Placement Exam

Students may challenge ACT or SAT placements by taking the English Placement Exam. Placement tests may be attempted twice but should be completed before the semester starts. Placement exam results expire after two years. Students are not eligible for placement after beginning any ENGL course.

### Admission Requirements

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

### Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Spanish Majors and Minors are *strongly* encouraged to participate in our Immersion Semester in Uruguay (Montevideo Si) or another immersion program. French Minors are *strongly* encouraged to participate in our French study abroad summer or another immersion program. Students should consult with their advisor as soon as possible.

### Foreign Language for Native Speakers of Other Languages

A special provision exists for the satisfaction of foreign language requirements (under the university requirements) by students for whom English is a second language. Students seeking to fulfill the foreign language requirements by the alternative means listed below must (if requested to do so) be able to demonstrate to the chair of the Department of Language and Literature native (L1) proficiency in a language other than English (not a dialect of English). The student's native language need not be one of those offered by the Department of Language and Literature.

### University Requirements

The requirement for "Foreign Language – 2 high school units or 6 hours" will be satisfied upon successful completion of the university requirement for "English – composition: ENGL 111 or equivalent (3) and Literature (3)" for students who qualify as non-native speakers of English (see above).

### Bachelor of Arts Degree

For all Bachelor of Arts degree programs having a requirement for "foreign language – sophomore level – 6 hours," that requirement will

be satisfied upon completion of the Bachelor of Arts requirement for English – composition: ENGL 112 (3) and a second Literature course (3) *for students who qualify as non-native speakers of English (see above).*

Under this special provision, college credit will be granted for the English courses, *but not for any ESL (English as a Second Language) course.* Students will still need to complete the prescribed number of hours for particular degree programs (usually this will mean that a Bachelor of Arts degree student will need an additional 12 hours of electives to replace the 12 hours of foreign language that were satisfied by the alternative means outlined above).

### Institute of Intensive English (IIE)

The Institute of Intensive English (IIE) provides semester-long English as a Second Language (ESL) courses at the low-intermediate, high-intermediate and advanced levels. The IIE curriculum is designed to prepare students for ACU credit courses and consists of grammar, reading, composition and oral/aural communication courses at each of the three levels (except that the oral/aural communication course is omitted at the Advanced level).

The low-intermediate and high-intermediate blocks consist of 20 class hours per week (the summer schedule is slightly more intensive). The advanced ESL block consists of 15 class hours per week plus enrollment in one regular or audit class. ESL students must enroll in all courses included in their assigned block of courses (one of the three levels listed) according to incoming ESL placement exam results at ACU or incoming TOEFL scores. Students advance from their initial block by achieving passing grades in *all* courses of that block. *Students earning a failing grade in even a single course of a given block must repeat that entire block.* Permission to enroll in full-time developmental and regular credit courses is granted upon successful completion of the advanced ESL block. A particular TOEFL score is not required for ESL students who move from the ESL block into undergraduate courses upon completion of the advanced level. However, students wishing to enter graduate work must meet additional requirements, including a minimum TOEFL score of 550, or computer-based score of 213.

### IIE Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). ESL courses offered by the Department of Language and Literature include those with the following designation: FLEN.

ESL course offerings include the following groupings:

- Low-Intermediate ESL Block: FLEN 021, 023, 027, 029.
- High-Intermediate ESL Block: FLEN 031, 033, 037, 039.
- Advanced ESL Block: FLEN 041, 047, 049.

**NOTE:** *Courses numbered 000-099 do not count toward the minimum hours required for a bachelor's degree, nor do they affect the cumulative GPA.*

# Mathematics

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Phone: 325-674-2007  
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## Faculty

Phyllis Bolin, *Associate Professor*  
 John Ehrke, *Associate Professor*  
 David Hendricks, *Associate Professor*  
 Alexander Karabegov, *Professor*  
 Julie McQueen, *Instructor*  
 Mark Riggs, *Professor*  
 Cheryl Schwiethale, *Instructor*  
 John Smallwood, *Assistant Professor*  
 Connie Yarema, *Professor*

**Majors:** Mathematics (BA)  
 Mathematics (BS)  
 Mathematics – Concentration in Actuarial Science (BS)  
 Mathematics for Grades 7-12 Teacher Certification (BS)

**Minor:** Mathematics

The Department of Mathematics offers the Bachelor of Science degree in mathematics and the Bachelor of Arts degree in mathematics. High school teacher certification in mathematics may be obtained with the Bachelor of Science. A minor in mathematics may be added to other majors.

## Introduction

As the language in which nature speaks to us, mathematics has been a vital ingredient in physics and chemistry and the intellectual fabrics of a broad range of disciplines, increasing its impact on such diverse areas as space science, management and the social sciences. More recently, the fundamental role of mathematics has been recognized in biology and medicine. Moreover, it has long been an essential component of the school and college curriculum, especially for the preparation of scientists and engineers. Mathematics is the foundation of our technological society and is a growing, changing discipline with new results constantly being discovered. The computer has extended the reach and power of mathematics, making it even more crucial that young people be solidly grounded in the subject. Mathematics is a crucial component of our culture and a discipline essential to the well-being of American science and technology, as well as to economic strength, industrial competitiveness and national defense.

The department offers a variety of undergraduate programs to meet those needs.

The Bachelor of Science degree in mathematics has the flexibility to permit a student to tailor the degree plan to fit individual needs. Courses required for this degree expose one to a wide range of mathematics and to thought patterns and problem solving skills useful in all of life. This degree is excellent preparation for many careers and has the flexibility to prepare one for graduate study in mathematics, statistics, operations research, medicine, business, and many other areas.

The Bachelor of Science degree in mathematics teaching is designed to prepare high school mathematics teachers. There are several courses in this degree which are specifically tailored to the needs of students preparing to pass the Texas teacher certification examination in mathematics for grades 7 to 12.

The Bachelor of Science in mathematics with a concentration in actuarial science is designed specifically for students whose career goals include the actuarial field. Coursework in mathematics and business

prepares the student to pass the initial actuarial exams and receive credit required by the American actuarial societies.

The Bachelor of Arts degree in mathematics is a strong liberal arts degree. The degree requires a minor, and it is suitable for anyone wanting a degree in mathematics while at the same time taking several courses in a different discipline.

The department expects any graduate with a major in mathematics to have the following abilities: (1) to analyze and solve problems using techniques of undergraduate mathematics; (2) to undertake independent study of literature in mathematics; (3) to communicate in both oral and written form the results of mathematical problems and/or investigations; and (4) to use technology in solving mathematical problems.

ACU's elementary mathematics courses are planned so that students who take precalculus or calculus start at a level suitable to their preparation. Placement in these courses is based on results from the math placement exam.

Credit by examination for calculus is available through national exams. More information is available at the university testing center.

## Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

## Admissions Requirements

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

## Bachelor of Science Degree (BS)

### MATHEMATICS (BS)

<b>BS: MATHEMATICS DEGREE PLAN (MATH)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Mathematics</b>	
MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 186 Calculus II .....	3
MATH 187 Calculus Computer Lab .....	1
MATH 227 Discrete Mathematics .....	3
MATH 286 Calculus III .....	3
MATH 325 Linear Algebra .....	3
MATH 351 Abstract Algebra I .....	3
MATH 377 Statistical Methods I .....	3
MATH 381 Analysis I .....	3
MATH 397 Mathematics Seminar .....	2
MATH 497 Mathematics Capstone (capstone and writing-intensive course) .....	2
Choose 1 course from the following: .....	3
MATH 453 Abstract Algebra II	
MATH 478 Mathematical Statistics	
MATH 483 Analysis II	
<b>Advanced Mathematics Selections</b>	
Advanced mathematics selections (excluding 309, 311, 410, and 412) .....	9
<b>TOTAL</b> .....	<b>38</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR</b>	
<b>Computer Science</b>	
CS 120 Programming I .....	3
CS 341 Numerical Methods .....	3
<b>Supplemental Menu</b>	



BIOL 112/114 General Biology I Lecture/Lab <i>or</i> CHEM 133/131 General Chemistry I Lecture/Lab ..... (3) <sup>1</sup> / PHYS 220 Engineering Physics I ..... (3) <sup>1</sup> PHYS 221 Engineering Physics I Lab ..... 1 PHYS 222 Engineering Physics II ..... 3 PHYS 223 Engineering Physics II Lab ..... 1 Choose 2 courses from the following: .....6-8 ACCT 210, 211, BIOL 112/114, 113/115, CHEM 133/131, 134/132, CS 332, 365, 442, PHYS 330/331 or Modern foreign language	
<b>TOTAL</b> .....	<b>18-20</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	14-16
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major requirements .....	2.00
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**MATHEMATICS – CONCENTRATION IN ACTUARIAL SCIENCE (BS)**

<b>BS: MATHEMATICS DEGREE PLAN – CONCENTRATION IN ACTUARIAL SCIENCE (MATH) (MASC)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Mathematics</b>	
MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 186 Calculus II .....	3
MATH 187 Calculus Computer Lab .....	1
MATH 227 Discrete Mathematics .....	3
MATH 286 Calculus III .....	3
MATH 377 Statistical Methods I .....	3
MATH 397 Mathematics Seminar .....	2
MATH 445 Theory of Interest .....	3
MATH 477 Statistical Methods II .....	3
MATH 478 Mathematical Statistics .....	3
MATH 497 Mathematics Capstone (capstone and writing-intensive course) .....	2
<b>Mathematics Selections</b>	
Choose 2 from the following: .....	6
MATH 325 Linear Algebra	
MATH 361 Ordinary Differential Equations	
MATH 381 Analysis I	
<b>Advanced Mathematics Selection</b>	
(excluding 309, 311, 410, and 412) .....	3
<b>TOTAL</b> .....	<b>35</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR</b>	
<b>Computer Science</b>	
CS 120 Programming I .....	3
<b>Business Administration</b>	
ACCT 210 Financial Accounting .....	3
ACCT 211 Managerial Accounting .....	3
ECON 260 Principles of Macroeconomics .....	(3) <sup>1</sup>
ECON 261 Principles of Microeconomics .....	3
FIN 310 Financial Management .....	3

FIN 419 International Financial Markets .....	3
IS 324 Management Information Systems .....	3
One upper level course (FIN 411 suggested) .....	3
<b>Business or Mathematics Selection</b>	
Any upper-level business or mathematics course (ECON 463 Managerial Economics <i>or</i> FIN 412 Financial Theory and Practice suggested) .....	
<b>TOTAL</b> .....	<b>27</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	10
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major requirements and supplement .....	2.50
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**MATHEMATICS FOR GRADES 7-12 TEACHER CERTIFICATION (BS)**

<b>BS: MATHEMATICS (ONE-FIELD TEACHER CERTIFICATION) DEGREE PLAN (MATT)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Mathematics</b>	
MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 186 Calculus II .....	3
MATH 187 Calculus Computer Lab .....	1
MATH 227 Discrete Mathematics .....	3
MATH 286 Calculus III .....	3
MATH 309 Algebraic Concepts for Teachers I .....	3
MATH 311 Geometric Concepts for Teachers I .....	3
MATH 351 Abstract Algebra I <i>or</i> MATH 381 Analysis I.....	3
MATH 377 Statistical Methods I .....	3
MATH 397 Mathematics Seminar .....	2
MATH 410 Algebraic Concepts for Teachers II .....	3
MATH 412 Geometric Concepts for Teachers II .....	3
MATH 418 Professional Development Experience in Mathematics (lab) .....	1
MATH 497 Mathematics Capstone (capstone and writing-intensive course).....	2
Advanced Selection MATH 325, 334, 361, or 477 .....	3
<b>TOTAL</b> .....	<b>36</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR</b>	
<b>Computer Science</b>	
CS 115 or 120.....	3
<b>Science</b>	
CHEM 133/131, PHYS 110/111, <i>or</i> PHYS 220/221 .....	(3) <sup>1</sup> / 1
<b>TOTAL</b> .....	<b>4</b>
<b>PROFESSIONAL EDUCATION REQUIREMENTS</b>	
EDUC 211 Educational Foundations and Multicultural Perspectives .....	(3) <sup>1</sup>
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 412 Secondary Curriculum and Media (capstone course)....	3

EDUC 432 Secondary Management and Methods (writing-intensive and capstone course).....	3
EDUC 476 Effective Strategies for English Language Learners .....	(3) <sup>1</sup>
EDUC 490 Clinical Teaching (capstone course).....	6
READ 322 Reading in Secondary Content Areas .....	3
SPED 371 Teaching Students with Special Needs (writing-intensive course) .....	3
<i>Must make application and be approved to take EDUC 490.</i>	
<i>GPA of 2.75 required to remain in Teacher Education Program</i>	
<b>TOTAL</b> .....	<b>18</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	14
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>CRITERIA FOR ADMISSION TO TEACHER EDUCATION</b>	
In accordance with Texas state law, students must meet the admission criteria described on page 118.	
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major requirements .....	2.75
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### Bachelor of Arts Degree (BA)

#### Admission Requirements

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

Students planning to use the BA in mathematics as a basis for entering the teaching profession at the high school level should refer to the *Department of Teacher Education* for a list of admission requirements to the Teacher Education Program (page 118).

### MATHEMATICS (BA)

<b>BA: MATHEMATICS DEGREE PLAN (MATH)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Mathematics</b>	
MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 186 Calculus II .....	3
MATH 187 Calculus Computer Lab .....	1
MATH 227 Discrete Mathematics .....	3
MATH 325 Linear Algebra .....	3
MATH 377 Statistical Methods I .....	3
MATH 397 Mathematics Seminar .....	2
MATH 497 Mathematics Capstone (capstone and writing-intensive course) .....	2
<b>TOTAL</b> .....	<b>17</b>
<b>Other Required Courses</b>	
Sophomore (or higher) Literature .....	3
FLLA, FREN, GER, or SPAN 221, 222 .....	6
<b>TOTAL</b> .....	<b>9</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>CONCENTRATIONS (CHOOSE ONE)</b>	
<b>Applied Mathematics Track (APMA)</b>	
MATH 351 Abstract Algebra I or MATH 381 Analysis I .....	3

MATH 477 Statistical Methods II .....	3
Choose 2 courses from the following: .....	6
MATH 334 Linear Programming	
MATH 361 Ordinary Differential Equations	
MATH 432 Introduction to Operations Research	
MATH 445 Theory of Interest	
MATH 463 Partial Differential Equations	
Advanced Mathematics Selection (excluding 309, 311, 410 and 412) .....	3
<b>TOTAL</b> .....	<b>15</b>
<b>Pure Mathematics Track (PURE)</b>	
MATH 351 Abstract Algebra I .....	3
MATH 381 Analysis I .....	3
MATH 453 Abstract Algebra II or MATH 483 Analysis II .....	3
Advanced Mathematics Selections (excluding 309, 311, 410 and 412) .....	6
<b>TOTAL</b> .....	<b>15</b>
<b>SUPPLEMENT FOR MAJOR</b>	
<b>Computer Science</b>	
CS 120 Programming I .....	3
<b>Minor or Departmental Supplement</b>	
A minor or 18 hours specified by a department (at least 6 hours must be advanced) .....	
<b>TOTAL</b> .....	<b>21</b>
<b>ELECTIVES</b>	
Minimum .....	10
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major requirements .....	2.00
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### Minor in Mathematics

A minor in mathematics may be added to other degrees. Some of the courses in this minor will have prerequisites.

<b>MINOR: MATHEMATICS (MATH)</b>	
MATH 185 Calculus I .....	3
MATH 186 Calculus II .....	3
MATH 187 Calculus Computer Lab .....	1
MATH 227 Discrete Mathematics .....	3
Choose 3 courses from: MATH 286, 325, 334, 351, 361, 377, 381, 432, 463, or 477 .....	9
<b>TOTAL (6 hours must be advanced)</b> .....	<b>19</b>

#### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Mathematics include those with the following designations: MATH and MATW.

# Music

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 Abilene, Texas 79699-8274  
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 Phone: 325-674-2108  
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 Email: matt.roberson@acu.edu  
 Web: www.acu.edu/music

## Faculty

Samuel L. Cook, *Associate Professor*  
 Brandon Houghtalen, *Assistant Professor*  
 Rick Piersall, *Associate Professor*  
 Julie Pruett, *Associate Professor*  
 Michael Rogers, *Assistant Professor*  
 Michael Scarbrough, *Professor*  
 Gregory Straughn, *Associate Professor*  
 Allen Teel, *Professor*  
 Susan Teel, *Instructor*  
 Kristin Ward, *Instructor*  
 Steven Ward, *Professor*  
 Kay Williams, *Professor*

**Majors:** Instrumental Teacher Certification (BM)  
 Music (BA)  
 Piano Performance (BM)  
 Piano Teacher Certification (BM)  
 Vocal Performance (BM)  
 Vocal Teacher Certification (BM)

**Minor:** Music

The Department of Music offers the Bachelor of Arts degree and the Bachelor of Music degree (teacher certification and/or performance). See the *Teacher Education* section of this catalog for more information on teacher certification (page 118).

## Introduction

The mission of the ACU Music Department is to prepare musicians for service and leadership throughout the world. A dedicated and talented faculty work with students in a caring, Christian environment. They teach and mentor in the classroom and studio using a wealth of experience gained from their performing, conducting, teaching, and composing careers. The faculty assists students in becoming outstanding performers, teachers, conductors, composers, and leaders in the music industry who reflect God's creative force and presence in their music and lives.

To accomplish this mission, the music department has established four primary objectives:

1. To develop and inspire students artistically as comprehensive musicians;
2. To prepare students to teach capably and effectively in the school and studio;
3. To provide training and direction for students who desire to perform professionally or who wish to utilize their music degree in the music industry; and
4. To guide and encourage young musicians in seeking ways to live a Christ-centered life and be a Christian role-model within the music profession.

ACU music graduates combine their love of music with a variety of careers including music sales, instrument repair, school administration, worship ministry, musical theater, and performance. They are teaching in their own private studios, composing scores for films, managing retail music stores, tuning and repairing pianos, testing musical instruments, writing and recording commercial jingles, managing touring musical groups, working with copyright laws, and teaching at colleges and universities.

Most graduates become music educators in the public schools and are highly sought after for positions throughout Texas. Directing a band, chorus, or orchestra is challenging and personally satisfying and generally receives a salary increment above state base. The Music Department also prepares students well for graduate study. More than 95 percent of the graduates who apply are accepted to the program of their choice and are consistently awarded outstanding performance and academic scholarships, as well as teaching assistantships.

The Department of Music at Abilene Christian University is an accredited institutional member of the National Association of Schools of Music and is a member of the Texas Association of Music Schools. Courses and degree plans satisfy requirements of the Texas Education Agency.

## General Departmental Requirements

### Admission Audition

Each entering major, whether a freshman or transfer student, must appear for an admission audition, held the semester prior to the beginning of the fall term or by appointment. Students will be assigned to instructors on the basis of the audition. Those who audition for scholarships during the general scholarship auditions are not required to audition for admission to the department.

### Degree Recitals

A junior recital is required of all performance majors. A senior recital is required of all music majors, except for those under the Bachelor of Arts degree. A student must be enrolled in major private instruction during the semester of this recital.

### Grades

Majors must receive a grade of "C" or better in all music classes. A course with a lower grade must be repeated for credit. Majors must achieve a minimum GPA of 2.25 for music major courses.

### Jury Examinations

Students studying privately in their major area of concentration are required to attend weekly performance labs and to appear for a jury examination before a faculty panel at the end of each semester.

### Piano Proficiency Exam

Every music major is required to pass the piano proficiency exam except students working toward the BA degree and piano majors. Students who do not pass the exam by the end of the sophomore year will register for piano each succeeding semester until they have passed. The examination measures the student's ability to play all major and minor scales with both hands over two octaves, to sight read a piece of moderate difficulty, to harmonize a melody at sight and to perform a prepared piece. The exam is given once each semester. The four-semester class piano sequence is designed to adequately prepare the student for the piano proficiency exam.

### Recital Attendance

All music majors who are full-time students must successfully complete the requirements of Recital Seminar each semester, until eight semesters have been completed, whether for Credit or No-Credit.

### Scholarships

Scholarships in music are available for voice, piano, band and orchestra. Interested students should contact the Department of Music for information, applications and audition dates. Auditions for the following school year begin in February and continue through April with scholarships being awarded before May. Instead of appearing in person for this audition, a video audition may be recorded and emailed to the administrative coordinator prior to May 1.

### Sophomore Proficiency Exam

At the close of the fourth semester of private instruction, all music majors are required to take the sophomore proficiency exam. Majors may not enroll in upper-level private instruction and music core courses until the exam has been passed.

### Theory Placement Exam

All freshman music majors specializing in music must take the theory

placement exam prior to registration. Students can receive credit for MUST 131, depending on the results of the exam. This exam also helps to identify students who may need special help in theory.

### Music Performance Ensembles

The following ensembles are available to majors and non-majors. They may be taken for Credit/No-Credit (0 hours, but requires a participation fee). Ensembles are available for lower or upper level credit. The student does not have to be a music major to participate in any performance ensemble. See the Department of Music for details and information about auditioning for ensembles. Music majors are required to successfully complete the requirements of a major performance ensemble every semester. Music Education students are exempt from this requirement the semester during which they student teach. Band and orchestral instruments may be rented for a fee.

### Bands

The **Big Purple Marching Band** is a dynamic and exciting ensemble comprised of both music and non-music majors, established in the early days of Abilene Christian College. The Big Purple is one of the largest co-ed organizations on the ACU campus. The band is a vital part of the ACU Opening Ceremonies each year and prepares a themed half-time show each year to be performed at all home football games.

The **Wind Ensemble** is comprised of outstanding undergraduate wind and percussion players, including almost equal numbers of music and non-music majors. The ensemble maintains a very active performance schedule. Annual tours throughout Texas include performances in high schools, churches, and other concert venues. In history, the Wind Ensemble has performed at six TMEA conferences and three CBDNA conferences. In 2010, they toured internationally, traveling to Brazil for a spring break concert tour and campaign. Every year, the Wind Ensemble closes the term with a brown bag concert for local elementary school children.

The **Concert Band** is open to all students with no audition required.

The goal of the band is to provide an outlet for musical creativity offering maximum enjoyment with limited performance demands. Students are challenged with high caliber music to continue their musical growth while pursuing their majors.

### Chamber Ensembles

A variety of chamber music ensembles, including brass quintet, instrumental ensemble, piano ensemble, flute choir, string quartet, and woodwind quintet are open to qualified performers. Interested musicians should contact the proper faculty director to arrange an audition.

### Choruses

The **A Cappella Chorus** of Abilene Christian University is the oldest a cappella chorus in the Southwest. Established in 1932 by the late Dr. Leonard Burford, A Cappella is dedicated to the study and performance of the finest choral literature of all musical eras. A Cappella takes one short tour in the spring and gives four major concerts each year. Music and non-music majors are accepted by audition only.

The **University Chorale** is a large chorus consisting primarily of freshmen and transfer students. Chorale is open to music and non-music majors and no audition is required for students with high school choral experience. The Chorus enables students to participate in choral activities without sacrificing substantial time from their major studies. On special occasions, such as Opening Ceremony, Homecoming, Veteran's Day, and Christmas Vespers, University Chorale and A Cappella perform together as the ACU Grand Chorus.

The **ACU Chamber Singers** is a select ensemble whose purpose is to explore the gamut of choral music with particular emphasis on early music and contemporary chamber music. The Chamber Singers perform at campus and community events, contributing to the artistic and academic life of the university. Auditions are highly competitive and are held at the end of the spring semester. Membership is open to all ACU students.

### Jazz

The **Jazz Ensemble** is comprised of both music and non-music majors and performs many different styles of music from the swing era to

modern jazz. This ensemble maintains an active performance schedule, both on and off campus, consisting of annual appearances at Sing Song, various social and community events, as well as participation in the Abilene Jazz Festival.

The **Jazz Combos** offer an opportunity for students to learn about jazz styles while performing in a small group of four to seven students. These small ensembles consist of both music and non-music majors on various instruments. They perform a broad range of jazz standards, as well as new compositions and arrangements by students and faculty. Vocal Jazz opportunities are also available for vocalists who are interested in this idiom. They perform in a wide variety of settings, from on-campus recitals to less formal gigs in Abilene and out of town.

### Musical Theatre

Music students have an opportunity to participate in the annual Homecoming musical produced in cooperation with the Theatre Department each fall. Other university productions such as Sing Song also give students experience in musical theatre.

### Orchestra

The **Orchestra** performs full orchestral literature and chamber music and is a vital contributor to the Department of music and the campus at large. The Orchestra presents concerts throughout the year, serving as the pit for the Homecoming Musical, performing with annual opera productions, hosting the biannual Concerto/Aria Competition and presenting the annual Christmas Vespers. Scholarships are available by audition for both music and non-music majors.

### Opera

The **Opera Workshop** is a training program for voice majors and non-majors designed to equip them with the skills to become a competent performer. Students will learn the technical aspects of opera production, such as stage management, lighting, building sets, locating props, creating costumes, and handling publicity. *Amahl and the Night Visitors*, a one-act, fully-staged Christmas Opera has become a yearly tradition each fall for this ensemble.

### Percussion Ensemble and Steelband

The Percussion Ensemble and Steelband is made up of music and non-music majors and maintains an active performance schedule. This outstanding ensemble performs a wide variety of literature, ranging from standard works to brand-new compositions. Their excellent inventory of percussion instruments from around the world allows them to explore musical styles from West Africa, Cuba, Brazil, and Trinidad-Tobago.

### Special Events

#### Concerto/Aria Competition

The bi-annual **Concerto/Aria Competition** affords gifted vocalists, instrumentalists, and pianists the opportunity to perform as soloists with the Orchestra in a spring concert. Any private lesson student with the approval of their private instructor may audition to participate in the Concerto Concert.

#### Honors Recital

An Honors Recital is held in the alternating years to the Concerto/Aria Competition. Faculty and guests judge the competition among interested music majors. The final program features the selected vocalists, instrumentalists, and pianists in a public performance.

#### Guest Artists

Guest artists are frequently invited to present concerts for students and guests. Recent guest artists have included Jazz professionals such as D.J. Logic and Christian McBride, and composer, Carter Pann. In addition, respected musical artists and clinicians with varied musical backgrounds are invited regularly to interact with students in master classes and as guest conductors and lecturers.

#### Admission Requirements

Before being admitted to this program, a student must audition and satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

**Bachelor of Arts Degree (BA)**

This degree is an appropriate course of study for undergraduates who wish to major in music as a part of a liberal arts program. This degree focuses on the literature of music rather than performance.

**MUSIC (BA)**

<b>BA: MUSIC DEGREE PLAN (MUSI)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Theory</b>	
MUST 111 Elementary Theory: Sight Singing and Ear Training ... 1	
MUST 112 Elementary Theory: Sight Singing and Ear Training ... 1	
MUST 131 Elementary Theory I: Analysis and Keyboard .....3	
MUST 132 Elementary Theory II: Analysis and Keyboard .....3	
MUST 211 Advanced Theory: Sight Singing and Ear Training .... 1	
MUST 212 Advanced Theory: Sight Singing and Ear Training .... 1	
MUST 231 Advanced Theory I: Analysis and Keyboard .....3	
<b>Musicology</b>	
MUSM 131 Music in World Cultures ..... (2) <sup>1</sup>	
MUSM 132 Music Literature ..... (1) <sup>1</sup> /1	
MUSM 431 Music History I: Antiquity to 1750 (capstone and writing-intensive course) ..... 3	
MUSM 432 Music History II: 1750-the Present ..... 3	
MUSM 449 Capstone Seminar in Music History and Theory (capstone course) ..... 1	
<b>Recital Seminar</b>	
Eight semesters, credit or non-credit ..... 0	
<b>Additional Major Requirements</b>	
<b>English</b>	
Sophomore (or higher) Literature ..... 3	
<b>Foreign Language</b>	
FREN, GER, FLLA, or SPAN 221, 222 ..... 6	
<b>TOTAL</b> ..... <b>30</b>	
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR</b>	
<b>General BA: MUSI</b>	
<b>Additional Music Selections</b> ..... 9	
Suggestions include: MUST 232, 331, 332, 432, MUSM 331, 441, 442, MUSE 335 or 337	
<i>Student's choice (may not include recital seminar or performing ensembles)</i>	
<b>Additional Selections in Music</b>	
Selected from either content courses, private instruction, or ensembles ..... 9	
<b>Major Concentration (private instruction)</b>	
Can be in two fields ..... 12	
<b>Performance Ensemble</b>	
Each semester, credit or non-credit ..... 0	
<b>TOTAL</b> ..... <b>30</b>	
<b>ELECTIVES</b>	
Minimum ..... 12	
<b>TOTAL MAJOR HOURS</b> ..... <b>72</b>	
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade in each required music course ..... C	
Minimum GPA in major ..... 2.25	
Minimum GPA for graduation ..... 2.00	
Minimum advanced hours ..... 33	
Minimum total hours ..... 128	
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Bachelor of Music Degree (BM)**

**MUSIC FOR TEACHER CERTIFICATION (BM)**

<b>BM: INSTRUMENTAL (ALL-LEVEL TEACHER CERTIFICATION) DEGREE PLAN (MTIA)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Theory</b>	
MUST 111 Elementary Theory: Sight Singing and Ear Training....1	
MUST 112 Elementary Theory: Sight Singing and Ear Training....1	
MUST 131 Elementary Theory I: Analysis and Keyboard .....3	
MUST 132 Elementary Theory II: Analysis and Keyboard .....3	
MUST 211 Advanced Theory: Sight Singing and Ear Training .....1	
MUST 212 Advanced Theory: Sight Singing and Ear Training .....1	
MUST 231 Advanced Theory I: Analysis and Keyboard .....3	
MUST 232 Advanced Theory II: Analysis and Keyboard .....3	
MUST 332 Forms and Analysis ..... 1	
MUST 432 Orchestration and Arranging .....2	
<b>Music Specialization Skills</b>	
MUSE 334 Beginning Conducting .....2	
MUSE 337 Intermediate Conducting .....1	
<b>Musicology</b>	
MUSM 131 Music in World Cultures .....(2) <sup>1</sup>	
MUSM 132 Music Literature .....(1) <sup>1</sup> /1	
MUSM 432 Music History II: 1750-the Present .....3	
MUSM 449 Capstone Seminar in Music History and Theory (capstone course) ..... 1	
<b>Recital Seminar</b>	
Eight semesters, credit or non-credit .....0	
<b>Performance Ensemble</b>	
Each semester (except during Student Teaching), credit or non-credit .....0	
<b>TOTAL</b> ..... <b>27</b>	
<b>INSTRUMENTAL CONCENTRATION</b>	
<b>Pedagogy</b>	
MUSE 110 Concepts of Percussion ..... 1	
MUSE 115 Concepts of High Brasses ..... 1	
MUSE 116 Concepts of Clarinet and Saxophone .....1	
MUSE 117 Concepts of Low Brasses ..... 1	
MUSE 118 Concepts of Flute and Double-Reeds .....1	
MUSE 119 Concepts of Strings .....1	
MUSE 211 Concepts of Jazz and Improvisation .....1	
<b>Major Concentration</b>	
MPIM.....14	
<b>Piano</b>	
2 hours of MUPC and/or MUPN (or proficiency passed)*.....2	
<i>*May substitute 2 hours in an ensemble if piano proficiency exam is passed.</i>	
<b>Bible</b>	
MUSM 431 Music History I: Antiquity to 1750 (capstone and writing-intensive course) .....(3) <sup>1</sup>	
<b>TOTAL</b> ..... <b>23</b>	
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>PROFESSIONAL REQUIREMENTS</b>	
<b>Reading and Education</b>	
EDUC 211 Educational Foundations and Multicultural Perspectives .....(3) <sup>1</sup>	
EDUC 221 Educational Psychology .....(3) <sup>1</sup>	
EDUC 476 Effective Strategies for English Language Learners ....3	
EDUC 490 Clinical Teaching (capstone course) .....6	
MUSE 449 Professional Practice in Music Education ..... 1	
READ 322 Reading in Secondary Content Areas ..... 3	

SPED 371 Teaching Students with Special Needs (writing-intensive course) .....	3
<b>Other Required Courses</b>	
MUSE 236 Vocal Concepts .....	1
MUSE 332 Elementary Music Techniques and Literature .....	3
MUSE 338 Band Methods: Marching Techniques and Wind Literature .....	2
MUSE 339 Secondary Music Methods – Instrumental .....	3
<b>TOTAL</b> .....	<b>25</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	0
<b>TOTAL MAJOR HOURS</b> .....	<b>75</b>
<b>CRITERIA FOR ADMISSION TO TEACHER EDUCATION</b>	
In accordance with Texas state law, students must meet the admission criteria described on page 118.	
<b>OTHER GRADUATION REQUIREMENTS</b>	
Pass the piano proficiency exam, sophomore proficiency exam and present a senior recital.	
Minimum grade in each required music course .....	C
Minimum GPA in major .....	2.75
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	131
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### BM: PIANO (ALL-LEVEL TEACHER CERTIFICATION) DEGREE PLAN (MTPA)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

#### MAJOR REQUIREMENTS

<b>Theory</b>	
MUST 111 Elementary Theory: Sight Singing and Ear Training ...	1
MUST 112 Elementary Theory: Sight Singing and Ear Training ...	1
MUST 131 Elementary Theory I: Analysis and Keyboard .....	3
MUST 132 Elementary Theory II: Analysis and Keyboard .....	3
MUST 211 Advanced Theory: Sight Singing and Ear Training ....	1
MUST 212 Advanced Theory: Sight Singing and Ear Training ....	1
MUST 231 Advanced Theory I: Analysis and Keyboard .....	3
MUST 232 Advanced Theory II: Analysis and Keyboard .....	3
MUST 332 Forms and Analysis .....	1
MUST 432 Orchestration and Arranging .....	2
<b>Music Specialization Skills</b>	
MUSE 334 Beginning Conducting .....	2
MUSE 337 Intermediate Conducting .....	1
<b>Musicology</b>	
MUSM 131 Music in World Cultures .....	(2) <sup>1</sup>
MUSM 132 Music Literature .....	(1) <sup>1</sup> /1
MUSM 432 Music History II: 1750-the Present .....	3
MUSM 449 Capstone Seminar in Music History and Theory (capstone course) .....	1
<b>Recital Seminar</b>	
Eight semesters, credit or non-credit .....	0
<b>Performance Ensemble</b>	
Each semester (except during Student Teaching), credit or non-credit .....	0
<b>Major Lessons</b>	
MUPM .....	14
<b>Pedagogy</b>	
MUSE 236 Vocal Concepts .....	1
MUSE 332 Elementary Music Techniques & Literature .....	3
MUSE 335 Concepts of Piano Performance .....	3

#### Bible

MUSM 431 Music History I: Antiquity to 1750 (capstone and writing-intensive course) .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>48</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

#### TRACKS (Choose One)

##### VOCAL Track (MTPV)

Minor lessons (voice) MPVN .....	4
MUSE 235 Instrumental Concepts .....	1
MUSE 333 Secondary Music Methods: Choral Organization and Administration .....	3
<b>Vocal Track Total</b> .....	<b>8</b>

##### BAND Track (MTPB)

MUSE 110 Percussion .....	1
MUSE 115 High Brass .....	1
MUSE 116 Clarinet/Saxophone .....	1
MUSE 117 Low Brass .....	1
MUSE 118 Flute/Double Reed .....	1
MUSE 211 Jazz Improvisation .....	1
MUSE 338 Band Methods .....	2
MUSE 339 Secondary Music Methods - Instrumental .....	3
<b>Band Track Total</b> .....	<b>11</b>

##### ORCHESTRA Track (MTPO)

MUSE 110 Percussion .....	1
MUSE 115 High Brass .....	1
MUSE 116 Clarinet/Saxophone .....	1
MUSE 117 Low Brass .....	1
MUSE 118 Flute/Double Reed .....	1
MUSE 119 Strings .....	1
MUSE 339 Secondary Music Methods - Instrumental .....	3
<b>Orchestra Track Total</b> .....	<b>9</b>

#### PROFESSIONAL REQUIREMENTS

##### Reading and Education

EDUC 211 Educational Foundations and Multicultural Perspectives .....	(3) <sup>1</sup>
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 476 Effective Strategies for English Language Learners ....	3
EDUC 490 Clinical Teaching (capstone course) .....	6
MUSE 449 Professional Practice in Music Education .....	1
READ 322 Reading in Secondary content Areas .....	3
SPED 371 Teaching Students With Special Needs (writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>16</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

#### ELECTIVES

Minimum .....	0
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**TOTAL MAJOR HOURS (MTPV) .....**72

**TOTAL MAJOR HOURS (MTPB) .....**75

**TOTAL MAJOR HOURS (MTPO) .....**73

#### CERTIFICATION

*This plan includes certification in band, choir, or orchestra with piano  
as the main instrument.*

#### CRITERIA FOR ADMISSION TO TEACHER EDUCATION

In accordance with Texas state law, students must meet the admission criteria  
described on page 118.

#### OTHER GRADUATION REQUIREMENTS

Pass the piano proficiency exam, sophomore proficiency exam and present a senior recital.	
Minimum grade for each required music course .....	C
Minimum GPA in major .....	2.75
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33

Minimum total hours (Vocal Track) .....	128
Minimum total hours (Band Track) .....	131
Minimum total hours (Orchestra Track) .....	129
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**BM: VOCAL (ALL-LEVEL TEACHER CERTIFICATION) DEGREE PLAN (MTVA)**

**UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 39).

**MAJOR REQUIREMENTS**

**Theory**

MUST 111 Elementary Theory: Sight Singing and Ear Training ...	1
MUST 112 Elementary Theory: Sight Singing and Ear Training ...	1
MUST 131 Elementary Theory I: Analysis and Keyboard .....	3
MUST 132 Elementary Theory II: Analysis and Keyboard .....	3
MUST 211 Advanced Theory: Sight Singing and Ear Training ....	1
MUST 212 Advanced Theory: Sight Singing and Ear Training ....	1
MUST 231 Advanced Theory I: Analysis and Keyboard .....	3
MUST 232 Advanced Theory II: Analysis and Keyboard .....	3
MUST 332 Forms and Analysis .....	1
MUST 432 Orchestration and Arranging .....	2

**Music Specialization Skills**

MUSE 334 Beginning Conducting .....	2
MUSE 337 Intermediate Conducting .....	1

**Musicology**

MUSM 131 Music in World Cultures .....	(2) <sup>1</sup>
MUSM 132 Music Literature .....	(1) <sup>1</sup> /1
MUSM 432 Music History II: 1750-the Present .....	3
MUSM 449 Capstone Seminar in Music History and Theory (capstone course) .....	1

**Recital Seminar**

Eight semesters, credit or non-credit .....	0
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**Performance Ensemble**

Each semester (except during Student Teaching), credit or non-credit .....	0
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**TOTAL** .....

27

**VOCAL CONCENTRATION**

**Music Pedagogy**

MUSE 235 Instrumental Concepts .....	1
MUSE 332 Elementary Music Techniques and Literature .....	3
MUSE 333 Secondary Music Methods – Choral Organization and Administration .....	3
MUSE 336 Concepts of Vocal Performance .....	3

**Diction**

MUSC 217 English and Italian Diction .....	1
MUSC 218 French and German Diction .....	1

**Major Concentration (major lessons)**

MPVM .....	14
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**Minor Concentration (non-major lessons)**

MUPC and/or MUPN .....	4
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**Bible**

MUSM 431 Music History I: Antiquity to 1750 (capstone and writing-intensive course) .....	(3) <sup>1</sup>
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**TOTAL** .....

30

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

**PROFESSIONAL REQUIREMENTS**

**Reading and Education**

EDUC 211 Educational Foundations and Multicultural Perspectives .....	(3) <sup>1</sup>
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 476 Effective Strategies for English Language Learners ...	3
EDUC 490 Clinical Teaching (capstone course).....	6
MUSE 449 Professional practice in Music Education .....	1

READ 322 Reading in Secondary Content Areas .....	3
SPED 371 Teaching Students With Special Needs (writing-intensive course) .....	3
<b>TOTAL</b> .....	16
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

**ELECTIVES**

Minimum .....	0
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<b>TOTAL MAJOR HOURS</b> .....	73
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**CRITERIA FOR ADMISSION TO TEACHER EDUCATION**

In accordance with Texas state law, students must meet the admission criteria described on page 118.

**OTHER GRADUATION REQUIREMENTS**

Pass the piano proficiency exam, sophomore proficiency exam, and present a senior recital.

Minimum grade in each required music course .....	C
Minimum GPA in major .....	2.75
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	129
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**PIANO OR VOCAL PERFORMANCE (BM)**

**BM: PIANO PERFORMANCE DEGREE PLAN (PIAP)**

**UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 39).

**MAJOR REQUIREMENTS**

**Theory**

MUST 111 Elementary Theory: Sight Singing and Ear Training....	1
MUST 112 Elementary Theory: Sight Singing and Ear Training....	1
MUST 131 Elementary Theory I: Analysis and Keyboard .....	3
MUST 132 Elementary Theory II: Analysis and Keyboard .....	3
MUST 211 Advanced Theory: Sight Singing and Ear Training ....	1
MUST 212 Advanced Theory: Sight Singing and Ear Training .....	1
MUST 231 Advanced Theory I: Analysis and Keyboard .....	3
MUST 232 Advanced Theory II: Analysis and Keyboard .....	3
MUST 331 Counterpoint .....	2
MUST 332 Forms and Analysis .....	1

**Music Specialization Skills**

MUSE 334 Beginning Conducting .....	2
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**Musicology**

MUSM 131 Music in World Cultures .....	(2) <sup>1</sup>
MUSM 132 Music Literature .....	(1) <sup>1</sup> /1
MUSM 432 Music History II: 1750-the Present .....	3
MUSM 449 Capstone Seminar in Music History and Theory (capstone course).....	1

**Recital Seminar**

Eight semesters, credit or non-credit .....	0
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**Performance Ensemble**

Each semester, credit or non-credit .....	0
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**TOTAL** .....

26

**PIANO CONCENTRATION**

**Concepts of Piano Performance**

MUSE 335 Concepts of Piano Performance .....	3
MUSM 441 Solo Piano Literature .....	3
MUSM 442 Ensemble Piano Literature .....	3

**Piano Ensemble and Accompanying**

MPEI .....	4
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**Major Concentration**

MUPM .....	24
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**Minor Concentration**

Can be in two areas .....	4
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<i>Note: Piano majors may use four semesters of piano ensemble for performance ensemble.</i>	
<b>TOTAL</b> .....	<b>41</b>
Arrange selections to ensure $\geq 33$ advanced hours.	
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR</b>	
<b>Bible</b>	
MUSM 431 Music History I: Antiquity to 1750 (capstone and writing-intensive course) .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>0</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Electives .....	6
<b>TOTAL MAJOR HOURS</b> .....	<b>73</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Pass the sophomore proficiency exam and present junior and senior recitals.	
Minimum grade in each required music course .....	C
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	129
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**BM: VOCAL PERFORMANCE DEGREE PLAN (VOCP)****UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 39).

**MAJOR REQUIREMENTS**

<b>Theory</b>	
MUST 111 Elementary Theory: Sight Singing and Ear Training ...	1
MUST 112 Elementary Theory: Sight Singing and Ear Training ...	1
MUST 131 Elementary Theory I: Analysis and Keyboard .....	3
MUST 132 Elementary Theory II: Analysis and Keyboard .....	3
MUST 211 Advanced Theory: Sight Singing and Ear Training ....	1
MUST 212 Advanced Theory: Sight Singing and Ear Training ....	1
MUST 231 Advanced Theory I: Analysis and Keyboard .....	3
MUST 232 Advanced Theory II: Analysis and Keyboard .....	3
MUST 331 Counterpoint .....	2
MUST 332 Forms and Analysis .....	1
<b>Music Specialization Skills</b>	
MUSE 334 Beginning Conducting .....	2
<b>Musicology</b>	
MUSM 131 Music in World Cultures .....	(2) <sup>1</sup>
MUSM 132 Music Literature .....	(1) <sup>1</sup> /1
MUSM 432 Music History II: 1750-the Present .....	3
MUSM 449 Capstone Seminar in Music History and Theory (capstone course).....	1
<b>Recital Seminar</b>	
Eight semesters, credit or non-credit .....	0
<b>Performance Ensemble</b>	
Each semester, credit or non-credit .....	0
<b>TOTAL</b> .....	<b>26</b>
<b>VOCAL CONCENTRATION</b>	
<b>Major concentration (major lessons)</b>	
MPVM .....	24
<b>Minor Concentration (non-major lessons)</b> .....	
<b>4</b>	
<b>Concepts of Vocal Performance</b>	
MUSE 336 Concepts of Vocal Performance .....	3
MUSM 331 Solo Vocal Literature .....	3
MUSM 439 Opera History .....	3

**Vocal Diction**

MUSC 217 English and Italian Diction .....	1
MUSC 218 French and German Diction .....	1

**Opera Workshop**

Four semesters, credit or non-credit	
MPEV 302 Opera Workshop .....	0

**TOTAL** .....**39**Arrange selections to ensure  $\geq 33$  advanced hours.<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours**SUPPLEMENT FOR MAJOR****Bible**

MUSM 431 Music History I: Antiquity to 1750 (capstone and writing-intensive course) .....	(3) <sup>1</sup>
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**TOTAL** .....**0**<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours**ELECTIVES**

Electives .....7

**TOTAL MAJOR HOURS** .....**72****OTHER GRADUATION REQUIREMENTS**

Pass the piano proficiency exam, sophomore proficiency exam, and present junior and senior recitals.

Minimum grade in each required music course .....	C
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128

*Courses numbered 0\*\* do not count in minimum hours required for degree.***Minor in Music****MINOR: MUSIC (MUSI)**

MUSM 131 Music in World Cultures .....	2
MUSM 132 Music Literature .....	2
MUST 111 Elementary Theory: Sight Singing and Ear Training....	1
MUST 112 Elementary Theory: Sight Singing and Ear Training....	1
MUST 131 Elementary Theory I: Analysis and Keyboard .....	3
MUST 132 Elementary Theory II: Analysis and Keyboard .....	3
Applied (private) lessons, two semesters minor lessons recommended .....	2
Performance ensemble .....	2
<b>TOTAL</b> .....	<b>16</b>
<i>No more than 2 hours of applied lessons and no more than 2 hours of performance ensemble may be applied to the minor.</i>	
Recital seminar, two semesters .....	0
<b>Choose 6 hours from:</b> .....	<b>6</b>
MUSE 334, 335, 336, MUSM 331, 431, 432 or 439	
<b>TOTAL</b> .....	<b>22</b>
<i>Completion of MUSM 131 and 132 satisfies university requirement.</i>	

**Course Descriptions**Please see the *Course Descriptions* section of this catalog (page 186).

Courses offered by the Department of Music include those with the following designations: MPEI, MPEV, MPIM, MPIN, MPVM, MPVN, MUPC, MUPM, MUPN, MUSC, MUSE, MUSM, MUSR and MUST.

*Note: Some courses are offered less than once a year. Failure to complete these courses when they are offered may delay graduation.*



# Political Science and Criminal Justice

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**Faculty**

Neal Coates, *Professor*  
 David Dillman, *Professor*  
 Mel Hailey, *Professor*  
 Stuart Platt, *Assistant Professor*

**Majors:** Political Science (BA)  
 Political Science with a Concentration in International Relations and Comparative Politics (BA)  
 Criminal Justice (BA)  
 Criminal Justice (BS)

**Minors:** Political Science  
 Criminal Justice  
 Peace & Social Justice Studies  
 Public Service

The Department of Political Science and Criminal Justice offers the Bachelor of Arts degree in Political Science and the Bachelor of Arts and Bachelor of Science in Criminal Justice. The Department also offers the BA in Political Science with a concentration in International Relations and Comparative Politics for students desiring a focused study of world politics. A minor in Political Science or Criminal Justice may be added to other majors. The Department also offers a minor in Public Service, appropriate for students across campus, and also designed for those in the Jack Pope Fellows Program.

**Introduction**

The purpose of the Department of Political Science and Criminal Justice is to provide a program of study to help students understand domestic and international politics and law enforcement theory and practice, and to prepare students for informed and active participation in the political arena and in criminal justice careers.

Opportunities for careers include:

- **Government Service:** Public service is a major emphasis of the department. ACU’s Public Service Internship Program gives outstanding students part-time, public-sector work experience along with their course work.
- **Law:** Political science is an excellent preparation for law school, and many recent graduates have gone on to successful careers in the various fields of law.
- **Criminal Justice:** A major in criminal justice prepares the student for a broad area of professional career options in the field of criminal justice and law, including: federal, state, and local law enforcement; pretrial, probation, and parole services; correctional careers; victim/witness assistance; graduate studies in criminology or criminal justice; or a potential for law school admission.
- **Media and Journalism:** Politics and media are intertwined, and students preparing for a career in broadcasting or journalism should be informed about politics and government.
- **Secondary Teaching:** The Department of History and Global Studies, in cooperation with the Department of Political Science and the Department of Teacher Education, offers a Bachelor of Science (BS) degree with a teaching specialization in social studies.

- **College Teaching:** The Department gives a broad exposure to politics and government, which is excellent preparation for graduate study and teaching at the community college, senior college, or university level.

**Study Abroad Expectations**

All students are encouraged to participate in ACU’s Study Abroad program. Classes offered at Study Abroad sites vary. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

**Bachelor of Arts (BA)**

**Admission Requirements**

Before being admitted to the Bachelor of Arts in Political Science or Criminal Justice programs, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

**POLITICAL SCIENCE (BA)**

<b>BA: POLITICAL SCIENCE DEGREE PLAN (POLS)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Non-Advanced Course Work</b>	
POLS 225 National Government .....	(3) <sup>1</sup>
POLS 226 States and Federal System <i>or</i>	
POLS 227 Introduction to International Relations .....	3
<b>Advanced Course Selections</b>	
<b>American</b> (choose 2 courses): .....	6
POLS 341 American Public Policy	
POLS 381 American Political Process	
POLS 382 American Presidency	
POLS 383 Congress and Legislative Process	
POLS 385 American Foreign Policy	
<b>Public Administration</b> (choose 1 course): .....	3
POLS 395 Public Administration (recommended)	
POLS 494 Public Administration Management	
POLS 497 Topics in Public Administration	
<b>International Relations</b> (choose 1 course): .....	3
POLS 484 International Law and Organization	
POLS 485 International Political Economy	
POLS 487 Terrorism Studies	
POLS 488 Topics in International Politics	
<b>Comparative Politics</b> (choose 1 course): .....	3
POLS 344 Comparative Politics	
POLS 345 Comparative Public Policy	
POLS 357 West European Politics	
POLS 358 CIS and East European Politics	
POLS 360 Politics of Developing Countries	
POLS 361 Politics of the Middle East	
<b>Political Theory</b> (choose 2 courses): .....	6
POLS 393 Peace, Power, and Politics	
POLS 490 Early Political Theory	
POLS 491 Recent Political Theory	
POLS 492 American Political Thought	
POLS 493 Topics in Contemporary Political Thought	
<b>Public Law</b> (choose 1 course): .....	3
POLS 384 American Judicial Process	
POLS 431 Constitutional Law: Powers	
POLS 432 Constitutional Law: Civil Rights	
POLS 493 Topics in Contemporary Political Thought	
<b>Research Methods</b>	
POLS 315 Research Methods <i>or</i>	
SOCI 415 Social Research (writing-intensive course) .....	3-4
POLS 499 Public Service Internship (capstone and writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>33-34</b>

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

SUPPLEMENT FOR MAJOR	
<b>Bible</b>	
BIBP 486 Ethics .....	(3) <sup>1</sup>
<b>Economics</b>	
ECON 260 Macroeconomics .....	(3) <sup>1</sup>
ECON 261 Microeconomics .....	3
<b>English</b>	
Sophomore (or higher) Literature .....	3
<b>Foreign Lanugage</b>	
FLLA, FREN, GER, or SPAN 221, 222 .....	6
<b>TOTAL</b> .....	<b>12</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum .....	26-27
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
OTHER GRADUATION REQUIREMENTS	
Minimum grade for each course in major .....	C
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### Concentration in International Relations and Comparative Politics

The Department of Political Science also offers the BA with a concentration in international relations and comparative politics for political science majors desiring a focused study of world politics.

BA: POLITICAL SCIENCE (CONCENTRATION IN INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS) DEGREE PLAN (POLS) (IRCP)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 39).	
MAJOR REQUIREMENTS	
<b>Non-Advanced Course Work</b>	
POLS 225 National Government .....	(3) <sup>1</sup>
POLS 227 Intro to International Relations.....	3
<b>Advanced Course Selections</b>	
<b>American</b> (choose 1 course): .....	3
POLS 341 American Public Policy	
POLS 381 American Political Process	
POLS 382 American Presidency	
POLS 383 Congress and Legislative Process	
POLS 385 American Foreign Policy	
<b>Public Administration</b>	
POLS 395 Public Administration .....	3
<b>International Relations</b>	
Choose 2 courses: .....	6
POLS 484 International Law and Organization	
POLS 485 International Political Economy	
POLS 487 Terrorism Studies	
POLS 488 Topics in International Politics	
<b>Comparative Politics</b>	
POLS 344 Comparative Politics .....	3
Choose 2 courses: .....	6
POLS 345 Comparative Public Policy	
POLS 357 West European Politics	
POLS 358 CIS and East European Politics	
POLS 360 Politics of Developing Countries	
POLS 361 Politics of the Middle East	
<b>Political Theory</b> (choose 1 course): .....	3
POLS 393 Peace, Power, and Politics	

POLS 490 Early Political Theory	
POLS 491 Recent Political Theory	
POLS 492 American Political Thought	
POLS 493 Topics in Contemporary Political Thought	
<b>Public Law</b> (choose 1 course): .....	3
POLS 384 American Judicial Process	
POLS 431 Constitutional Law: Powers	
POLS 432 Constitutional Law: Civil Rights	
<b>Research Methods</b>	
POLS 315 Research Methods or SOCI 415 Social Research (writing intensive course) .....	3-4
<b>ACU Study Abroad Program Participation</b>	
POLS 499 Public Service Internship (capstone and writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>36-37</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

SUPPLEMENT FOR MAJOR	
<b>Bible</b>	
BIBP 486 Ethics .....	(3) <sup>1</sup>
<b>Economics</b>	
ECON 260 Macroeconomics .....	(3) <sup>1</sup>
ECON 261 Microeconomics .....	3
<b>English</b>	
Sophomore (or higher) Literature .....	3
<b>Foreign Language</b>	
FLLA, FREN, GER, or SPAN 221, 222 .....	6
Choose 2 courses: FREN, SPAN 300-499 .....	6
<b>TOTAL</b> .....	<b>18</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum .....	17-18
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
OTHER GRADUATION REQUIREMENTS	
Minimum grade for each course in major .....	C
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### Criminal Justice (BA)

BA: CRIMINAL JUSTICE (CJ)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 39).	
MAJOR REQUIREMENTS	
POLC 205 Introduction to Criminal Justice .....	3
POLC 250 Police Systems and Practices.....	3
POLC 320 Criminal Law.....	3
POLC 330 Domestic Violence .....	3
POLC 365 Search and Seizure .....	3
POLC 420 Law Enforcement Leadership.....	3
POLC 430 Evidence and Procedure .....	3
POLC 455 Professionalism & Ethics in Criminal Justice .....	3
POLC 499 Criminal Justice Internship (capstone and writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>27</b>
SUPPLEMENT FOR MAJOR	
<b>English</b>	
Sophomore (or higher) Literature .....	3
<b>Foreign Lanugage</b>	

SPAN 221, 222 (Language other than Spanish acceptable with permission from department chair) .....	6
<b>Political Science</b>	
POLS 225 National Government .....	(3) <sup>1</sup>
POLS 384 American Judicial Process .....	3
POLS 432 Constitutional Law: Civil Rights .....	3
POLS 487 Terrorism Studies .....	3
<b>Sociology</b>	
SOCI 388 Crime and Delinquency .....	3
SOCI 415 Social Research (writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>24</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Choose elective, including from the following optional courses:	
POLC 350 Corrections: Prison, Probation, & Parole	
POLC 370 Forensic Evidence	
SOCI 355 Social Deviance	
<b>TOTAL</b> .....	<b>21</b>
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for each course in major .....	C
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Criminal Justice (BS)**

<b>BS: CRIMINAL JUSTICE (CJ)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
POLC 205 Introduction to Criminal Justice .....	3
POLC 250 Police Systems and Practices .....	3
POLC 320 Criminal Law .....	3
POLC 330 Domestic Violence .....	3
POLC 365 Search and Seizure .....	3
POLC 420 Law Enforcement Leadership .....	3
POLC 430 Evidence and Procedure .....	3
POLC 455 Professionalism & Ethics in Criminal Justice .....	3
POLC 499 Criminal Justice Internship (capstone and writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>27</b>
<b>SUPPLEMENT FOR MAJOR</b>	
<b>Political Science</b>	
POLS 225 National Government .....	(3) <sup>1</sup>
POLS 384 American Judicial Process .....	3
POLS 432 Constitutional Law: Civil Rights .....	3
POLS 487 Terrorism Studies .....	3
<b>Sociology</b>	
SOCI 388 Crime and Delinquency .....	3
SOCI 415 Social Research (writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>15</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Choose elective, including from the following optional courses:	
POLC 350 Corrections: Prison, Probation, & Parole	
POLC 370 Forensic Evidence	
SOCI 355 Social Deviance	
<b>TOTAL</b> .....	<b>30</b>

<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for each course in major .....	C
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Minor in Political Science**

The minor in political science requires 18 hours, of which 12 must be advanced.

<b>MINOR: POLITICAL SCIENCE (POLS)</b>	
Choose 6 hours from: POLS 100-299 .....	6
Choose 12 hours from: POLS 300-499 .....	12
<b>TOTAL</b> .....	<b>18</b>

**Minor in Criminal Justice**

<b>MINOR: CRIMINAL JUSTICE (POLC)</b>	
POLC 205 Introduction to Criminal Justice .....	3
POLC 250 Police Systems and Practices .....	3
POLC 330 Domestic Violence .....	3
POLC 455 Professionalism & Ethics in Criminal Justice .....	3
Choice of two upper-division Criminal Justice courses (300-499) .....	6
<b>TOTAL</b> .....	<b>18</b>

**Peace and Social Justice Studies**

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**Introduction**

The Peace and Social Justice minor is an eighteen credit hour, liberal arts, interdisciplinary program available to all students as a complement to any major. It focuses on the question of how humans resolve conflicts and how disputes can give way to peace and justice rather than ruin. Because conflict may be international, within a given society, or personal, peace and social justice studies necessarily draw upon a wide variety of disciplines, including philosophy, political science, history, psychology, theology, economics, sociology, and literature.

This minor is unique in three ways. First, its focus is on peace and social justice, and it integrates these topics from among several disciplines. Second, it is grounded in a Christian worldview and is, in part, inspired by the particular history of Churches of Christ. Finally, it is scholarly, but not disinterested. It freely admits that peace is better than war, as those studying medicine favor health over disease. Its bias is that peace is not just the absence of war, but must include values and structures that support human flourishing. In other words, this minor urges not only deep thought but also thoughtful action.

Within this minor, philosophers and theologians will ask about the nature of human beings and the meaning of justice and prod us to think about how religion has been a barrier to as well as a motive for peace. Historians and sociologists will point to the causes of war and injustice and help us understand their short- and long-term effects.

Psychologists will deepen our understanding of human behavior and give us tools for more peaceful relationships, while political scientists and economists will ask us to think about differing notions of power and will advance our understanding of international sources of conflict and their structural or organizational solutions.

The study of peace is both idealistic and practical, and this minor is designed to address both dimensions. If we cannot figure out a way to live peaceably in our daily relationships or in our international politics, we are doomed to continued conflict in our homes, workplaces, and world. As philosopher Hannah Arendt has said, "Violence, like all action, changes the world, but the most probable change is to a more violent world." Thus, having understanding and skills to take an active role in peacemaking is utterly practical. At the same time, a dose of idealism is what motivates peace and social justice action. To quote sociologist Elise Boulding, "We cannot achieve what we cannot imagine."

### Mission of the Program

The mission of Peace and Social Justice Studies is to motivate and prepare students to be active peacemakers in their homes, churches, workplaces, local communities, nations, and world.

Students who complete the Peace and Social Justice Studies minor will be exposed to ways of thinking, skills, and experiences which will motivate and enable them to contribute to the resolution of conflict so that these conflicts result in justice and creative development rather than violence, and be prepared to engage in graduate-level peace and social justice studies.

### Peace and Social Justice Minor

MINOR: PEACE AND SOCIAL JUSTICE STUDIES (PSJS)	
<b>Foundations</b> .....	<b>3</b>
PHIL 486 Ethics	
<b>Context</b> .....	<b>3</b>
Choose 3 hours from:	
HIST 455 Social and Ethnic History in U.S.	
POLS 493 Topics in Contemporary Political Thought	
SOCI 480 Inequality and Social Justice	
<b>Philosophy</b> .....	<b>6</b>
Choose 6 hours from:	
PHIL 451 Philosophy and Social Justice	
POLS 393 Peace, Power, and Politics	
<b>Application</b> .....	<b>3</b>
Choose 3 hours from:	
ECON 438 International Poverty and Development	
ENGL 328 Social Justice: A Rhetoric	
PSYC 305 Peacemaking	
<b>Capstone</b> .....	<b>3</b>
PSJS 499 Peace and Social Justice (capstone course)	
<b>TOTAL</b> .....	<b>18</b>

### Public Service (Pope Fellows Only)

David Dillman, *Director*  
 ACU Box 29143  
 Abilene, Texas 79699-9143  
 Hardin Administration Building, Room 220  
 Phone: 325-674-2095 Fax: 325-674-6962  
 Email: dillmand@acu.edu

Abilene Christian University recognizes Judge Jack Pope's considerable contributions to his state and nation in his career as a public servant. In honor of his accomplishments and service, the Board of Trustees of ACU established the Jack Pope Fellows Program. The Jack Pope Fellows Program offers fellowships to outstanding Abilene Christian University students pursuing careers in public service. Acceptance into the Program requires students to complete an interdisciplinary 24-hour Minor in Public Service, which is administered by the Department of Political Science (see Admission/Course Requirements below).

The Program gives students opportunities to learn about public service in the classroom, attend special lectures, gain practical experience in public service, and participate in service activities. The Jack Pope Fellows Program is interdisciplinary and applicants are drawn from all majors and fields of study offered at Abilene Christian University. Pope Fellowships are intended for those who will shape the culture and provide a Christian influence in an area of public service. Public service is broadly defined as careers at all levels and in all functions of government as well as related public service sectors.

*Public service, in all its many forms, is a noble calling. It is so important that we must not leave it to chance. We should, instead, actively search for and recruit young men and women who have good minds and character. We must then provide them the training they can use to solve the complex problems of our times. If we fail to do this, we will leave important civic matters to untrained, indifferent or unprincipled people. We must begin now.*

- Judge Jack Pope

### Admission Requirements

To be selected for a Jack Pope Fellowship, a student must:

1. Be a full-time student at Abilene Christian University at the time of selection to the program.
2. Be a junior pursuing a bachelor's degree during the 2016-2017 academic year. A student will meet the definition of "junior" if one has completed more than half the second year of college but not more than half the third year of college by the beginning of the 2016-2017 academic year.
3. Currently have (and subsequently maintain) a grade point average of at least 3.25.
4. Submit an application portfolio demonstrating a genuine commitment toward pursuing a public service career.
5. Interview with the Jack Pope Fellows Steering Committee.

### Public Service Minor

#### MINOR: PUBLIC SERVICE (POPE FELLOWS ONLY) (PUBS)

##### Required Courses

BIBP 486 Ethics (may fulfill advanced Bible credit) .....	3
POLS 225 National Government .....	(3) <sup>1</sup>

##### Pope Connecting Courses

POLS 400 (senior project from major) .....	3
POLS 420 Public Service Seminar .....	3

##### Pope Program Core

POLS 341 American Public Policy <i>or</i> POLS 381 American Political Process <i>or</i> POLS 395 Public Administration .....	3
ECON 260 Macroeconomics <i>or</i> ECON 261 Microeconomics ...	(3) <sup>1</sup>

##### Supplementary Courses

IS 322 Business Statistics, <i>or</i> POLS 315 Political Science Research Methods, <i>or</i> PSYC 311 Elementary Statistics, <i>or</i> SOCI 415 Social Research (capstone and writing-intensive course) <i>or</i> SOCI 416 Social Statistics .....	3-4
HIST 479 Latin America: Modern Era, <i>or</i> HIST 490 Mexico: Growth and Culture <i>or</i> HIST 300-499 (with approval of director) .....	3

**TOTAL** .....

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Political Science include those with the following designation: POLC, POLS, and PSJS.

# Psychology

Richard Beck, *Chair*  
ACU Box 28011  
Abilene, Texas 79699-8011  
McKinzie Hall, Room 126

Phone: 325-674-2310  
Fax: 325-674-6968  
Email: psychacademics@acu.edu  
Web: www.acu.edu/psychology

## Faculty

Stephen H. Allison, *Professor*  
Richard Beck, *Professor*  
John H. Casada, *Associate Professor*  
Cherisse Y. Flanagan, *Assistant Professor*  
Billy Jones, *Professor*  
David P. McAnulty, *Associate Professor and  
Director ACU Psychology Clinic*  
Robert McKelvain, *Professor*  
Larry Norsworthy, *Professor*  
T. Scott Perkins, *Professor*  
Jennifer Shewmaker, *Professor*  
Rachel Team, *Assistant Professor*  
Charles Wadlington, *Assistant Professor*

**Major:** Psychology (BS)

**Minor:** Psychology

The Department of Psychology offers the Bachelor of Science in psychology. A minor in psychology may be added to other majors.

The Master of Science degree is available in clinical psychology, counseling psychology, psychology and school psychology. See the *Graduate Programs* section of this catalog (page 129).

## Introduction

Psychology is the study of behavior and mental processes. Students have the opportunity to study fundamental principles of human development, learning, personality, and physiological psychology. Students also learn concepts and skills in the application of psychology to industrial, clinical, counseling, and other work settings.

The major in psychology is intended to prepare students to be effective in:

- Understanding the history, theories, concepts and ideas of psychology and assessing those ideas in light of Christian faith;
- Synthesizing knowledge, creativity and Christian commitment to fashion solutions to problems and take advantage of opportunities;
- The fundamental helping skills that enhance opportunities for Christian service and will provide the foundation for further professional training;
- Preparation for graduate and professional training.

## Accelerated Professional Psychology Degree Plan

Students who are committed to pursuing graduate training as a professional counselor or to pursuing doctoral study in psychology may participate in the Accelerated Professional Psychology Degree Plan (APPDP). Students who meet the admission requirements for the APPDP may take up to 24 hours of graduate course work in their senior year. The graduate course work will count toward both the undergraduate degree and toward an ACU masters degree in psychology.

Interested students may seek pre-admission to the APPDP after they have completed 30 semester hours. Students must apply for full admission to the ACU Psychology graduate program in the Fall semester after they have completed 60 hours and have a GPA of 3.50.

When accepted into the APPDP and after they have completed 90 semester hours, students may take six hours of graduate course work in the Summer and six graduate course hours in each of the Fall and Spring

semesters. No more than 12 hours per semester – 6 undergraduate and 6 graduate hours – is recommended. Graduate courses will count as general electives or electives in the psychology major and may not be substituted for required courses in the psychology major. Individual students' academic programs must be approved by the Director of Graduate Studies of the department each semester a student participates in the APPDP.

## Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

## Bachelor of Science Degree (BS)

### Admission Requirements

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

## PSYCHOLOGY (BS)

### BS: PSYCHOLOGY DEGREE PLAN (PSYC)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

#### MAJOR REQUIREMENTS

##### Psychology

PSYC 120 Introduction to Psychology .....	(3) <sup>1</sup>
PSYC 232 Developmental Psychology .....	3
PSYC 233 Physiological Psychology .....	3
PSYC 241 Cognition and Learning .....	3
PSYC 351 Experimental Psychology .....	4
PSYC 368 Psychological Tests and Measurement .....	3
PSYC 370 Social Psychology .....	3
PSYC 382 Abnormal Psychology .....	3
PSYC 451 Statistics in Psychological Research .....	3
PSYC 485 Introduction to Counseling (capstone course) .....	4
PSYC 493 History of Theories in Psychology (capstone and writing-intensive course) .....	3
Psychology selections (PSYC 200-499) .....	21

##### Science

BIOL 101 Biology: Human Perspective .....	(3) <sup>1</sup>
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<b>TOTAL</b> .....	<b>53</b>
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<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

#### ELECTIVES

Minimum .....	19
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<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
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#### OTHER GRADUATION REQUIREMENTS

Minimum GPA in major .....	2.00
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128

*Courses numbered 0\*\* do not count in minimum hours required for degree.*

## Minors in Psychology

### MINOR: PSYCHOLOGY

#### General (PSGE)

PSYC 120 Introduction to Psychology .....	3
PSYC 382 Abnormal Psychology <i>or</i> PSYC 493 History of Theories in Psychology (writing-intensive course) .....	3
Choose 6 hours from: PSYC 100-499 .....	6
Choose 6 hours from: PSYC 300-499 .....	6

**TOTAL** ..... **18**

#### Child Emphasis (PSCH)

PSYC 120 Introduction to Psychology .....	3
PSYC 232 Developmental Psychology .....	3
PSYC 374 Emotional and Behavioral Disorders in Children .....	3
PSYC 392 Child Psychology .....	3
PSYC 493 History of Theories in Psychology (capstone and writing-intensive course) .....	3
PSYC 373 Characteristics and Needs of Exceptional Children <i>or</i> 376 Psychology of Mental Retardation .....	3

**TOTAL** ..... **18**

#### Counseling Related (PSCO)

PSYC 120 Introduction to Psychology .....	3
PSYC 232 Developmental Psychology .....	3
PSYC 382 Abnormal Psychology .....	3
PSYC 388 Teams and Team Leadership .....	3
PSYC 485 Introduction to Counseling .....	4
PSYC 493 History of Theories in Psychology (capstone and writing-intensive course).....	3

**TOTAL** ..... **19**

#### Research Oriented (PSRE)

PSYC 120 Introduction to Psychology .....	3
PSYC 233 Physiological Psychology .....	3
PSYC 241 Cognition and Learning .....	3
PSYC 351 Experimental Psychology .....	4
PSYC 368 Psychological Tests and Measurement .....	3
PSYC 451 Statistics in Psychological Research .....	3
PSYC 493 History of Theories in Psychology (capstone and writing-intensive course).....	3

**TOTAL** ..... **22**

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Psychology include those with the following designation: PSYC.

# Theatre

Dawne Meeks, *Chair*

ACU Box 27843

Abilene, Texas 79699-7843

Williams Performing Arts Center, Room 124

Phone: 325-674-4892

Fax: 325-674-6887

Email: theatre@acu.edu

Web: www.acu.edu/theatre

#### Faculty

Sandy Freeman, *Associate Professor*

Kari Hatfield, *Associate Professor*

Adam Hester, *Professor*

Dawne Meeks, *Associate Professor*

Gary Varner, *Professor*

**Majors:** Theatre (BFA)

**Minor:** Theatre

The Department of Theatre offers six tracks within the Bachelor of Fine Arts: Acting, Directing, Musical Theatre, Design/Technical, Theatre Ministry, and Educational Theatre. The department works with the Department of Teacher Education to offer teacher certification within the theatre education track. A minor in theatre may be added to other majors.

#### Mission Statement

The Abilene Christian University Department of Theatre is committed to providing quality training and opportunity for the disciplined theatre artist in a nurturing environment that models Christian values.

#### Acceptance into Department

The Department of Theatre accepts up to 12 freshmen each year through an interview process. Students interested in the design/technical track will present a portfolio in lieu of auditioning. Students interested in one of the other five tracks will audition. Students pursuing tracks in directing, education, or ministry will also present a portfolio. Transfers or current students wishing to change to a Theatre major must go through this same process and will be accepted only as space allows. A three-year commitment is required for students transferring into the program. The department has capped the number of majors in the program to increase opportunity and training. The first year is considered a probationary year. Students are evaluated at the end of the year and must complete barriers to continue in the major. See the theatre website to register for an audition/interview.

#### Introduction

The Bachelor of Fine Arts (BFA) is a studio-intensive course of study designed for students with a strong commitment to a professional career in performance, directing, design, teaching, or theatre ministry. Those who are admitted to the major are expected to exhibit a high level of competence and motivation.

This ACU program is highly competitive with larger universities because it offers its students greater opportunities resulting in an impressive résumé upon graduation. Theatre students compete well in unified auditions for graduate schools and professional theatres. The curriculum is geared for a well-rounded theatre education with hands-on experience in all phases of backstage work, multiple performance opportunities, small classes, and one-on-one mentoring faculty. Agents and casting directors from New York, Los Angeles, and other major cities view the senior showcase each year. Students in performance or design tracks are encouraged to spend their final semester studying with industry and Broadway professionals at the Tepper Semester in NYC. In addition, casting agents and directors from regional theatres hold workshops in various techniques and audition ACU Theatre students throughout the year.

The ACU Theatre makes use of several performance spaces. The Williams Performing Arts Center (WPAC) has two performance areas: the Fulks Theatre, a 320-seat thrust theatre, and the Culp Theatre, an intimate multi-form space. Large-scale musicals are presented in the 2100-seat Abilene Civic Center. The Abilene Shakespeare Festival is produced each summer through the Department of Theatre.

**Study Abroad Expectations**

All students are encouraged to participate in ACU’s Study Abroad Program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year. The department is supportive of ACU’s Study Abroad experience, LA Film Studies semester, and the Tepper Semester in NYC.

**Admission Requirements**

Before being admitted to this program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19) and complete an audition and interview and be selected.

**THEATRE (BFA)**

<b>BFA: THEATRE DEGREE PLAN (THEA)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Theatre Core</b>	
THEA 101 Transforming Artists: An Orientation to the Theatre Major .....	1
THEA 137 Theatre Workshop: Technical (7 units) .....	7
THEA 220 Introduction to Theatre .....	(3) <sup>1</sup>
THEA 226 Acting I.....	3
THEA 227 Introduction to Technical Theatre .....	3
THEA 230 Fashion as Cultural Reflection .....	3
THEA 454 Beginning Directing .....	3
THEA 469 Stage Makeup .....	3
THEA 480 Arts and Culture: A Christian Aesthetic (capstone course) .....	3
THEA 490 History of Theatre (writing-intensive course).....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>26</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>TRACK REQUIREMENTS</b>	
<b>Acting (THAC)</b>	
THEA 320 Voice and Diction for the Stage .....	3
THEA 321 Movement for the Stage .....	3
THEA 325 Acting II.....	3
THEA 327 Acting III: Improvisation .....	3
THEA 350 Acting IV: Period Styles .....	3
THEA 353 Acting V: Stanislavski/Method Acting .....	3
THEA 455 Acting VI: Shakespeare .....	3
THEA 456 Acting VII: Auditioning .....	3
Voice: MPVN 211/411 <i>or</i> THEA 205/206/211/411 .....	2
<b>TOTAL</b> .....	<b>26</b>
<b>Design/Technical (THDT)</b>	
THEA 330 Theatre Management .....	3
THEA 332 Costume Design .....	3
THEA 466 Scene Design .....	3
THEA 467 Theatre Lighting .....	3
Art History (221, 222, 323, 324) .....	3
Choose 9 hours from: ART, DSGN, THEA 331, <i>or</i> spec. topic/guided study THEA.....	9
<b>TOTAL</b> .....	<b>24</b>
<b>Directing (THDI)</b>	
THEA 320 Voice and Diction for the Stage .....	3
THEA 321 Movement for the Stage .....	3
THEA 325 Acting II.....	3
THEA 330 Theatre Management .....	3

THEA 353 Acting V: Stanislavski/Method Acting .....	3
THEA 457 Playwriting .....	3
THEA 460 Musical Theatre Directing Workshop .....	3
THEA 467 Theatre Lighting .....	3
THEA 470 Advanced Directing .....	3
<b>TOTAL</b> .....	<b>27</b>
<b>Musical Theatre (THMT)</b>	
THEA 221, 222, 223, 224, 421, 422, 423, 424, 425 Dance (Choose 6, two may be used for PEAC credit and three may be used toward the University Requirements selection) .....	1/(5) <sup>1</sup>
THEA 320 Voice and Diction for the Stage .....	3
THEA 321 Movement for the Stage .....	3
THEA 325 Acting II.....	3
THEA 327 Acting III: Improvisation .....	3
THEA 350 Acting IV: Period Styles <i>or</i> THEA 455 Acting VI: Shakespeare .....	3
THEA 353 Acting V: Stanislavski/Method Acting .....	3
THEA 360 Musical Theatre Performing Workshop .....	3
THEA 456 Acting VII: Auditioning .....	3
MUST 111 Elementary Theory: Sight Singing and Ear Training.....	1
MUST 120 Music Fundamentals .....	2
Voice: MPVN 211/411 <i>or</i> THEA 205/206/211/411 .....	4
<b>TOTAL</b> .....	<b>32</b>
<b>Theatre Ministry (THMN)</b>	
THEA 320 Voice and Diction for the Stage .....	3
THEA 325 Acting II.....	3
THEA 327 Acting III: Improvisation .....	3
THEA 330 Theatre Management .....	3
THEA 457 Playwriting .....	3
THEA 461 Children’s Theatre .....	3
THEA 467 Theatre Lighting .....	3
THEA 470 Advanced Directing .....	3
Choose 6 hours of Philosophy or advanced Bible courses .....	6
<b>TOTAL</b> .....	<b>30</b>
<b>Theatre for Teacher Certification (THED)</b>	
THEA 320 Voice and Diction for the Stage .....	3
THEA 325 Acting II.....	3
THEA 327 Acting III: Improvisation .....	3
THEA 461 Children’s Theatre .....	3
THEA 463 Educational Theatre .....	3
THEA 467 Theatre Lighting .....	3
THEA 460 Musical Theatre Directing Workshop <i>or</i> THEA 470 Advanced Directing .....	3
<b>PROFESSIONAL EDUCATION REQUIREMENTS</b>	
EDUC 211 Educ. Foundations and Multicultural Perspectives (also satisfies University Requirement Selection) .....	(3) <sup>1</sup>
EDUC 221 Educational Psychology (also satisfies Social Science requirement) .....	(3) <sup>1</sup>
EDUC 412/432 Secondary Curriculum and Media/Secondary Management and Methods (capstone courses) <i>or</i> EDUC 411/431 Elementary Curriculum and Media & Elementary Management and Methods (capstone courses) .....	6
EDUC 476 Effective Teaching Strategies for English Language Learners.....	3
EDUC 490 Clinical Teaching (capstone course).....	6
READ 322 Reading in Secondary Contest Area .....	3
SPED 371 Teaching Students with Special Needs (writing-intensive course).....	3
<b>TOTAL</b> .....	<b>42</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
<b>Areas of Emphasis</b>	
Acting .....	20
Design/Technical .....	22
Directing .....	19
Musical Theatre .....	14
Theatre Ministry .....	16
Teacher Certification .....	4

<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>CRITERIA FOR ADMISSION TO TEACHER EDUCATION</b>	
In accordance with Texas state law, students must meet the admission criteria described on page 118.	
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in major (all THEA courses are included) .....	2.50
Minimum GPA for graduation .....	2.50
Minimum GPA in major in Education Theatre Track .....	2.75
Minimum GPA for Education Theatre Track .....	2.75
Minimum advanced hours .....	≥33
Minimum total hours .....	≥128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### Minor in Theatre

There is no audition barrier to declare a minor in theatre. Our performance classes are limited in size; preference for enrollment is given to majors first. However, non-performance classes provide many opportunities for courses in theatre for theatre minors and non-majors. Non-performance classes include (among others): playwriting, lighting, costume design, set design, theatre history. Theatre Practicum (THEA 137) is available every semester and may be repeated. If you are interested in a theatre minor, please contact us for more information.

<b>MINOR: THEATRE (THEA)</b>	
THEA 137 Theatre Workshop: Technical (3 units) .....	3
THEA 220 Introduction to Theatre .....	3
THEA 226 Acting I <i>or</i>	
THEA 227 Introduction to Technical Theatre .....	3
Choose 9 hours from: THEA 300-499 .....	9
<b>TOTAL</b> .....	<b>18</b>

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Theatre include those with the following designation: THEA.

# College of Biblical Studies

Ken Cukrowski, *Dean*  
 Christopher Hutson, *Associate Dean*  
 ACU Box 29400  
 Abilene, Texas 79699-9400  
 Biblical Studies Building, Room 202

Phone: 325-674-3700  
 Fax: 325-674-3776  
 Email: cukrowskik@acu.edu or crhutson@acu.edu  
 Web: www.acu.edu/academics/cbs

The College of Biblical Studies exists for the purpose of educating students for Christian leadership throughout the world. From this central purpose of training Christian leaders, two emphases emerge: (1) training ministers of the Gospel of Christ and (2) training students who will become active church leaders and servants in the Lord's Kingdom.

The study of the Bible as God's Word is at the heart of the curriculum of Abilene Christian University and is the reason for the existence of the university. An education without a knowledge of the spiritual dimension is sadly lacking, since only the information and strength derived from the Word of God can furnish the world view, meaning, and purpose so necessary to the happy and useful life.

### Department of Bible, Missions and Ministry

The Department of Bible, Missions and Ministry provides instruction and knowledge of the Bible and related studies to help students become intellectually and practically grounded in the Christian faith. It also provides an environment in which the student's faith can be a personal experience to be lived and shared.

Specifically, the Department of Bible, Missions and Ministry seeks:

- To deepen faith in God, Christ, and the Holy Spirit;
- To specially prepare students to evangelize in our complex, changing world;
- To instill in every student a deep commitment to the Bible as the inspired Word of God, and to the church of our Lord;
- To furnish basic training for sound biblical interpretation;
- To inspire students to develop a life-long practice of Bible study;
- To convey an understanding of the history of Christianity and its contemporary expressions;
- To explore the nature of religion and the contemporary world and to understand how Christianity relates to them;
- To teach students to think deeply and to formulate for themselves an integrated and well-grounded Christian world view with clearly defined goals, purposes and assumptions;
- To enhance students' lifelong process of being formed into the image of Christ.

Most of the faculty have at one time served in the local ministry or the foreign missions of a church. Several serve as elders, deacons, and ministers of local congregations. Many have published books and articles, served as editors of professional journals, and been involved in many other types of publishing. Some are internationally known in scholarly circles, having read papers or conducted workshops at professional meetings.

### Graduate Programs

The College of Biblical Studies offers nationally-recognized graduate programs in the Graduate School of Theology and in Marriage and Family Therapy, including several master's degrees and the Doctor of Ministry. The faculty make a significant contribution to the academic and spiritual growth and development of the students. See the College of



Biblical Studies graduate section of this catalog for more information (page 148).

### Preacher Training School Applicants

The Department of Bible, Missions and Ministry assists graduates from schools of preaching and Bible training schools to complete the requirements toward a bachelor's degree in Christian ministry at ACU.

Although it is not possible within the university's academic structure to accept courses transferred from schools not accredited by the regional college and university accrediting agencies, ACU's College of Biblical Studies has a plan to help prospective students make this transition in a manner that satisfies accrediting agency requirements.

The school from which the student graduates must be approved by the dean and Academic Council of the College of Biblical Studies, who will verify that it has met certain sound academic standards. Approved schools must conduct an academic program covering at least two years of full-time study under faculty with proper academic credentials. There is no guarantee that a student will receive any transfer credit from a school of preaching or Bible school. It is highly recommended that a student applying for transfer credit submit to the Associate Dean of the College of Biblical Studies copies of course syllabi for all proposed transfer courses. A course syllabus should show the learning objectives of the course, the lecture contents, and all required reading, writing and other assignments, along with the date when the course was completed and the name of the instructor.

The student applying for entrance to ACU from such an approved school of preaching or Bible training school will be placed on probation for one semester as a full time student. During the probationary semester the student must achieve a GPA of 2.50 or above. The student who achieves the required GPA may then be awarded up to 45 hours of college credit for his or her work at a school of preaching or Bible training school.

The possible 45 hours awarded to the student are as follows:

1. Lower level Bible – up to a maximum of 12 hours
2. Advanced Bible – up to a maximum of 33 hours

The student receiving credit from a school of preaching or Bible school is subject to the degree requirements list in the General Requirements for Bachelor's Degrees of this catalog as well as the requirements for the chosen major.

### College of Biblical Studies Requirements

Four-year graduates of the university from all the departments must take five courses in Bible (15 hours), including at least three courses (9 hours) in study of the text itself. Bible hours required of transfer students in the university requirements can be found in the Transfer Information section of this catalog (page 17).

The following policies apply to all students working toward a Bible, Missions or Ministry degree:

1. *Admission Requirements.* Before being admitted to a program, a student must satisfy the requirements listed in the University Admission section of this catalog.
2. *Transfer Credit.* To receive credit for transfer work, see the requirements listed in the Transfer Information section of this catalog.
3. *Grades.* A student must have a grade of "C" or better in each lower-level Bible/Missions course (BIBL 101, 102, 211, and BGRK 221-222), an overall GPA of at least 2.25, and a GPA in upper-level Bible/Missions courses of at least 2.50.
4. *Graduation Requirements.* A summer internship and a battery of assessments known as the Preparation for Ministry packet.
5. *Electives.* Courses numbered 0\*\* do not count as electives or toward graduation. Electives may include deficiency requirements in science.

# Bible, Missions and Ministry

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### Faculty

Rodney Ashlock, *Assistant Professor*  
Clifford Barbarick, *Assistant Professor*  
John Boyles, *Assistant Professor*  
Kilnam Cha, *Assistant Professor*  
Randall Harris, *Instructor*  
Houston Heflin, *Assistant Professor*  
Christopher Hutson, *Associate Professor*  
David Kneip, *Assistant Professor*  
Victor McCracken, *Assistant Professor*  
Marcia Moore, *Part-time Instructor*  
Janine Morgan, *Instructor*  
Curt Niccum, *Professor*  
Robert Oglesby, *Instructor*  
Glenn Pemberton, *Professor*  
Amanda Pittman, *Assistant Professor*  
Jeanene Reese, *Associate Professor*  
Jerry Taylor, *Associate Professor*  
John Willis, *Professor*  
Wendell Willis, *Professor*

### Missions Coordinators

Gary Green, *Latin America*  
Larry Henderson, *Asia*  
P. Kent Smith, *North America*

**Majors:** Bible & Ministry (BA)  
Ministry and Vocation (BA)

**Minors:** Bible, Missions, and Ministry

### Introduction

The Department of Bible, Missions and Ministry offers the Bachelor of Arts degree with two majors in:

1. Bible & Ministry with concentration areas in Biblical Text, Biblical Languages, Christian Ministry, and Missions
2. Ministry & Vocation with concentration areas in Children & Family Ministry, Vocational Missions, Worship Ministry, and Youth & Family Ministry.

In addition to these degrees, a minor in Bible, Missions, and Ministry is also available.

### Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

### Bachelor of Arts Degree (BA)

#### Acceptance into Department

The Department of Bible, Missions and Ministry welcomes all who desire to serve God. Some may serve in unofficial or vocational capacities. For those who decide to serve as full-time ministers and missionaries, we view that call as a high call, demanding high standards. We, therefore, require an admission process that usually takes place during the sophomore year. This process, described below, is intended to

ensure congregations that ACU graduates are equipped for the demands of ministry.

### Requirements for Acceptance

Criteria for admission to a program leading to a degree offered by the Department of Bible, Missions and Ministry are:

1. Junior standing (60 credit hours).
2. A grade of "C" or better in each lower-level Bible course (BIBL 101, 102, 211, and BGRK 221, and 222).
3. A cumulative GPA of at least 2.25.
4. Satisfactory completion of the Readiness for Ministry Testing, usually by the early spring of the sophomore year.
5. Enroll in BIBL 320 in the first semester after admission to candidacy; usually this will be the fall semester of the junior year.
6. Recommendations (2) from:
  - An elder or minister of your home congregation.
  - A professor at ACU from whom you have taken a course and who is not in the Department of Bible, Missions and Ministry.
7. Personal statement included in application.
8. Submission and completion of the application packet.
9. Payment of \$80 for psychological testing and interpretation of the results. This fee is attached to the BIBL 211 Message of the Old Testament majors' section.
10. Approval by the admission committee.

For an application and further information about admission to the major, visit the Department of Bible, Missions and Ministry.

### Integrated Plans: BA Bible and Ministry (BBMN) and Master of Divinity (MDiv); BA Bible and Ministry (BBMN) and Master of Arts in Christian Ministry (MACM)

The Integrated Degree Plan (IDP) allows high-achieving majors in the Department of Bible, Missions, and Ministry (DBMM) to be provisionally admitted to the MDiv and MACM program, so that, during their senior year, they may begin taking some specified graduate courses that would also count toward their BA in Bible and Ministry major. IDP students can potentially save up to a year's worth of tuition and living expenses and move sooner into full-time employment.

To be admitted into the program, an undergraduate student must:

1. be a BA Bible and Ministry major in good standing (includes assessment of maturity and fitness for ministry based on diagnostic tools routinely administered in the sophomore year)
2. have earned at least 104 hours toward the BA degree by the end of the junior year
3. hold a cumulative 3.2 or higher GPA at the end of the junior year
4. have completed BGRK 332 with at least a "B"
5. apply for and be provisionally accepted to the MDiv or MACM program

A student who wishes to explore the IDP option should visit with the DBMM Chair in the spring of the freshman year, to map out a course selection plan that will lead toward the IDP.

### Revocation of Admission

The Department of Bible, Missions and Ministry reserves the right to revoke admission at any time, if a student's cumulative GPA falls below 2.25, or if a student's values or actions are not consistent with those of the university as defined in the *Student Guide*.

### BIBLE & MINISTRY (BA)

<b>BA: BIBLE &amp; MINISTRY (BBMN)</b>
<b>UNIVERSITY REQUIREMENTS</b>
Please see the University Requirements section of this catalog (page 39).
<b>MAJOR REQUIREMENTS</b>
<b>Bible (Upper Level Bible selection)</b> BIBM 439 Teaching and Learning for Spiritual Formation (writing

intensive course).....(3) <sup>1</sup>	
<b>Greek</b>	
BGRK 221 New Testament Greek for Beginners I.....3	
BGRK 222 New Testament Greek for Beginners II.....3	
<b>Foreign Language (BA)</b>	
BGRK 331 Elementary Greek Readings I <i>or</i> FREN, GER <i>or</i> SPAN 221.....3	
BGRK 332 Elementary Greek Readings II <i>or</i> FREN, GER <i>or</i> SPAN 222.....3	
<b>English (BA)</b>	
Sophomore (or higher) literature.....3	
<b>Missions</b>	
BMIS 420 Gospel in a Multi-Cultural World <i>or</i> BMIS 371 Religion in Global Contexts.....3	
<b>Church History</b>	
BIBH 380 Survey of Church History, BIBH 383 Restoration History, <i>or</i> BIBH 432 Story of Christian Spirituality.....3	
<b>Ministry</b>	
BIBM 493 Preaching.....3	
<b>Theology</b>	
BIBT 379 The Church <i>or</i> BIBT 491 Theology.....3	
<b>Biblical Interpretation</b>	
BIBL 320 Introduction to Biblical Interpretation.....3	
<b>Biblical Text</b>	
BIBL 365, 451, 452, 453, 454, 458, 460, 461, BGRK 441, 442 <i>or</i> BHEB 472.....3	
<b>Capstone</b>	
BIBM 391 Ministry in Context.....3	
BIBM 429 Field Education.....2	
BIBM 491 Senior Capstone Experience (capstone course).....1	
<b>TOTAL</b> ..... <b>39</b>	
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

### CONCENTRATIONS (choose 1)

<b>Biblical Text (BIBL)</b>	
BIBL 365 General Epistles.....3	
BIBL 451 Pentateuch.....3	
BIBL 458 Synoptic Gospels.....3	
Choose 3 hours from: 452, 453, or 454 (non-duplicative).....3	
<b>TOTAL</b> ..... <b>12</b>	
<b>Biblical Languages (BLAN)</b>	
BGRK 441 Exegetical Greek Seminar I.....3	
BGRK 442 Exegetical Greek Seminar II.....3	
BHEB 471 Introduction to Hebrew I.....3	
BHEB 472 Introduction to Hebrew II (non-duplicative).....3	
<b>TOTAL</b> ..... <b>12</b>	
<b>Christian Ministry (BIBM)</b>	
BIBM 401 Church Leadership.....3	
BIBM 403 Christian Leadership.....3	
Choose 3 hours from: BIBM 405, 413, 422, 480 or 492.....3	
Choose 3 hours from: BIBH 380 or 432.....3	
<b>TOTAL</b> ..... <b>12</b>	
<b>Missions (BMIS)</b>	
BMIS 270 Living the Mission.....3	
BMIS 245 Understanding Culture for Global Service.....3	
BMIS 421 Missions as Spiritual Formation.....3	
BMIS 371 Religion in Global Contexts <i>or</i> BMIS 420 Gospel in a Multi-Cultural World (Note: Either BMIS 371 or BMIS 420 is required for the major, but the Missions track requires both courses).....3	
<b>TOTAL</b> ..... <b>12</b>	
<b>ELECTIVES</b>	
Minimum.....21	
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in upper-level Bible & Ministry courses.....2.50	
Minimum GPA for graduation.....2.25	
Minimum advanced hours.....33	

Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**MINISTRY AND VOCATION (BA)**

<b>BA: MINISTRY AND VOCATION (BMV)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Bible (Upper Level Bible Selection)</b>	
BIBM 439 Teaching and Learning for Spiritual Formation (writing intensive course) .....	(3) <sup>1</sup>
<b>Greek</b>	
BGRK 221 New Testament Greek for Beginners I <i>or</i> FREN, GER <i>or</i> SPAN 111 .....	3
BGRK 222 New Testament Greek for Beginners II <i>or</i> FREN, GER <i>or</i> SPAN 112 .....	3
<b>Foreign Language (BA)</b>	
BGRK 331 Elementary Greek Readings I <i>or</i> FREN, GER <i>or</i> SPAN 221 .....	3
BGRK 332 Elementary Greek Readings II <i>or</i> FREN, GER <i>or</i> SPAN 222 .....	3
<b>English (BA)</b>	
Sophomore (or higher) literature.....	3
<b>Ministry</b>	
BIBM 493 Preaching .....	3
<b>Theology</b>	
BIBT 379 The Church <i>or</i> BIBT 491 Theology .....	3
<b>Biblical Interpretation</b>	
BIBL 320 Introduction to Biblical Interpretation.....	3
<b>Capstone</b>	
BIBM 391 Ministry in Context.....	3
BIBM 429 Field Education .....	2
BIBM 491 Senior Capstone Experience (capstone course).....	1
<b>TOTAL</b> .....	<b>30</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

<b>CONCENTRATIONS (choose 1)</b>	
<b>Children &amp; Family Ministry (BMCF)</b>	
BIBM 434 Spiritual Formation of Children .....	3
BIBM 492 Children and Family Ministry .....	3
Choose 6 hours from: FAM 251, PSYC 392 <i>or</i> FAM 362 .....	6
<b>Concentration Electives</b>	
(9 hours of which must be upper-level in one discipline or Related disciplines approved by the department).....	21
<b>TOTAL</b> .....	<b>33</b>
<b>Vocational Missions (BIVM)</b>	
BMIS 270 Living the Mission.....	3
BMIS 245 Understanding Culture for Global Service .....	3
BMIS 421 Missions as Spiritual Formation .....	3
Choose 3 hours from: BMIS 371 <i>or</i> 420 .....	3
<b>Concentration Electives</b>	
(9 hours of which must be upper-level in one discipline or related disciplines approved by the department).....	21
<b>TOTAL</b> .....	<b>33</b>
<b>Worship Ministry (BIBW)</b>	
BIBM 403 Christian Worship .....	3
BIBM 404 Worship Leading.....	3
BIBH 432 Story of Spiritual Formation .....	3
Choose 3 hours from: BIBH 380 <i>or</i> 383 .....	3
Must have Minor in Music .....	22
<b>TOTAL</b> .....	<b>34</b>
<b>Youth &amp; Family Ministry (BYFM)</b>	
BIBM 330 Foundations of Youth Ministry .....	3
BIBM 331 Youth Ministry Design.....	3
BIBM 435 Adolescent Spiritual Formation.....	3

BIBM 442 Leadership of Youth and Family .....	3
<b>Concentration Electives</b>	
(9 hours of which must be upper-level in one discipline or related disciplines approved by the department) .....	21
<b>TOTAL</b> .....	<b>33</b>
<b>ELECTIVES</b>	
Minimum (BMCF, BIVM) .....	9
Minimum (BIBW) .....	8
Minimum (BYFM) .....	9
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA in upper-level Vocation Ministry courses .....	2.50
Minimum GPA for graduation .....	2.25
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Minor in Bible, Missions and Ministry**

The Bible, Missions, and Ministry minor encourage students to take Bible and missions courses that will deepen their knowledge of the Scriptures and make them more valuable ministers or missionaries, better equipped to enrich the congregations in which they serve.

<b>MINOR: BIBLE, MISSIONS AND MINISTRY (BIMM)</b>	
<b>University Requirements</b>	
BIBL 101 Jesus: His Life and Teachings .....	3
BIBL 102 Early Christians: Life, Literature and Community .....	3
BIBL 211 Message of the Old Testament .....	3
Choose 2: BIBH, BIBL, BIBM, BIBP, BIBT, BMIS (300-499) .....	6
<b>Upper Level Selections</b>	
Choose 3 (300-499) courses in BIBT, BIBP, BIBH, BIBL, BIBM, BMIS.....	9
<b>TOTAL</b> .....	<b>24</b>

### Interdisciplinary Degree in Biblical Studies

A total of 41 hours are required for an interdisciplinary degree in biblical studies. The student must work with his or her advisor and the Department of Bible, Missions and Ministry advisor to determine the selection to be chosen.

1. University Requirements, 15 hours: BIBL 101, 102, 211, and 6 hours Bible (Upper-Level Selections). Choose 2: BIBH, BIBL, BIBM, BIBP, BIBT, BMIS (300-499).
2. Interdisciplinary, 27 hours:
  - a. Specified, 18 hours: BGRK 221, 222, BIBL 320, 3 hours BIBP, BIBT, 3 hours BMIS, 3 hours BIBH;
  - b. Upper level selection, 9 hours: from BIBH, BIBL, BIBP, BIBT, BIBM, *or* BMIS courses.

### Missions Activities

*Mentoring groups* – A strong feature of missions training is the mentoring program. Inaugurated each fall at a mentoring retreat, each person enrolled in a degree is assigned to a mentor for the school year. A minimum of one hour per week is spent in prayer, self-assessment, encouragement and growth activities. Warm association with fellow missions students is a strong feature of the department.

*Short-Term Missions Internships* – Two short-term missions internship programs are available to students. World Wide Witness consists of summer internships lasting from 6-10 weeks and GAP (Global Apprenticeship Program) offers longer internships, lasting from 6 months to 2 years.

*Weekly Mission Chapel* – Students interested in missions may earn chapel credits by attending this weekly Small Group Chapel service.

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Bible, Missions and Ministry include those with the following designations: BGRK, BHEB, BIBH, BIBL, BIBM, BIBP, BIBT and BMIS.

# Marriage & Family Studies

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### Faculty

Dale Bertram, *Professor*  
 D. Greg Brooks, *Assistant Professor*  
 Heidi Morris, *Adjunct Faculty*

**Major:** Child and Family Services (BS)

**Minor:** Child and Family Services

The Department of Marriage and Family Studies offers the Bachelor of Science degree in Child and Family Services. A minor in Child and Family Services may be added to other majors.

The Department also offers the Master of Marriage and Family Therapy. See the *Graduate Programs* section of this catalog (page 129).

### Introduction

The mission of the Department of Marriage and Family Studies is to equip students to strengthen family relationships and solve personal and relational problems through child and family services or therapeutic intervention (at the graduate level) while cultivating Christian leadership and character in each student.

The undergraduate program in Child and Family Services contributes to this mission through:

- Emphasizing the formation of healthy relationships and the promotion of optimal human development;
- Examining current research and theory regarding the normal issues with which individuals and families must contend as they grow and evolve;
- Creating opportunities for students to design, implement, and evaluate family life education programs; and
- Providing diverse practicum experiences that prepare students for future employment.

The graduate program in Marriage and Family Therapy contributes to this mission through:

- Emphasizing a Christocentric view of human nature and personal/relational problems within a context of diversity;
- Providing a diverse clinical training experience;
- Encouraging development of a professional identity by fostering involvement in the profession of marriage and family therapy; and
- Creating a culture of research.

The Department is committed to attaining high standards in education while offering personal guidance to students regarding their life choices. Marriage and Family Studies faculty members have academic degrees and professional experience in such areas as community services, marriage and family therapy, gerontology, research, administration, family life education, ministry, organizational development, group leadership, business consulting, family violence, and healthcare services.

### Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their

Study Abroad experience and should be consulted during the freshman year.

### Bachelor of Science Degree (BS)

The Bachelor of Science Degree in Child and Family Services is designed to equip students to serve the needs of children and families in a variety of community settings. For those with a strong desire to help improve people's lives, the program equips students to provide social services and educational programs designed to improve the functioning of children and their families, to help strengthen family relationships, and to solve personal and family problems. Taught from a Christian perspective, the program prepares students for a variety of careers serving children and families such as social service providers, family service workers, child life specialists, child and adult protective service providers, youth services and program directors, child development center directors, and family life educators. The Child and Family Services major requirements examine ten content or subject areas prescribed by the National Council on Family Relations (NCFR).

Students use recommended electives to build a specific area of study or concentration based on their professional interests such as child life, marriage and family, counseling, child and family ministry, gerontology, etc. Upon graduation, students will have completed the course content necessary to take the NCFR Certified Family Life Educator (CFLE) examination if desired. Majors in Child and Family Services should be people-oriented, sensitive to the concerns of children and families, effective in communication and listening skills, and strong in potential for leadership and management.

### Admission into the Child and Family Services Program

The Department of Marriage and Family Studies welcomes all who desire to gain knowledge and expertise pertaining to various aspects of child and family services from a Christian perspective. While some may apply their studies in personal or unofficial capacities, many will pursue careers as professionals working with children and families. This is a high calling, demanding high professional standards. We, therefore, require an admission process that usually takes place during the sophomore year. This process, described below, is intended to ensure prospective employers that ACU graduates are equipped for the demands of working with children and family services.

### Requirements for Admission

Students entering ACU as freshmen who wish to major in Child and Family Services will receive candidacy status in the program. In order to be fully admitted to the program, the following criteria must be met:

1. Good standing in the University with at least 45 credit hours completed.
2. Competition of FAM 251, FAM 265, and FAM 285 with a grade of C or better.
3. A cumulative overall GPA of at least 2.25.

Any exemptions or modification to the above requirements due to special circumstances must be requested through the Chair of the Department of Marriage and Family Studies. All requests will be reviewed and must be approved by the Child and Family Services Admissions and Review Committee.

### Requirements for Maintaining Program Admission Status

In order to remain in the Child & Family Services program, students must meet the following criteria:

1. A grade of C or higher in all major courses.
2. Maintenance of an overall cumulative GPA of 2.25 or higher.

## CHILD AND FAMILY SERVICES (BS)

### BS: CHILD & FAMILY SERVICES DEGREE PLAN (CFS)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

#### MAJOR REQUIREMENTS

BIBM 413 Seminar in Adolescent Moral/Sexual Issues.....(3) <sup>1</sup>	
COMM 376 Family Communication .....	3
FAM 232 Family Finances .....	3
FAM 251 Introduction to Family Studies .....	(3) <sup>1</sup>
FAM 265 Introduction to Child Development .....	3
FAM 285 Family Theories: An Introduction .....	3
FAM 356 Human Intimacy .....	3
FAM 362 Families in Society .....	3
FAM 452 Parenting and Family Skills .....	3
FAM 453 Family Crises and Resiliency.....	3
FAM 455 Ministry to Fathers .....	3
FAM 470 Family Life Education Methodology .....	3
FAM 485 Ethics and Professional Development (capstone and writing intensive course) .....	3
FAM 495 Family Studies Practicum .....	3
GERO 352 Adult Development and Aging .....	3
<b>TOTAL .....</b>	<b>39</b>

#### ELECTIVES

Minimum .....

**TOTAL MAJOR HOURS .....** 72

#### OTHER GRADUATION REQUIREMENTS

Minimum grade for each course in major .....	C
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128

*Courses numbered 0\*\* do not count in  
minimum hours required for degree.*

## Minor in Child and Family Services

### MINOR: CHILD & FAMILY SERVICES (CFS)

COMM 376 Family Communication .....	3
FAM 251 Introduction to Family Studies .....	3
FAM 452 Parenting and Family Skills .....	3
<b>Child &amp; Family Services Selection Choose 9 hours from: .....</b>	<b>9</b>
FAM 265 Child Development	
FAM 356 Human Intimacy	
FAM 362 Families in Society	
FAM 232 Family Finance	
FAM 453 Family Crises and Resiliency	
FAM 454 Aging and The Family <i>or</i>	
FAM 455 Ministry to Fathers	
<b>TOTAL .....</b>	<b>18</b>

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186).

Courses offered by the Department of Bible, Missions and Ministry include those with the following designations: FAM.

# College of Business Administration

C. Brad Crisp, *Dean*  
Andrew Little, *Associate Dean*  
Tim Johnston, *Assistant Dean*

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The mission of the College of Business Administration is to glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of students, and educates them for Christian service and leadership throughout the world.

The college's business programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB International), the premier accrediting agency of collegiate business schools worldwide.

The college contains two business academic units:

- The Department of Accounting and Finance offers the:
  - Bachelor of Business Administration (BBA) degree with majors in:
    - Accounting
    - Financial Management
  - Master of Accountancy (MAcc) described in the *Graduate Programs* section of the catalog (page 129).
- The Department of Management Sciences offers the:
  - Bachelor of Business Administration (BBA) degree with majors in:
    - Information Systems
    - Management
    - Marketing
  - These concentrations are available to any business major or minor:
    - Business Intelligence
    - Business Leadership
    - Business Process Management
    - Entrepreneurship and Philanthropy
    - Human Resource Management
    - International Business
  - Minors to non-BBA majors:
    - Business Administration
  - The college partners with ACU Dallas to offer the:
    - Master of Business Administration (MBA)

The college also contains a technology and computing unit:

- The School of Information Technology and Computing offers the:
- Bachelor of Science (BS) degree with majors in:
    - Computer Science – available concentrations in Computing Theory; Game Development; and Software Engineering
    - Computer Science and Math with Teacher Certification
    - Digital Entertainment Technology – available concentrations in Digital Design, Film and Media Production and Game Development

- Information Technology – available concentrations in Application Development and Security and Administration
- Minors in:
  - Computer Science
  - Digital Entertainment Technology
  - Information Technology

See the School of Information Technology and Computing section for additional undergraduate program information (page 106).

## Bachelor of Business Administration

### Learning Goals

The Bachelor of Business Administration consists of three interwoven curricula: The liberal arts core, foundational business content, and specialized knowledge relevant to the major. The learning goals of the major are to:

- Apply Christian principles in evaluating issues and making moral/ethical decisions.
- Demonstrate broad, integrated knowledge and skills in core business disciplines and the business context.
- Demonstrate critical thinking, communication, technical, and career preparation skills appropriate for business professionals.
- Lead and participate effectively in diverse team environments.
- Understand the global business environment.
- Understand the entrepreneurial process.

### Admission Requirements

Admission to a business program is required before pre-business and undecided majors can enroll in upper-level business courses.

Admission occurs upon:

- Successful completion of a spreadsheet competency test

And one of the following:

- An SAT (critical reading and math) score of 1210 or higher or an ACT (composite) score of 27 or higher.
- Completing 42 ACU and/or transfer credit hours with a cumulative grade point average (GPA) of 2.5 or higher.

Once admitted, if a student's GPA drops below 2.5, the student will be reverted to preadmission status. Students who revert to preadmission status must apply for readmission with their department chair. Based on the chair's evaluation of the student's progress and potential to complete the major, the student may be readmitted to the College of Business Administration without condition, readmitted with condition, or not readmitted. Students who have the preadmission designation, as well as students who are undecided, may repeat business courses within the college but may not progress to additional 300-level or higher business courses until the GPA requirement is met.

### Other Requirements

The following policies apply to all students working toward a Bachelor of Business Administration:

- Grades: A student must earn a grade of "C" or better in each business course.
- Repeating courses: No course offered by the college may be taken more than three times. A withdrawal or grade on a transcript is considered an attempt.
- Transfer Credit: At least 50 percent of the credit hours in business must be completed at ACU.

# Accounting and Finance

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## Faculty

Curtis E. Clements, *Associate Professor*  
William E. Fowler, *Associate Professor*  
John D. Neill, *Professor*  
David Perkins, *Professor*  
Terry Pope, *Professor*  
Jonathan Stewart, *Professor*  
Scott Stovall, *Associate Professor*  
T. Kyle Tippens, *Assistant Professor*  
Paul Wertheim, *Professor*

**Majors:** Accounting (BBA)  
Financial Management (BBA)

## Introduction

The Department of Accounting and Finance offers the Bachelor of Business Administration degree in accounting and in financial management.

The Master of Accountancy degree is available as a separate graduate degree or as part of the Integrated BBA/MAcc degree as described below. See the *Graduate Programs* section of this catalog for information on the Master of Accountancy degree (page 168).

## Integrated Plan: Accounting (BBA) and Master of Accountancy (MAcc)

Students planning to enter the Master of Accountancy program may choose to apply for entry into the Integrated Plan. The Integrated Plan allows students to take a limited number of MAcc courses during their senior year and eliminates the 6 hours of accounting or finance electives from the BBA degree requirements. Students must complete all other BBA requirements of the accounting degree and also must complete the 30 hours of the Macc degree. The Integrated Plan requires 152 hours of course work and satisfies the 150-hour regulations for students wanting to take the Uniform CPA exam.

Students should take note of the following provisions of the Integrated Plan:

1. Entry into the plan is by application and must be approved by the department chair and the college dean.
2. A student's BBA degree will not be awarded until satisfactory completion of 15 hours in the MAcc program.
3. A student in the plan may participate in undergraduate commencement exercises during the semester in which all BBA requirements other than the 6 hours of accounting and finance electives are fulfilled.

## Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

## Bachelor of Business Administration (BBA)

### Admission Requirements

Before being admitted to a business program, a student must satisfy the requirements listed in the *College of Business Administration Admission Requirements* section of this catalog (page 101).

## ACCOUNTING (BBA)

### BBA: ACCOUNTING DEGREE PLAN (ACCT)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

#### BUSINESS FOUNDATIONS

##### Business

ACCT 210 Financial Accounting .....	3
BLAW 363 Legal Environment of Business .....	3
BUSA 120 Introduction to Business.....	3
ECON 260 Macroeconomics .....	(3) <sup>1</sup>
ECON 261 Microeconomics .....	3
FIN 310 Financial Management .....	3
IS 322 Business Statistics .....	3
MGMT 330 Management and Organizational Behavior .....	3
MGMT 331 Operations Management .....	3
MKTG 320 Principles of Marketing .....	3
Choose 1 course from: BUSA 419, FIN 419, MGMT 419 <i>or</i> MKTG 419 .....	(3) <sup>1</sup>

##### Mathematics

MATH 130, 131, 185, <i>or</i> 186.....	(3) <sup>1</sup>
--	------------------

**TOTAL** .....

**27**

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

#### MAJOR REQUIREMENTS

##### Accounting

ACCT 302 Cost Accounting I .....	3
ACCT 304 Income Tax I .....	3
ACCT 310 Intermediate Accounting I .....	3
ACCT 311 Intermediate Accounting II .....	3
ACCT 324 Accounting Information Systems .....	3
ACCT 405 Fundamentals of Auditing .....	3
ACCT 410 Advanced Accounting I .....	3
BLAW 461 Business Law II .....	3
MGMT 439 Strategic Management (capstone and writing- intensive course) .....	3
Choose 2 courses: Advanced ACCT and/or FIN (300-499) .....	6

##### English

ENGL 326 Business and Professional Writing .....	3
--	---

**TOTAL** .....

**36**

#### ELECTIVES

Minimum .....

9

**TOTAL MAJOR HOURS** .....

**72**

#### OTHER GRADUATION REQUIREMENTS

Minimum grade in each business course .....	C
Minimum GPA for graduation .....	2.50
Minimum advanced hours .....	33
Minimum total hours .....	128

*Courses numbered 0\*\* do not count in minimum hours required for degree.*

<b>BBA: FINANCIAL MANAGEMENT DEGREE PLAN (FIN)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>BUSINESS FOUNDATIONS</b>	
<b>Business</b>	
ACCT 210 Financial Accounting .....	3
BUSA 120 Introduction to Business .....	3
ECON 260 Macroeconomics .....	(3) <sup>1</sup>
ECON 261 Microeconomics .....	3
FIN 310 Financial Management .....	3
IS 322 Business Statistics .....	3
MGMT 330 Management and Organizational Behavior .....	3
MGMT 331 Operations Management .....	3
MKTG 320 Principles of Marketing .....	3
Choose 1 course from: BUSA 419, FIN 419, MGMT 419 or MKTG 419 .....	(3) <sup>1</sup>
<b>Mathematics</b>	
MATH 130, 131, 185, or 186 .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>24</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>MAJOR REQUIREMENTS</b>	
<b>Financial Management</b>	
ACCT 211 Managerial Accounting <i>or</i> ACCT 302 Cost Accounting I .....	3
ACCT 310 Intermediate Accounting I .....	3
ACCT 311 Intermediate Accounting II .....	3
BLAW 363 Legal Environment of Business <i>or</i> BLAW 461 Business Law II .....	3
FIN 311 Money and Banking .....	3
FIN 411 Principles of Investment .....	3
FIN 412 Financial Theory and Practice .....	3
IS 324 Management Information Systems <i>or</i> ACCT 324 Accounting Information Systems .....	3
MGMT 439 Strategic Management (capstone and writing- intensive course) .....	3
Choose 3 courses: Advanced ACCT and/or FIN (300-499) .....	9
<b>English</b>	
ENGL 326 Business and Professional Writing .....	3
<b>TOTAL</b> .....	<b>39</b>
<b>ELECTIVES</b>	
Minimum .....	9
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade in each business course .....	C
Minimum GPA for graduation .....	2.50
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Course Descriptions**

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Accounting and Finance include those with the following designations: ACCT, FIN and MACC.

# Management Sciences

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**Faculty**

Jozell Brister, *Associate Professor*  
Orneita Burton, *Associate Professor*  
Malcolm P. Coco, *Professor*  
C. Brad Crisp, *Associate Professor*  
Ryan K. Jessup, *Assistant Professor*  
Andrew Little, *Assistant Professor*  
Jim Litton, *Assistant Professor*  
Monty L. Lynn, *Professor*  
Richard S. Lytle, *Professor*  
Dennis Marquardt, *Assistant Professor*  
Laura C. Phillips, *Associate Professor*  
Mark H. Phillips, *Associate Professor*  
Don N. Pope, *Associate Professor*  
Brent N. Reeves, *Associate Professor*  
Ian Shepherd, *Professor*  
Phillip D. Vardiman, *Professor*

**Majors:** Information Systems (BBA)  
Management (BBA)  
Marketing (BBA)

**Minor:** Business Administration

**Introduction**

The Department of Management Sciences offers the Bachelor of Business Administration degree in management, marketing and information systems. A minor in business administration is available to non-BBA majors.

**Study Abroad Expectations**

All students are strongly encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

**Bachelor of Business Administration (BBA)****Admission Requirements**

Before being admitted to a business program, a student must satisfy the requirements listed in the *College of Business Administration Admission Requirements* section of this catalog (page 101).

**Minor in Business**

A minor in business is available to non-BBA majors.



**INFORMATION SYSTEMS (BBA)**

<b>BBA: INFORMATION SYSTEMS DEGREE PLAN (IS)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>BUSINESS FOUNDATIONS</b>	
<b>Business</b>	
ACCT 210 Financial Accounting .....	3
BLAW 363 Legal Environment of Business .....	3
BUSA 120 Introduction to Business .....	3
ECON 260 Macroeconomics .....	(3) <sup>1</sup>
ECON 261 Microeconomics .....	3
FIN 310 Financial Management .....	3
IS 322 Business Statistics .....	3
MGMT 330 Management and Organizational Behavior .....	3
MGMT 331 Operations Management .....	3
MKTG 320 Principles of Marketing .....	3
Choose 1 course: BUSA 419, MGMT 419 <i>or</i> MKTG 419 .....	(3) <sup>1</sup>
<b>Mathematics</b>	
MATH 130, 131, 185, <i>or</i> 186 .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>27</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>MAJOR REQUIREMENTS</b>	
ACCT 211 Managerial Accounting <i>or</i> ACCT 302 Cost Accounting I .....	3
CS 115 Introduction to Programming using Scripting .....	3
CS 116 Scripting II .....	3
IS 324 Management Information Systems .....	3
IS 405 Systems Analysis and Design .....	3
IS 410 Enterprise Resource Planning Systems .....	3
IT 220 Introduction to Databases and Database Management Systems .....	3
IT 221 Fundamentals of Networks and Data Communications .....	3
ITC 110 Intro to Information, Technology and Computing .....	3
ITC 460 Managing Technical Projects (capstone and writing-intensive course) .....	3
Select 1 IS or IT advanced elective .....	3
Select 2 business or SITC electives .....	6
(Note: This includes BUSA, ACCT, CS, DET, FIN, IS, IT, ITC, MGMT or MKTG)	
<b>TOTAL</b> .....	<b>39</b>
<b>ELECTIVES</b>	
Minimum .....	6
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade in each business course .....	C
Minimum GPA for graduation .....	2.50
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**MANAGEMENT (BBA)**

<b>BBA: MANAGEMENT DEGREE PLAN (MGMT)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>BUSINESS FOUNDATIONS</b>	
<b>Business</b>	
ACCT 210 Financial Accounting .....	3
BLAW 363 Legal Environment of Business .....	3
BUSA 120 Introduction to Business .....	3

ECON 260 Macroeconomics .....	(3) <sup>1</sup>
ECON 261 Microeconomics .....	3
FIN 310 Financial Management .....	3
IS 322 Business Statistics .....	3
MGMT 330 Management and Organizational Behavior .....	3
MGMT 331 Operations Management .....	3
MKTG 320 Principles of Marketing .....	3
Choose 1 course: BUSA 419, MGMT 419 <i>or</i> MKTG 419 .....	(3) <sup>1</sup>
<b>Mathematics</b>	
MATH 130, 131, 185, <i>or</i> 186 .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>27</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>MANAGEMENT CORE</b>	
ACCT 211 Managerial Accounting <i>or</i> ACCT 302 Cost Accounting I .....	3
IS 324 Management Information Systems .....	3
MGMT 345 Introduction to Management Science .....	3
MGMT 439 Strategic Management (capstone and writing-intensive course) .....	3
Choose 4 courses: Advanced business selections (BUSA 435 <i>or</i> MGMT 335; MGMT 305; MGMT 332; MGMT 342 <i>or</i> 452; MGMT 499) .....	12
<b>TOTAL</b> .....	<b>24</b>
<b>MANAGEMENT EMPHASES (CHOOSE ONE)</b>	
<b>Business Leadership (BABL)</b>	
Choose 2 or 3 courses: (3 hours may meet MGMT core) .....	(3) <sup>2/6</sup>
BUSA 435 Christian Business Leadership Perspectives MGMT 335 Leadership in Organizations MGMT 459 Project Management	
Choose 0 or 1 courses: .....	0-3
COMM 421 Leadership and Communication PSYC 388 Teams and Team Leadership	
<b>TOTAL</b> .....	<b>6</b>
<b>Human Resource Management (HR)</b>	
MGMT 332 Human Resources Management (may meet MGMT Core) .....	(3) <sup>2</sup>
Choose 2 courses: .....	6
MGMT 337 Safety, Health and Security MGMT 373 Employee Planning, Recruitment and Selection MGMT 375 Employee and Labor Relations MGMT 447 Compensation and Benefits Management	
<b>TOTAL</b> .....	<b>6</b>
<b>Business Process Management (BABP)</b>	
Choose 2 courses: (3 hours may meet MGMT Core) .....	(3) <sup>2/3</sup>
MGMT 342 Total Quality Management MGMT 452 Logistics and Supply Chain Management MGMT 459 Project Management	
Choose 1 course: .....	3
IS 405 System Analysis and Design IS 410 Enterprise Resource Planning Systems	
<b>TOTAL</b> .....	<b>6</b>
<b>Entrepreneurship and Philanthropy (EP)</b>	
MGMT 305 Foundations of Entrepreneurship (may meet MGMT Core) .....	(3) <sup>2</sup>
Choose 2 courses: .....	6
FIN 420 Entrepreneurial Finance MGMT 320 Social Entrepreneurship MGMT 419 Global Entrepreneur (may meet Business Foundations) MGMT 430 Entrepreneurial Venture Management MGMT 432 Launching the Venture	
<b>TOTAL</b> .....	<b>6</b>
Choose 2 Advanced business or business concentration or support field (advanced selections from same non-business prefix) .....	6
<b>TOTAL</b> .....	<b>12</b>
<sup>2</sup> Hours (in parentheses) may also fulfill management core requirements and are not included in total major hours	

ELECTIVES	
Minimum .....	9
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
OTHER GRADUATION REQUIREMENTS	
Minimum grade in each business and emphases course .....	C
Minimum GPA for graduation .....	2.50
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**MARKETING (BBA)**

BBA: MARKETING DEGREE PLAN (MKTG)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 39).	
BUSINESS FOUNDATIONS	
<b>Business</b>	
ACCT 210 Financial Accounting .....	3
BLAW 363 Legal Environment of Business .....	3
BUSA 120 Introduction to Business .....	3
ECON 260 Macroeconomics .....	(3) <sup>1</sup>
ECON 261 Microeconomics .....	3
FIN 310 Financial Management .....	3
IS 322 Business Statistics .....	3
MGMT 330 Management and Organizational Behavior .....	3
MGMT 331 Operations Management .....	3
MKTG 320 Principles of Marketing .....	3
Choose 1 course: BUSA 419, MGMT 419 or MKTG 419 .....	(3) <sup>1</sup>
<b>Mathematics</b>	
MATH 130, 131, 185, or 186 .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>27</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
MAJOR REQUIREMENTS	
ACCT 211 Managerial Accounting or ACCT 302 Cost Accounting I .....	3
IS 324 Management Information Systems .....	3
MGMT 439 Strategic Management (capstone and writing-intensive course) .....	3
MKTG 341 Marketing Research .....	3
MKTG 342 Consumer Behavior .....	3
MKTG 495 Marketing Strategy .....	3
Choose 3 courses: Advanced MKTG or JMC 390, 391 .....	9
Choose 3 Advanced business or business concentration or support field .....	9
<b>TOTAL</b> .....	<b>36</b>
ELECTIVES	
Minimum .....	9
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
OTHER GRADUATION REQUIREMENTS	
Minimum grade in each business course .....	C
Minimum GPA for graduation .....	2.50
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Business Concentrations**

These concentrations are available to any business major or minor. Course prerequisites must be satisfied.

**BUSINESS CONCENTRATIONS****Business Intelligence (BABI)**

Choose 9 hours from: IS 330, 342, 410 IS/MKTG 432, MGMT 345 .....

**Business Leadership (BABL)**

Choose 6-9 hours from: BUSA 435, MGMT 335, 459 ..... 6-9  
Choose 0-3 hours from: COMM 421, PSYC 388..... 0-3

**Business Process Management (BABP)**

Choose 6 hours from: MGMT 342, 452, 459 ..... 6  
Choose 3 hours from: IS 405, 410 ..... 3

**Entrepreneurship and Philanthropy (EP)**

MGMT 305 Foundations of Entrepreneurship..... 3  
Choose 6 hours from FIN 420, MGMT 320, 419, 430, 432 ..... 6

**Human Resource Management (HR)**

MGMT 332 Human Resource Management ..... 3  
Choose 6 hours from: MGMT 337, 373, 375, 447 ..... 6

**International Business (BAIB)**

Choose 6 or 9 hours from: BUSA 419, ECON 438, FIN 419, MKTG 419 ..... 6-9  
Choose 0 to 3 hours from: Any GLST course or 3 hours of spoken foreign language (FLXX), excluding Latin ..... 0-3

**Minor in Business**

A minor in business is available to non-BBA majors only. Some of the courses in this minor will have prerequisites.

**MINOR: BUSINESS (BUSA)****Business Administration (non-BBA majors only)**

Choose 9 hours from: ACCT 210; BLAW 363; BUSA 120  
ECON 260, 261; FIN 310; IS 322, 324; MGMT 330;  
MKTG 320 ..... 9  
Advanced business electives (300-499) ..... 9  
**TOTAL** ..... **18**

*Note: Students must earn a "C" or better in each of the courses applied to the minor. Students may earn one of the business concentrations if the requirements are satisfied.*

**Course Descriptions**

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Management Sciences include those with the following designations: BLAW, BUSA, ECON, IS, MGMT, and, MKTG.

# School of Information Technology and Computing

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## Faculty

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Orneita Burton, *Associate Professor*

Robert R. Byrd, *Associate Professor*

C. Brad Crisp, *Associate Professor*

John Homer, *Associate Professor*

James Prather, *Instructor*

Raymond Pettit, *Assistant Professor*

Brent N. Reeves, *Associate Professor*

**Majors:** Computer Science (BS)

Computer Science with Math Secondary Teacher Certification (BS)

Digital Entertainment Technology (BS)

Information Technology (BS)

**Minors:** Computer Science

Digital Entertainment Technology

Information Technology

## Introduction

Rapid advances in information technology and computing have led to dramatic changes in society and in the global economy. Computing and technology fields claim some of the highest projected job growth in the United States, with software engineers, database and network administrators, game designers, and systems analysts among the top-rated careers.

The School of Information Technology and Computing (SITC) is the focal point at Abilene Christian University for education and career preparation in today's fast-paced, high tech arena. We offer our students mentoring from highly-qualified Christian faculty, innovative curriculum and internship opportunities that create high job placement rates, and participation in research, real-world projects, and student organizations beginning their freshman year.

The SITC offers four Bachelor of Science programs:

- Computer Science is a well-established major that prepares students for careers related to scientific computing, programming or software applications, or for continued study in graduate programs. This major offers optional concentrations in Computing Theory, Game Development, and Software Engineering.
- Computer Science-Math with Teacher Certification is a cooperative major with the Departments of Mathematics and Teacher Education that prepares teachers to certify in computer science and math at the high school level.
- Digital Entertainment Technology is an interdisciplinary major that prepares students for careers in animation, computer-generated imagery, game development and related areas in the film and gaming industries. This major offers optional concentrations in Digital Design, Film and Media Production, and Game Development as well as an 18-hour

support area that students can use to customize their career direction.

- Information Technology is a flexible major that prepares students to develop software applications and maintain technology infrastructures (e.g., networks, databases, security) in a variety of settings or disciplines. This major offers optional concentrations in Application Development and Security and Administration as well as an 18-hour support area that students can use to customize their career direction.

The SITC cooperates with other departments in the College of Business Administration to offer a Bachelor of Business Administration in Information Systems. This major offers a broad foundation for students interested in the strategic development and usage of information and technology in business. This major may be combined with optional concentrations in business or a minor in information technology. See additional information in the catalog section for the Department of Management Sciences.

The SITC also offers minors in Computer Science, Digital Entertainment Technology, and Information Technology.

## Organization, Facilities and Resources

The School of Information Technology and Computing is an academic unit within ACU's College of Business Administration. Students benefit from career development programs within the college while maintaining a primary focus on the computing and technology discipline. For those interested, students also gain access to resources to turn technology ideas into business ventures.

The SITC utilizes up-to-date computer labs available for teaching and student use, including labs primarily devoted to digital entertainment technologies; networking and security; as well as project-based work. Labs provide access to Windows-, Mac-, and Linux-based machines, with lab equipment being refreshed every three to four years. All classrooms and lecture halls are "smart" facilities, outfitted with Internet connections, video projectors, and other resources that facilitate multi-media instruction. Wireless hot spots are found throughout the academic facilities and students have access to virtual servers and some of the top applications software used in industry (e.g., SAP).

## Student Organizations and Activities

The SITC sponsors student chapters of the Association for Computing Machinery (ACM), the Association for Information Systems (AIS), and Upsilon Pi Epsilon (UPE), the honor society for computing professionals. We also have local Digital Entertainment Technology and Security clubs. Each year, teams of SITC students participate in the International Collegiate Programming Contest, and ACU often serves as a host site for a variety of computer programming contests. Our students regularly participate in and win awards in campus activities such as Filmfest, SpringBoard Business Plan Competition, and the Undergraduate Research Festival.

## Scholarships and Internships

Outstanding scholarship opportunities are available for students with strong academic credentials and who demonstrate promise for continued success in a technology field. Students with financial need are especially encouraged to apply. All scholarship inquiries should be directed to the School of Information Technology and Computing.

Student participation in internships is one of the most important aspects of the hiring decision of potential employers in the computer technology arena. Excellent internship opportunities are available for qualified students.

## Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Additional travel opportunities are available through the SITC or the College of Business Administration. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

**Bachelor of Science Degree (BS)****Admission Requirements**

Before being admitted to one of the programs offered by the School of Information Technology and Computing, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

**COMPUTER SCIENCE (BS)**

<b>BS: COMPUTER SCIENCE DEGREE PLAN (CS)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Computer Science</b>	
CS 120 Programming I .....	3
CS 130 Programming II: Data Structures .....	3
CS 220 Computer Organization and Single-User Systems .....	3
CS 230 Object-Oriented Programming .....	3
CS 332 Design and Analysis of Algorithms .....	3
CS 374 Software Engineering .....	3
IT 220 Introduction to Databases and DBMS .....	3
IT 221 Fundamentals of Networking and Data Communications ...	3
ITC 110 Intro to Information, Technology, and Computing .....	3
ITC 460 Managing Technical Projects (capstone and writing-intensive course) .....	3
<b>TOTAL</b> .....	<b>30</b>
<b>MAJOR SELECTION OR CONCENTRATION</b>	
<b>Computer Science Selection</b>	
Select 4 Advanced CS electives .....	12
Select 4 Advanced CS, IT, ITC, DET, MATH; IS 405 .....	12
Select 3 CS, IT, DET, IS, ITC, MATH <i>or</i> specified set from support area: .....	9
Business/Entrepreneurship, Math, Biology, Chemistry, Engineering, Physics	
<b>TOTAL</b> .....	<b>33</b>
Selections may be used toward one of the following concentrations:	
<b>Computing Theory (CT)</b>	
CS 341 Numerical Methods .....	3
CS 352 Programming Languages .....	3
CS 356 Operating Systems .....	3
CS 365 Theory of Computation .....	3
CS 467 Introduction to Artificial Intelligence .....	3
CS 495 Senior Seminar (may substitute for ITC 460 above) .....	(3) <sup>1</sup>
Select 6 hours from: CS 320, 355, 381, 420, <i>or</i> ITC 100-499 .....	6
MATH 186 Calculus II .....	3
MATH 187 Calculus Computer Laboratory .....	1
Select 6 hours from: MATH 286, 325, 334, 361, <i>or</i> 432 .....	6
Select 8 hours from: CHEM 131, 132, 133, 134; PHYS 110, 111, 112 <i>or</i> 113 .....	(8) <sup>1*</sup>
<b>TOTAL</b> .....	<b>33</b>
<b>Game Development (GDP)</b>	
DET 210 Intro to Digital Entertainment .....	3
DET 310 Digital Entertainment Technology II .....	3
DET 350 Game Development .....	3
DET 410 Digital Entertainment Technology III .....	3
CS 330 Human-Computer Interaction .....	3
CS 381 Computer Graphics .....	3
Select 6 hours from: CS 315, 316, 467, <i>or</i> 474 .....	6
Select 9 hours from: CS 100-499, DET 100-499, IT 100-499, ITC 100-499, MATH 100-499, <i>or</i> IS 405 .....	9
<b>TOTAL</b> .....	<b>33</b>
<b>Software Engineering (SE)</b>	
CS 315 Mobile Computing I .....	3
CS 330 Human-Computer Interaction .....	3
CS 355 Compiler Construction .....	3
CS 474 Object-Oriented Design .....	3
IT 325 Web Application Development .....	3

IT 472 Advanced Security .....	3
Select 6 hrs from: CS 316, 320, 352, 376; IS 405, <i>or</i> ITC 100-499.6	
Select 9-hour block from the following choices: .....	9
MGMT 305, 430 (Entrepreneurship) <i>or</i> Business	
DET 210, 310, 350	
Any 3 from CS 300-499; IS 405; IT 330, 410, 420; <i>or</i> ITC	
<b>TOTAL</b> .....	<b>33</b>
*Up to 6 hours may count toward university requirements	
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>SUPPLEMENT FOR MAJOR</b>	
<b>Mathematics</b>	
MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 227 Discrete Mathematics .....	(3) <sup>1</sup>
MATH 377 Statistical Methods I .....	3
<b>TOTAL</b> .....	<b>3</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	6
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade in CS 120, 130, 220, 230; IT 220, 221;	
MATH 227 .....	C
Minimum GPA in major and concentration courses .....	2.00
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**SECONDARY TEACHER CERTIFICATION -  
COMPUTER SCIENCE AND MATH (BS)**

<b>BS: HIGH SCHOOL TEACHER CERTIFICATION - COMPUTER SCIENCE AND MATHEMATICS (CSMT) (BS)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Computer Science</b>	
CS 120 Programming I .....	3
CS 130 Programming II .....	3
CS 220 Computer Organization .....	3
CS 230 Object-Oriented Programming .....	3
CS 332 Design and Analysis of Algorithms .....	3
ITC 460 Managing Technical Projects (capstone and writing-intensive course) .....	3
Choose 2 courses from the following: .....	6
CS 320 Database Programming and Design, CS 352 Programming Languages, CS 355 Compiler Construction, CS 356 Operating Systems, <i>or</i> CS 374 Software Engineering	
<b>TOTAL</b> .....	<b>24</b>
<b>MAJOR SELECTION OR CONCENTRATION</b>	
<b>Mathematics</b>	
MATH 185 Calculus I .....	(3) <sup>1</sup>
MATH 186 Calculus II .....	3
MATH 187 Calculus Computer Laboratory .....	1
MATH 227 Discrete Mathematics .....	(3) <sup>1</sup>
MATH 286 Calculus III .....	3
MATH 309 Algebraic Concepts for Teachers .....	3
MATH 311 Geometric Concepts for Teachers .....	3
MATH 325 Linear Algebra .....	3
MATH 377 Statistical Methods I .....	3
<b>TOTAL</b> .....	<b>19</b>

PROFESSIONAL EDUCATION REQUIREMENTS	
EDUC 211 Educational Foundations and Multicultural Perspectives .....	(3) <sup>1</sup>
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 412 Secondary Curriculum and Media (capstone course)...	3
EDUC 432 Secondary Management and Methods (writing-intensive and capstone course).....	3
EDUC 476 Effective Strategies for English Language Learners.....	3
EDUC 490 Clinical Teaching (capstone course).....	6
READ 322 Reading in Secondary Content Areas .....	3
SPED 371 Teaching Students with Special Needs (writing-intensive course) .....	3
<b>TOTAL .....</b>	<b>21</b>
ELECTIVES	
Minimum .....	<b>8</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>72</b>
CRITERIA FOR ADMISSION TO TEACHER EDUCATION	
In accordance with Texas state law, students must meet the admission criteria described on page 118.	
OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major .....	2.75
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**DIGITAL ENTERTAINMENT TECHNOLOGY (BS)**

Students pursuing the digital entertainment technology degree are required to select and complete an 18-hour approved area of support as part of their academic program. This requirement can be satisfied by selecting an approved 6-course (18-hour) area of emphasis that complements digital entertainment technology.

BS: DIGITAL ENTERTAINMENT TECHNOLOGY (DET)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 39).	
MAJOR REQUIREMENTS	
ART 105 Two-Dimensional Design .....	3
CS 115 Introduction to Programming using Scripting <i>or</i> CS 120* Programming I.....	3
CS 330 Human Computer Interaction .....	3
DET 210 Digital Entertainment Technologies I .....	3
DET 310 Digital Entertainment Technologies II .....	3
DET 410 Digital Entertainment Technology III .....	3
ENGL 331 Narrative for Film and New Media <i>or</i> ENGL 332 Introduction to Film Studies .....	3
ITC 110 Intro to Information, Technology and Computing.....	3
ITC 460 Managing Technical Projects (capstone and writing-intensive course) .....	3
JMC 488** Communication Law (writing-intensive course) <i>or</i> BLAW 363 Business Law <i>or</i> PHIL 486 Ethics .....	3
<b>TOTAL .....</b>	<b>30</b>
*CS 120 is recommended for Game Development Concentration.	
**JMC 488 is required for Film & Media Production Concentration (hours may count in major requirements).	
MAJOR SELECTION OR CONCENTRATION	
Select 18 hours of directed electives (with at least 9 advanced hours) from CS, DET, IS, IT, ITC or any course listed in the concentrations (pre-requisites may apply).	
Selections may be used toward one of the following concentrations:	

Digital Design Concentration (DD)	
Select 18 hours (at least 9 advanced hours) from the menu below:	
ART 106 Three-Dimensional Design	
ART 111 Basic Drawing	
ART 112 Figure Drawing I	
ART 317 Introduction to Illustration	
ART 318 Digital Illustration	
ART 351 Typography I	
ART 352 Typography II	
ART 454 Information Graphics	
ART 457 Interactive Design	
Any DET Electives	
Directed Elective***	
<b>TOTAL .....</b>	<b>18</b>
Film & Media Production Concentration (FMP)	
JMC 201 Introduction to Visual Media .....	3
JMC 488** Communication Law (writing-intensive course) .....	0-3
Select 12-15 hours (at least 9 advanced hours) from the menu below:	
Any DET Electives	
ENGL 321, 332, 333, 472	
JMC 361 Advanced Video Production****	
THEA 227 Introduction to Technical Theatre	
Directed Elective*** .....	12-15
<b>TOTAL .....</b>	<b>18</b>
Game Development Concentration (GD)	
CS 116 Applied Programming with Scripting <i>or</i> CS 130 Programming II .....	3
DET 350 Game Development ***** .....	3
Select 12 hours (at least 6 advanced hours) from the menu below:	
CS 315 Mobile Computing I	
CS 316 Mobile Computing II	
Any DET Electives	
IT 220 Introduction to Databases and DBMS	
IT 225 Web Technologies	
Directed Elective*** .....	12
<b>TOTAL .....</b>	<b>18</b>
***Students may select from CS, DET, IS, IT, ITC or any course listed in the concentrations.	
****DET majors may take any required JMC classes without meeting the prerequisite of JMC 100 (Media Issues). Junior standing is required to take JMC courses at the 300 level or above. Instructor approval required for JMC 361 (Advanced Video Production) if students do not meet JMC 261 (Broadcast Production) prerequisite.	
*****DET 350 is repeatable up to 6 hours.	
SUPPORT AREA	
An approved 6-course area of emphasis (at least 6 hours advanced) which may be used toward a minor .....	
	18
ELECTIVES	
Minimum.....	6
<b>TOTAL MAJOR HOURS .....</b>	<b>72</b>
OTHER GRADUATION REQUIREMENTS	
Minimum grade in DET 210, 310, 410 .....	C
Minimum GPA in major .....	2.00
Minimum GPA for graduation .....	2.00
Minimum advanced hours .....	33
Minimum total hours .....	128

**INFORMATION TECHNOLOGY (BS)**

Students pursuing the information technology degree are required to select and complete an 18-hour approved area of support as part of their academic program. This requirement can be satisfied by selecting an approved 6-course (18-hour) area of emphasis that complements information technology.

Some approved technical/vocational courses may be transferred from a technical school, junior college, or other two-year degree granting institution. A maximum of twelve semester hours (or four courses) may be transferred for lower-level credit. Up to twelve hours of lower-level credit may also be assigned on the basis of documented work experience, military training, and/or competency testing. The combination of transferred hours or assigned credit may not exceed twelve semester hours.

<b>BS: INFORMATION TECHNOLOGY DEGREE PLAN (IT)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Computer Science</b>	
Programming sequence: CS 115 Introduction to Programming using Scripting and CS 116 Scripting II <i>or</i> CS 120 Programming I and CS 130 Programming II ..... 6	
<b>Information Systems</b>	
IS 405 System Analysis and Design ..... 3	
<b>Information Technology</b>	
IT 220 Introduction to Databases and Database Management Systems ..... 3	
IT 221 Fundamentals of Networking and Data Communication ... 3	
IT 225 Web Technologies ..... 3	
IT 310 Introduction to Computer and Information Security ..... 3	
IT 410 Systems Integration and Administration ..... 3	
<b>Information, Technology, and Computing</b>	
ITC 110 Introduction to Information, Technology and Computing 3	
ITC 460 Managing Technical Projects (capstone and writing-intensive) ..... 3	
<b>TOTAL</b> ..... <b>30</b>	
<b>MAJOR SELECTION OR CONCENTRATION</b>	
<b>Information Technology Selection</b>	
Advanced CS or IT electives ..... 9	
CS, IT, DET, IS, ITC ..... 6	
<b>TOTAL</b> ..... <b>15</b>	
Selection may be used toward one of the following concentrations:	
<b>Application Development (ITAD)</b>	
IT 325 Web Application Development ..... 3	
Select 4 courses ..... 12	
CS 230 Object-Oriented Programming	
CS 315 Mobile Computing I	
CS 316 Mobile Computer II	
CS 320 Database Programming and Design	
CS 330 Human-Computer Interaction	
CS 374 Software Engineering	
CS 474 Object-Oriented Design	
IT 490 Topics in Information Technology	
ITC 499 Internship	
<b>TOTAL</b> ..... <b>15</b>	
<b>Security and Administration (ITSA)</b>	
Select 5 courses ..... 15	
IT 320 Database Administration	
IT 330 Networking II	
CS 420 Networks and Distributed Computing	
IS 410 Enterprise Resource Planning	
IT 415 Networks and Security Administration	
IT 420 Wireless Networks and Protocols	
IT 430 Modern Telecommunications	
IT 472 Advanced Security	
IT 490 Topics in Information Technology	
ITC 499 Internship	
<b>TOTAL</b> ..... <b>15</b>	

**SUPPLEMENT FOR MAJOR**

ECON 261 Principles of Microeconomics ..... (3) <sup>1</sup>	
IS 322 Business Statistics <i>or</i> MATH 377 Statistical Methods I ..... 3	
MATH 131 Calculus for Applications <i>or</i> MATH 185 Calculus I ..... (3) <sup>1</sup>	
<b>TOTAL</b> ..... <b>3</b>	
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

**SUPPORT AREA**

An approved 6-course area of emphasis (excluding courses used to satisfy other degree requirements) ..... 18
--

**ELECTIVES**

Minimum ..... 6
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<b>TOTAL MAJOR HOURS</b> ..... <b>72</b>
--

**OTHER GRADUATION REQUIREMENTS**

Minimum grade in CS 115, 116; IT 12, 220, 221, 225, 310 ..... C	
Minimum GPA in major requirements ..... 2.00	
Minimum GPA for graduation ..... 2.00	
Minimum advanced hours ..... 33	
Minimum total hours ..... 128	
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**Minors in Information Technology and Computing**

A minor in computer science, digital entertainment technology, or information technology may be added to other degrees.

**MINOR: COMPUTER SCIENCE (CS)**

CS 120 Programming I ..... 3
CS 130 Programming II: Data Structures ..... 3
CS 220 Computer Organization and Single-User Systems ..... 3
CS 230 Object-Oriented Programming ..... 3
<b>Choose 2 courses:</b> ..... <b>3</b>
CS 332 Design and Analysis of Algorithms, CS 352 Programming Languages, CS 356 Operating Systems, CS 365 Theory of Computation, <i>or</i> CS 374 Software Engineering
<b>TOTAL</b> ..... <b>18</b>

**MINOR: DIGITAL ENTERTAINMENT TECHNOLOGY (DET)**

CS 115 Introduction to Programming using Scripting ..... 3
DET 210 Digital Entertainment Technology I ..... 3
DET 310 Digital Entertainment Technology II ..... 3
DET 410 Digital Entertainment Technology III ..... 3
ART 105 Two-Dimensional Design <i>or</i> ART 106 Three-Dimensional Design ..... 3
ENGL 331 Narrative for Film and New Media <i>or</i> ENGL 472 Film and Belief ..... 3
DET 350 Game Development <i>or</i> MGMT 459 Project Management ..... 3
<b>TOTAL</b> ..... <b>21</b>

**MINOR: INFORMATION TECHNOLOGY (IT)**

3 hours of programming: CS 115 or higher (CS 116-130) .....	3
IT 220 Introduction to Databases and Database Management Systems .....	3
Directed selections (with at least 6 advanced hours) from: CS 116-130, 315, 316, 330; IT 100-499, IS 405, 415 or 430 ....	12
<i>Selections may be used toward one of the following concentrations:</i>	
<b>Application Development Concentration</b>	
Choose 3 additional hours of programming (CS 116-130)	
6-hour sequence: IT 225 and IT 325 or CS 315 and CS 316	
Choose 3 hours from CS 330, IT 221, IS 405, or IS 415	
<b>IT Administration Concentration</b>	
IT 221 Fundamentals of Networking and Data Communications	
IT 310 Introduction to Computer and Information Security	
6-hour menu: IT 320, 330, 400-430, or IS 430	
<b>TOTAL</b> .....	<b>18</b>

**Course Descriptions**

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the School of Information Technology and Computing include those with the following designations: CS, DET, IT, and ITC. Courses in information systems offered through the Department of Management Sciences have the following designation: IS.

# College of Education and Human Services

Donnie Snider, *Dean*  
Bruce Scott, *Associate Dean*

ACU Box 28276  
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Education Building, Room 103

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Email: cehs@acu.edu

Web: www.acu.edu/cehs

The College of Education and Human Services began in August 2006. Each department and program in the college is dedicated to equipping leaders for global, urban, cultural, and social changes of the 21st century. The college provides leadership in education and human services that is grounded in current research and informed practice.

The college is well positioned to aid in advancing the mission of the university to educate undergraduate and graduate students for Christian service and leadership throughout the world.

The college includes the following departments and programs:

- Communication Sciences and Disorders
- Kinesiology and Nutrition
- School of Social Work
- Gerontology
- Teacher Education
- TRIO Services
  - Talent Search
  - Upward Bound
- Graduate program in Occupational Therapy
- Graduate certificate in Dietetic Internship

The college offers the Bachelor of Science (BS) degree at the undergraduate level.

The college has nationally recognized and accredited graduate programs in Communication Sciences and Disorders, Teacher Education, Nutrition, Occupational Therapy, and Social Work. For more information consult the *Graduate Programs* section of this catalog (page 129).

# Communication Sciences and Disorders

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## Faculty

Lynette Austin, *Associate Professor*  
Terry Baggs, *Associate Professor*  
Denise Barnett, *Associate Professor*  
Brenda Bender, *Associate Professor*  
Rachel Smith, *Instructor*  
Diana Taylor, *Assistant Professor*

**Major:** Communication Sciences and Disorders (BS)

The Communication Sciences and Disorders Department offers a Bachelor of Science degree in communication sciences and disorders.

## Introduction

The goal of the Department of Communication Sciences and Disorders is to prepare students to pursue graduate study in communication disorders (e.g., speech-language pathology or audiology). Four years of undergraduate education, followed by at least two additional years of graduate study are required to practice as a Certified Speech-Language Pathologist or Audiologist. Speech-language pathologists and audiologists are required by most states to earn a graduate degree from a program accredited by the American Speech-Language-Hearing Association (ASHA). The graduate program in speech-language pathology at ACU is accredited by the Council on Academic Accreditation of ASHA.

## Additional Admission Requirements

The declaration of Communication Sciences and Disorders as a major does not ensure admission to the Communication Sciences and Disorders program. In addition to the requirements for all degrees (see the *University Requirements* section of this catalog), the student must apply for and be granted admission to the Communication Sciences and Disorders program before taking courses beyond the first 9 hours in the degree program (COMP 225, 235, 330).

The following accomplishments are required for admission:

- Be enrolled in or have completed  $\geq 45$  semester hours of credit towards the degree at ACU;
- Have a minimum overall Grade Point Average (GPA) of 3.0;
- Complete the first 9 semester hours in the major with a 3.0 GPA (COMP 225, COMP 235, COMP 330).
- Receive a recommendation for admission from the CSD Admissions and Review Committee.

Information on applying for admission to the program is given to all students when they declare their major. The deadline for application is the 10th week of the semester in which the student anticipates completing the initial 9 hours of the degree program (COMP 225, 235, 330).

## Other Departmental Requirements

In order to remain in the Communication Sciences and Disorders program, a student must:

- Maintain an overall GPA of 3.0 or better;

- Have a "C" or better in all majors classes;
- Recommendation for continuing the program from the CSD Admissions and Review committee.

Students who do not continue to meet the above requirements will be dropped from COMP classes. Any exemptions or modifications to the above requirements due to special circumstances must be requested through the chair of the Department of Communication Sciences and Disorders. All requests will be reviewed and must be approved by the CSD Admissions and Review committee.

## Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

## COMMUNICATION SCIENCES AND DISORDERS (BS)

### BS: COMMUNICATION DISORDERS DEGREE PLAN (COMP)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

#### MAJOR REQUIREMENTS

##### Communication

COMP 225 Phonetics .....	3
COMP 235 Introduction to Speech Pathology .....	3
COMP 330 Normal Language Development .....	3
COMP 352 Audiology .....	3
COMP 353 Hearing Rehabilitation .....	3
COMP 356 Articulation and Phonologic Disorders (writing-intensive course) .....	3
COMP 357 Organic and Neurogenic Disorders .....	3
COMP 380 Clinical Methods in Speech-Language Pathology .....	3
COMP 381 Anatomical and Physiology Processes of Communication .....	3
COMP 419 Speech Science .....	3
COMP 471 Speech-Language Pathology in the Schools .....	3
COMP 493 Clinical Practicum in Speech-Language Pathology .....	3
COMP 494 Advanced Clinical Practice in Communication Disorders .....	3
COMP 485 CSD Capstone (capstone course) .....	3
Choose 1 course from: COMM 345, SOCW 329 .....	3

##### One Research Tool

Choose 1 course from: MATH 123, SOCI 416, *or* PSYC 311 .....

**TOTAL** .....

#### ADDITIONAL MAJOR REQUIREMENTS

##### Science

BIOL 101 Biology – Human Perspective .....	(3) <sup>1</sup>
Choose 1 physical science course from CHEM 101, PHYS 102, <i>or</i> PHYS 110 .....	(3) <sup>1</sup>

**TOTAL** .....

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

#### ELECTIVES

Minimum .....

**TOTAL MAJOR HOURS** .....

#### OTHER GRADUATION REQUIREMENTS

Minimum grade for each course in major .....	C
Minimum GPA for graduation .....	3.0
Minimum advanced hours .....	33
Minimum total hours .....	128

*Courses numbered 0\*\* do not count in minimum hours required for degree.*



# Kinesiology and Nutrition

Sheila Jones, *Chair*  
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mjl1a@acu.edu  
Web: www.acu.edu/kinu

## Faculty

Annie Bane, *Instructor*  
Joe D. Bell, *Associate Professor*  
Dickie L. Hill, *Professor*  
Sheila Jones, *Associate Professor*  
Lynn Luttrell, *Associate Professor*  
Libby McCurley, *Assistant Professor*  
Deonna Shake, *Instructor*  
Martha Smallwood, *Assistant Professor, and*  
*Director, Didactic Program in Dietetics*  
Lorraine Wilson, *Associate Professor*  
Odies L. Wright, *Associate Professor*

**Majors:** Kinesiology (BS)  
Nutrition (BS)

**Minors:** Coaching  
Nutrition

The Department of Kinesiology and Nutrition offers the Bachelor of Science degree in Kinesiology (health promotions, pre-physical therapy, pre-occupational therapy, or sport and recreation management) and Nutrition (community nutrition, food service, nutrition-exercise science, or didactic program).

## Introduction

The departmental mission is to prepare students to serve and lead through the development of healthy lifestyles. Students selecting Kinesiology (KINE) as their course of study will be preparing to work in health and wellness in a corporate, hospital, or private setting; or they will prepare for future study in physical or occupational therapy. Students selecting Nutrition (NUTR) as their course of study will be preparing to work as registered dietitians or nutritionists in various settings. Students who excel in these degrees are well-prepared for entry to graduate study in areas of human performance, wellness, and nutrition.

The nature of all these occupations requires professionals who enjoy working with people.

The coaching minor is designed to prepare more knowledgeable and competent coaches. Course work addresses the suggested competencies described in existing national coaching standards.

The nutrition minor affords students the opportunity to study nutrients and their physiological functions, normal nutrition requirements throughout the life cycle, nutrition requirements for physical activity, and socioeconomic influences on food choices. It also provides opportunities to learn how to assess adequacy of nutrition, how to develop nutrition education programs, and how to effectively educate populations.

The academic program is enhanced by access to facilities in the Royce and Pam Money Student Recreation and Wellness Center where the department is housed. These facilities serve as both a laboratory for

majors and a recreation/fitness facility for the entire campus. There are two classrooms in the Center, both of which are “smart” classrooms, in addition to five classrooms in the Gibson Physical Education Center. The Human Performance Laboratory (HPL) is a resource for our majors to learn to analyze body composition, cardiovascular function, blood chemistry, respiratory function, muscular strength, and flexibility. These analyses are also available for faculty, staff, and students who wish to assess their personal health by using state-of-the-art technology, such as the *BodPod* and the new *Parvo* metabolic measurement system. Computer assisted nutritional analysis, stress profiles and personal evaluations are also available in the HPL. The nutrition program has access to a fully equipped food science laboratory.

Recreational and fitness facilities include four gyms for court games; three racquetball courts; two group exercise areas; a large exercise area with strength training equipment, stair climbers, elliptical machines, and treadmills for aerobic workouts; a free-weight area; two indoor swimming pools; and men’s and women’s dressing rooms. Lighted tennis courts are adjacent to the center.

Undergraduate students at Abilene Christian University are required to take 2 semester hours of exercise science (a choice of PEAC 100 and one activity course or two activity courses). Kinesiology majors must take KINE 100 and 206, and a PEAC or PEACs as specified in the degree plans. Kinesiology transfers must take KINE 100 at ACU if they have not already completed a course that is determined to be enough like the one at ACU. Students seeking a medical exemption must do so through the chair of the Department of Kinesiology and Nutrition. Most often, students seeking an exemption are given adaptive or modified physical activities rather than an exemption.

The Department of Kinesiology and Nutrition provides a well-balanced activity program with an emphasis on health and wellness. Departmental objectives for each activity class include providing activity for recreation (enjoyment), fitness and stress release, while teaching knowledge and performance skills needed to maintain a healthful, enjoyable lifestyle in the future. Students are permitted to take up to three activity classes for elective credit above the university requirements.

A student may elect to take any physical education activity class, excluding PEAC 100, on a Pass/Fail basis. Students must make this decision during the first two weeks of the fall and spring terms or the first two days of the summer term. During this time, the Pass/Fail form is available on the Registrar’s website at [www.acu.edu/registrar](http://www.acu.edu/registrar). (Students should be aware that some graduate schools will not accept Pass/Fail grades and/or will automatically count them as a grade of “C.” Some schools will not transfer Pass/Fail grades.)

## Study Abroad Expectations

All students are encouraged to participate in ACU’s Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year. PEAC 216 is offered for credit at all 3 Study Abroad sites.

## Bachelor of Science Degrees (BS)

### Admission Requirements

Before being admitted to a program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 19).

### Kinesiology (BS)

This major is interdisciplinary by design with required courses, electives and laboratory experiences to prepare the student for entry into commercial fitness, hospital-based fitness, wellness or cardiac rehabilitation. Degree tracks are designed specifically for entrance into graduate programs in physical therapy, occupational therapy, health and wellness promotion, and sport and recreation management. Within the Kinesiology major, students may currently choose six options:

**Athletic Training (KNAT).** This degree track allows the student to obtain the academic preparation and practical experience necessary to sit for the Texas Department of Health licensing examination for Licensed

Athletic Trainer (LAT) in the state of Texas and to further matriculate into a Masters of Athletic Training program, should they so desire. A minimum GPA of 3.0 is required for acceptance into and for remaining in the KNAT degree track.

**Health Promotions (KNHP).** Kinesiology professionals may choose to pursue careers in private, corporate, or wellness related programs. Students will be given the opportunity to pursue certification as personal trainers and engage in specific career related internships.

**Kinesiology Generalist (KGEN).** This degree track allows students the flexibility to obtain academic preparation inclusive of laboratory and practical experiences necessary to enter medical school or graduate programs in allied health, graduate exercise science, and associated fields. The natural flexibility furthermore serves to accommodate academic preparation for entrance into Occupational and Physical Therapy programs with the redundancy of degree offering being most vital for transfer students and students switching into KINE (or between KINE tracks) but with aspirations towards OT or PT rehabilitative work.

**Pre-Physical Therapy (KNPT).** Students who wish to pursue professional graduate programs in Physical Therapy must complete all of the pre-requisites for entry into those programs. The KNPT track provides all of the pre-requisites for Physical Therapy schools, in addition to key Kinesiology courses designed to enhance the chances of success in graduate school. A minimum GPA of 3.2 is required for acceptance into and for remaining in the KNPT degree track.

**Pre-Occupational Therapy (KNOT).** Students who wish to pursue professional graduate programs in Occupational Therapy must complete all of the pre-requisites for entry into those programs. The KNOT track provides all of the pre-requisites for Occupational Therapy schools, in addition to key Kinesiology courses designed to enhance the chances of success in graduate school. A minimum GPA of 3.2 is required for acceptance into and for remaining in the KNOT degree track.

**Sport and Recreation Management (KSRM).** Students who desire careers in recreation settings such as camps, YMCA, YWCA, city recreation programs, or similar settings; or those who wish to work in intramural administration or athletic administration, may wish to seek the KSRM degree. The track allows for a number of electives that may be used to focus on a specific career goal. A minimum GPA of 2.5 is required for acceptance into and for remaining in the KSRM degree track.

## KINESIOLOGY (BS)

BS: KINESIOLOGY DEGREE PLAN (KINE)	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Kinesiology</b>	
KINE 100 Lifetime Wellness .....	(1) <sup>1</sup>
KINE 206 Strength Training .....	(1) <sup>1</sup>
KINE 232 Structural Kinesiology .....	3
PSYC 120 Introduction to Psychology .....	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>3</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>TRACKS</b>	
<b>Athletic Training (KNAT)</b>	
BIOL 291 Anatomy and Physiology I.....	(3) <sup>1</sup>
BIOL 293 Anatomy and Physiology I Lab.....	1
BIOL 292/294 Anatomy and Physiology II Lecture/Lab .....	4
CHEM 133 General Chemistry I.....	(3) <sup>1</sup>
CHEM 131 General Chemistry Lab .....	1
KINE 291 Basic Sports Medicine .....	3
KINE 296 Care and Prevention of Athletic Injuries.....	3
KINE 302 Medical Terminology .....	2
KINE 311 Motor Behavior (writing-intensive course).....	3

KINE 330 Field Experience (repeat for 6 hours).....	6
KINE 365 Assessment of Injury I.....	3
KINE 366 Assessment of Injury II .....	3
KINE 372/373 Exercise Physiology Lecture/Lab.....	4
KINE 399 Research Methods in Kinesiology and Nutrition.....	3
KINE 420 Exercise Science Internship (capstone experience) .....	3
KINE 473 Clinical Exercise Physiology I .....	3
KINE 477 Therapeutic Exercise .....	3
KINE 485 Clinical Exercise Physiology II .....	3
KINE 498 Biomechanics.....	3
MATH 123 Intro. to Probability and Statistics .....	(3) <sup>1</sup>
NUTR 224 Nutrition for Exercise and Sport .....	3
Choose 1 from: PEAC 211, 214, 215, or 216 .....	1
PHYS 110/111 General Physics I Lecture/Lab.....	4
PSYC 342 Applied Sports Psychology.....	3
SOCI 111 Introduction to Sociology .....	(3) <sup>1</sup>
<b>TOTAL: Athletic Training</b> .....	<b>62</b>

## Health Promotion (KNHP)

BIOL 291 Anatomy and Physiology I .....	(3) <sup>1</sup>
BIOL 293 Anatomy and Physiology I Lab .....	1
BIOL 292/294 Anatomy and Physiology II Lecture/Lab .....	4
CHEM 113 Introductory Chemistry .....	(3) <sup>1</sup>
CHEM 111 Introductory Chemistry Lab .....	1
CHEM 112/114 Intro. Organic and Biological Chemistry Lecture/Lab .....	4
HED 112 Personal Health and Human Disease .....	3
HED Selection (choose 1): HED 324, 405, or 410 .....	3
KINE 241 First Aid/CPR .....	1
KINE 321 Sport Practicum or KINE 322 Fitness Practicum .....	1
KINE 360 Leadership and Management for Health Promotion (writing-intensive course) .....	3
KINE 372/373 Exercise Physiology/Lab .....	4
KINE 420 Exercise Science Internship (capstone experience) .....	3
KINE 421 Wellness Practicum.....	1
KINE 450 Personal Training .....	3
KINE 460 Program Planning for Health Promotion.....	3
KINE 473 Clinical Exercise Physiology I .....	3
KINE 475 Physical Activity and Aging .....	3
KINE 480 Training Program Design .....	3
KINE 485 Clinical Exercise Physiology II .....	3
KINE 498 Biomechanics .....	3
MGMT 330 Management and Organizational Behavior .....	3
NUTR 221 Introductory Nutrition .....	3
NUTR 224 Nutrition for Exercise and Sport .....	3
Choose 1 course from: PEAC 211, 214, 215, 216, 227, 228, or 229 .....	1
<b>TOTAL: Health Promotion</b> .....	<b>60</b>

## Generalist (KGEN)

BIOL 112 General Biology I (or higher).....	(3) <sup>1</sup>
BIOL 114 General Biology I Laboratory (or higher) .....	1
CHEM 113 Introductory Chemistry (or higher) .....	(3) <sup>1</sup>
CHEM 111 Introductory Chemistry Lab (or higher).....	1
HED 112 Personal Health and Human Disease .....	3
KINE 241 First Aid/CPR .....	1
KINE 311 Motor Behavior (writing-intensive course) .....	3
KINE 372/373 Exercise Physiology/Lab .....	4
KINE 420 Exercise Science Internship (capstone experience) .....	3
KINE 473 Clinical Exercise Physiology I .....	3
KINE 485 Clinical Exercise Physiology II .....	3
KINE 498 Biomechanics .....	3
KINE 200-499; HED 300-499; NUTR 221, 224; or approved upper- level science .....	33
Choose 1 course from: PEAC 211, 214, 215, 216, 227, 228, or 229 .....	1
<b>TOTAL: Generalist</b> .....	<b>59</b>

## Pre-Physical Therapy (KNPT)

BIOL 112 General Biology I .....	(3) <sup>1</sup>
BIOL 114 General Biology I Laboratory .....	1
BIOL 113/115 General Biology II Lecture/Lab .....	4

BIOL 491/493 Human Anatomy Lecture/Lab.....	4
BIOL 492/495 Physiology Lecture/Lab.....	4
CHEM 133 General Chemistry I.....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab.....	1
CHEM 132/134 General Chemistry II Lecture/Lab.....	4
ENGL 326 Business and Professional Writing <i>or</i> ENGL 327 Scientific or Technical Writing.....	3
HED 112 Personal Health and Human Disease.....	3
KINE 302 Medical Terminology.....	2
KINE 311 Motor Behavior (writing-intensive course).....	3
KINE 372/373 Exercise Physiology/Lab.....	4
KINE 399 Research Methods in Kinesiology and Nutrition.....	3
KINE 420 Exercise Science Internship (capstone experience).....	3
KINE 473 Clinical Exercise Physiology I.....	3
KINE 485 Clinical Exercise Physiology II.....	3
KINE 498 Biomechanics.....	3
MATH 124 Precalculus I <i>or</i> MATH 185 Calculus I.....	(3) <sup>1</sup>
Choose 1 course from: PEAC 211, 214, 215, 216, 227, 228, <i>or</i> 229.....	1
PHYS 110/111 General Physics I Lecture/Lab.....	4
PHYS 112/113 General Physics II Lecture/Lab.....	4
PSYC 232 Developmental Psychology.....	3
PSYC 311 Elementary Statistics.....	3
SOCI 111 Introduction to Sociology.....	(3) <sup>1</sup>
<b>TOTAL: Pre-Physical Therapy.....</b>	<b>63</b>
<b>Pre-Occupational Therapy (KNOT)</b>	
BIOL 112 General Biology I.....	(3) <sup>1</sup>
BIOL 114 General Biology I Laboratory.....	1
BIOL 291/293 Anatomy and Physiology I Lecture/Lab.....	4
BIOL 292/294 Anatomy and Physiology II Lecture/Lab.....	4
HED 112 Personal Health and Human Disease.....	3
Choose 1 course from: PEAC 211, 214, 215, 216, 227, 228, <i>or</i> 229.....	1
KINE 302 Medical Terminology.....	2
KINE 311 Motor Behavior (writing-intensive course).....	3
KINE 372/373 Exercise Physiology/Lab.....	4
KINE 399 Research Methods in Kinesiology and Nutrition.....	3
KINE 420 Exercise Science Internship (capstone experience).....	3
KINE 421 Wellness Practicum.....	1
KINE 450 Personal Training.....	3
KINE 473 Clinical Exercise Physiology I.....	3
KINE 485 Clinical Exercise Physiology II.....	3
KINE 498 Biomechanics.....	3
MATH 124 Precalculus I <i>or</i> MATH 185 Calculus I.....	(3) <sup>1</sup>
PHYS 110 General Physics I.....	(3) <sup>1</sup>
PHYS 111 General Physics I Laboratory.....	1
PSYC 232 Developmental Psychology.....	3
PSYC 311 Elementary Statistics.....	3
PSYC 382 Abnormal Psychology.....	3
SOCI 111 Introduction to Sociology.....	(3) <sup>1</sup>
<b>TOTAL: Pre-Occupational Therapy.....</b>	<b>51</b>
<b>Sport and Recreation Management (KSRM)</b>	
COMM 345 Intercultural Communication.....	(3) <sup>1</sup>
COMM 430 Conflict Management.....	3
ENGL 326 Business and Professional Writing.....	3
GERO 350 Sociology of Aging <i>or</i> GERO 352 Adult Development and Aging <i>or</i> KINE 475 Physical Activity and Aging.....	3
HED Selection (choose 1): HED 324, 405, <i>or</i> 410.....	3
KINE 201 Introduction to Sport and Recreation Management.....	3
KINE 241 First Aid/CPR <i>or</i> Elective (if taken PEAC 229).....	1
KINE 301 Risk Management.....	3
KINE 303 Ethics in Sport and Recreation Management.....	3
KINE 321 Sport Practicum <i>or</i> KINE 322 Fitness Practicum.....	1
KINE 333 Youth Activity Programs.....	3
KINE 360 Leadership and Management for Health Promotion (writing-intensive course).....	3
KINE 401 Legal Aspects to Sport and Recreation.....	3
KINE 420 Exercise Science Internship (capstone experience).....	3

KINE 460 Program Planning for Health Promotion.....	3
KINE 490 Special Populations.....	3
MKTG 320 Principles of Marketing <i>or</i> MKTG 343 Personal Marketing.....	3
NUTR 224 Nutrition for Exercise and Sport <i>or</i> NUTR 221 Introductory Nutrition.....	3
Choose 3 hours from: PEAC 207, 210, 239, 341, 350 <i>or</i> 351.....	3
PSYC 388 Teams and Team Leadership.....	3
<b>TOTAL: Sport and Recreation Management.....</b>	<b>53</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

ELECTIVES	
Minimum (KNAT).....	7
Minimum (KNHP).....	9
Minimum (KGEN).....	10
Minimum (KNPT).....	6
Minimum (KNOT).....	18
Minimum (KSRM).....	16*
* Electives will be used for 2nd area of emphasis	

<b>TOTAL MAJOR HOURS.....</b>	<b>72</b>
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OTHER GRADUATION REQUIREMENTS	
Minimum GPA for graduation (KNAT).....	3.00
Minimum GPA for graduation (KNHP).....	2.00
Minimum GPA for graduation (KGEN).....	2.00
Minimum GPA for graduation (KNPT).....	3.20
Minimum GPA for graduation (KNOT).....	3.20
Minimum GPA for graduation (KSRM).....	2.50
Minimum advanced hours.....	33
Minimum total hours.....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

## NUTRITION (BS)

The Bachelor of Science in Nutrition prepares students to serve and lead others through living and teaching healthful nutrition practices and wellness lifestyles. Christian values and ethics are encouraged in any area of nutrition the student chooses. Students may declare Nutrition as a major with a concentration in Exercise Science, Community, Food Service, or the Didactic Program in Dietetics (DPD). Entry into the DPD requires a formal application process as described below. The Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND, a division of the Academy of Nutrition and Dietetics). ACEND's address and phone number are: 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800-877-1600 ext. 5400. Below are details concerning the concentrations in Nutrition.

- **Didactic Program in Dietetics concentration (NDPD).** Students who are interested in becoming Registered Dietitians may apply to the Didactic Program in Dietetics (DPD) after passing 60 hours through a formal application and interview process. Transfer students or current students wishing to change their major may also apply to the DPD after passing 60 hours, after taking at least 6 hours of nutrition courses at ACU, and having been a nutrition major at ACU for at least two semesters. A GPA of 3.2 is required for entrance into and for remaining in the DPD. Graduates of the DPD are prepared to enter dietetic internships, after which they may sit for the Registration Examination for Dietitians. Registered Dietitians may find employment in healthcare facilities, community and public health nutrition programs, other government entities, private practice, school nutrition programs, sports nutrition and corporate wellness programs, university education, research, sales, marketing, restaurant management, and food companies.
- **Exercise Science concentration (NUEX).** An increased emphasis is placed on health promotion in our society today. The Dietary Guidelines for Americans by the Department of Health and Human

Services and the U.S. Department of Agriculture recommend 60 minutes of moderate to vigorous intensity activity on most days. Other national organizations have similar recommendations. Nutrition for exercise and sport is extremely important for individuals to stay healthy before, during, and after exercise. Graduates with the Exercise Science concentration are trained to counsel individuals concerning proper nutrition practices in wellness centers or other exercise-related settings such as gyms or sport facilities. They also receive baseline preparation for personal training.

- **Community concentration (NUCO).** Nutrition professionals are in demand to educate the public in various settings. Graduates of the Community concentration are trained to effectively communicate nutrition messages to individuals and the public. They may find employment with AgriLife Extension, school nutrition programs, supermarkets, or in public health/government nutrition programs such as the Special Supplemental Nutrition Program for Women, Infants, and Children.
- **Food Service concentration (NUFS).** The food service industry affects virtually every person living in the U.S., and employment opportunities are expected to increase. Graduates of the Food Service concentration are trained in food management, food marketing principles, and food safety. They may find employment in school nutrition programs, food service facilities or restaurants as managers, or health departments as food inspectors.

## NUTRITION (BS)

<b>BS: NUTRITION DEGREE PLAN (NUTR)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Math</b>	
MATH 123 Elementary Statistics .....	(3) <sup>1</sup>
<b>Nutrition</b>	
NUTR 221 Introductory Nutrition .....	3
NUTR 222 Food Selection and Preparation .....	3
NUTR 224 Nutrition for Exercise and Sport .....	3
NUTR 325 Quantity Food Production and Service .....	3
NUTR 327 Nutrition Through the Life Cycle .....	3
NUTR 328 Community Nutrition .....	3
NUTR 401 Nutrition Seminar (capstone course) .....	1
NUTR 421 Nutrition Assessment and Education (capstone and writing-intensive course) .....	3
NUTR 423 Food Safety .....	1
NUTR 426 Food Science .....	3
NUTR 427 Food System Organization and Administration .....	3
<b>Sciences</b>	
BIOL 291 Anatomy and Physiology I .....	(3) <sup>1</sup>
BIOL 293 Anatomy and Physiology I Lab .....	1
BIOL 292/294 Anatomy and Physiology II Lecture/Lab .....	4
CHEM 113 Introductory Chemistry .....	(3) <sup>1</sup>
CHEM 111 Introductory Chemistry Lab .....	1
CHEM 112/114 Introduction to Organic and Biological Chemistry Lecture/Lab .....	4
<b>Other Required Courses</b>	
MGMT 330 Management and Organizational Behavior .....	3
KINE 241 First Aid/CPR .....	1
<b>TOTAL</b> .....	<b>43</b>
<b>CONCENTRATION (CHOOSE ONE)</b>	
<b>Didactic Program in Dietetics (NDPD)</b>	
BIOL 353/357 General Microbiology Lecture/Lab .....	4
KINE 399 Research Methods in Kinesiology and Nutrition .....	3
NUTR 322 Biochemistry of Nutrition I .....	3
NUTR 323 Biochemistry of Nutrition II .....	3
NUTR 425 Medical Nutrition Therapy I .....	3

NUTR 428 Medical Nutrition Therapy II .....	3
NUTR 429 Medical Nutrition Therapy III .....	3
NUTR 450 Capstone in Dietetics .....	2
<b>TOTAL</b> .....	<b>24</b>
<b>Community Concentration (NUCO)</b>	
COMM 236 General Communication Theory .....	3
COMM 343 Business and Professional Communication .....	3
COMM 345 Intercultural Communication .....	3
COMM 483 Advanced Public Speaking .....	3
<b>TOTAL</b> .....	<b>12</b>
<b>Exercise Science (NUEX)</b>	
KINE 206 Strength Training .....	(1) <sup>1</sup>
KINE 232 Structural Kinesiology .....	3
KINE 372/373 Exercise Physiology Lecture/Lab .....	4
KINE 450 Personal Training .....	3
KINE 475 Physical Activity and Aging .....	3
PEAC Selection (choose 1): PEAC 211, 214, 215, or 216 .....	(1) <sup>1</sup>
<b>TOTAL</b> .....	<b>14</b>
<b>Food Service (NUFS)</b>	
ACCT 210 Financial Accounting .....	3
MGMT 332 Human Resource Management .....	3
MGMT 335 Leadership in Organizations .....	3
MKTG 320 Principles of Marketing .....	3
<b>TOTAL</b> .....	<b>12</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum (NDPD) .....	5
Minimum (NUEX) .....	16
Minimum (NUCO, NUFS) .....	17
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum GPA for graduation (NDPD) .....	3.20
Minimum GPA for graduation (NUCO, NUEX, NUFS) .....	2.50
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### Minor in Coaching

The 18-hour minor may be added to any major. Education majors who wish to teach in a field other than physical education will want to add this minor in order to increase their coaching knowledge and competence.

#### MINOR: COACHING (EXCO)

##### Coaching Foundation

KINE 232 Structural Kinesiology .....	3
KINE 372 Exercise Physiology .....	3
KINE 480 Training Program Design .....	3
KINE 491 Principles of Coaching .....	3
KINE 492 Coaching Internship .....	3
PSYC 342 Applied Sports Psychology .....	3
<b>TOTAL</b> .....	<b>18</b>

### Minor in Nutrition

The 18-hour nutrition minor is designed for students with an interest in nutrition or majoring in complementary disciplines. Students in related fields may find the exposure to nutrition pertinent to their field and enhance career opportunities by completing this minor.

#### MINOR: NUTRITION (NUTR)

##### Nutrition Foundation

NUTR 120 Nutrition and Wellness or NUTR 221 Introductory Nutrition .....	3
NUTR 224 Sports Nutrition .....	3
NUTR 327 Nutrition Through the Life Cycle .....	3
NUTR 328 Community Nutrition .....	3
NUTR 421 Nutrition Assessment and Education (capstone and writing intensive) .....	3
BIOL 291 Anatomy and Physiology I or BIOL 292 Anatomy and Physiology II .....	3
<b>TOTAL</b> .....	<b>18</b>

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Kinesiology and Nutrition include those with the following designations: KINE, HED, NUTR, and PEAC.

# School of Social Work

Thomas L. Winter, *Director, School of Social Work*

Stephen Baldrige, *BSSW Program Director*

Wayne Paris, *MSSW Program Director*

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Kyeonghee (Kay) Jang, *Assistant Professor*

Alan Lipps, *Associate Professor*

Wayne Paris, *Professor*

Rachel Slaymaker, *Assistant Professor*

Thomas L. Winter, *Professor*

### Major: Social Work (BS)

The School of Social Work offers the Bachelor of Science in Social Work (BSSW) degree. A Master of Science in Social Work (MSSW) degree and a graduate-level certificate in social services administration are also available. See the *Graduate Programs* section of this catalog (page 129).

The school offers qualified undergraduate students the opportunity to complete the Bachelor of Science and the Master of Science in Social Work degrees in five years.

### Introduction

Graduates of the ACU BSSW Program presently work in a variety of settings, including mental health programs, corrections, health care, schools, children and youth programs, disability services, family services, and gerontological programs.

Social work majors study the interaction of biological, psychological and social aspects of life that affect human behavior and problems. Students gain experience in the application of social work methods by working directly with human service programs through the program's field education curriculum.

The Bachelor of Science degree in social work is granted only to those students who have completed the social work program's curriculum in its entirety. The degree indicates that the student is prepared for beginning generalist social work practice.

BSSW graduates are prepared both personally and professionally for either immediate entry into the field of social work or for entry into a graduate school to pursue the Master of Science in Social Work degree. The principle objective of the program, however, is to prepare the student for entry-level generalist social work practice. A complete articulation of the educational outcomes of the program is contained in the social work program's Student Handbook, which can be obtained from the School of Social Work office.

ACU's BSSW program is fully accredited by the Council on Social Work Education to offer the baccalaureate degree in social work. This accreditation enables students who have completed their work at ACU to qualify for licensure as a social worker in Texas and other states and to have "advanced standing" in many graduate schools of social work throughout the nation.

### Additional Admission Requirements

The declaration of social work as a major does not ensure admission to the social work program. In addition to the requirements for all degrees

(see the *University Requirements* section of this catalog [page 39]), the student must apply for and be granted admission to the social work program before taking most upper-level courses.

The following accomplishments are required for admission:

- Junior standing (60 credit hours).
- Completion of application to the program designated by the school.
- Satisfactory completion of SOCW 230, 250, and 327 or 329.
- Approval for admission by program faculty after an interview and consideration of various criteria.

Complete information on applying for admission to the program is given to all students when they declare their major. The deadline for application is the 13th full week of the semester prior to the anticipated beginning of upper-level practice and field course work. Students are notified of the decision of the faculty by the 15th full week of the semester.

### Accelerated Master of Science in Social Work

For students not majoring in social work but who are committed to being a social work practitioner, the School of Social Work offers an integrated degree plan—the Accelerated Master of Science in Social Work Plan (AMSSWP)—that permits qualified students to count up to 24 hours of graduate study toward both the Bachelor's degree and the Master of Science in Social Work. Students who meet the admission requirements for the AMSSWP may take up to 24 hours of graduate course work in their junior and senior years.

The 24 hours of graduate course work will be chosen from required courses in the Master of Science in Social Work (MSSW) curriculum. Students who participate in this degree plan may take up to 6 semester hours of graduate work in the summer and up to 9 semester hours of graduate work in the fall and spring semesters after they have achieved 90 undergraduate semester hours with a cumulative GPA of 3.5. Students will be advised to take no more than 12 hours, including the graduate courses, in a regular semester. Students will be awarded their Bachelor's degree upon completion of their current program's undergraduate degree requirements.

Interested students are encouraged to seek pre-admission to the AMSSWP after they have completed 30 semester hours by applying to the Graduate Program Director in the School of Social Work. Students must apply for full admission to the ACU MSSW program in the fall semester after they have completed 60 hours and have a GPA of 3.5.

Graduate courses will count as general electives or electives in the student's undergraduate major and may not be substituted for required courses in their undergraduate degree.

In order to continue in the AMSSWP, students must make no grade lower than B in the graduate courses and maintain a cumulative 3.5 GPA. Individual students' academic programs must be approved by the Graduate Program Director each semester a student participates in the AMSSWP. Final admission to the MSSW program will be based on the student's satisfaction of all graduate admission requirements.

### Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted during the freshman year.

## SOCIAL WORK (BS)

### BS: SOCIAL WORK DEGREE PLAN (SOCW)

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

#### MAJOR REQUIREMENTS\*

##### Social Work

BIOL 101 Biology: Human Perspective <i>or</i>	
BIOL 291 Anatomy and Physiology .....	(3) <sup>1</sup>
and BIOL 293 Anatomy and Physiology Lab .....	1
Select 4 recommended courses (no more than 9 hrs in 1 field): ...	12
BIBM 434, BIBM 435, COMM 300-499, ECON 438, EDUC	
221, ENGL 470, GERO 300-499, POLS 300-499, PSYC 232,	
PSYC 300-499, SOCI 300-499, <i>or</i> SPED 371.	
Additional upper level courses in these areas may be approved	
by advisor.	
SOCI 416 Social Statistics .....	3
SOCW 230 Introduction to Social Work .....	3
SOCW 250 Person to Person: Fundamental Skills of Relating .....	3
SOCW 327 Micro/Mezzo Human Behavior Theory .....	3
SOCW 329 Diversity, Power, and Oppression .....	3
SOCW 351 Social Work Practice with Micro Systems .....	4
SOCW 381 Field Practicum I .....	5
SOCW 415 Social Research .....	3
SOCW 416 Program and Practice Evaluation (capstone course) .....	3
SOCW 441 Social Welfare Policies and Services .....	3
SOCW 442 Policy Analysis and Practice .....	3
SOCW 451 Social Work Practice with Macro Systems	
(writing-intensive course) .....	4
SOCW 481 Field Practicum II (capstone course).....	5
<b>TOTAL</b> .....	<b>58</b>

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

#### ELECTIVES

Minimum .....

**TOTAL MAJOR HOURS** ..... **72**

#### OTHER GRADUATION REQUIREMENTS

Minimum grade for each course in major and supplement .....	C
Minimum GPA in major .....	2.25
Minimum GPA for graduation .....	2.50
Minimum advanced hours .....	33
Minimum total hours .....	128

*Courses numbered 0\*\* do not count in minimum hours required for degree.*

### CERTIFICATE IN GERONTOLOGY

The undergraduate Certificate of Studies in Gerontology requires 15 semester hours. See the *Gerontology* section in *Interdisciplinary Programs* for specific requirements.

### Course Descriptions

Please the *Course Descriptions* section of this catalog (page 186). Courses offered by the School of Social Work include those with the following designation: SOCW and GERO.

# Teacher Education

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## Faculty

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Kim Hardin, *Instructor*

Katie Hathorn, *Clinical Assistant*

Andrew Huddleston, *Assistant Professor*

Dana Mayhall, *Instructor*

Dana K. Pemberton, *Professor*

Jenn Rogers, *Instructor*

Jill Scott, *Assistant Professor*

Sam Stewart, *Associate Professor*

Stephanie Talley, *Assistant Professor*

## Majors:

Early Childhood/Elementary Certification (BS)

High School English Special Education (BS)

Middle School Education with EC-6 and 4-8 Mathematics (BS)

Middle School Education with EC-6 and 4-8 Language Arts (BS)

Middle School Education with EC-6 and 4-8 Social Studies (BS)

Special Education with Early Childhood/Elementary (BS)

The Department of Teacher Education offers the Bachelor of Science degree with majors in interdisciplinary studies. Degrees are available leading to certification at the following levels: Age 3 through Grade 6, Grades 4 through 8, Grades 6 through 12, Grades 7 through 12, and Age 3 through Grade 12. Supplements that may be added to a teaching field include English as a Second Language (ESL) and Special Education.

## Introduction

The goal of the Department of Teacher Education is to prepare educators who will have the professional knowledge and skills to work in a wide range of roles in elementary and secondary schools both public and private. Approximately 300 students each year prepare for certification in some aspect of professional education. A capable faculty provides a rich background of practical experience and academic preparation.

The teacher education program is accredited by the Texas State Board for Educator Certification and is nationally accredited through the Teacher Education Accreditation Council (TEAC). Abilene Christian University is a member of the American Association of Colleges for Teacher Education, the Texas Association of Colleges for Teacher Education, the Teacher Education Accreditation Council, the Association of Independent Liberal Arts Colleges for Teacher Education and the Education Deans of Independent Colleges and Universities in Texas.

## Criteria for Admission to ACU Teacher Education

In accordance with Texas state law, the ACU Teacher Education Program has established the following criteria for admission to Teacher Education. Before taking more than 6 hours EDUC a student must first be admitted to the Teacher Education Program. To be admitted to the Teacher Education Program, a student must:

1. Complete and submit an application for admission into the Teacher Education Program;
2. Have completed the first 45 semester hours of credit;
3. Successfully complete with a C or better 15 hours in the candidate's chosen content field;

4. Have a minimum overall Grade Point Average (GPA) of 2.75 and a GPA of 2.75 or higher in 15 hours of the chosen content field;
5. Complete 6 hours of University English requirements with no grade lower than a "C" (In order to maintain admission status, the candidate must earn a C or better in all university required English courses.);
6. Demonstrate proficiency in reading, writing, and math through one of the following:
  - ACT: Composite score of 23 or higher with at least a 19 on the English portion and at least a 19 on the math section.
  - SAT: Combined critical reading and math score of 1070 with a minimum of 500 on the critical reading portion and a minimum of 500 on the math portion.
  - Successful completion of University Requirements in mathematics and English with a grade of C or higher.
7. Successfully complete (C or better) EDUC 211 Educational Foundations and Multicultural Perspectives;
8. Successfully complete the Teacher Education Dispositions Review as described in the ACU Teacher Education Student Handbook;
9. Declare a major that includes certification;
10. Successfully complete a student life review;
11. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

Any exemptions or modification to the above requirements due to special circumstances must be requested through the chair of the Department of Teacher Education. All requests will be reviewed and must be approved by the Teacher Education Admissions and Review Committee. In addition, admission to Teacher Education is not the final step in the process. In order to remain in the program, the prospective teacher must continue to meet the GPA requirement (2.75).

**Note:** Candidates must meet criteria for admission in place at the time of application to Teacher Education.

## English Language Proficiency Assessment Requirement:

International students with primary languages other than English must demonstrate English language proficiency by an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

## Additional program requirements:

1. In order to remain in the Teacher Education Program, an overall GPA of 2.75, 2.75 in the content field, and continued approval of the Teacher Education Admissions Committee must be maintained. If the GPA falls below the standard, the candidate's admission to Teacher Education will be revoked. If the GPA later meets the standard, the candidate must reapply to the program and meet the standards at the time of reapplication. If the GPA falls below criteria again, the candidate's admission to Teacher Education will be permanently revoked.
2. In order to maintain eligibility, candidates must be able to perform the essential functions of teaching as outlined in the ACU Teacher Education Handbook.
3. A grade of C or better is required for all courses in the candidate's teaching field, all professional education courses, and all courses in the major.
4. All professional education courses (EDUC, READ, SPED, and EACH) must be taken in residence.
5. Junior and senior transfer students must demonstrate proficiency in reading, writing, and math through scores on the ACT, SAT, or successful completion of appropriate English and math courses as outlined above.
6. Any appeals related to admissions will be directed first to the chair of Teacher Education. If the candidate does not feel the issue is resolved, the appeal will be forwarded to the Dean of the College of Education and Human Services.

Note: A candidate who does not have an overall GPA of 2.75 or higher **may** be admitted to the program if **all** other admissions criteria are met and if **all** of the following are true;

1. An overall GPA of 2.75 or higher in the last 60 hours;
2. A GPA of 2.75 in the teaching content field with no grade lower than a C;
3. No university disciplinary actions filed – academic or otherwise;
4. A formal letter of request submitted to the admissions committee describing the candidate's academic history and articulating motivations for wanting to enter the teaching profession.
5. An interview with the Teacher Education Admissions Committee.

### Teacher Certification

Students who complete the Teacher Education Program and who wish to obtain Texas teacher certification must pass the appropriate exams in professional education and in the appropriate teaching fields as required by the Texas State Board for Educator Certification (SBEC). Approval to take the certification exams must be obtained from the Department of Teacher Education. Additional information is available from the certification officer in the Department of Teacher Education. Those who do not take the certification exams within a year after completing course work may be subject to additional requirements.

All students who plan to complete the Teacher Education Program at ACU are advised that the State Board for Educator Certification (SBEC) at times revises its certification rules, regulations, and procedures. Since ACU's Teacher Education Program is accredited by the SBEC, some changes in the requirements and procedures contained in this catalog may be necessary. Students seeking certification will be expected to meet the requirements in program admission, programs, certification and degree plans that are in effect at the time they graduate even if they are different from those in this catalog. Students are encouraged to contact the Department of Teacher Education on a regular basis and to maintain close communication with their degree plan specialist to learn of changes as they occur. Degree plan specialists will make every effort to substitute courses for students as requirements change while continuing to prepare students for successful completion of the certification exams.

Except with prior approval of the chair of the Department of Teacher Education, individuals who complete their degree program at ACU must take all required professional education courses in residence.

### Study Abroad Expectations

All students are encouraged to participate in ACU's Study Abroad program. Classes offered at Study Abroad sites vary depending on the site. Academic advisors can assist students in planning ahead for their Study Abroad experience and should be consulted regarding this during the freshman year.

## EARLY CHILDHOOD/ELEMENTARY CERTIFICATION (BS)

<b>BS: EARLY CHILDHOOD/ELEMENTARY DEGREE PLAN (IDSC)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>INTERDISCIPLINARY MAJOR REQUIREMENTS</b>	
<b>Interdisciplinary Course Requirements</b>	
CHEM 203 General Science for Elementary Teachers .....	4
EACH 363 Early Language and Literacy .....	3
EACH 451 Guidance in Early Childhood .....	3
EACH 466 Education of Young Children .....	3
EDUC 250 Literature for Children .....	3
EDUC 323 Integrated Math and Science: PreK-2.....	3
MATH 237 Number and Operations .....	3
MATH 238 Geometry and Measurement.....	3

READ 363 Foundations of Reading .....	3
READ 460 Reading Assessment and Instruction .....	3
READ 464 Reading-Writing Connection .....	3
READ 480 Problems in Reading .....	3
SPED 371 Teaching Students with Special Needs .....	3
<b>TOTAL .....</b>	<b>40</b>
<b>Other Required Courses</b>	
<b>Fine Arts</b>	
MUSE 330 Music Education for Elementary Teachers .....	3
<b>Kinesiology</b>	
PEAC 100 Lifetime Wellness .....	(1) <sup>1</sup>
PEAC 222 Physical Activities for Elementary .....	(1) <sup>1</sup>
<b>Science</b>	
BIOL 101 Biology - Human Perspective <i>or</i> BIOL 203 Basic Biology for Teachers .....	(3) <sup>1</sup>
PHYS 203 Physical Science for Teachers .....	(3) <sup>1</sup>
<b>Social Sciences/Humanities</b>	
Select 2 courses from the following menu. One of the two courses may be used to satisfy a University Requirement.	
GEOG 235 World Geography	
GEOG 354 Cultural Geography	
POLS 227 Introduction to International Relations	
HIST 117 Civilization I	
HIST 118 Civilization II	
HIST 131 World History	
GLST 212 Into to Great Britain	
GLST 214 Global Studies: People & Culture of Germany & Europe	
GLST 217 South America Southern Cone: History & Culture	
Course selection 1.....	(3) <sup>1</sup>
Course selection 2.....	3
HIST 221 American History I <i>or</i> HIST 222 American History II .....	(3) <sup>1</sup>
POLS 225 National Government, POLS 226 States and Federal System, ECON 260 Macroeconomics, <i>or</i> ECON 261 Microeconomics .....	(3) <sup>1</sup>
<b>TOTAL .....</b>	<b>6</b>
<b>PROFESSIONAL EDUCATION REQUIREMENTS</b>	
EDUC 211 Educational Foundations and Multicultural Perspectives .....	(3) <sup>1</sup>
EDUC 287 Integrating the Arts Across the Elementary School Curriculum .....	3
EDUC 331 Teaching Social Studies in Pre K - Grade 8 .....	3
EDUC 370 Teaching Mathematics in Elementary Grades 3-6 .....	3
EDUC 411 Elementary Curriculum, Materials and Media (capstone course) .....	3
EDUC 431 Elementary Management and Methods (writing-intensive, capstone course) .....	3
EDUC 476 Effective Teaching Strategies for English Language Learners .....	3
EDUC 490 Clinical Teaching * (capstone course).....	6
<b>TOTAL .....</b>	<b>18-24</b>
*Students who are accepted into the MEd program will have 6 hours waived and will complete Student Teaching in Graduate School. <i>Must make application and be approved to take EDUC 490.</i>	
GPA of 2.75 required to remain in Teacher Education Program.	
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	2
<b>TOTAL MAJOR HOURS .....</b>	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for major courses .....	C
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	128



Minimum total hours (MEd acceptance) ..... 122  
*Courses numbered 0\*\* do not count in minimum hours required for degree.*

**SPECIAL EDUCATION WITH EARLY CHILDHOOD/ELEMENTARY (BS)**

**BS: SPECIAL EDUCATION WITH EARLY CHILDHOOD AND ELEMENTARY DEGREE PLAN (SPEL)**

**UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 39).

**INTERDISCIPLINARY MAJOR REQUIREMENTS**

**Interdisciplinary Course Requirements**

CHEM 203 General Science for Elementary Teachers .....	4
EACH 363 Early Language and Literacy .....	3
EACH 451 Guidance in Early Childhood .....	3
EACH 466 Education of Young Children .....	3
EDUC 250 Literature for Children .....	3
MATH 237 Number and Operations .....	3
MATH 238 Geometry and Measurement.....	3
READ 363 Foundations of Reading .....	3
READ 460 Reading Assessment and Instruction .....	3
READ 464 Reading-Writing Connection .....	3
READ 480 Problems in Reading .....	3
<b>TOTAL .....</b>	<b>34</b>

**PROFESSIONAL EDUCATION REQUIREMENTS**

EDUC 211 Educational Foundations and Multicultural Perspectives .....	(3) <sup>1</sup>
EDUC 287 Integrating the Arts Across the Elementary School Curriculum .....	3
EDUC 331 Teaching Social Studies in Pre K - Grade 8 .....	3
EDUC 370 Teaching Mathematics in Elementary Grades 3-6 .....	3
EDUC 411 Elementary Curriculum, Materials and Media (capstone course) .....	3
EDUC 431 Elementary Management and Methods (writing-intensive, capstone course) .....	3
EDUC 476 Effective Teaching Strategies for English Language Learners .....	3
EDUC 490 Clinical Teaching* (capstone course).....	6
<b>TOTAL .....</b>	<b>18-24</b>

\*Students who are accepted into the MEd program will have 6 hours waived and will complete Student Teaching in Graduate School. *Must make application and be approved to take EDUC 490. GPA of 2.75 required to remain in Teacher Education Program.*  
<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

**Special Education Sequence:**

SPED 371 Teaching Students with Special Needs .....	3
SPED 374 Emotional and Behavioral Disorders in Children .....	3
SPED 477 Teaching Students with High Incidence Disabilities ...	3
SPED 481 Teaching Students with Low Incidence Disabilities ....	3
<b>TOTAL .....</b>	<b>12</b>

**Other Required Courses:**

**Kinesiology**

PEAC 100 Lifetime Wellness .....	(1) <sup>1</sup>
PEAC 222 Physical Activities for Elementary .....	(1) <sup>1</sup>

**Science**

BIOL 101 Biology Human Perspective <i>or</i> BIOL 203 Basic Biology for Teachers .....	(3) <sup>1</sup>
PHYS 203 Physical Science for Teachers .....	(3) <sup>1</sup>

**Social Science/Humanities**

Select 2 courses from the following menu. One of the two courses may be used to satisfy a University Requirement.  
 GEOG 235 World Geography  
 GEOG 354 Cultural Geography  
 POLS 227 Introduction to International Relations  
 HIST 117 Civilization I

HIST 118 Civilization II	
HIST 131 World History	
GLST 212 Into to Great Britain	
GLST 214 Global Studies: People & Culture of Germany & Europe	
GLST 217 South America Southern Cone: History & Culture	
Course selection 1.....	(3) <sup>1</sup>
Course selection 2.....	3
HIST 221 American History I <i>or</i> HIST 222 American History II .....	(3) <sup>1</sup>
POLS 225 National Government, POLS 226 States and Federal System, ECON 260 Macroeconomics, <i>or</i> ECON 261 Microeconomics .....	(3) <sup>1</sup>
<b>TOTAL .....</b>	<b>3</b>

**ELECTIVES**

Minimum .....0

**TOTAL MAJOR HOURS .....73**

**OTHER GRADUATION REQUIREMENTS**

Minimum grade for major courses ..... C  
 Minimum GPA for graduation ..... 2.75  
 Minimum advanced hours ..... 33  
 Minimum total hours ..... 129  
 Minimum total hours (MEd acceptance) ..... 123  
*Courses numbered 0\*\* do not count in minimum hours required for degree.*

**MIDDLE SCHOOL EDUCATION WITH EC-6 AND 4-8 LANGUAGE ARTS (BS)**

**BS: MIDDLE SCHOOL EDUCATION WITH EC-6 AND 4-8 LANGUAGE ARTS (MSLA)**

**UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 39).

**MAJOR REQUIREMENTS**

**English Teaching Field:**

ENGL 221 Major British Writers I.....	3
ENGL 222 Major British Writers II.....	3
ENGL 231 World Literature I.....	(3) <sup>1</sup>
ENGL 262 American Literature before 1900 <i>or</i> ENGL 263 American Literature after 1900.....	3
ENGL 330 Advanced English Grammar .....	3
ENGL 325 Advanced Composition (writing-intensive course).....	3
ENGL 351 Young Adult Literature .....	3
ENGL 459 English for Secondary Teachers .....	3
<b>TOTAL .....</b>	<b>21</b>

**Interdisciplinary Content:**

**Social Studies**

Select 2 courses from the following menu. One of the two courses may be used to satisfy a University Requirement.  
 GEOG 235 World Geography  
 GEOG 354 Cultural Geography  
 POLS 227 Introduction to International Relations  
 HIST 117 Civilization I  
 HIST 118 Civilization II  
 HIST 131 World History  
 GLST 212 Into to Great Britain  
 GLST 214 Global Studies: People & Culture of Germany & Europe  
 GLST 217 South America Southern Cone: History & Culture  
 Course selection 1..... (3)<sup>1</sup>  
 Course selection 2..... 3  
 HIST 221 American History I *or* HIST 222 American History II .....

<b>Science</b>	
BIOL 101 Biology - Human Perspective <i>or</i> BIOL 203 Basic Biology for Teachers .....	(3) <sup>1</sup>
CHEM 203 General Science for Elementary Teachers .....	4
PHYS 203 Physical Science for Teachers .....	(3) <sup>1</sup>
<b>Math</b>	
MATH 237 Number and Operations .....	3
MATH 238 Geometry and Measurement .....	3
<b>TOTAL</b> .....	<b>13</b>
<b>Professional Education</b>	
EDUC 211 Educational Foundations and Multicultural Perspectives.....	(3) <sup>1</sup>
EDUC 250 Literature for Children .....	3
EDUC 331 Teaching Social Studies in Pre K - Grade 8.....	3
EDUC 370 Teaching Math in Elementary Grades 3-6.....	3
EDUC 411 Elementary Curriculum, Materials, and Media (capstone course) <i>or</i> EDUC 412 Secondary Curriculum, Materials, and Media (capstone course) .....	3
EDUC 431 Elementary Management and Methods (writing-intensive, capstone course) <i>or</i> EDUC 432 Secondary Methods and Management (writing-intensive, capstone course).....	3
EDUC 476 Effective Teaching Strategies for English Language Learners.....	3
EDUC 490 Clinical Teaching (capstone course).....	6
READ 322 Reading in Secondary Content Areas .....	3
READ 363 Foundations of Reading.....	3
READ 460 Reading Assessment and Instruction .....	3
READ 464 Reading-Writing Connection .....	3
SPED 371 Teaching Students with Special Needs .....	3
<b>TOTAL</b> .....	<b>39</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	0
<b>TOTAL MAJOR HOURS</b> .....	<b>73</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for major courses .....	C
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	129
Minimum total hours (MED acceptance) .....	123
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**MIDDLE SCHOOL EDUCATION WITH EC-6 AND 4-8 MATHEMATICS**

<b>BS: MIDDLE SCHOOL EDUCATION WITH EC-6 AND 4-8 MATHEMATICS (MSMA)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Mathematics Teaching Field:</b>	
MATH 123 Elementary Statistics .....	(3) <sup>1</sup>
MATH 185 Calculus I.....	3
MATH 124 Precalculus II <i>or</i> MATH 186 Calculus II.....	3
MATH 227 Discrete Mathematics .....	3
MATH 237 Number and Operations.....	3
MATH 238 Geometry and Measurement.....	3
MATH 309 Algebraic Concepts for Teachers I.....	3
MATH 311 Geometric Concepts for Teachers I.....	3
MATH 410 Algebraic Concepts for Teachers II <i>or</i> MATH 412 Geometric Concepts for Teachers II.....	3
<b>TOTAL</b> .....	<b>24</b>
<b>Interdisciplinary Content:</b>	
<b>Social Studies</b>	
Select 2 courses from the following menu. One of the two courses	

may be used to satisfy a University Requirement.	
GEOG 235 World Geography	
GEOG 354 Cultural Geography	
POLS 227 Introduction to International Relations	
HIST 117 Civilization I	
HIST 118 Civilization II	
HIST 131 World History	
GLST 212 Into to Great Britain	
GLST 214 Global Studies: People & Culture of Germany & Europe	
GLST 217 South America Southern Cone: History & Culture	
Course selection 1.....	(3) <sup>1</sup>
Course selection 2.....	3
HIST 221 American History I <i>or</i> HIST 222 American History II .....	(3) <sup>1</sup>
POLS 225 National Government, POLS 226 States and Federal System, ECON 260 Macroeconomics, <i>or</i> ECON 261 Microeconomics .....	(3) <sup>1</sup>
<b>Science</b>	
BIOL 101 Biology Human Perspective <i>or</i> BIOL 203 Basic Biology for Teachers .....	
	(3) <sup>1</sup>
CHEM 203 General Science for Elementary Teachers .....	
	4
PHYS 203 Physical Science for Teachers .....	
	(3) <sup>1</sup>
<b>TOTAL</b> .....	<b>7</b>
<b>Professional Education</b>	
EDUC 211 Educ. Foundations & Multicultural Perspectives .....	(3) <sup>1</sup>
EDUC 250 Literature for Children .....	3
EDUC 331 Teaching Social Studies in Pre K - Grade 8.....	3
EDUC 370 Teaching Math in Elementary Grades 3-6.....	3
EDUC 411 Elementary Curriculum, Materials, and Media (capstone course) <i>or</i> EDUC 412 Secondary Curriculum, Materials, and Media (capstone course) .....	3
EDUC 431 Elementary Management and Methods (writing-intensive, capstone course) <i>or</i> EDUC 432 Secondary Methods and Management (writing-intensive, capstone course).....	3
EDUC 476 Effective Teaching Strategies for English Language Learners.....	3
EDUC 490 Clinical Teaching (capstone course).....	6
READ 322 Reading in Secondary Content Areas.....	3
READ 363 Foundations of Reading.....	3
READ 460 Reading Assessment and Instruction .....	3
READ 464 Reading-Writing Connection .....	3
SPED 371 Teaching Students with Special Needs .....	3
<b>TOTAL</b> .....	<b>39</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	2
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for major courses .....	C
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	128
Minimum total hours (MED acceptance) .....	122
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**MIDDLE SCHOOL EDUCATION WITH EC-6 AND 4-8  
SOCIAL STUDIES (BS)**

<b>BS: MIDDLE SCHOOL EDUCATION WITH EC-6 AND 4-8 SOCIAL STUDIES (MSSS)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>Social Studies Teaching Field</b>	
ECON 260 Principles of Macroeconomics <i>or</i> ECON 261 Principles of Microeconomics .....	3
GEOG 235 World Geography .....	3
HIST 117 Civilization I .....	(3) <sup>1</sup>
HIST 118 Civilization II .....	3
HIST 221 American History I .....	(3) <sup>1</sup>
HIST 222 American History II .....	3
HIST 480 Texas History .....	3
Choose 6 hours from: HIST 300-400 level .....	6
POLS 225 National Government <i>or</i> POLS 226 States and Federal System .....	(3) <sup>1</sup>
Choose 3 hours from: POLS 300-400 level .....	3
<b>TOTAL</b> .....	<b>24</b>
<b>Interdisciplinary Content</b>	
<b>Science</b>	
BIOL 101 Biology-Human Perspective <i>or</i> BIOL 203 Basic Biology for Teachers .....	(3) <sup>1</sup>
CHEM 203 General Science for Elementary Teachers .....	4
PHYS 203 Physical Science for Teachers .....	(3) <sup>1</sup>
<b>Math</b>	
MATH 237 Number and Operations .....	3
MATH 238 Geometry and Measurement .....	3
<b>TOTAL</b> .....	<b>10</b>
<b>Professional Education</b>	
EDUC 211 Educational Foundations and Multicultural Perspectives .....	(3) <sup>1</sup>
EDUC 250 Literature for Children .....	3
EDUC 331 Teaching Social Studies in Pre K - Grade 8 .....	3
EDUC 370 Teaching Math in Elementary Grades 3-6 .....	3
EDUC 411 Elementary Curriculum, Materials, and Media (capstone course) <i>or</i> EDUC 412 Secondary Curriculum, Materials, and Media (capstone course) .....	3
EDUC 431 Elementary Management and Methods (writing- intensive, capstone course) <i>or</i> EDUC 432 Secondary Methods and Management (writing-intensive, capstone course) .....	3
EDUC 476 Effective Teaching Strategies for English Language Learners .....	3
EDUC 490 Clinical Teaching (capstone course) .....	6
READ 322 Reading in Secondary Content Areas .....	3
READ 363 Foundations of Reading .....	3
READ 460 Reading Assessment and Instruction .....	3
READ 464 Reading-Writing Connection .....	3
SPED 371 Teaching Students with Special Needs .....	3
<b>TOTAL</b> .....	<b>39</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	0
<b>TOTAL MAJOR HOURS</b> .....	<b>73</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for major courses .....	C
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	129
Minimum total hours (MED acceptance) .....	123
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

**HIGH SCHOOL TEACHER CERTIFICATION (BS)**

Teaching fields for high school and All-Level certifications are at times revised by the State Board for Educator Certification (SBEC). As a result of those revisions, the degree requirements for some teaching fields may at times change in response to state level changes. Teacher candidates must meet the requirements for their teaching field that are in effect at the time they graduate, even if those requirements differ from those on the degree plans that follow. For the most current information regarding requirements for high school and All-Level teaching fields contact the Department of Teacher Education.

**HIGH SCHOOL TEACHING CERTIFICATIONS**

*Department of Teacher Education:*

- High School Special Education English Language Arts (SPHE)

*Other Departments:*

- High School Teacher Certification - Life Sciences (BIOT)
- High School Teacher Certification – Biology Composite (BTCS)
- High School Teacher Certification - Chemistry (CHMT)
- High School Teacher Certification - Physical Science (CPST)
- High School Teacher Certification – Chemistry Composite (CMST)
- High School Teacher Certification - Social Studies (HSST)
- High School Teacher Certification - History (HSTT)
- High School Teacher Certification - Computer Science and Mathematics (CSMT)
- High School Teacher Certification - Physics and Mathematics (PHMT)
- Convergence Journalism/Multimedia Teacher Certification (JMCT)
- English Teacher Certification (ENGT)
- Mathematics Teacher Certification (MATT)
- Spanish Teacher Certification (SPNT)

Information on degree requirements for these teaching fields can be found in the appropriate catalog section for those departments.

**HIGH SCHOOL ENGLISH SPECIAL EDUCATION (BS)**

<b>BS: HIGH SCHOOL ENGLISH SPECIAL EDUCATION (SPHE)</b>	
<b>UNIVERSITY REQUIREMENTS</b>	
Please see the University Requirements section of this catalog (page 39).	
<b>MAJOR REQUIREMENTS</b>	
<b>English Teaching Field</b>	
ENGL 221 Major British Writers I .....	(3) <sup>1</sup>
ENGL 222 Major British Writers II .....	3
ENGL 311 Literary Theory and Criticism .....	3
ENGL 325 Advanced Composition (writing-intensive course) .....	3
ENGL 330 Advanced English Grammar .....	3
ENGL 351 Young Adult Literature .....	3
ENGL 432 Introduction to Linguistics .....	3
ENGL 459 English for Secondary Teachers .....	3
ENGL 483 Shakespeare .....	3
Choose 1 course from: ENGL 495, 496 <i>or</i> 497 .....	3
Choose 2 courses from: ENGL 362, 363 <i>or</i> 464 .....	6
Choose 1 course from: ENGL 376, 377, 378, 470, 471 <i>or</i> 499 .....	3
<b>Other Required Courses</b>	
EDUC 476 Effective Teaching Strategies for English Language Learners .....	(3) <sup>1</sup>
READ 322 Reading in Secondary Content Areas .....	3
READ 363 Foundations of Reading .....	3
READ 460 Reading Assessment and Instruction .....	3
<b>TOTAL</b> .....	<b>45</b>
<b>PROFESSIONAL EDUCATION REQUIREMENTS</b>	
EDUC 211 Educational Foundations and Multicultural Perspectives .....	(3) <sup>1</sup>
EDUC 221 Educational Psychology .....	(3) <sup>1</sup>
EDUC 412 Secondary Curriculum and Media (capstone course) .....	3
EDUC 432 Secondary Management and Methods (writing-intensive and capstone course) .....	3
EDUC 490 Clinical Teaching (capstone course) .....	6

<i>Must make application and be approved to take EDUC 490. GPA of 2.75 required to remain in Teacher Education Program.</i>	
<b>TOTAL</b> .....	<b>12</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>Special Education Sequence:</b>	
SPED 371 Teaching Students with Special Needs .....	3
SPED 374 Emotional and Behavioral Disorders in Children .....	3
SPED 477 Teaching Students with High Incidence Disabilities ...	3
SPED 485 Assessment and Behavior in Special Education .....	3
<b>TOTAL</b> .....	<b>12</b>
<sup>1</sup> Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<b>ELECTIVES</b>	
Minimum .....	3
<b>TOTAL MAJOR HOURS</b> .....	<b>72</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
Minimum grade for major courses .....	C
Minimum GPA for graduation .....	2.75
Minimum advanced hours .....	33
Minimum total hours .....	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

### All-Level (EC through 12) Certification

All-Level teacher certification is offered in the following areas:

- Art (ARTT)
- Music (MTIA, MTPA or MTVA)
- Theatre (THED)
- Language and Literature: Spanish (SPNT)

For requirements in All-Level teaching certification degrees, see the catalog section of the appropriate department.

## Supplements

### Special Education

#### ADDING SUPPLEMENTAL SPECIAL EDUCATION CERTIFICATION TO AN INITIAL ELEMENTARY, ALL-LEVEL, MIDDLE SCHOOL OR HIGH SCHOOL TEACHER CERTIFICATE

*This supplement will certify an individual to teach special education at the level and in the field of his/her certification. In addition to the requirements of the degree plan for their initial teacher certification, students will be required to take the following courses:*

SPED 374 Emotional and Behavioral Disorders in Children .....	3
SPED 477 Teaching Students with High Incidence Disabilities .....	3
SPED 481 Teaching Students with Low Incidence Disabilities .....	3
SPED 485 Assessment and Behavior in Special Education .....	3
SPED 488 Programs and Services in Special Education <i>or</i> EACH 363 Early Language and Literacy <i>or</i> EDUC 476 Effective Teaching Strategies for English Language Learners ...	3

*Complete student teaching and courses in an approved teaching field.*

**TOTAL** ..... **15**

#### ADDING ALL-LEVEL SPECIAL EDUCATION CERTIFICATION TO ANOTHER TEACHING CERTIFICATE (ELEMENTARY, HIGH SCHOOL, ALL-LEVEL)

*This will certify an individual to teach special education at all levels and in all content fields. In addition to the requirements of the degree plan for their initial teacher certification, students will be required to take the following courses:*

MATH 237 Number and Operations .....	3
MATH 238 Geometry and Measurement .....	3
MATH 410 Algebraic Concepts for Teachers II <i>or</i> MATH 412 Geometric Concepts for Teachers II .....	3
READ 363 Foundations of Reading .....	3
READ 322 Reading in Secondary Content Areas <i>or</i> READ 464 Reading Assessment and Instruction .....	3
READ 480 Problems in Reading .....	3
SPED 374 Emotional and Behavioral Disorders in Children .....	3
SPED 477 Teaching Students with High Incidence Disabilities .....	3
SPED 481 Teaching Students with Low Incidence Disabilities .....	3
SPED 485 Assessment and Behavior in Special Education .....	3
SPED 488 Programs and Services in Special Education, EACH 363 Early Language and Literacy <i>or</i> EDUC 476 Effective Teaching Strategies for English Language Learners ...	3

**TOTAL** ..... **33**

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered by the Department of Teacher Education include those with the following designations: EACH, EDUC, READ, TECH, and SPED.

# School of Nursing

Becky Hammack, EdD, MSN, RN, *Dean*  
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## Faculty

Anita Broxson, PhD, RN, *Assistant Professor*

Becky Hammack, EdD, MSN, RN, *Associate Professor*

Rachel Hewett, MSN, RN, *Instructor*

Leigh Holley, MSN, RN, *Instructor*

Diane Jackson, MSN, RN, *Instructor*

Catherine Northrup, MSN, RN, *Instructor*

Megan Steele, MSN, RN, *Instructor*

Marcia Straughn, MS, RN, CNE, *Instructor*

Creighton Wilson, FNP-C, RN, *Instructor*

**Major:** Nursing with a Bachelor of Science in Nursing (BSN)

## School of Nursing Mission Statement

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as professional nurses throughout the world.

## Purpose/Introduction

The faculty at the School of Nursing believes that professional nursing curriculum of a BSN program should reflect the current professional practice environment in compliance with evidence-based standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Foundational concepts for the curriculum reflect current issues and trends, and were developed from concepts derived from the *Differentiated Essential Competencies of Baccalaureate Nursing Education (DECs)* by the Texas Board of Nursing (2010) and the *Essentials of Baccalaureate Education* by the American Association of Colleges of Nursing (2008). The foundational concepts are organized under the DEC headings: The Member of Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team. Concepts reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The student outcomes of the program reflect the cognitive, psychomotor and affective domains of learning. The faculty believes that active, participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate. Each semester, the clinical evaluation tools used demonstrate progression toward program outcomes to assist the students' transition from the novice to advanced beginner stages of professional growth.

Upon graduation and completion of all Texas Board of Nursing requirements, the graduate is eligible to write the NCLEX-RN (National Council of Licensure Examination for Registered Nurses) that leads to licensure as a Registered Nurse (RN).

## Program Outcomes

Upon completion of this program of nursing, the graduate will be prepared to:

1. Apply clinical reasoning, and evidence based nursing competencies (knowledge, behaviors, judgments, skills, and attitudes) to holistically address and prioritize patient (individuals, families, groups, communities, populations) preferences, values, and needs.
2. Collaborate effectively with multiple patients and the interdisciplinary health with shared decision making for the achievement of the highest safe patient health outcomes.

3. Assume accountability for professional, legal, ethical, and regulatory laws/standards for individual performance and system effectiveness for safe nursing competencies.
4. Apply an understanding of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care of patients (IFGCP), and the management of confidential information technology for seamless care and transition in complex health care systems.
5. Integrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
6. Promote the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, and patient advocacy.
7. Engage in self care and reflection to prepare for clinical demands, envision growth to professional competence, and understand the need to participate in life long career and professional development.

## Notice of Conditions that might Disqualify Students Eligibility for Licensure

Applicants for the national licensing exam for registered nurses (NCLEX-RN) and seeking licensure in Texas are required to submit a complete and eligible set of fingerprints on a form prescribed by the Board of Nursing for the purpose of obtaining a criminal history from the Texas Department of Public Safety and the Federal Bureau of Investigations. (Section 301.252 (b) and Section 301.252 (eo) of the Texas Occupations Code)

Prior to the start of the nursing program at Abilene Christian University, all potential NCLEX applicants with outstanding eligibility issues that could prevent them from taking the NCLEX examination upon completion of the nursing program are required to complete a **Declaratory Order** application. Further information and forms can be retrieved on the following website: <http://www.bon.texas.gov>. This process permits the Board to make decisions regarding an applicant's eligibility for licensure prior to entering a nursing program. The list below further delineates possible incidences of that may prevent eligibility and require a **Declaratory Order** application:

- I. For any criminal offense, including those pending appeal, have you:
  - A. Been convicted of a misdemeanor\*?
  - B. Been convicted of a felony?
  - C. Pled nolo contendere, no contest, or guilty?
  - D. Received deferred adjudication?
  - E. Been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
  - F. Been sentenced to serve jail or prison time? Court-ordered confinement?
  - G. Been granted pre-trial diversion?
  - H. Been arrested or have any pending criminal charges?
  - I. Been cited or charged with any violation of the law?
  - J. Been subject of a court-martial; Article 15 violation; or received any form of military judgment/punishment/action?
- II. Within the past (5) years have been addicted to and/or treated for the use of alcohol or any other drug?
- III. Within the past (5) years have been diagnosed with, treated, or hospitalized for schizophrenia and/or psychotic disorder, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder?

\*You may only exclude Class C misdemeanor traffic violations.

## Lower-Level Requirements

All freshmen students accepted for admission, and stating a preference for nursing as a major, will be placed in lower-level university requirements, core, and nursing pre-requisite courses. **Acceptance into the lower-level courses, however, does not guarantee that students will be selected for enrollment in the School of Nursing.**

**School of Nursing Admission Requirements**

Students must meet all university degree requirements. A separate admission process is required for students to be admitted to the School of Nursing. **Admission is competitive, and the size of the classes is determined by the Texas Board of Nursing. Admission to Abilene Christian University does not guarantee admission to School of Nursing.**

- Students must apply for admission to the School of Nursing. The deadline for submitting application for admission in the fall semester is the first week of February of the same year. Students are required to take a nursing admission assessment exam. **Late applications will be reviewed after initial admission decisions are made.**
- The School of Nursing will review all applications with at least 60 hours completed with a minimum cumulative grade point average (GPA) of 3.0 based on a 4.0 scale. Courses in the supplement for major (see nursing degree plan) completed with a letter grade less than "C," or 2.0 on a 4.0 scale, will not be accepted toward the Bachelor of Science in Nursing degree.
- Five courses listed under Supplement for the Major (not including labs) must be completed before turning in the application for admission. All courses listed under the Supplement for the Major must be completed before entering the School of Nursing. Students must complete all other prerequisite courses within the first year of admission to the School of Nursing.
- Once accepted to the School of Nursing, students must submit the following:
  - Certified Nursing Assistant Certificate
  - Essential performance form (provided by the School of Nursing) that attests to the ability of the student to meet emotional, cognitive, and physical requirements of the program.
  - Proof of immunizations and lab tests (a list will be provided by the School of Nursing)
  - Documentation of Health Insurance
  - Drug screen at a designated lab (further information is provided by the School of Nursing). Students may also be required to submit to random drug screenings in order to practice in the clinical facilities.
  - Completed criminal background check required by the Texas Board of Nursing.
  - Cleared clinical background check required by the clinical facilities (further information is provided by the School of Nursing).
  - Proof of current CPR certification (**American Heart Association Basic Life Support for Health Care Providers is required**).
  - Professional liability insurance (included in the student's tuition costs) is required
- Applicants seeking admission by transfer must meet all of the same standards required of those students who have matriculated at ACU.
- In order for a student to meet program requirements for the completion of the BSN curriculum, the student must demonstrate minimal competency in nursing theory and practice. This competency is demonstrated through successful scoring on the identified exit exam.
- Students seeking the Bachelor of Science in Nursing (BSN) may take a minor outside the School of Nursing. This minor is NOT required as a part of the BSN degree, and credit hours beyond the minimum hours required may be needed to complete the minor.

**NURSING (BSN)**

*Admission to the School of Nursing is a prerequisite to all nursing courses (or approval by the School of Nursing Dean).*

**BSN: NURSING DEGREE PLAN (NURS)****UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 39).

**MAJOR REQUIREMENTS****Nursing**

NURS 250 Applied Pathophysiology .....	3
NURS 320 Evidence-Based Gerontologic Nursing .....	2
NURS 330 Pharmacology in Nursing .....	3
NURS 350 Clinical Skills I: Fundamentals of Nursing .....	4
NURS 351 Nursing Assessment and Diagnostics .....	3
NURS 352 Evidence-Based Fundamentals of Nursing .....	3
NURS 360 Clinical Skills II: Acute Medical-Surgical Nursing .....	4
NURS 361 Evidence-Based Acute Medical-Surgical Nursing .....	4
NURS 370 Clinical Skills II: Community and Population Health...	2
NURS 371 Evidence-Based Community and Population Health .....	2
NURS 380 Nursing Research for Evidence-Based Practice .....	3
NURS 430 Clinical Skills III: Mental Health Nursing .....	2
NURS 431 Evidence-Based Mental Health Nursing .....	2
NURS 450 Clinical Skills III: Maternity and Pediatric Nursing.....	4
NURS 453 Evidence-Based Maternity and Pediatric Nursing.....	4
NURS 464 Nursing Leadership and Management (writing-intensive & capstone course).....	3
NURS 475 Clinical Skills IV: Advanced Nursing Care .....	6
NURS 476 Evidence-Based Advanced Medical-Surgical Nursing .....	3
NURS 498 Integration of Evidence Based Nursing Practice .....	3
<b>TOTAL .....</b>	<b>60</b>

**SUPPLEMENT FOR MAJOR****Mathematics**

MATH 123 Elementary Statistics .....(3)<sup>1</sup>

**Psychology**

PSYC 232 Developmental Psychology .....(3)<sup>1</sup>

**Science**

BIOL 291/293 Anatomy and Physiology I with Lab .....
 4 |

BIOL 292/294 Anatomy and Physiology II with Lab .....
 4 |

BIOL 353/354 Microbiology with Lab .....
 4 |

CHEM 113 Introductory Chemistry *or* CHEM 133 General  
Chemistry I .....
 (3)<sup>1</sup> |

CHEM 114 Introductory Organic and Biological Chemistry

*or* NUTR 120 Nutrition and Wellness *or* NUTR 221

Introductory Nutrition .....
 (3)<sup>1</sup> |

**TOTAL .....**

 **12** |

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

**ELECTIVES**

Minimum .....

 3 |

**TOTAL MAJOR HOURS .....**

 **75** |

**OTHER GRADUATION REQUIREMENTS**

Minimum for all Major Requirements and Supplement for Major.....

 C |

Minimum total hours .....

 128 |

*Courses numbered 0\*\* do not count in  
minimum hours required for degree.*

# Interdisciplinary Degrees and Majors

In addition to programs offered by the undergraduate colleges at ACU, the university offers programs that require courses from more than one college. These programs offer students an opportunity for significant enhancement to their education.

The university offers a certificate program in gerontology. An individually designed composite interdisciplinary degree is a special opportunity for the student whose career goals are not met by a departmental major.

## Health Professions Cooperative Degree

Jim Nichols, *Advisor for Biology Track*  
ACU Box 27868  
Abilene, Texas 79699-7868  
Foster Science Building, Room 477  
Phone: 325-674-2188  
Email: nicholsj@acu.edu  
Web: www.acu.edu/biology

Kim Pamplin, *Advisor for Biochemistry Track*  
ACU Box 28132  
Abilene, Texas 79699-7868  
Foster Science Building, Room 256  
Phone: 325-674-2176  
Email: pamplink@acu.edu  
Web: www.acu.edu/chemistry

### Introduction

The Department of Biology and the Department of Chemistry and Biochemistry offer the BS degree in cooperation with some professional schools. In this program a bachelor's degree is awarded to certain qualified students who have satisfactorily completed three years of prescribed work at ACU plus one year at a recognized professional school. Students in the cooperative degree program are advised by the advisors for health professions as well as a departmental advisor in either the Department of Biology or the Department of Chemistry and Biochemistry. Two tracks are available for students pursuing this program: biology and biochemistry.

### BS: HEALTH PROFESSIONS COOPERATIVE DEGREE PLAN (HPCO) - BIOLOGY AND BIOCHEMISTRY TRACKS

#### UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39). HPCO degree plans only require 12 hours of Bible and 53 hours of university core.

#### CHOOSE ONE OF THE FOLLOWING TRACKS: BIOLOGY OR BIOCHEMISTRY

#### MAJOR AND SUPPLEMENT REQUIREMENTS – BIOLOGY TRACK (BIOL)

##### Biology

BIOL 112/114 General Biology I/Lab .....	(3) <sup>1</sup>
BIOL 113/115 General Biology II Lecture/Lab .....	4
BIOL 221/223 Animal Biology Lecture/Lab <i>or</i>	
BIOL 222/224 Plant Biology Lecture/Lab .....	4
BIOL 312 Cell Biology .....	3
BIOL 497 Seminar in Biology (capstone and writing-intensive course) .....	3
BIOL 300-499 .....	8

##### Chemistry

CHEM 133 General Chemistry I .....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4

CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4
CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
CHEM 300-499 .....	3

##### Mathematics\*

MATH 124 Precalculus II <i>or</i> MATH 185 Calculus I .....	(3) <sup>1</sup>
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##### Physics

PHYS 110/111 General Physics I Lecture/Lab .....	4
PHYS 112/113 General Physics II Lecture/Lab .....	4

**TOTAL** .....

\*Calculus is required for students in pre-medicine and pre-veterinary medicine and is recommended for pre-dentistry students

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

#### MAJOR AND SUPPLEMENT REQUIREMENTS – BIOCHEMISTRY TRACK (BCH)

##### Chemistry

CHEM 133 General Chemistry I .....	(3) <sup>1</sup>
CHEM 131 General Chemistry I Lab .....	1
CHEM 132/134 General Chemistry II Lecture/Lab .....	4
CHEM 221/223 Organic Chemistry I Lecture/Lab .....	4
CHEM 322/324 Organic Chemistry II Lecture/Lab .....	4
CHEM 355 Analytical Chemistry I <i>or</i>	
CHEM 356 Analytical Chemistry II .....	4
CHEM 423 Chemistry and Biochemistry Seminar (capstone and writing-intensive course) .....	3
CHEM 453 Biochemistry I: Foundations of Biochemistry .....	3
CHEM 454 Biochemistry II: Gene Expression .....	3
CHEM 456 Biochemistry III: Metabolism .....	2
CHEM 463 Biochemistry Lab I .....	1

##### Biology

BIOL 112 General Biology I .....	(3) <sup>1</sup>
BIOL 114 General Biology I Lab .....	1
BIOL 113/115 General Biology II Lecture/Lab .....	4
BIOL 312 Cell Biology .....	3
BIOL 300-499 .....	3

##### Mathematics

MATH 131 Calculus for Application .....	(3) <sup>1</sup>
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##### Physics

PHYS 110/111 General Physics I Lecture/Lab .....	4
PHYS 112/113 General Physics II Lecture/Lab .....	4

**TOTAL** .....

<sup>1</sup>Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

#### ELECTIVES

General electives (may include deficiency). Courses in psychology, sociology, economics, and government are recommended. Pre-veterinary students should take courses in animal science and nutrition and 6 hours of political science.

Minimum (Biology Track) .....	4
Minimum (Biochemistry Track) .....	3

**TOTAL MAJOR HOURS (Biology Track)** .....

**TOTAL MAJOR HOURS (Biochemistry track)** .....

#### PROFESSIONAL SCHOOL REQUIREMENT

ACU awards the bachelor's degree to certain qualified students who have satisfactorily completed three years of prescribed work at ACU (a minimum of 104 hours) plus one year at a recognized professional school. Students in the cooperative degree program are advised by the advisors for health professions and an advisor in the Department of Biology or the Department of Chemistry and Biochemistry.

#### OTHER GRADUATION REQUIREMENTS

Minimum GPA in major .....	2.00
Minimum GPA for graduation .....	2.00
Minimum total hours (Biology Track) .....	104
Minimum total hours (Biochemistry Track) .....	104

*Courses numbered 0\*\* do not count in minimum hours required for degree.*

## Composite Interdisciplinary Major

Office of the Registrar

ACU Box 29141

Abilene, Texas 79699-9141

Hardin Administration Building, Room 207

Phone: 325-674-2300

Fax: 325-674-2238

Email: registrar@acu.edu

A composite interdisciplinary Bachelor of Arts or Bachelor of Science may be designed to meet the student's needs.

A Master of Liberal Arts in interdisciplinary studies is available, and more information can be found in the *Graduate Programs* section of this catalog (page 129).

### Introduction

An individualized composite interdisciplinary major may be approved for a student whose life and career goals will be served by such a major. The student must work with the appropriate academic advisor(s) and the director of curriculum to design the degree plan, which will include the University Requirements. The director of curriculum will then assign a primary and secondary advisor to work with the student.

The "Composite Interdisciplinary Major" (CIND) is a special academic program that is designed to allow a student to integrate studies from multiple disciplines in the baccalaureate curriculum. This major builds upon a core of classes from different majors and combines them to create a degree plan satisfying some or all of the learning outcomes for multiple disciplines. Students may choose either the BA or BS degree for the CIND major. The student transcript after being awarded a degree includes the CIND major, as well as listed concentrations for each of the disciplines that comprised the major.

ACU also offers an interdisciplinary major (CIND) with a liberal studies emphasis, which follows a degree plan for the learning outcomes of the University Requirements and encompasses a broad learning initiative in elective hours across a number of disciplines. The liberal studies emphasis of this major does not include multiple disciplines, as liberal studies is a multidisciplinary study. Consequently, the student transcript only reflects the CIND major and a concentration in liberal studies, with no other disciplines listed.

### Admission Requirements

Before being admitted to a composite interdisciplinary program, the student must have the following approvals:

- Department chairs from each area of study represented within the CIND degree plan must approve the course selection from that discipline, including finalizing required courses from that major that must be included in the degree plan. The student will gather learning outcomes from each department they wish to include in the major.
- The Registrar's Office must ensure that the plan meets the general graduation requirements for the University, and that areas selected for the CIND major are areas in which the university is approved to grant degrees (including minors), based on the catalog.
- The student must have fewer than 90 earned hours to declare a traditional, multidisciplinary CIND major. Students with 90 hours or more are limited to the liberal studies CIND major.
- A student must satisfy all requirements listed in the ACT/SAT Placement Information section of this catalog on page 19.

### University Requirements

The composite interdisciplinary major will include the University Requirements appropriate to the BA or BS major.

### Major Requirements

The composite interdisciplinary major will include all graduation requirements for the appropriate degree (BA or BS) as well as any special graduation requirements necessary to fulfill the student's goals. The degree plan, which will exceed the minimums for a major (see General Requirements for the Baccalaureate Degree) in the chosen BA

or BS degree, can combine significant elements from two or more majors. Combined areas such as social sciences, humanities, behavioral sciences, fine arts or natural sciences may be used as one academic area. Minimum GPA requirements, both within major and cumulative, will be determined by the departments and programs involved. The major may include a minor, supplement and support areas. Generally, the degree will not exceed 128 hours; however, an interdisciplinary degree may exceed 128 hours with the student's understanding that the hours are necessary to satisfy the departmental elements that the student wishes to include in the major.

### General Electives

Electives may be used to build the interdisciplinary degree if necessary.

### Applying for a CIND Degree Plan

Students who wish to inquire about a CIND major should begin in the Registrar's Office for the appropriate forms and advising about the major.

## Interdisciplinary Minor in Philosophy

Paul Morris, *Advisor*

ACU Box 27963

Abilene, Texas 79699-7963

Foster Science Building, Room 317

Phone: 325-674-2165

Fax: 325-674-2146

Email: morrisp@acu.edu

### Introduction

Philosophy examines questions in every aspect of human life, and its methods apply to problems in every discipline. The study of philosophy allows one to develop the capacity to see the world from the perspective of other individuals and cultures; it enhances one's ability to perceive the relationships among various academic disciplines; it deepens one's sense of the meaning and variety of human experience; and it teaches critical techniques that are invaluable in all aspects of life.

A true liberal arts education must include a study and analysis of the ideas of the great thinkers of the world. Our world views and ideas are formed in the context of history, and we as citizens of the world and Christians have the responsibility to be aware of where our thoughts come from and what previous ideas influenced our own. There are many philosophies in the world today, and we cannot adequately respond to them or criticize them without some knowledge of their philosophical genesis.

The philosophy minor at ACU is designed to prepare a student who wishes to pursue graduate study in philosophy, to supply knowledge for a philosophical basis for the other disciplines, or simply to satisfy the curious mind.

## PHILOSOPHY MINOR

### MINOR: PHILOSOPHY (PHIL)

PHIL 275 Introductory Logic and Critical Thinking *or*

PHIL 486 Ethics

PHIL 380 Introduction to Philosophy

PHIL 487 History of Ancient and Medieval Philosophy

PHIL 489 History of Modern Philosophy

Choose 2 courses from: PHIL 275, 378, 379, 451, 478, 486, 490 *or* 491

**TOTAL** .....18

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered in philosophy include those with the following designation: PHIL.



## Interdisciplinary Minor Aging Studies

Charlie D. Pruett, *Director*  
 Pruett Gerontology Center  
 ACU Box 27793  
 Abilene, Texas 79699-7793  
 Hardin Administration Building, Room 118

Phone: 325-674-2350  
 Fax: 325-674-6804  
 Email: charlie.pruett@gero.acu.edu  
 Web: www.acu.edu/gerontology

A Minor in Aging Studies is a value added complement to many undergraduate majors. The growing number of older adults in the nation and the world is creating opportunities for most majors to focus on leading and serving an aging population.

The minor may be obtained through the Pruett Gerontology Center and the College of Education and Human Services as a specialization in conjunction with any other degree.

### Introduction

Job potential in the rapidly expanding field of aging studies includes social work, family services, health care, retirement home industry, a broad area of non-profit organizations, communities of faith, public agencies, research opportunities, and a host of other positions in the network of professionals serving the older adult.

The undergraduate student, in consultation with the advisor, will design a program of study that will meet the individual student's need in the area of gerontology.

### MINOR IN AGING STUDIES

MINOR: AGING STUDIES (AGST)	
Obtained through Pruett Gerontology Center and the College of Education and Human Services in conjunction with a degree from certain other disciplines.	
MINOR REQUIREMENTS	
Aging Studies Core (9 hours)	
GERO 350 Sociology of Aging .....	3
GERO 352 Adult Development and Aging .....	3
GERO 495 Practicum in Gerontology .....	3
Aging Studies Electives from the following (9 hours) .....	9
BIOL 448 Biology of Aging	
COMP/GERO 479 Programs and Services for the Aging	
FAM 454 Aging and the Family	
GERO 437 Ministry to the Older Adult	
HED 410 Death Education	
KINE 475 Physical Activities and Aging	
NURS 320 Gerontologic Nursing (2 hours)	
SOCI 415 Social Research (if project in aging)	
SOCW/GERO 441 Social Welfare Policy and Services	
<b>TOTAL .....</b>	<b>18</b>

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered in the Gerontology Program include those with the following designation: GERO.

## Interdisciplinary Certificate Gerontology

Charlie D. Pruett, *Director*  
 Pruett Gerontology Center  
 ACU Box 27793  
 Abilene, Texas 79699-7793  
 Hardin Administration Building, Room 118

Phone: 325-674-2350  
 Fax: 325-674-6804  
 Email: charlie.pruett@gero.acu.edu  
 Web: www.acu.edu/gerontology

The Certificate of Studies in Gerontology may be obtained through the Pruett Gerontology Center and the College of Education and Human Services as a specialization in conjunction with a degree from many other disciplines.

### Introduction

Job potential in the rapidly expanding field of gerontology includes the retirement home industry, service to older persons in a church setting, work with public agencies, research opportunities and a host of other positions in the network of professionals serving the older adult.

The undergraduate student, in consultation with the advisor, will design a program of study that will meet the individual student's need in the area of gerontology.

### GERONTOLOGY CERTIFICATE

CERTIFICATE: GERONTOLOGY (GERO)	
Obtained through Pruett Gerontology Center and the College of Education and Human Services in conjunction with a degree from certain other disciplines; <i>or</i> Obtained as an independent credential certification of student's successful completion of a nationally recognized course of study in aging.	
CERTIFICATE REQUIREMENTS	
Gerontology	
GERO 350 Sociology of Aging .....	3
GERO 352 Adult Development and Aging .....	3
GERO 495 Practicum in Gerontology .....	3
Gerontology Selections (2 courses)	
Chosen with gerontology advisor's approval .....	6
<b>TOTAL .....</b>	<b>15</b>

### Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 186). Courses offered in the Gerontology Program include those with the following designation: GERO.

# Graduate Programs

## Introduction

Abilene Christian University offers a variety of residential and online graduate programs through our two campuses: the main campus in Abilene and our branch campus (ACU Dallas) in Addison. Residential programs consist of 16-week sessions while online programs utilize sessions of 7-8 weeks duration.

## Philosophy and Mission

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world. Our graduate programs encourage advanced learning by providing high-quality graduate education in select areas. Graduate programs are designed to promote leadership, service, intellectual growth, self-motivation, and integrity within a context of Christian values.

## Educational Outcomes

An education for Christian service and leadership differs from other types of education primarily in its unifying emphasis on Christian values. Faculty and students at ACU work together toward spiritual, social, intellectual, and professional goals. Those who graduate from master's or doctorate programs at ACU should:

1. Be able to review and critically analyze original research, and, in disciplines where appropriate, be able to conduct research projects;
2. Demonstrate expertise in a specialized area at the level to achieve professional certification or licensure, to be admitted to a doctoral program, or to perform successfully in a chosen career field;
3. Be able to articulate, critically analyze and synthesize foundational theories and philosophies undergirding his or her academic discipline;
4. Analyze axiological assumptions and philosophies of the field from a Christian perspective; and
5. Form contacts with appropriate communities and organizations.

We believe that individuals who possess the above competencies will have a love of learning and will pursue truth and significance in every experience throughout their lives.

## Graduate Degrees Offered

Some degrees have various tracks available.

### Doctor of Education (EdD)

Organizational Leadership

### Doctor of Ministry (DMin)

### Doctor of Nursing Practice (DNP)

### Master of Accountancy (MAcc)

### Master of Arts (MA)

Communication, Corporate Communication, Conflict Resolution and Reconciliation, English, Theology, New Testament, Old Testament, Ancient and Oriental Christianity, Modern and American Christianity, Global Service, and Christian Ministry.

### Master of Business Administration (MBA)

### Master of Divinity (MDiv)

Ministry, Missions

### Master of Education (MEd)

Instructional Leadership, Higher Education, Teaching and Learning

### Master of Healthcare Administration (MHA)

### Master of Liberal Arts (MLA)

### Master of Marriage and Family Therapy (MMFT)

### Master of Science (MS)

Clinical Psychology, Counseling Psychology, Specialist in School Psychology, Psychology-General, Speech-Language Pathology, Organizational Development, Occupational Therapy, IT Leadership, and Social Work.

## Graduate Certificates

Conflict Resolution, Conflict Resolution for Educators, Enrollment Management, Gerontology, Dietetic Internship, Learning with Emerging Technologies, Medical Family Therapy, Social Services Administration, and Superintendent.

## Accreditation

Abilene Christian University enjoys a strong national reputation as one of the leading private Christian universities in the west and southwest, indicated by various ratings (such as *U.S. News and World Report* and other reports). In addition to the university's accreditation by the Southern Association of Colleges and Schools, individual graduate programs are accredited by the following agencies:

- Association to Advance Collegiate Schools of Business (AACSB International)
- American Association for Marriage and Family Therapy Commission on Accreditation for Marriage and Family Therapy Education (AAMFT/COAFTE)
- American Speech-Language and Hearing Association (ASHA)
- Association of Theological Schools (ATS)
- Accreditation Council for Education in Nutrition Dietetics (ACEND)
- Commission on Collegiate Nursing Education (CCNE)
- Council on Social Work Education (CSWE)
- Teacher Education Accreditation Council (TEAC)

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: It is our department policy that all students complete graduation and fieldwork requirements in a timely manner. All fieldwork and course work must be completed in a total of 36 months. Students must complete Level II fieldwork within 18 months of completion of the didactic portion of the program.

In addition, some ACU Programs hold approval by state or national associations:

- Board of Nurse Examiners for the State of Texas
- National Association of School Psychologists (NASP)
- Teacher Education Accreditation Council (TEAC)

ACU is also a member of the Council of Graduate Schools, the Council of Southern Graduate Schools, and the Texas Association of Graduate Schools.

## Online Program Policies

ACU delivers graduate courses and programs both in-person and online (depending on the program). Web-based courses give students the convenience of online education and the quality of ACU instruction. Online programs are designed for working professionals. The format allows students to concentrate on one course at a time and complete it before beginning the next.

Each academic year has three semesters (fall, spring, and summer); each online semester consists of two sessions, thus there are six sessions per year. Students may begin in any of the six sessions. The dates of these sessions and other important dates regarding course enrollment are included in ACU's academic calendar. The online program courses are

**not** self-paced but are designed to allow for flexibility in meeting the scheduling needs of busy professionals.

Students enrolled in the online programs are expected to maintain continuous enrollment for the duration of the program. This allows students to build relationships within the online community. To register for courses, contact the advisor for your degree program.

Due to the rotating schedule of classes offered, withdrawing from a class may prolong the time it takes to graduate and may affect financial aid.

**PLEASE NOTE:** Students must have access to a computer with an Internet connection (high speed Internet access recommended). Students also need a DVD player and sufficient technical proficiency for the online environment. Students must be able to open and send documents with MS Word, Excel, and PowerPoint formats, and have email capabilities.

### Glossary of Terms for Online Programs

Add/Drop Period	Begins with pre-registration until the day before the course is scheduled to begin.
Drop	Removal of course registration (registration does not show on transcript).
Withdraw	Student stops course work after the course begins. The student must submit a request to withdraw from the course and a grade of "W" shows on the transcript.
Withdraw from the University	After course work begins, a student withdraws from all courses for the semester. If a student is not returning the next semester, this initiates a process to end university student services.
Semester/Term	ACU credits are based on the semester system. The academic semester (term) is 15 weeks plus one week for final examinations. The online program schedule is structured to host two sessions per semester. One course is completed during each 7-8 week period.
Session	The 7-8 week period for the online course to be completed. Each semester will have two sessions: Session 1 is the first half of the semester; Session 2 is the last half of the semester. A 3-hour course may be completed during the 7-8 week session.
Residency Session	A face-to-face session on the ACU campus or other designated location. Individuals are responsible for all costs to attend, including travel, meals, and housing. Residency fees may apply.

### Credit Hour Definitions for Online Courses

The federal definition of a credit hour is as follows:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates: (1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or (2) At least an equivalent amount of work as required outlined in item 1 above for other academic activities established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In determining the number of credit hours attributed to an online course, the sum of estimated student time spent in all class activities combined should reach the sum of the federal definition as stated above for credit hour expectations. For example, a 3-credit-hour online course offered in

a seven week timeframe should require a minimum of 135 hours of student time spent on class activities.

Activities that may qualify as "direct contact" would have the direct oversight or supervision of the course instructor. Examples include:

- Interaction with posted modules or lessons written or procured by the instructor
- Chat room, phone, in-person, email, or video-conference discussions with the instructor and/or other students
- Discussion board or wiki posting

Presentations Activities that may qualify as "hours outside of class" are independently pursued and would include:

- Reflection and study
- Research
- Reading
- Writing, particularly writing outside of discussion boards
- Individual or group projects

Courses taught in an online format must be equivalent to the same courses taught in the traditional format. The following guidelines will be used in online course development:

- The course syllabus should document that the course covers the same material and achieves the same student learning outcomes that would normally be expected for a traditional campus-based course. Examples of clear documentation include student learning outcomes, course objectives, course topics, and course activities (i.e. reading, assignments, discussion, projects, etc.).
- During the planning and development of online courses, faculty should estimate the amount of time the typical student will take interacting with course content. This should be equivalent to the amount of time normally expected in a campus-based course.
- Class attendance and participation may be determined by reviewing the LMS course analytics for each student, which provides detailed information about the number of pageviews and participations for each student.
- Courses developed specifically for online delivery must be approved through the same academic approval processes as campus-based courses, however transitioning a campus-based course to an online format does not require additional approvals.

### Changes to Course Enrollment

Students enrolled in residential courses are able to make changes to their course enrollment (add, drop, or withdraw) based on the residential policies found on pages 26-28 of this catalog.

Students enrolled in online courses are guided by the specific policies below:

#### Add/Drop Policy for Online Courses

Students may drop or add courses during the add/drop period for a full refund.

Before the course start date	100% Refund
First day of the course	No refund for withdrawal after course starts

A full refund is only given if a course is dropped prior to the course start date. Contact the Student Services Advisor for your degree program for help with dropping a course.

**NOTE:** Dropping a Session 2 course may affect financial aid eligibility and result in disbursed aid needing to be returned. For more information, contact the student account coordinator.

### **Withdrawal from an Online Course**

If it becomes necessary to withdraw from a course, the student should first visit with his or her Student Services Advisor and facilitator of the course. The last day to withdraw from an online course is the corresponding day when 80 percent of the course is completed. There is no tuition refund once a session begins.

### **Withdrawal from the University for Students in Online Programs**

Students who must withdraw from all courses for the semester are required to withdraw from the university. Contact the Student Services Advisor for your program for information on withdrawing from the university. This process must be completed prior to the final week of the session. Students may not withdraw from the university after completion of a Session 1 course.

### **Expected Participation in Online Courses**

Online courses invite students into a community of engaged practitioner scholarship. Courses consist of 7-8 weekly modules, with a new module beginning each Tuesday morning in Canvas LMS (Learning Management System). We expect students to log in to the course frequently (at least 5 days per week), master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium. Weekly individual assignments will allow students to demonstrate mastery over the course outcomes and competencies. Weekly readings and discussion boards will allow students to do what advanced scholar practitioners do: Question the material, reflect on application, note areas of interest, respectfully challenge each other, and discover connections to other reading in peer-reviewed journals.

If a student fails to participate in the course for 7 days, meaning that s/he has not logged in and/or submitted assignments (whether graded or not), s/he will be dropped from the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to his/her instructor so appropriate arrangements can be made.

### **Academic Integrity**

ACU expects its students to practice absolute academic integrity. Plagiarism, cheating, and other forms of academic dishonesty are not acceptable at ACU. ACU's Academic Integrity Policy and the ACU Code of Conduct for Online Programs provide full descriptions of the expectations of students and procedures for dealing with violations.

### **Faculty and Learning Resources**

The university has assembled a competent and outstanding group of scholars and experts on our faculty. To be a member of the graduate faculty, a faculty member must demonstrate competence in teaching and dedication to scholarship in the field. He or she must also hold a terminal degree or document exceptional qualifications to teach at the graduate level. Students will get to know the faculty, who are highly visible in their professional organizations and are recognized internationally, nationally and regionally for their research, teaching and creative presentations. Beyond their professional expertise, ACU faculty are committed to mentoring graduate students through individual contact and personal example.

To create a community of learners, ACU encourages small interactive graduate classes and supports learning opportunities in and out of the classroom. ACU graduate students have access to nationally-known experts through our state-of-the-art learning technology and computer laboratories. ACU encourages interaction across disciplines through graduate student activities and symposia. Students also have opportunities for applied learning activities throughout the community and region.

### **Admissions Requirements**

ACU is committed to providing equal educational opportunities for students without regard to race, color, sex, creed, handicap, genetic information, or national origin. As a private educational institution, however, ACU reserves the right to deny admission to any applicant whose academic preparation, character or personal conduct is determined to be inconsistent with the purposes and objectives of the university.

#### **Purpose**

The purpose of the admission process is to identify applicants who are likely to succeed academically in a graduate program and at the same time contribute positively to the campus community. To admit students who cannot, or will not, persist until they have accomplished their academic goals is an expensive mistake for both the university and the students. Consequently, the admission process typically evaluates a combination of academic readiness and graduate capability. The admissions criteria are listed below but may include additional departmental reviews such as undergraduate coursework, standardized test scores, professional experience, writing samples, reference letters, or interviews.

#### **Admission Criteria**

The minimum graduate admission requirements are:

1. Complete an application and application fee (see online link to admission);
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Departmental requirements as stated for each department.

Individual graduate programs may have higher standards or additional requirements for admission to their programs. Some programs have higher demand for admission or are limited in the number of students who can be accepted each semester, so are more selective in admission criteria. Admission committees from these programs are also involved in making admission decisions.

#### **Admission Types**

Standard admission is for students who may be fully admitted without further conditions.

If a student requires leveling work, the student may be admitted provisionally.

Occasionally, the department may recommend probational admission for an applicant who does not meet all the admission criteria. For probational admission, graduate admission committees will make a holistic judgment on the applicant's potential for success and contribution to the program mission. Generally, students admitted probationally must maintain a 3.0 average in the first 9 hours of coursework, and may be asked to retake a standardized examination or produce evidence of academic readiness.

#### **Application Fee**

The application fee is nonrefundable. No action can be taken on an application until the fee has been received. The fee is waived for McNair Scholars. No other waiver of this fee will be considered for domestic or international applicants.

**Application Date**

Unless otherwise specified by a department, applications are accepted year round. Thus, many programs have rolling admissions based on space available. Deadlines vary by program, but successful applicants are often early to secure their placement and facilitate their eligibility for financial aid, scholarships, and graduate assistantships. For many programs, it is strongly suggested to submit application material by March for fall enrollment and October for spring enrollment. Again, the earlier applicants may enhance their opportunity for financial considerations.

**Accuracy of Material**

All application material submitted must be accurate. Any erroneous, misleading, or incomplete information may be grounds for rejection of application or, if admitted, withdrawal from the university.

**Official Acceptance**

Official acceptance letters will come from the College in which the graduate program is housed. An acceptance letter shows admission status, but your program director and faculty indicate the plan of study and completion of the degree alongside the Graduate Policies for continuation and degree completion indicated in the catalog.

**Delayed Admission**

Students who receive an official letter of acceptance will be informed that the acceptance is available only for the semester or term indicated. Students who wish to change their entry date must petition the College in writing before the designated deadline. Students taking any graduate or undergraduate coursework between the date of acceptance and the date of first course enrollment at ACU must submit official transcripts for that work before beginning their program at ACU. Students will be governed by the catalog in effect when they actually begin coursework at ACU. The time limit for completing the degree will begin with the first enrollment in the graduate program.

**Readmission Policy**

Students who leave the university for more than one long semester must apply for readmission. All students who leave the university on academic probation or suspension or with disciplinary concerns must also apply for readmission.

**Special Graduate Non-degree Admission**

A student can also enter classes as a special graduate, or non-degree student, a situation normally reserved for those who want to take a few classes without any particular program commitment. Contact the Registrar's Office to apply.

Non-degree students must fulfill the same quality standards in class as fully-admitted students. Also, some courses require admission to a program or special permission before a student is allowed to take a course. A non-degree student can take no more than 15 graduate hours without being admitted to a degree program. However, there is no guarantee that the hours taken will fulfill degree requirements. Therefore, it is extremely important to seek admission and follow a degree plan within a program.

**Admission to a Certificate Program**

ACU offers graduate certificate programs in:

- Conflict Resolution
- Conflict Resolution for Educators
- Dietetic Internship
- Enrollment Management
- Gerontology
- Learning with Emerging Technologies
- Medical Family Therapy
- Social Services Administration
- Superintendent

Some students complete these certificate programs in conjunction with a master's degree program. If a student is not matriculated in a master's degree program, he or she must apply for the certificate program. If the student decides to apply any part of the certificate toward a graduate degree, he or she must apply and be admitted into that degree program.

**Admission Decision Appeal Process**

1. A potential student has the right to request in writing that their admission decision be reconsidered.
2. The college will notify the program director that the student has challenged their admission decision by asking for a review or reconsideration of their application.
3. The program director along with another department faculty member will review the student's file.
4. The program director will notify the college in writing of their decision after reconsidering the student's file.
5. If the reconsidered decision is not resolved to the satisfaction of the student, he or she shall have the right to appeal in writing to the dean of the college in which the program resides.
6. Upon receiving the written appeal from the student, the dean will assemble a committee including a program representative, a similar discipline faculty member, and members of the Admissions Committee. The committee will review the student's file and appeal.
7. The decision of the dean and the committee is final.

**International Student Admission Process****Required Materials for Academic Admission**

International students applying for admission to a graduate program must meet the same admission requirements as other students. However, they must also provide proof of English language proficiency. The requirements are:

1. Completed application and application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. (Official means an original with the seal that comes directly from the issuing institution to ACU). The transcript must indicate a bachelor's degree from a regionally accredited college or university or equivalent. Admissions are made on the assumption that applicants will have the bachelor's degree by the time of matriculation, and if not, admission to the graduate program is void; ACU may request a student's transcript to be evaluated by a preferred third party for degree clarification.
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA, unless otherwise stated by the department;
4. Departmental requirements as stated for each department; and
5. Provide official documentation of English Language Proficiency by one of the following:
  - Submit an official test score from an English language proficiency test accepted by ACU. Official test scores should be sent directly from the testing entity. ACU's test code is 6001. Accepted English language proficiency tests are: Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), EIKEN, Pearson Test of English (PTE-Academic), and CAE;
  - Students who have a conferred bachelor's degree or higher from an accredited US institution;
  - Students who received a bachelor's degree or higher in which English was the primary language of instruction;
  - Students who successfully completed an approved ESL or English-language proficiency program; or
  - Request for exception may be granted on a case-by-case basis by the program director when applicants are otherwise able to demonstrate their ability to understand and use English proficiently. Additional documentation for these exceptions may be required by the College or the program director.

Missing any one of these required elements may delay the admission decision.

**Required Materials for Financial Admission - Residential Programs**

After an international student has been admitted unconditionally, the following documents must be submitted:

1. A copy of your valid passport.
2. Evidence of financial resources necessary to complete at least one academic year of study (9 months) at ACU. Generally, this is accomplished by providing copies of your bank statements to ACU. Please see the graduate programs website for more specific information on finances for international students.

ACU is unable to issue an I-20 for applicants admitted conditionally or provisionally or for online programs. We must have official copies of all documents before an I-20 can be issued. Once we receive the documents above, we will prepare your admission package and I-20. When these documents are ready, the student will be contacted and asked to provide shipping information. Upon admission and prior to enrollment, a student must submit health forms and immunization records demonstrating completion of the required vaccinations.

Unfortunately, the university usually cannot offer financial assistance to international students. More information can be found at <http://www.acu.edu/admissions/international/financial-aid/expense-estimate.html>

International graduate students are required to be enrolled in at least 9 hours of coursework during a long semester. A minimum of 6 hours must be graduate level courses.

Once international students arrive on campus, they are required to check-in at the Center for International Education and attend the International Student Orientation. Students are also encouraged to meet with their advisors for program details (see other parts of this catalog), and join the International Students' Association on campus. ACU's international community is a welcoming group of around 200 students and faculty with regular activities.

**International Students in Online Programs**

International student admission for online programs will not require the submission of international admission forms since **no student visa will be issued**. A TOEFL score will be required in addition to the regular admission materials.

**Financial Information**

*Your Application for Federal Financial Aid is required to be completed two weeks prior to your first course.*

Financial aid for students pursuing online degrees is available in the form of federal student loans. The following items should be completed during your application phase. You can complete all the forms at [www.studentloans.gov](http://www.studentloans.gov). Please ensure that ALL forms have been completed prior to your acceptance so there are no delays in processing your student loan. If you have questions about your federal student aid, please contact your Financial Specialist as soon as possible. Your Admission Advisor will alert you if your financial aid file is incomplete.

Please note: The federal school code for ACU is 003537.

There are 7 simple steps that need to be completed before your loan can be processed:

1. Apply for a PIN ([www.pin.ed.gov](http://www.pin.ed.gov)) if you do not already have one.
2. Complete the FAFSA Online Application – [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
3. Review the Student Aid Report (SAR).
4. Complete the Master Promissory Note (MPN) – [www.studentloans.gov](http://www.studentloans.gov).
5. Complete Entrance Counseling – [www.studentloans.gov](http://www.studentloans.gov).
6. Once you have been accepted into the program and if you are eligible for Student Aid, you will receive an award letter outlining steps for you to review your award amount.
7. Accept your award amount via your myACU account at [my.acu.edu](http://my.acu.edu).\*

After receiving your award letter, you will be required to accept your award(s) to enable the funds to be paid into your account. Instructions can be found at:

<http://www.acu.edu/legacy/campusoffices/sfs/loans/acceptloans.html>.

\*Please note that the school cannot release your funds until all forms are received and processed and your award is accepted.

**Refund Policy**

Students are required to pay tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. All refunds are less any amounts owed to the university and are subject to payment holding periods.

Withdrawal or cancellation occurs on the calendar day that withdrawal is requested either online or by phone with your advisor. By registering for classes, students agree to pay all applicable tuition and registration fees. The university provides a prorated refund for students withdrawing after the first day of class.

1. Students are required to complete an official withdrawal form prior to dropping a class.
2. Notifying the instructor that you want to drop a course does not officially withdraw a student from the course.
3. Non-attendance in a course will not constitute a withdrawal.
4. Students who do not officially drop a course will be financially responsible for the entire cost of the course.
5. Students who are expelled or suspended from the university during the course of an academic term are responsible for all financial obligations.

Recipients of Federal Financial Aid who officially withdraw from the university will be subject to Federal Title IV refund guidelines.

Dropping a course or withdrawing from the program may result in portion or all of your aid being returned to the lender or grant source. This may cause your account to have a debit balance with the university, which must be repaid.

A refund will be issued to students that have financial aid that exceeds his or her tuition and fees. Financial aid refunds will not be processed until after the term has started.

**Refund Schedule for Residential Courses**

Withdrawal Day	Refund Percentage
Through the 5 <sup>th</sup> day	100%
Days 6-12	80%
Days 13-15	60%
After Day 15	0%

The number of days refers to weekdays. Therefore the 5<sup>th</sup> day represents the end of the add/drop period.

**Refund Schedule for Online Courses**

Withdrawal Day	Refund Percentage
Prior to Day 1	100%
Days 1-5	75%
Days 6-10	50%
After Day 10	0%

The number of days includes weekend days. This refund schedule does not apply to programs currently serviced by Pearson Embanet. Refunds for these programs are only offered if the student withdraws from the course prior to the first day of class.

## Refund Process

Qualified students will receive a refund from the student account when a credit balance is present. Refunds are processed weekly. Students can receive their funds through two methods:

1. eRefund (3-5 business days) – Have funds transferred via electronic fund transfer into designated personal checking account via the Wildcat Pay Portal.
2. Paper check (7-10 business days) – Checks will be mailed to the permanent address on file for the student.

## Academic Definitions

### Grade Point Average

A student's grade point average (GPA) is based on courses taken at ACU. It is determined by dividing the total number of grade points (see the table below) by the total number of hours attempted (not including hours where grade points are not counted). Current GPA is a student's GPA for a single term; cumulative GPA is the overall GPA for all the terms a student has been enrolled in ACU. All graduate students must have a minimum of 3.0 GPA on all work taken at ACU for graduate credit to graduate.

### Grades

The table below lists the grades used in graduate programs at ACU. The grade point values shown are per semester hour of credit.

Grades	Meanings	Points
A	Excellent	4.0
B	Good	3.0
C	Poor	2.0
D	Inferior	1.0
F	Failing	0.0
I	Incomplete	0.0
IP	In-Progress	Not counted
W	Withdrawn	Not counted
WF	Withdrawn Failing	0.0
CR	Credit	Not counted
NC	No Credit	Not counted
NG	No Grade Recorded	Not counted

### Course Load

For a fall or spring term, a full load is defined as 9 credit hours, a three-fourths load as 6 hours, and a half load as 4.5 hours. Full-time students may enroll in as many as 12 hours. Master of Accountancy students may enroll in 15 hours, Master of Science in Social Work students may enroll in 16 hours, and Master of Divinity students may enroll in 13 hours. A student must seek approval from the college dean to enroll in more than 3 hours in one summer session. A combination of graduate and undergraduate hours normally may not total more than 15 hours for a fall or spring term, or a total of 9 hours for all summer sessions.

Students employed full time should not enroll in more than 9 hours during any semester and 3 hours during a summer term. The combined teaching load and course load of a graduate assistant or an instructor should normally not exceed 15 semester hours.

For students enrolled in online programs, a full load is defined as 6 or more credit hours during a long semester, half load as 3 hours during a long semester. Online students who have completed a minimum of 6 credit hours can request approval to take two classes at one time. Course scheduling is dependent on satisfying prerequisites and must include approval from the program director. Contact your advisor to request a change in course load.

## Course Numbering

ACU uses a three-digit course numbering system. Courses numbered 500, 600, and 700 are graduate level courses. At the master's level, at least half of all graduate credit must be in 600 or 700-level courses.

Courses numbered 700 or above in the Graduate School of Theology may be taken by doctoral students *only*.

## Graduate Policies and Regulations

It is the student's responsibility to know and comply with the regulations and requirements contained in this catalog. Graduate advisors are helpful in preparing degree plans and assisting students in their degree progress. This assistance, however, does not alter the primary responsibility of the student to adhere to policies published in the catalog.

### Degree Plan

The number of credit hours for various degrees ranges from 30 to 72. All ACU master's degrees require a minimum of 30 semester hours. The doctorate requires a minimum of 30 hours beyond the master's degree.

Before enrolling, the first-semester graduate student should consult the chair or program director of his or her major department and the degree plan to determine appropriate course enrollment. Online programs are generally lock-step, meaning that students will be registered by their advisor for courses according to a pre-determined sequence. Of the hours required for a master's degree at least one-half must be in 600 or 700-level courses. All doctoral students' hours must be in 700-level courses.

Degree audits are conducted utilizing DegreeWorks according to the catalog in effect at the time of enrollment. If problems arise, students are urged to confer with their advisor.

### Registration

The student is responsible for class registration each semester. The student should consult with his or her advisor before registration. In some cases the advisor can complete the registration for the student.

### Transfer of Credit

Graduate credits earned at ACU prior to admission to a degree program may, with the consent of the advisor and the college dean, be used in satisfying prerequisites (leveling requirements) or degree requirements.

Transfer of graduate work from other institutions must be approved by the student's departmental advisor and by the college dean and must fall within the time limit for degrees (see *Degree Time Limit* [page 136]). However, grades from transfer work do not apply toward the GPA at ACU. Transfer credit may not constitute more than 25 percent of the hours required for a degree. No grade below a "B" will be accepted in transfer.

### Changing or Adding a Major

Any student changing degree programs or changing a major within a degree program must submit a signed *Change of Program* Form to the Registrar's Office. Students enrolled in an online program should contact their student services advisor. For students to make a change, the departments affected must agree. Any student wanting to change from a certificate program to a degree program must apply for admission to the degree program.

### Two or More Master's Degrees

The number of semester hours required for various degrees ranges from 30 to 72. When students choose to complete a second master's degree from ACU, they may count a limited number of courses from the first degree toward the second degree if courses from the first degree are also requirements for the second degree. The minimum number of additional hours required for a second master's degree is:

Degree hours	Additional hours needed for second degree
41 or fewer hours	24 hours
42-59	21
60-72	18

When combining two degrees, the larger of the two is the basis for calculation of hours required. Please note that these are minimum requirements for two degrees. Departments may have more stringent guidelines. For example, in the Graduate School of Theology, no more than half of one degree can be counted toward a second degree. In any case, all requirements for both degrees must be met.

### Thesis, Project, and Dissertation Requirements

Students who are doing a thesis, project, or dissertation are responsible for following the required process for writing and completing the project. Students who are writing a thesis or dissertation should obtain a copy of the guide for this project from their program director. Plan early, follow guidelines and instructions, and work with your faculty committee to determine completion requirements.

After students begin formal work on a thesis, project, or dissertation, they are expected to continue working on it each semester until it is completed and formally approved, or until they terminate their graduate career at ACU. In order for the thesis or project to remain in an active status, students must enroll in continuation each semester until completion of the thesis. Students must contact their program director to enroll.

Each subsequent registration will be for zero (0) credit hours in masters programs and three credit hours in doctoral programs. For masters programs, the student will be charged a continuation fee equal to half of one hour of tuition at the current rate for each semester of continuation. Students in doctoral programs will be charged full tuition at the current rate during each semester of continuation.

For students who are enrolled in their last semester of coursework, a full load is defined as 3 or more credit hours. Students registered in thesis continuation only will not be considered full-time students. (See Course Load section for more information.)

Students failing to maintain continuous registration must be re-admitted to ACU in order to continue and complete the requirements within the degree time limit, as stated in the current catalog. If a student fails to make progress on their work, the faculty member, in consultation with the committee, has the right to administratively withdraw the student with a grade of W.

### Capstone and Practicum Requirements

Students are expected to finish capstone or practicum requirements within the time allotted for the course. Students needing more time may apply for an extension. Upon approval by the program director, students will be enrolled in GRAD 696 Capstone Project/Practicum Continuation and be charged a continuation fee. The continuation course is zero (0) credit hours and the fee is equivalent to half of one hour of tuition at the current rate for each session of the extension (maximum of one (1) hour of tuition per semester). If students who receive a capstone extension fail to make progress on their work, the faculty member has the right to administratively withdraw the student with a grade of W, and the student will be required to retake the course at the full tuition rate.

### Repeating a Course

1. A graduate student may retake a course only one time.
2. A record of all occurrences of the course will appear on the transcript. Only the most recent grade will be counted in the cumulative GPA. The ability to retake a course may be limited by curriculum changes or by departmental policies.

### Low Grades

If a student receives a grade of “D” or “F” in a course, these courses will not count toward the student's degree and may constitute grounds for probation or suspension. In addition, students must have a minimum of 3.0 cumulative GPA in order to graduate. Please note, individual departments may have more strenuous policies regarding low grades.

*This policy should be considered as the minimum; departments, with the approval of the Graduate Council, may have more restrictive rules and regulations. Students should refer to the program section of the Catalog for more information regarding this policy.*

### Academic Probation and Suspension

Any student who does not maintain a 3.0 GPA will be placed on academic probation. If during the next enrollment, he or she fails to attain a 3.0, he or she may continue on probation, or be suspended. Students admitted on probation must maintain a 3.0 average in at least the first 9 hours of coursework in order to show Satisfactory Academic Progress (SAP). Failure to do so can result in suspension from the program. Students will be held accountable to this policy as a minimum but must also adhere to their departmental requirements regarding probationary admission.

In the case of suspension, a student may re-apply to the program, after sitting out at least one semester or the length of time designated by the dean and program director. A student who wishes to re-apply must develop a re-admission plan in conjunction with their program advisor. The program advisor and the college dean will review this plan. However, this re-admission plan does not guarantee admission. The college dean, consulting with the program director, will decide whether the student should be readmitted, and if so, whether special conditions should be required for readmission. When students are readmitted after suspension, they are placed on probation for one semester and must meet Satisfactory Academic Progress (SAP) requirements to continue to receive financial aid. If they do not make satisfactory progress that semester, they are required to withdraw from school.

*This policy should be considered as the minimum; departments, with the approval of the Graduate Council, may have more restrictive rules and regulations. Students should refer to the program section of the Catalog for more information regarding this policy.*

### Incomplete Grades

Professors may assign a grade of “I” (Incomplete) only when illness or some significant reason beyond the control of the student prevents the student from completing a course by the end of the semester. A grade of “I” (Incomplete) must be resolved no later than the end of the next long term; otherwise, it becomes an “F” on the student's record. The student is responsible for requesting and resolving an “I.” A student who is graduating should finish any incomplete courses prior to the semester in which he or she is graduating. Students must complete all courses graded as “I” in order to participate in commencement.

The grade “IP” (In-Progress) is reserved for graduate students in graduate courses. An “IP” must be resolved no later than the end of the next long term; otherwise, it becomes an “I” on the student's record. That “I” must be resolved no later than the end of the subsequent long term. Work cannot be submitted for a grade after one year from the end of the semester in which the student was enrolled in the course.

Due to the interactive nature and fixed duration of an online course, students may not receive “I” (Incomplete) or “IP” (In Progress) grades for online courses. Students unable to complete course requirements must withdraw or receive the grade they have earned without completing the course requirement. Contact the course instructor and advisor if an exceptional circumstance occurs after the withdraw date and before the end of the course that prevents successful completion. If an instructor agrees to give a student an “I” in this exceptional circumstance, the student will not be permitted to enroll in another course until the “I” is completed. A deadline for completion should also be submitted to the college dean.



### Degree Time Limit

The time begins with the earliest course taken that applies to the degree program. After a student has enrolled for graduate credit, all work for the master's degree must be completed within six years for 30-45 hour degrees; seven years for 46-61 hour degrees; and eight years for degrees up to 90 hours. This regulation applies to work being transferred from another institution as well as to work done at ACU.

### Auditing Courses

Students who wish to audit a course should see the instructor for the course and the chair of the department (of the course) on the first day of class in order to request permission to audit the course. An approved request to audit a course must be submitted to the Registrar's Office by Friday of the second week of the long term or the equivalent date of a summer session or intensive course. Some courses are not available as audit courses (including most online courses). Once a student begins auditing a course, they may not choose to take that course for credit during the audit term.

The nonrefundable fee for auditing a course is \$35. However, certain courses may have additional fees for auditors. Please check with the department of the course offered.

### Concurrent Enrollment Policy

ACU students are generally expected to take their courses only at ACU. Only in exceptional circumstances may students petition, in advance, to receive credit for a course at another institution during a semester that they are enrolled for courses at ACU. Concurrent enrollment includes correspondence, distance, and online courses. Petitions for concurrent enrollment must be approved by the advisor, dean of the student's program, and the provost. Generally, courses from other colleges or universities will not count as hours enrolled for financial aid eligibility.

### Dismissal

The Assistant Provost for Graduate Programs, through action of the college dean, reserves the right to refuse continued enrollment to any student who is negligent in conforming to student regulations or academic standards.

### Exception Requests

A student must make a written request for an exception to any Graduate Programs policy. For example, a student might wish to request to take additional hours in a given semester or summer term, to transfer more than the maximum number of hours from another institution, to extend his or her maximum time to complete the graduate degree, or some other exception to policy.

Request for Academic Exception forms are available in department offices or in the Registrar's Office. The student should state the request and provide any necessary supporting material. The form must first be submitted for approval to the graduate advisor, and then will be forwarded to the college dean for evaluation and consideration. Most of these requests will be presented to the College's academic council for approval. The decision of the council is final.

### Grade Appeals

The University has a procedure for dispute resolution. In general, the order of resolution is to begin at the initial level of the dispute. Usually, the student should attempt to resolve the dispute with the professor in question or with the program director, if it is a program or class matter. The student may then go to the program director who normally resolves all disputes within the program. The student, however, may appeal the program director's decision to the college dean, then to the Assistant Provost for Graduate Programs, and finally to the Provost whose decision is final.

### Grievances

The University has established formal policies and processes to handle written student complaints and appeals. Generally the policies encourage students to resolve concerns at the initial level of concern when possible, i.e. working with the faculty member or program director to resolve an academic issue.

To file a complaint or appeal, please select from the list below:

**A. Student Athlete Financial Aid** — Nonrenewal of a student athlete's financial aid award may be found in the ACU Student Athlete Handbook.

**B. Title IX** — Title IX information is included in the University's Title IX website and in the Policy Statement on Sexual Harassment and Assault.

**C. Student Life** -- Disciplinary decisions, harassment, discrimination, residence hall assignments, the residence hall living/learning experience and parking citations may be found in other sections of the Student Handbook.

**D. Alpha Services** -- Student accommodations by Alpha Services may be found in the Alpha Scholars Program Student Handbook.

**E. Academic Integrity** -- Academic integrity appeals may be found in the Academic Integrity Policy.

**F. University employee violations of policy or law** -- Reporting processes for financial improprieties, illegal practices or policy violations committed by university employees or agents may be found in the University's Whistleblower Policy.

**G. Academic policy or syllabus** — A student alleging that a faculty or staff member has treated the student unfairly in regard to his or her academic work in a course for which he or she was registered by either:

- 1) Violating university academic policy OR
- 2) Violating course policy as stated in the syllabus

may complain of such alleged unfair treatment using the Student Complaint Policy.

All student complaints must first be addressed internally. If the internal resources have been exhausted and the complaint is not satisfactorily resolved, the student may file a complaint with the regulatory agency in the state that he or she is receiving instruction and/or the institution's accrediting agency. Contact information for these agencies is below:

Texas Higher Education Coordinating Board  
Office of General Counsel  
P.O. Box 12788  
Austin, Texas 78711-2788

President, Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097

## Preparing for Graduation

### Graduation

Degree candidates must complete a *Commencement Information Form* prior to the beginning of their final semester. This form will allow students to communicate their expected date of graduation to the Registrar's Office. Any student who does not complete graduation requirements during the semester for which he or she has filed **must re-apply** for a later graduation date.

### Comprehensive or Thesis Examination Requirements

In addition to regular course examinations, most programs require students to pass a comprehensive examination over the major field. Graduate students who write a thesis or dissertation may be required to "defend" their work in an oral examination. See specific program information for more details.

The comprehensive exam should be arranged through the department four weeks before graduation. The thesis or dissertation defense should be arranged with the student's committee five weeks before graduation (some programs have specific examination dates). The graduate student should consult his or her program director for specific program examination requirements and schedules, noting that summer schedules can be difficult scheduling times. The student should obtain a Comprehensive Examination Defense Application from the program director before the examination date. After the exam, the department returns the form to the college dean to report examination/defense results.

**Degree Posting**

When all requirements for the degree have been met, including the final copy of the thesis or dissertation, the degree will be posted, and a transcript showing the degree may be requested.

**About This Catalog**

The information provided in this catalog is current as of July 2016. It is, however, subject to change without notice and does not constitute a contract between Abilene Christian University and a student or an applicant for admission.

The catalog is designed to make planning and scheduling a degree program as simple as possible. Additional help is available from several sources, such as the offices of the college deans, program directors, and faculty advisors.

Each student at Abilene Christian University, however, is ultimately responsible for understanding and fulfilling all degree requirements.

# Abilene-based Graduate Programs

Lynette Sharp Penya, *Assistant Provost for Graduate Programs*  
ACU Box 29140

Abilene, Texas 79699-9140  
Brown Library Room 332A

Phone: 325-674-2223  
800-395-4723

Fax: 325-674-6717

Email: gradinfo@acu.edu

Web: www.acu.edu/grad

ACU offers residential and online graduate programs through our main Abilene campus. These programs are housed within the College of Arts and Sciences, the College of Biblical Studies, the College of Business Administration, and the College of Education and Human Services.

All of the policies listed on pages 129-137 apply to Abilene-based programs.

**Financial Assistance****Scholarships**

Departmental scholarships are offered through individual academic departments. For more information regarding these scholarships, contact the department of interest.

**Graduate Assistantships**

Graduate Assistants (GAs) at Abilene Christian University fall into three categories according to their major responsibilities:

1. Academic support, including clerical work
2. Research
3. Teaching

Upon employment, GAs are given a letter clearly stating responsibilities, remuneration, and the expectations of the department and of the professor to whom they are assigned. Both full- and part-time assistantships are available.

**Selection**

Graduate assistants are chosen on a competitive basis. Students apply and are approved by the dean upon recommendation by the head of the department for which they wish to work (and upon the recommendation of their graduate program if it is different from the department in which they work). In order to receive an assistantship, a student must be admitted unconditionally into a graduate program and must be enrolled for graduate course work that semester. For a full assistantship, a student must be enrolled in at least 9 hours. For a half assistantship, a student must be enrolled in at least 6 hours. A student may be considered a full-time student in his or her final semester with fewer hours if he or she is completing final requirements for the degree.

**Qualifications and Work**

All graduate assistants are expected to be responsible and successful students who can make a positive contribution to their departments and to the campus community. They each must have completed a baccalaureate degree before beginning their work as graduate assistants. Those who teach or have other job-related contact with undergraduates should be good role models in scholarship, integrity, helpfulness, and commitment to Christian values. Those who teach must have completed at least 18 graduate hours in the discipline taught and must be proficient in the use of English.

Each graduate assistant is assigned to an instructor, who is responsible for training, supervising, and evaluating the assistant in his or her work. Teaching assistants also receive regular in-service training and are evaluated by their students each semester.

Graduate assistants are assigned work space or offices, telephones and mailboxes, as available, usually on a shared basis. Teaching assistants are expected to attend departmental faculty meetings and to keep regular office hours.

#### **Compensation and Reappointment**

Pay for graduate assistants varies by department and assignment. Reappointment of graduate assistants depends upon (1) departmental needs, (2) the graduate assistant's satisfactory academic progress toward a graduate degree, and (3) evaluations from mentors and, in the case of teaching assistants, from students. All graduate assistants must maintain a 3.0 cumulative grade point average to retain their assistantships.

# College of Arts and Sciences

Greg Straughn, *Dean*  
 Jeff Arrington, *Associate Dean*  
 Jessica Smith, *Assistant Dean*

ACU Box 29210  
 Abilene, Texas 79699-9210  
 Sherrod Building – Don Morris Center, Room 127

Phone: 325-674-2209  
 Fax: 325-674-6800  
 Email: [cas@acu.edu](mailto:cas@acu.edu)  
 Web: [www.acu.edu/cas.html](http://www.acu.edu/cas.html)

The College of Arts and Sciences endeavors to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. Many courses in the college are designed to provide a unique liberal arts education from a Christian perspective to students of all majors throughout the university.

The College of Arts and Sciences offers graduate degrees in the following areas:

- Master of Arts in Communication
- Master of Arts in Corporate Communication
- Master of Arts in English
- Master of Liberal Arts
- Master of Science in Organizational Development
- Master of Science in Psychology (General)
- Master of Science in Clinical Psychology
- Master of Science in Counseling Psychology
- Master of Science Specialist in School Psychology

See the program listings for specific information about these degree programs and their requirements.

# Communication

Lauren Lemley, *Graduate Director*

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Web: www.acu.edu/grad

## Faculty

Jonathan Camp, *Associate Professor*

Joe Cardot, *Professor*

Kristina Davis, *Assistant Professor*

Carley Dodd, *Professor*

Paul Lakey, *Professor*

Lauren Lemley, *Associate Professor*

Cindy Roper, *Professor*

Lynette Sharp Penya, *Professor*

J.D. Wallace, *Professor*

## Introduction

The Department of Communication and Sociology at Abilene Christian University offers two Master of Arts (MA) degrees in communication. Degrees are available in both general communication and corporate communication.

Recognizing the increasingly vital role of communication in modern society, the department is committed to a diverse but integrated study of communication, preparing graduates for human interaction by improving people skills and task productivity. It also prepares students for further graduate work, personal growth, and various career opportunities. Students going from this program into doctoral work have a 95 percent acceptance rate into their first choice of PhD programs. Career opportunities include leadership roles in ministry, administration, sales, corporate communication, consulting and training, intercultural relations, and human resource development.

## Admission Requirements

Admission requirements for an MA in communication are:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;
5. A satisfactory GRE score;
6. An essay describing the applicant's purpose for pursuing a graduate degree in communication;
7. A writing sample representing high quality work (e.g. term paper) by the applicant.

## COMMUNICATION (MA)

### Master of Arts in Communication (MA-COMM)

Major Code: COMS

MA-COMM: MASTER OF ARTS IN COMMUNICATION	
PRE-REQUISITE DEGREE REQUIREMENTS	
This communication degree requires a baccalaureate degree from a regionally accredited institution.	
MAJOR REQUIREMENTS	
<b>Communication Core</b>	
COMM 620 Quantitative Methods .....	3
COMM 621 Qualitative Research Methods .....	3
COMM 636 Seminar in Communication Theory .....	3
COMM 687 Principles of Rhetorical Criticism .....	3
<b>TOTAL .....</b>	<b>12</b>
SUPPLEMENTAL COURSES	
Students will choose courses totaling 24 hours in consultation with the Director. A 6-hour thesis option can be selected upon consultation with the graduate faculty. Courses from other departments must be approved by the graduate advisor.	
Courses can be selected from the following menu:	
COMM 508 Crisis Management in Organizations .....	3
COMM 515 Political Communication.....	3
COMM 521 Leadership and Communication.....	3
COMM 536 Nonverbal Communication .....	3
COMM 543 Business and Professional Communication.....	3
COMM 545 Intercultural Communication .....	3
COMM 550 Gender Communication .....	3
COMM 575 Persuasion .....	3
COMM 583 Communication in Multi-National Organizations.....	3
COMM 585 Organizational Communication .....	3
COMM 586 Training and Development.....	3
COMM 631 Leading Organizational Change.....	3
COMM 641 Seminar in Interpersonal Communication.....	3
COMM 675 Seminar: Persuasion and Social Change .....	3
COMM 683 Cultural Case Studies .....	3
COMM 685 Seminar in Organizational Communication .....	3
COMM 686 Communication Consulting and Assessment .....	3
<b>TOTAL .....</b>	<b>24</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>36</b>
OTHER GRADUATION REQUIREMENTS	
Students pursuing the thesis option are required to give an oral defense of the thesis and related course work. Students selecting the non-thesis option are required to pass an oral comprehensive examination. Students may retake the applicable exam only once if they fail on the first attempt.	

**Master of Arts in Corporate Communication (MA-CCOM)**

Major Code: CCOM

<b>MA-COMM: MASTER OF ARTS IN CORPORATE COMMUNICATION</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This communication degree requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Undergraduate Leveling Work</b>	
Courses as Approved by Director .....	6
<b>Strategic Thought (Term I)</b>	
COMM 601 Residency I: Ethics & Theory.....	3
COMM 610 Strategic Management & Applied Research.....	3
COMM 611 Strategic Writing & Storytelling .....	3
<b>Strategic Leadership (Terms II &amp; III)</b>	
COMM 508 Crisis Management in Organizations.....	3
COMM 631 Leading Organizational Change .....	3
COMM 586 Training & Development.....	3
COMM 685 Seminar in Organizational Communication.....	3
<b>Strategic Action (Term IV)</b>	
COMM 602 Residency II: Communication Planning & Digital Strategies.....	3
COMM 690 Strategic Communication Capstone.....	6
<b>TOTAL .....</b>	<b>36</b>
<b>TOTAL MAJOR HOURS.....</b>	<b>36</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>Students pursuing the thesis option are required to give an oral defense of their capstone project and related course work. Students may retake the defense only once if they fail on the first attempt.</b>	

# English

William Carroll, *Graduate Director*  
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**Faculty**

B. Cole Bennett, *Professor*  
 Laura Carroll, *Associate Professor*  
 William Carroll, *Associate Professor*  
 Suanna Davis, *Assistant Professor*  
 Mikee Delony, *Associate Professor*  
 Kyle Dickson, *Professor*  
 Jeremy Elliot, *Assistant Professor*  
 Al Haley, *Professor*  
 Steven T. Moore, *Associate Professor*  
 Shelly Sanders, *Associate Professor*  
 Joseph F. Stephenson, *Associate Professor*  
 Darryl Tippens, *Professor*  
 Jeanine Varner, *Professor*  
 Stephen R. Weathers, *Associate Professor*  
 Debbie Williams, *Professor*  
 Todd Womble, *Assistant Professor*

**Introduction**

Graduate courses in English at ACU are aimed primarily at preparing students for entry in PhD programs, terminal MFA programs, or for seeking employment as teachers. As one of a very few religiously-based institutions to offer an MA in English (according to Peterson's *Christian Colleges and Universities*, ACU is the only CCCU school and the only university affiliated with Churches of Christ to offer such a program), ACU is uniquely situated to prepare Christian scholars for service and leadership throughout the world.

The Department of Language and Literature offers a Master of Arts (MA) degree in English with three courses of study for students interested in particular subfields of English studies: a literature track, a composition/rhetoric track, and a writing track. Each of these tracks is aimed at giving students the broadest preparation possible for work in their particular subfield.

Graduate students begin their study with core courses that emphasize intersections of faith and English studies, teacher training and pedagogical exploration, and scholarly production.

The literature track asks students to explore the critical and theoretical approaches to texts written in the various literary periods and exposes students to writers from across the literary spectrum. Courses in this track emphasize student research, writing, and presentation. Students have the option of thesis or non-thesis plans.

The composition and rhetoric track offers students advanced training in current pedagogical rhetorical theory, and is designed primarily for those interested in teaching composition. This track emphasizes student research, writing, and presentation. Students have the option of thesis or non-thesis plans.

The writing track emphasizes creative writing or technical and professional writing by means of courses conducted through workshopping, reading, and writing. A thesis is required for all students in this track.

All degree plans involve 36 hours of course work (18 of which must be conducted at the 600-level) with up to 6 hours dedicated to thesis writing and another 6 hours available for courses in a support field offered by

another department or program. A 3-hour guided study option is also offered to help students prepare for comprehensive exams.

### Admission Requirements

Admission requirements for the MA in English are:

1. A completed application for admission with a nonrefundable application fee.
2. An official transcript(s) in English (or translated to English) of all previous colleges attended.
  - a. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent.
  - b. The transcript should reflect a competence in a second language (usually demonstrated through the completion of sophomore-level foreign language).
  - c. The transcript should reflect 12 hours of upper-division English courses.
  - d. The transcript should reflect a cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA.
4. Two letters of recommendation.
5. An official GRE score.
6. Purpose statement identifying the applicant's reason for pursuing graduate study and future goals; and
7. A writing sample in either:
  - a. A sample critical essay (maximum of 15 pages) that demonstrates the applicant's capacity for interpretation and literary analysis, *or*
  - b. A sample creative writing in prose or poetry (maximum of 20 pages) if the student intends to pursue the writing emphasis track. Writing samples will not be returned unless a self-addressed, stamped envelope is provided.

Applicants who fail to meet one or more admission requirements may be admitted conditionally. A letter to the student will specify the procedures and deadlines for satisfying the entrance requirements.

Except for the language requirement, deficiencies ordinarily must be satisfied during the first semester of study.

## ENGLISH – LITERATURE TRACK (MA)

Major Code: ENGL

Concentration Code: ENLI

### Master of Arts in English – Literature Track (MA ENGL)

MA ENGL: MASTER OF ARTS IN ENGLISH – LITERATURE (ENLI)	
PRE-REQUISITE DEGREE REQUIREMENTS	
This program requires a baccalaureate degree from a regionally accredited institution.	
MAJOR REQUIREMENTS	
<b>Core Courses</b>	
ENGL 613 Literary Theory and Faith .....	3
ENGL 652 Rhetorical Theory and Practice .....	3
ENGL 620 Literary Research Methods & Publication .....	3
ENGL 631 Contexts: Studies in a Single Author .....	3
ENGL 633 Connections: Studies in a Literary Period .....	3
<b>TOTAL .....</b>	<b>15</b>
<b>American Literature (select 2 courses from the following menu)*</b>	
ENGL 562 American Literature to 1860 .....	3
ENGL 563 American Literature after 1860 .....	3
ENGL 564 American Novel.....	3
ENGL 570 Multicultural Literature .....	3
ENGL 610 Studies in American Literature ( <i>may be repeated up to 9 hours</i> ).....	3

<b>TOTAL .....</b>	<b>6</b>
<b>British Literature to 1789</b>	
<b>(select 1 course from the following menu)*</b>	
ENGL 581 Medieval British Literature .....	3
ENGL 583 Shakespeare .....	3
ENGL 584 17 <sup>th</sup> Century British Literature .....	3
ENGL 612 Studies in British Literature ( <i>may be repeated up to 9 hours</i> ) .....	3
<b>TOTAL .....</b>	<b>3</b>
<b>British Literature after 1789</b>	
<b>(select 1 course from the following menu)*</b>	
ENGL 595 18 <sup>th</sup> Century British Literature .....	3
ENGL 596 19 <sup>th</sup> Century British Literature .....	3
ENGL 597 20 <sup>th</sup> Century British Literature .....	3
ENGL 612 Studies in British Literature ( <i>may be repeated up to 9 hours</i> ) .....	3
<b>TOTAL .....</b>	<b>3</b>
<b>Electives</b>	
Select 9 hours of coursework comprising any combination of courses from the menus below, the literature menus above, a support field, or thesis. If not choosing a thesis, 3 of the 9 hours <b>must</b> include ENGL 600: Guided Study in Intensive Research.	
<b>Discourse Studies (0-9 hours)</b>	
ENGL 530 Advanced English Grammar .....	3
ENGL 532 Introduction to Linguistics .....	3
ENGL 622 Rhetoric and Belief .....	3
ENGL 623 Discourse Theory .....	3
ENGL 624 Non-Traditional Rhetoric .....	3
<b>Writing (0-6 hours)</b>	
ENGL 520 Creative Nonfiction Workshop .....	3
ENGL 522 Fiction Workshop.....	3
ENGL 523 Poetry Workshop.....	3
<b>General Literature (0-9 hours)</b>	
ENGL 571 Literature and Belief .....	3
ENGL 576 Fiction .....	3
ENGL 577 Drama.....	3
ENGL 578 Poetry .....	3
ENGL 615 World Literature.....	3
<b>Support Field from another department/program (0-6 hours)</b>	
<b>Research (0-3 hours)</b>	
ENGL 600 Guided Study in Intensive Research .....	3
<b>Thesis (optional)</b>	
ENGL 699 Master's Thesis.....	6
<b>TOTAL .....</b>	<b>9</b>
* <b>Note:</b> ENGL 631 Contexts: Studies in a Single Author can fulfill a literature menu requirement when the author studied matches the category description (American, British before 1789, or British after 1789). If a student uses ENGL 631 to fulfill this requirement, an additional 3 hours of electives must be taken to complete the 36-hour degree requirement.	
<b>TOTAL REQUIRED MAJOR HOURS .....</b>	<b>36</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>18 of the 36 required hours must be conducted at the 600-level Comprehensive Exams</b>	

## ENGLISH – COMPOSITION/RHETORIC TRACK (MA)

Major Code: ENGL

Concentration Code: ENCO

**Master of Arts in English – Composition/Rhetoric Track  
(MA ENGL)**

<b>MA ENGL: MASTER OF ARTS IN ENGLISH – COMPOSITION/RHETORIC (ENCO)</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Core Courses</b>	
ENGL 613 Literary Theory and Faith .....	3
ENGL 652 Rhetorical Theory and Practice .....	3
ENGL 622 Rhetoric and Belief.....	3
ENGL 623 Discourse Theory.....	3
ENGL 625 Literary Research Methods & Publication .....	3
<b>TOTAL .....</b>	<b>15</b>
<b>Literature (select 1 course from the following menu)</b>	
ENGL 562 American Literature to 1860 .....	3
ENGL 563 American Literature after 1860 .....	3
ENGL 564 American Novel.....	3
ENGL 570 Multicultural Literature .....	3
ENGL 571 Literature and Belief .....	3
ENGL 572 Film and Belief .....	3
ENGL 576 Fiction .....	3
ENGL 577 Drama .....	3
ENGL 578 Poetry.....	3
ENGL 581 Medieval British Literature .....	3
ENGL 583 Shakespeare .....	3
ENGL 584 17 <sup>th</sup> Century British Literature.....	3
ENGL 595 18 <sup>th</sup> Century British Literature .....	3
ENGL 596 19 <sup>th</sup> Century British Literature .....	3
ENGL 597 20 <sup>th</sup> Century British Literature.....	3
ENGL 610 Studies in American Literature ( <i>may be repeated up to 9 hours</i> ).....	3
ENGL 612 Studies in British Literature ( <i>may be repeated up to 9 hours</i> ).....	3
ENGL 615 World Literature .....	3
<b>TOTAL .....</b>	<b>3</b>
<b>Electives</b>	
Select 18 hours of coursework comprising any combination of courses from the menus below, the literature menu above (up to 6 hours), a support field, or thesis. If not choosing a thesis, 3 of the 18 hours <b>must</b> include ENGL 600: Guided Study in Intensive Research.	
<b>Discourse Studies (0-12 hours)</b>	
ENGL 530 Advanced English Grammar .....	3
ENGL 532 Introduction to Linguistics .....	3
ENGL 558 Teaching English as a Second Language.....	3
ENGL 624 Non-Traditional Rhetoric .....	3
<b>Writing (0-9 hours)</b>	
ENGL 520 Creative Nonfiction Workshop .....	3
ENGL 522 Fiction Workshop .....	3
ENGL 523 Poetry Workshop.....	3
ENGL 525 Advanced Composition .....	3
ENGL 526 Business & Professional Writing .....	3
ENGL 540 Special Topic: Playwriting.....	3
<b>Support Field from another department/program (0-6 hours)</b>	
<b>Research (0-3 hours)</b>	
ENGL 600 Guided Study in Intensive Research.....	3
<b>Thesis (optional)</b>	
ENGL 699 Master's Thesis .....	6
<b>TOTAL .....</b>	<b>18</b>
<b>TOTAL REQUIRED MAJOR HOURS.....</b>	<b>36</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>18 of the 36 required hours must be conducted at the 600-level Comprehensive Exams</b>	

**ENGLISH – WRITING TRACK (MA)**

Major Code: ENGL

Concentration Code: ENWR

**Master of Arts in English – Writing Track (Thesis required)  
(MA ENGL)**

<b>MA ENGL: MASTER OF ARTS IN ENGLISH – WRITING (ENWR)</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Core Courses</b>	
ENGL 613 Literary Theory and Faith .....	3
ENGL 652 Rhetorical Theory and Practice .....	3
<b>TOTAL .....</b>	<b>6</b>
<b>Writing (select 4 courses from the following menu)</b>	
ENGL 520 Creative Nonfiction Workshop .....	3
ENGL 522 Fiction Workshop.....	3
ENGL 523 Poetry Workshop.....	3
ENGL 525 Advanced Composition .....	3
ENGL 526 Business & Professional Writing .....	3
ENGL 540 Special Topic: Playwriting .....	3
<b>TOTAL .....</b>	<b>12</b>
<b>Electives</b>	
Select 12 hours of coursework comprising any combination of courses from the menus below, up to 3 hours not previously selected from the writing menu above, and up to 6 hours from a support field.	
<b>Language (0-9 hours)</b>	
ENGL 529 Rhetoric as Written Discourse .....	3
ENGL 530 Advanced English Grammar .....	3
ENGL 532 Introduction to Linguistics .....	3
ENGL 558 Teaching English as a Second Language .....	3
<b>Literature (0-9 hours)</b>	
ENGL 551 Literature for Young Adults .....	3
ENGL 562 American Literature to 1860 .....	3
ENGL 563 American Literature after 1860 .....	3
ENGL 564 American Novel.....	3
ENGL 570 Multicultural Literature.....	3
ENGL 571 Literature and Belief .....	3
ENGL 572 Film and Belief .....	3
ENGL 576 Fiction .....	3
ENGL 577 Drama.....	3
ENGL 578 Poetry .....	3
ENGL 581 Medieval British Literature .....	3
ENGL 583 Shakespeare .....	3
ENGL 584 17 <sup>th</sup> Century British Literature .....	3
ENGL 595 18 <sup>th</sup> Century British Literature .....	3
ENGL 596 19 <sup>th</sup> Century British Literature .....	3
ENGL 597 20 <sup>th</sup> Century British Literature .....	3
ENGL 610 Studies in American Literature ( <i>may be repeated up to 9 hours</i> ) .....	3
ENGL 612 Studies in British Literature ( <i>may be repeated up to 9 hours</i> ) .....	3
ENGL 615 World Literature.....	3
<b>Support Field from another department/program (0-6 hours)</b>	
<b>TOTAL .....</b>	<b>12</b>
<b>Thesis (required)</b>	
ENGL 699 Master's Thesis.....	6
<b>TOTAL .....</b>	<b>6</b>
<b>TOTAL REQUIRED MAJOR HOURS .....</b>	<b>36</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>18 of the 36 required hours must be conducted at the 600-level Comprehensive Exams</b>	

# Liberal Arts

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## Faculty

The graduate faculty of the university serves as the faculty for the Master of Liberal Arts.

Abilene Christian University offers the Master of Liberal Arts degree with concentrations in a variety of fields in which the university offers master's degrees.

## Introduction

The Master of Liberal Arts (MLA) program offers students who have completed at least a baccalaureate degree a means of formal personal enrichment through the interdisciplinary MLA degree. Liberal arts study is for anyone with a bachelor's, master's, or doctoral degree who wishes to continue the "unfinished business" of a liberal arts education, the quest for knowledge about Mankind, God, and His world.

Liberal arts study at ACU permits the student to explore a wide range of disciplines and personal interests at the graduate level. The MLA student may take graduate courses from any area in which he or she can meet the specific course prerequisites. Thus, a student can gain understanding in a broad graduate curriculum within the context of Christian higher education.

The program is not designed to produce a standard career credential as are more traditional master's degree programs. Rather, the liberal arts program seeks the intellectual development and professional enhancement of adult students in areas such as the arts and humanities, social sciences and religion with additional enrichment from professional and technical areas such as business.

In the arts and humanities, courses in literature, communication and history seek to address such enduring questions as what mankind is to live for and how humans should conduct themselves.

In the social sciences, courses in psychology, sociology and family studies endeavor to assist the student in forming a critical awareness of the complexity of human affairs and inter-relationships and in establishing an ethical framework for making informed decisions about human affairs and the social institutions that promote orderly human discourse.

In religion, courses address the nature of humanity's being and purpose and mankind's interaction with fellow man and with God. Religion courses also include application courses in such areas as missions or biblical ministry. In business, courses in management and finance assist the student in understanding the theoretical and practical framework of everyday human interchange.

The liberal arts student will be responsible for helping design his or her degree plan because each is crafted to the student's individual needs and desires for higher education. The degree plan must meet the parameters given in the degree requirements below. In many cases, the student can help design a degree plan that can be completed with evening and short courses. In others, the student will find it desirable to participate in regular day classes to gain the experiences desired.

The liberal arts student will first work with the MLA advisor to determine the dominant areas of interest and an appropriate graduate committee. The graduate committee will then work through the completion of the individual MLA degree program. The committee and degree program should be approved by the end of the second semester of enrollment.

The liberal arts student may apply to take courses in any graduate department of the university, but should remember that some courses have specified prerequisites. Note: the courses in some programs, including online programs, are available only to students formally admitted to those programs. In some cases, the student will require special admission to the course from the instructor or the chair of the department. Specific courses may be required and appropriate research competencies must be demonstrated to the satisfaction of the student's graduate degree committee, the MLA advisor and the dean.

Each degree program operates under the general supervision of the dean of the College of Arts and Sciences. The initial advisor will be the MLA advisor. A supervisory committee of appropriate graduate faculty (at least three) will be appointed to consult with, advise and evaluate the student's progress. Each degree plan will be approved by the dean and committee members from appropriate areas of study in consultation with the MLA advisor.

## Admission Requirements

Admission requirements for the MA of Liberal Arts are:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;
5. Official GRE score;
6. Personal interview with the MLA advisor or one appointed by the MLA advisor; and
7. Impromptu written statement from the applicant describing the purposes and objectives for entering the MLA program.

An admission committee will determine the student's eligibility for admission. Admission applications will be reviewed on a rolling basis as received prior to the beginning of each academic term. Admission decisions will apply all general standards for graduate programs.

## MASTER OF LIBERAL ARTS (MLA)

Major Code: GELF

### Requirements for the MLA are:

1. This interdisciplinary degree requires studies in various disciplines with the courses and areas being related by the student's intellectual curiosity and needs.
2. The student must demonstrate appropriate research competencies to the satisfaction of the supervisory committee, the MLA advisor and the dean. Specific courses may be required to build research competencies.
3. At least 36 hours meeting the general graduate program requirements (including at least 50 percent at the 600 level or above) and the following guidelines:
  - a. Two academic divisions: the program must include courses from at least two academic divisions of the university.
  - b. Cluster of courses: 18 hours must reflect a cluster of courses related by theme or topic. The student has considerable freedom in defining a cluster theme or topic.
4. Single discipline: a maximum of 18 hours may be applied from a single discipline. Additional hours within a discipline may be taken as electives over and above the 36 hours required for the degree.
5. Other areas of interest: 12-15 hours may be related to any of the student's other interests.
6. Synthesis project: a 3-6 hour project related to the cluster area will culminate the degree program. Guided by the supervisory committee, this project will demonstrate the student's ability to develop ideas and use analytical skills at the master's level.



7. Comprehensive examination: The student will successfully complete a written and/or oral comprehensive examination extending the synthesis project and relating the course work under the direction of the supervisory committee. Unsatisfactory performance may require additional course work before another examination may be attempted.

### **Degree Process**

In order to complete a degree, the student with the assistance of the MLA advisor, faculty appointee or the dean must:

1. Select the areas of emphasis, including selecting possible courses to fulfill interests.
2. Set up a supervisory committee.
  - a. Based on areas of interest.
  - b. Must be selected by the completion of 12 hours of enrollment.
3. Design a degree plan.
  - a. Refine preliminary interests.
  - b. Consult the supervisory committee.
  - c. Decide on a tentative type of project to determine total project credits.
4. Have degree plan approved by the committee and the dean.
5. Take courses to fulfill approved degree plan.
  - a. Modify degree plan, if necessary.
  - b. Work closely with the supervisory committee.
6. Complete project.
7. Defend the curriculum chosen and the project that ties it together in the comprehensive examination.
8. Complete the steps for graduation as outlined by the graduate program requirements.

# Organizational Development

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### **Faculty**

Faculty from various departments who teach in this program:

Garry Bailey, *Associate Professor of Conflict Resolution*

Jonathan Camp, *Associate Professor of Communication*

Joe Cardot, *Professor of Communication*

Joe L. Cope, *Associate Professor of Conflict Resolution*

Cynthia Roper, *Associate Professor of Communication*

Ian Shepherd, *Professor of Management Sciences*

Phillip Vardiman, *Associate Professor of Management Sciences*

J. D. Wallace, *Professor of Communication*

### **Introduction**

The Department of Communication and Sociology offers the Master of Science (MS) degree in organizational development (OD). The MS in OD is an online 36-hour degree program that is interdisciplinary and includes courses from communication, conflict resolution, and management sciences.

The central objective of the degree program is to provide an advanced degree that synthesizes knowledge from diverse fields into a focused, yet flexible plan of study that is useful to leaders in all forms of organizations. The program is committed to applying the study of individual, group and cultural issues to meet the special needs of human resource professionals, administrators, managers, trainers, non-profit leaders, government leaders and others in the professional community.

Distinctive features of the program are breadth in understanding human behavior, development of leadership skills with multiple applications, adaptation of models to diverse organizational settings, and maximization of career mobility for holders of the degree.

### **Admission Requirements**

Admission requirements for the MS in organizational development are:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;
5. A two-page, typed purpose statement describing the applicant's career goals, professional interests and reasons for wanting to enter the OD program;
6. Current resume.

**ORGANIZATIONAL DEVELOPMENT (MS)**

Major Code: OD

The Master of Science degree in organizational development is a 36-hour program that requires at least half the total hours be taken at the 600 level. Students must have completed a baccalaureate degree from an accredited institution. Because the degree is interdisciplinary in nature, no specific undergraduate major is required.

**Master of Science in Organizational Development (MS-OD)**

<b>MS-OD: MASTER OF SCIENCE IN ORGANIZATIONAL DEVELOPMENT</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Communication</b>	
COMM 545 Intercultural Communication .....	3
COMM 586 Human Resource Training & Development.....	3
COMM 631 Leading Organizational Change .....	3
COMM 675 Seminar in Persuasion & Social Change .....	3
COMM 697 OD Capstone .....	3
<b>TOTAL .....</b>	<b>15</b>
<b>Management Sciences</b>	
MGMT 532 Human Resource Management .....	3
MGMT 636 Organizational Behavior .....	3
<b>TOTAL .....</b>	<b>6</b>
<b>Conflict Resolution</b>	
CONR 601 Conflict Theory and Communication .....	3
CONR 605 Negotiation and Mediation .....	6
CONR 610 Managing Conflict in the Workplace .....	3
CONR 612 Conflict Management Systems Design.....	3
<b>TOTAL .....</b>	<b>15</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>36</b>

# Psychology

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**Program Directors**David McNulty, *Director of Clinical Training*Rachel Team, *Director for School Psychology Program***Faculty**Steve Allison, *Professor*Richard Beck, *Professor & Department Chair*John Casada, *Associate Professor*Cherisse Flanagan, *Assistant Professor*Billy Jones, *Professor*David McNulty, *Associate Professor*Robert McKelvain, *Professor*Larry Norsworthy, *Professor*Scott Perkins, *Professor*Robert Rhodes, *Professor*Jennifer Shewmaker, *Associate Professor*Rachel Team, *Assistant Professor*Charles Wadlington, *Assistant Professor***Introduction**

The Department of Psychology at Abilene Christian University offers the Master of Science (MS) degree and the Specialist in School Psychology (SSP) degree. The MS degree prepares students for professional practice and/or doctoral study in psychology. The SSP degree prepares students for professional practice and/or doctoral study in the field of school psychology. The SSP degree is approved by the National Association of School Psychologists (NASP).

Graduate study in psychology at ACU combines scientific scholarship, relevant clinical training, and a Christian worldview to prepare students for professional work, further graduate study, and licensure or certification by state boards in psychology or counseling.

The psychology faculty at Abilene Christian University views psychology as a scientific and applied profession through which one may provide service to the local community as well as the community of faith. Faculty members view the nature and needs of humankind from a biblical perspective. Excellence in research and clinical practice are a part of the Christian commitment that students are challenged to share.

The counseling psychology program is a 60-hour professional training program that includes academic work and relevant professional experiences. Requirements for licensure in psychology and counseling vary significantly by state; students must be aware that it is the individual student's responsibility to ensure adequate completion of the specific academic and experiential requirements of a particular state licensing agency. To complete the degree in two years, students must complete 12 hours per semester as well as several short courses in May and January. Failure to follow course sequencing may significantly lengthen the time required to complete the degree.

The clinical psychology program is a 48-hour training program that prepares students with both counseling skills and the research skills and experience required to pursue doctoral work. Students who also want to pursue the Licensed Professional Counselor credential should choose additional electives to meet the licensing requirements. Most states require at least 60 hours to achieve licensure.

The Specialist in School Psychology program is a 60-hour course of study that provides the clinical training and academic experiences required for working in school settings. The school psychology program

is approved by National Association of School Psychologists (NASP) and meets all the requirements for the Texas State Board of Examiners of Psychologist (TSBEP) licensure as a Specialist in School Psychology (LSSP) and for the National Certification in School Psychology (NCSP) through the National Association of School Psychologists (NASP).

The department also offers a 36-hour Master of Science degree in psychology for students with a variety of other professional interests.

Integration of professional excellence and Christian commitment is the guiding philosophy for graduate training in psychology at ACU. The curriculum emphasizes development of skills relevant to a broad range of professional activities. Students have opportunities to develop the essential skills to facilitate change in individuals, families and groups. Through course work and supervised clinical experience, all students become proficient in the basic areas of intervention, including diagnostic interviewing, case conceptualization, crisis intervention, treatment planning and the psychotherapy process.

The psychology department at ACU is committed to training and mentoring students in applied research. In the last ten years, more than 180 students have presented research in the professional or scientific programs of regional and national psychology meetings. The practical necessity and the ethical responsibility to master the rapidly expanding scientific base of information underlying psychological intervention are emphasized through course work, individual and group projects, and thesis research. In each of the graduate programs, students have the opportunity to build expertise in their field of interest and to prepare to contribute to that field of knowledge. The psychology department actively supports student research.

The programs in clinical, counseling, and school psychology are designed to prepare ethical professionals who have superior skills, are conscientious in their work, and are responsive to the needs of others. Personal characteristics of integrity, responsibility, emotional stability, and self-control are essential for psychology professionals. Thus, students experiencing significant personal distress or deficiency in one or more of these areas may be required to delay enrollment in practicum courses until those problems have been resolved. The student's ability to maintain high quality professional relationships with faculty, off-site supervisors and with clients is essential to continuation in psychology training programs. The Director of Graduate Studies may deny enrollment in courses where professional contact is required when student's capacity is impaired. In some situations, students may be assisted in revising their career plans to emphasize their personal strengths.

**Admission Requirements**

Admission decisions are made on a competitive basis. The minimum admission requirements for any of the graduate psychology degree programs are as follows:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. Unconditional admission requires an undergraduate GPA of 3.5 to 4.0. If an applicant meets all other requirements and has an undergraduate GPA of 3.0-3.49, he/she may be admitted on probation. The condition of probation means that the applicant must make a final grade of B or above in each of the first 4 courses required in his/her program. Failure to do so will result in suspension from the program;
4. Three letters of recommendation, at least two of which must be from psychology faculty or psychologists who are familiar with the applicant's academic work;
5. Completion of at least 12 undergraduate semester hours in psychology including: statistics, experimental psychology, abnormal psychology and 3 additional hours that may be physiological, developmental psychology, cognition, learning, or an acceptable substitute. The applicant must have made

a grade of B or higher in each of the prerequisite courses.

Prerequisites must be completed prior to enrolling in graduate program courses; they may not be taken concurrently.

6. A written statement (600-800 words) describing the applicant's professional goals, interests and reasons for choosing to enter the psychology program at ACU.
7. The Department of Psychology does not consider the GRE or other tests as part of its admission requirements.
8. Non-native speakers of English must pass an interview with two ACU psychology department faculty to establish that the applicant has sufficient skills in the English language and American culture to provide services to clients in practicum settings.
9. Because all professional psychology programs require students to provide services to clients in practicum sites, all international applicants must complete an interview with members of the psychology faculty to assess the applicant's capabilities in spoken English and understanding of North American culture. International applicants must also meet the University's English language test requirements.

**Application Deadlines**

All applicants who qualify for unconditional admission will be accepted on a priority basis until March 30. Applicants who qualify for probational admission who have applied before March 30 will be notified of the admission decision on their application about April 10. Admissions after March 30 will be made on a competitive basis until programs are full. Except in unusual circumstances, applicants will not be admitted after July 1 for the fall semester. Only clinical and counseling psychology applicants who are qualified for unconditional admission will be considered for admission to begin graduate study in the spring or summer semesters. The school psychology program only admits students to begin in the fall semester. All international applicants must submit completed applications by February 15 for the fall semester.

**CLINICAL PSYCHOLOGY (MS)**

Major Code: CPSY

The Master of Science in Clinical Psychology prepares students with both clinical and research skills. This 48-hour program includes a set of core courses, elective selections, practicum experiences, and a thesis project designed to prepare students for doctoral study. Additionally, this degree program prepares students wishing to pursue a professional career, at the Masters level, for instance as a Licensed Psychological Associate or as Research Assistant.

Prospective applicants should note that the MS in Clinical Psychology will *not* fully prepare students for licensure as a Licensed Professional Counselor. Students interested in that professional outcome should consider the 60-hour MS in Counseling Psychology degree at ACU as most states require a 60-hour program to apply for licensure.

**Master of Science in Clinical Psychology (MS CPSY)**

MS CPSY: MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY	
PRE-REQUISITE DEGREE REQUIREMENTS	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
MAJOR REQUIREMENTS	
<b>Psychology Core Courses</b>	
PSYC 610 Psychotherapy .....	3
PSYC 612 Clinical Research Methods .....	3
PSYC 648 Advanced Psychotherapeutic Techniques .....	3
PSYC 650 Ethics & Issues in Professional Psychology .....	3
PSYC 657 Multivariate Statistics .....	3
PSYC 660 Clinical Assessment .....	3
PSYC 682 Advanced Psychopathology .....	3
<b>TOTAL .....</b>	<b>21</b>
<b>Electives</b>	

15 hours approved by graduate advisor or department chair.	
<b>TOTAL</b> .....	<b>15</b>
<b>Practicum</b>	
PSYC 690 Practicum I .....	3
PSYC 692 Practicum II .....	3
<b>TOTAL</b> .....	<b>6</b>
<b>Thesis</b>	
PSYC 699 Thesis .....	6
<b>TOTAL</b> .....	<b>6</b>
<b>TOTAL MAJOR HOURS</b> .....	<b>48</b>

### COUNSELING PSYCHOLOGY (MS)

Major Code: PSCO

The Master of Science in Counseling Psychology is a 60-hour program designed to offer specific training and preparation in the area of counseling psychology. Graduates of this program are prepared for positions in mental health intervention, prevention and consultation. The MS in Counseling Psychology is a degree of choice for students who desire to prepare for a professional counseling credential such as Licensed Professional Counselor. The program equips students with a foundation in the science underlying the practice of counseling, including the biological, psychological and social bases of behavior. Additionally, this degree program provides classroom and practicum training for individual and group counseling, clinical interviewing, crisis intervention, psychological testing, and professional issues and ethics. Practicum experience supervised by experienced psychologists develops students' professional identity and excellence in practice.

### Master of Science in Counseling Psychology (MS PSCO)

<b>MS PSCO: MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY</b>	
PRE-REQUISITE DEGREE REQUIREMENTS	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
MAJOR REQUIREMENTS	
<b>Psychology Core Courses</b>	
PSYC 610 Psychotherapy .....	3
PSYC 612 Clinical Research Methods .....	3
PSYC 648 Advanced Psychotherapeutic Techniques .....	3
PSYC 650 Ethics & Issues in Professional Psychology .....	3
PSYC 660 Clinical Assessment .....	3
PSYC 682 Advanced Psychopathology .....	3
<b>TOTAL</b> .....	<b>18</b>
<b>Electives</b>	
36 hours approved by graduate advisor or department chair.	
<b>TOTAL</b> .....	<b>36</b>
<b>Practicum</b>	
PSYC 690 Practicum I .....	3
PSYC 692 Practicum II .....	3
<b>TOTAL</b> .....	<b>6</b>
<b>TOTAL MAJOR HOURS</b> .....	<b>60</b>
OTHER GRADUATION REQUIREMENTS	
<b>Comprehensive Exam</b>	

### SPECIALIST IN SCHOOL PSYCHOLOGY (SSP)

Major Code: PSSP

The Master of Science, Specialist in School Psychology is a 60-hour program that offers specific training for work in school settings. Graduates of this program are trained to assess, consult, counsel, provide interventions, and conduct research on the psychological and academic problems experienced by children and adolescents. The Specialist in School Psychology program provides students with the academic requirements and clinical experiences necessary for providing school psychological services. Students completing this program will be eligible to apply for licensure through the Texas State Board of Examiners of Psychologists (TSBEP) as a Licensed Specialist in School Psychology (LSSP) and will have met all the requirements specified for the National Certification of School Psychologists (NCSP) through NASP. The program is three academic years in length and includes a nine-month internship in a school setting as required by both TSBEP and NASP.

### Master of Science Specialist in School Psychology (MS PSSP)

#### MS PSSP: MASTER OF SCIENCE SPECIALIST IN SCHOOL PSYCHOLOGY

##### PRE-REQUISITE DEGREE REQUIREMENTS

**This program requires a baccalaureate degree from a regionally accredited institution. Students must apply for candidacy status prior to beginning second year courses. Contact program advisor for candidacy application or for more information.**

##### MAJOR REQUIREMENTS

###### Psychology Core Courses

PSYC 608 School Psyc: Organization, Operations, & Ethics .....	3
PSYC 612 Clinical Research Methods .....	3
PSYC 624 Social & Cultural Bases of Behavior .....	3
PSYC 642 Cognitive Assessment.....	3
PSYC 644 Child & Adolescent Therapy .....	3
PSYC 645 Child & Adolescent Assessment.....	3
PSYC 646 Child & Adolescent Development .....	3
PSYC 647 Child & Adolescent Psychopathology .....	3
PSYC 649 Behavioral Interventions .....	3
PSYC 657 Multivariate Statistics .....	3
PSYC 668 Advanced Behavioral Neuroscience .....	3
PSYC 669 Human Learning & Cognition .....	3
PSYC 676 Prevention, Intervention, & Advocacy in Sch. Psyc .....	3
PSYC 683 School Consultation .....	3
PSYC 685 Issues in Education of Exceptional Children .....	3
SPED 577 Teaching Students with High Incident Disabilities .....	3
<b>TOTAL</b> .....	<b>48</b>

###### Practicum

PSYC 690 Practicum I .....	3
PSYC 694 Practicum III .....	3
<b>TOTAL</b> .....	<b>6</b>

###### Internship

PSYC 695 School Psychology Internship (Taken twice for a total of 6 hours) .....	6
<b>TOTAL</b> .....	<b>6</b>

###### Thesis (Optional)

PSYC 699 Thesis .....	6
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**TOTAL MAJOR HOURS** .....**60**

##### OTHER GRADUATION REQUIREMENTS

**Comprehensive Exam**

**PSYCHOLOGY (MS)**

Major Code: PSGE

The Master of Science degree in Psychology is a 36-hour program for students desiring to obtain a graduate level degree that provides an academic knowledge of psychology rather than one that emphasizes the practitioner orientation of clinical, counseling or school psychology. This degree prepares students for further graduate study in a variety of areas of psychology.

**Master of Science in Psychology (MS PSGE)**

<b>MS PSGE: MASTER OF SCIENCE IN PSYCHOLOGY</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Psychology Core Courses</b>	
PSYC 612 Clinical Research Methods .....	3
PSYC 650 Ethics & Issues in Professional Psychology .....	3
PSYC 657 Multivariate Statistics.....	3
<b>TOTAL .....</b>	<b>9</b>
<b>Thesis Option</b>	
<b>Electives</b>	
21 hours of electives, 12 of which may be completed outside the department. (Must be approved by graduate advisor or department chair. No more than 3 hours of practicum may count toward degree.) .....	
	21
<b>Thesis</b>	
PSYC 699 Thesis .....	6
<b>TOTAL .....</b>	<b>27</b>
<b>Non-Thesis Option</b>	
<b>Electives</b>	
27 hours of electives, 12 of which may be completed outside the department. (Must be approved by graduate advisor or department chair. No more than 3 hours of practicum may count toward degree.) .....	
	27
<b>TOTAL .....</b>	<b>27</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>36</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>Comprehensive Exam for Non-Thesis Option</b>	

# College of Biblical Studies

Ken Cukrowski, *Dean*  
 Christopher Hutson, *Associate Dean*  
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The College of Biblical Studies exists for the purpose of educating students for Christian leadership throughout the world. From this central purpose of training Christian leaders, two emphases emerge: (1) training ministers of the Gospel of Christ and (2) training students who will become active church leaders and servants in the Lord’s Kingdom.

The study of the Bible as God’s Word is at the heart of the curriculum of Abilene Christian University and is the reason for the existence of the university. An education without a knowledge of the spiritual dimension is sadly lacking, since only the information and strength derived from the Word of God can furnish the world view, meaning, and purpose so necessary to the happy and useful life.

The College of Biblical Studies offers nationally-recognized graduate programs in the Graduate School of Theology and in the Department of Marriage and Family Studies, including several master’s degrees and the Doctor of Ministry. The faculty make a significant contribution to the academic and spiritual growth and development of the students.

The College of Biblical Studies offers graduate degrees and certificates in the following areas:

- Doctor of Ministry
- Master of Arts in Ancient and Oriental Christianity
- Master of Arts in Christian Ministry
- Master of Arts in Global Service
- Master of Arts in Modern and American Christianity
- Master of Arts in New Testament
- Master of Arts in Old Testament
- Master of Arts in Theology
- Master of Divinity in Ministry
- Master of Divinity in Missions
- Master of Marriage and Family Therapy

See the program listings for specific information about these degree programs and their requirements.

# Graduate School of Theology

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Web: [www.acu.edu/gst](http://www.acu.edu/gst)

## Faculty

Frederick Aquino, *Professor*

Brady Bryce, *Assistant Professor*

Jeff Childers, *Professor*

Kenneth Cukrowski, *Associate Professor*

Chris Flanders, *Associate Professor*

Douglas Foster, *Professor*

Kelli Bryant Gibson, *Assistant Professor*

Mark Hamilton, *Professor*

Stephen Johnson, *Associate Professor*

Royce Money, *Professor*

Carson E. Reed, *Assistant Professor*

Timothy Sensing, *Professor*

James Thompson, *Scholar in Residence*

Melinda Thompson, *Associate Professor*

Richard Wright, *Associate Professor*

Faculty from other departments who teach in this program:

Jon Camp, *Associate Professor, Communication and Sociology*

Craig Churchill, *Associate Professor of Library Science  
and Theological Librarian*

Randy Harris, *Instructor, DBMM*

Houston Heflin, *Associate Professor, DBMM*

Christopher Hutson, *Associate Professor, DBMM*

Curt Niccum, *Professor, DBMM*

Jerry Taylor, *Associate Professor, DBMM*

Wendell Willis, *Professor, DBMM*

David Wray, *Faculty Emeritus, CBS*

## Introduction

The Graduate School of Theology at Abilene Christian University offers a variety of degrees and programs designed to meet the complex needs of its students. Its goal is to be both academically rigorous and practical in equipping students for effective ministry.

The faculty view their work as integral to the university's mission: *to educate students for Christian service and leadership throughout the world*. All programs attempt to instill in students the heart and nature of Christ, opportunities for service and spiritual growth, and educational and ministry opportunities in the U.S. and abroad.

## Mission

The Graduate School of Theology is located in the College of Biblical Studies and is vitally engaged in its goals and tasks. The stated mission of the college is *to provide leadership preparation and resources for effective worldwide ministry in the cause of Christ*.

The mission of the Graduate School of Theology is *to equip men and women for effective missional leadership for ministry in all its forms and to provide strong academic foundations for theological inquiry*. It is within this framework that the Graduate School of Theology has set its purposes:

- to prepare men and women for effective work in a variety of ministry settings;
- to provide specific ministry skills in the areas of preaching, teaching, worship, missions, pastoral counseling, congregational ministry, youth and family ministry, children's ministry, church leadership, spiritual formation, and program development;
- to provide adequate academic foundations to students in the various theological disciplines including textual studies, biblical languages, church history, and historical theology;
- to provide an academic and interpersonal environment by which the theological disciplines can be integrated one with another as well as with the students' ministry skills and their personal spiritual development;
- to equip adequately those students who desire advanced academic work including doctoral studies in schools of religion, seminaries, or universities.

The Graduate School of Theology is accredited by the Association of Theological Schools (ATS). This accreditation guarantees that programs and faculty are of the highest quality. Students must complete all master's degree requirements within ten years and doctoral degree requirements within six years. The degree requirements are the same for both residential and online students.

## Degrees Offered

The **Master of Arts (MA)** degree, a 48-hour thesis program, includes tracks in New Testament, Old Testament, Theology, Ancient and Oriental Christianity, and Modern and American Christianity.

The **Master of Arts in Christian Ministry (MACM)** a 48-hour degree, for specialized ministry.

In cooperation with the School of Social Work and the Department of Marriage and Family Studies, the Graduate School of Theology has developed plans whereby students can pursue the MACM concurrently with the MSSW or MMFT degrees.

The **Master of Arts in Global Service (MAGS)** is a 48-hour program that provides an innovative, real-world curriculum that will equip Christian leaders for service in global contexts.

The **Master of Divinity (MDiv)** is a 72-hour comprehensive degree, which integrates the various theological disciplines with the practice of ministry and personal spiritual formation. A mission track is also available.

The Master of Arts in Christian Ministry, Master of Arts in Global Service and Master of Divinity degrees integrate writing and research skills with the practice of ministry. Opportunities for contextual education in ministry are integral to these degree programs. Students are required to participate in a junior and senior portfolio review prior to graduation.

The **Doctor of Ministry (DMin)** is a 33-hour post-MDiv advanced professional degree designed to enhance the minister's competency and skill in performing the essential tasks of ministry.

The departmental faculty combines the finest academic preparation from some of the world's outstanding universities with intense interest in the effective practice of ministry.

## Admission Requirements

Admission requirements for the Masters of Arts and Master of Divinity are as follows:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation; and

5. A reflective essay, three to five pages in length (typed, double-spaced) following the guidelines on the GST website, [www.acu.edu/gst](http://www.acu.edu/gst).

Registration for courses begins in April (for fall) and October (for spring and summer). Students are therefore urged to submit all admission materials before registration begins.

### Online Option

The Graduate School of Theology offers online options for the MDiv, MACM, and MAGS degrees. Students may take a combination of online and residential classes, allowing them to remain in their local ministry context while pursuing advanced theological education. Online courses are taught by GST faculty and qualified adjuncts. Residential classes may be offered as week-long intensives, two-weekend courses, or over the full semester for those within driving distance of Abilene. Intensive classes are offered on the ACU campus and at approved course offering sites in Accra, Ghana and Zagreb, Croatia.

The Association of Theological Schools requires all vocational ministry students to earn a certain percentage of their degree in a face-to-face setting. The GST has special permissions (ATS-approved exceptions to Degree Program Standard A, section A.3.1.3. and Standard B, section B.3.1.3.) which only require our students to take four classes (12 credit hours) in residence, regardless of their degree program. Students should consult with their advisor to determine which classes may be taken online and which should be taken in residence.

### Candidacy Process

The Master of Arts in Christian Ministry (MACM), Master of Arts in Global Service (MAGS), and the Master of Divinity (MDiv) are formational degrees that require students to make progress in their academic, personal, and professional development. Therefore, students will be required to apply for candidacy during their Junior Portfolio Review. (after completing 21 hours for MACM and MAGS; 27 hours for MDiv).

### Scholarships and Assistantships

The Graduate School of Theology awards scholarships that cover part of a student's tuition. Most Graduate School of Theology students receive scholarships each year. To be eligible, a student must be planning to do full-time ministry after graduation. In addition, the Graduate School of Theology awards many graduate assistantships each year. The deadline for applying for scholarships and assistantships is June 1 for fall and November 1 for spring. Scholarship applications received after these dates will be considered only if funds are available.

### Multiple Degrees

Students enrolled simultaneously or sequentially in two master's programs in the Graduate School of Theology may overlap some courses in both degrees. However, no more than 24 hours can be shared, and all requirements for both degrees must be met.

### Master of Arts

The Master of Arts (MA) degree is considered a program oriented toward research and general theological studies. It is a degree (including thesis) providing basic understanding of theological disciplines for further graduate study or general educational purposes. Students who have completed substantial work at the undergraduate level may receive advanced standing (maximum 12 hours) in this degree. This degree requires the demonstration of advanced research and writing skills culminating in a thesis and oral defense. The MA includes tracks in Old Testament, New Testament, Theology, Ancient and Oriental Christianity, and Modern and American Christianity.

### OLD TESTAMENT (MA)

Mark Hamilton, *Advisor*

ACU Box 29434, Abilene, Texas 79699-9408

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Phone: 325-674-3765

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Email: [mark.hamilton@acu.edu](mailto:mark.hamilton@acu.edu)

The Old Testament track of the Master of Arts degree is a 48-hour thesis program designed to provide an advanced academic foundation in Old Testament studies. Students will be expected to gain proficiency in appropriate exegetical tools and languages as well as a broad understanding of textual and theological issues. Specifically, students should be able to exegete and interpret a variety of Old Testament texts and understand them within their larger theological contexts. Students who have extensive preparation at the undergraduate level may receive advanced standing (maximum 12 hours) toward this 48-hour degree.

Major Code: BIBO

### Master of Arts in Old Testament (MA BIBO)

MA BIBO: MASTER OF ARTS IN OLD TESTAMENT	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution. Students who have completed substantial work at the undergraduate level may receive advanced standing (maximum 12 hours).</b>	
<b>CORE REQUIREMENTS</b>	
Language (6 hours) appropriate to the research program .....	6
BIBD 660 Systematic Theology I.....	3
BIBH 651 History of Christianity I: Early & Medieval.....	3
BIBH 652 History of Christianity II: Reformation to Present .....	3
BIBL 610 Critical Interpretation of the Old Testament .....	3
BIBL 620 Critical Interpretation of the New Testament .....	3
BIBM 602 GST Orientation (0 hours).....	0
BIBL 699 Master's Thesis .....	6
<b>TOTAL .....</b>	<b>27</b>
<b>TRACK REQUIREMENTS</b>	
<b>Old Testament Courses</b>	
BHEB 681 Intermediate Hebrew Readings I.....	3
BHEB 682 Intermediate Hebrew Readings II.....	3
BIBL 611 Old Testament Theology .....	3
Old Testament Elective (Semitic language preferred) .....	3
<b>TOTAL .....</b>	<b>12</b>
<b>Bible Text (Select 3 from the following menu)</b>	
BIBL 651 The Pentateuch .....	3
BIBL 652 Historical Books of the Old Testament.....	3
BIBL 653 Devotional & Wisdom Lit of the Old Testament.....	3
BIBL 654 Prophetic Literature of the Old Testament.....	3
<b>TOTAL .....</b>	<b>9</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>48</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>English Bible exam, oral exam for thesis, and four semesters of participation in mentoring groups.</b>	

**NEW TESTAMENT (MA)**Richard Wright, *Advisor*

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The New Testament track of the Master of Arts degree is a 48-hour thesis program designed to provide an advanced academic foundation in New Testament studies. Students will be expected to gain proficiency in appropriate exegetical tools and languages as well as a broad understanding of textual and theological issues. Specifically, students should be able to exegete and interpret a variety of New Testament texts and understand them within their larger theological contexts. Students who have extensive preparation at the undergraduate level may receive advanced standing (maximum of 12 hours) toward this 48-hour degree.

Major Code: BIBN

**Master of Arts in New Testament (MA BIBN)**

<b>MA BIBN: MASTER OF ARTS IN NEW TESTAMENT</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution. Students who have completed substantial work at the undergraduate level may receive advanced standing (maximum 12 hours).</b>	
<b>CORE REQUIREMENTS</b>	
Language (6 hours) appropriate to the research program .....	6
BIBD 660 Systematic Theology I .....	3
BIBH 651 History of Christianity I: Early & Medieval .....	3
BIBH 652 History of Christianity II: Reformation to Present.....	3
BIBL 610 Critical Interpretation of the Old Testament.....	3
BIBL 620 Critical Interpretation of the New Testament .....	3
BIBM 602 GST Orientation (0 hours) .....	0
BIBL 699 Master's Thesis .....	6
<b>TOTAL .....</b>	<b>27</b>
<b>TRACK REQUIREMENTS</b>	
BGRK 621 Intermediate Greek.....	3
BGRK 623 Seminar in the Gospels <i>or</i> .....	
BGRK 624 Exegetical Seminar in Acts .....	3
BGRK 625 Exegetical Seminars in the Epistles.....	3
BGRK 628 Seminar in New Testament Textual Criticism .....	3
BIBL 621 New Testament Theology .....	3
BIBL 662 Backgrounds of the New Test. & Early Christianity .....	3
New Testament Elective .....	3
<b>TOTAL .....</b>	<b>21</b>
<b>TOTAL MAJOR HOURS.....</b>	<b>48</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>English Bible exam, oral exam for thesis, and four semesters of participation in mentoring groups.</b>	

**THEOLOGY (MA)**Frederick Aquino, *Advisor*

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The Theology track of the Master of Arts degree is a 48-hour thesis program designed to equip students with an advanced academic foundation in theological research and integration. Students who have extensive preparation at the undergraduate level may receive advanced standing (maximum 12 hours) toward this 48-hour degree.

Major Code: MTHE

**Master of Arts in Theology (MA MTHE)**

<b>MA MTHE: MASTER OF ARTS IN THEOLOGY</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution. Students who have completed substantial work at the undergraduate level may receive advanced standing (maximum 12 hours).</b>	
<b>CORE REQUIREMENTS</b>	
Language (6 hours) appropriate to the research program .....	6
BIBD 660 Systematic Theology I.....	3
BIBH 651 History of Christianity I: Early & Medieval.....	3
BIBH 652 History of Christianity II: Reformation to Present .....	3
BIBL 610 Critical Interpretation of the Old Testament.....	3
BIBL 620 Critical Interpretation of the New Testament.....	3
BIBM 602 GST Orientation (0 hours).....	0
BIBD 699 Master's Thesis .....	6
<b>TOTAL .....</b>	<b>27</b>
<b>TRACK REQUIREMENTS</b>	
BIBD 662 Systematic Theology II .....	3
BIBD 642 Contemporary Religious Thought .....	3
BIBD 647 Research Problems in Theology.....	3
BIBD 661 Theological Explorations .....	3
BIBD 678 Philosophy of Religion.....	3
Electives (6 hours).....	6
<b>TOTAL .....</b>	<b>21</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>48</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>English Bible exam, oral exam for thesis, and four semesters of participation in mentoring groups.</b>	



**ANCIENT AND ORIENTAL CHRISTIANITY (MA)**

Jeff Childers, *Advisor*  
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 Onstead-Packer Biblical Studies Building Rm 293

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The Ancient and Oriental Christianity track of the Master of Arts degree is a 48-hour thesis program designed to equip students with an advanced academic foundation in research in the languages, cultures, and theological expressions of Ancient and Eastern Christianity. Students who have extensive preparation at the undergraduate level may receive advanced standing (maximum 12 hours) toward this 48-hour degree.

Major Code: MAOC

**Master of Arts in Ancient & Oriental Christianity (MA MAOC)**

<b>MA MAOC: MASTER OF ARTS IN ANCIENT &amp; ORIENTAL CHRISTIANITY</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution. Students who have completed substantial work at the undergraduate level may receive advanced standing (maximum 12 hours).</b>	
<b>CORE REQUIREMENTS</b>	
Language (6 hours) appropriate to the research program .....	6
BIBD 660 Systematic Theology I .....	3
BIBH 651 History of Christianity I: Early & Medieval .....	3
BIBH 652 History of Christianity II: Reformation to Present .....	3
BIBL 610 Critical Interpretation of the Old Testament .....	3
BIBL 620 Critical Interpretation of the New Testament .....	3
BIBM 602 GST Orientation (0 hours) .....	0
BIBL 699 Master's Thesis .....	6
<b>TOTAL .....</b>	<b>27</b>
<b>TRACK REQUIREMENTS</b>	
BIBD 647 Research Problems in Theology .....	3
BIBD 661 Theological Explorations .....	3
BIBH 671 Explorations in the Christian East .....	3
BIBH 674 Christian Mission in Global Contexts .....	3
Ancient Language (6 hours) .....	6
Electives (3 hours) .....	3
<b>TOTAL .....</b>	<b>21</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>48</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>English Bible exam, oral exam for thesis, and four semesters of participation in mentoring groups.</b>	

**MODERN AND AMERICAN CHRISTIANITY (MA)**

Douglas Foster, *Advisor*  
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The Modern and American Christianity track of the Master of Arts degree is a 48-hour thesis program designed to equip students with an advanced academic foundation in the recent history and current life of Christianity in North America and around the world. Students who have extensive preparation at the undergraduate level may receive advanced standing (maximum 12 hours) toward this 48-hour degree.

Major Code: MMAC

**Master of Arts in Modern & American Christianity (MA MMAC)**

<b>MA MMAC: MASTER OF ARTS IN MODERN &amp; AMERICAN CHRISTIANITY</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution. Students who have completed substantial work at the undergraduate level may receive advanced standing (maximum 12 hours).</b>	
<b>CORE REQUIREMENTS</b>	
Language (6 hours) appropriate to the research program .....	6
BIBD 660 Systematic Theology I .....	3
BIBH 651 History of Christianity I: Early & Medieval .....	3
BIBH 652 History of Christianity II: Reformation to Present .....	3
BIBL 610 Critical Interpretation of the Old Testament .....	3
BIBL 620 Critical Interpretation of the New Testament .....	3
BIBM 602 GST Orientation (0 hours) .....	0
BIBL 699 Master's Thesis .....	6
<b>TOTAL .....</b>	<b>27</b>
<b>TRACK REQUIREMENTS</b>	
BIBD 662 Systematic Theology II .....	3
BIBD 647 Research Problems .....	3
BIBH 670 Issues in Global Christianity .....	3
BIBH 655 History of Christianity in America .....	3
BIBH 664 Advanced Restoration History .....	3
Electives (6 hours) .....	6
<b>TOTAL .....</b>	<b>21</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>48</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>English Bible exam, oral exam for thesis, and four semesters of participation in mentoring groups.</b>	

**MASTER OF ARTS IN GLOBAL SERVICE (MAGS)**Chris Flanders, *Advisor*

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The Master of Arts in Global Service is a 48-hour program that provides an innovative, real-world curriculum that will equip Christian leaders for service in global contexts. It aims to serve learners who desire advanced education for ministries that require living, working, and communicating in the intercultural contexts typical of today's global society. Drawing upon theology, sociology, anthropology, history, and communication theory, MAGS challenges learners to analyze contemporary global concerns, formulate Christian perspectives, and explore solutions to intercultural challenges. Learners will engage the practices of global service through a mix of graduate courses, contextual learning opportunities, and mentoring in the competencies necessary for Christian leadership and service in intercultural contexts. The result is *theologically formed, missiologically adept, interculturally competent* leaders who are prepared for effective and sustainable service in a variety of settings.

Persons admitted with some advanced theological study or with extensive undergraduate studies in Bible, religion, and ministry may receive up to 12 hours of advanced standing. Consult with the advisor.

The degree has a thesis option. Consult with the advisor.

Major Code: MAGS

**Master of Arts in Global Service (MAGS)**

<b>MAGS: MASTER OF ARTS IN GLOBAL SERVICE</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution. Students with extensive undergraduate studies in Bible, religion, and ministry may receive up to 12 hours of advanced standing.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Orientation</b>	
BIBM 602 GST Orientation (0 hours) .....	0
<b>Core Courses</b>	
BIBM 603 Foundations of the Theology of Ministry .....	3
BIBM 651 Supervised Practice of Ministry I.....	1
BIBM 652 Supervised Practice of Ministry II.....	1
BIBM 656 Supervised Practice of Ministry IV .....	1
BIBM 657 Contexts of Ministry .....	3
BMIS 619 Church and Mission.....	3
BIBM 678 Senior Portfolio Preparation.....	0
<b>TOTAL .....</b>	<b>12</b>
<b>Witness</b>	
BIBH 674 Christian Mission in Global Contexts.....	3
BIBL 680 Christian Scripture .....	3
BIBL 682 Teaching Scripture in Contemporary Contexts .....	3
BIBD 678 Philosophy of Religion.....	3
BIBH 651 History of Christianity I: Early & Medieval <i>or</i>	
BIBH 652 History of Christianity II: Reformation to Present.....	3
BIBD 660 Systematic Theology I .....	3
<b>TOTAL .....</b>	<b>18</b>
<b>Mission</b>	
BMIS 646 Foundations of Missional Practice.....	3
BMIS 649 Reading & Engaging Contemporary Cultures .....	3
BMIS 650 Leadership in Intercultural Contexts.....	3
BMIS 671 Supervised Research in Missions .....	3
BMIS 616 Witness in Global Context.....	3
BMIS/BIBM Elective.....	3

<b>TOTAL .....</b>	<b>18</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>48</b>
<b>OPTIONAL THESIS (Consult with advisor)</b>	
BIBL 699 Master's Thesis .....	6
<b>TOTAL .....</b>	<b>6</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>English Bible exam, e-portfolio review or oral exam for thesis, and mentoring.</b>	

**MASTER OF ARTS IN CHRISTIAN MINISTRY (MACM)**Melinda Thompson, *Advisor*

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The Master of Arts in Christian Ministry (MACM) is a 48-hour degree designed to equip individuals primarily for church ministry roles other than preaching. This degree prepares students for competent leadership in some form of specialized ministry in congregations or other settings. The MACM degree is normally two years in duration for a full-time student. Persons admitted with some advanced theological study or with extensive undergraduate studies in Bible, religion, and ministry may receive up to 12 hours of advanced standing. Consult with the advisor.

Major Code: MACM

**Master of Arts in Christian Ministry (MACM)**

<b>MACM: MASTER OF ARTS IN CHRISTIAN MINISTRY</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution. Students with extensive undergraduate studies in Bible, religion, and ministry may receive up to 12 hours of advanced standing.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Tools</b>	
BIBM 602 GST Orientation (0 hours).....	0
<b>Bible</b>	
BIBL 610 Critical Interpretation of the Old Testament .....	3
BIBL 620 Critical Interpretation of the New Testament .....	3
BIBL 627 Biblical Exegesis .....	3
BIBL 630 Biblical Theology .....	3
BIBL 682 Teaching Scripture in a Contemporary Context.....	3
<b>TOTAL .....</b>	<b>15</b>
<b>Ministry</b>	
BIBM 603 Foundations of the Theology of Ministry .....	3
BIBM 648 Christian Spiritual Formation .....	3
BIBM 657 Contexts of Ministry.....	3
BIBM 629 Field Education Contextual Immersion .....	3
BIBM 678 Senior Portfolio Preparation .....	0
<b>TOTAL .....</b>	<b>12</b>
<b>History &amp; Theology</b>	
BIBH 651 History of Christianity I: Early & Medieval.....	3
BIBH 652 History of Christianity II: Reformation to Present <i>or</i>	
BIBH 664 Restoration History .....	3
BIBD 660 Systematic Theology I.....	3
<b>TOTAL .....</b>	<b>9</b>
<b>FOCUSED TRACKS</b>	

Select one of the following tracks:	
<b>Student &amp; Family Ministry</b>	
BIBM 646 Youth and Family Ministry .....	3
BIBM 673 Ministry with Children/Family.....	3
BIBM 635 Engaging Adolescents in Christian Formation.....	3
BIBM 693 Church and Family Ministry .....	3
<b>TOTAL .....</b>	<b>12</b>
<b>Spiritual Formation</b>	
BMIS 621 Fundamentals of Spiritual Nurture .....	3
BIBH 633 Readings in Christian Spirituality .....	3
BIBM 651 Supervised Practice of Ministry I.....	1
BIBM 652 Supervised Practice of Ministry II.....	1
BIBM 656 Supervised Practice of Ministry VI.....	1
BIBM 635 Engaging Adolescents in Christian Formation.....	3
<b>TOTAL .....</b>	<b>12</b>
<b>Ministerial Leadership</b>	
BIBM 601 Church Leadership .....	3
CONR 617 Managing Conflict in Churches.....	3
BMIS 650 Leadership in Intercultural Contexts .....	3
BIBM 658 The Practice of Ministerial Leadership .....	3
<b>TOTAL .....</b>	<b>12</b>
<b>Ministry &amp; Bible</b>	
BGRK 611 Greek I <i>or</i> BHEB 671 Hebrew I.....	3
BGRK 612 Greek II <i>or</i> BHEB 672 Hebrew II .....	3
BIBM 604 Homiletics.....	3
BIBM 627 Preaching Pauline Literature .....	3
<b>TOTAL .....</b>	<b>12</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>48</b>
<b>OPTIONAL THESIS (Consult with advisor)</b>	
BIBM 699 Master's Thesis.....	6
<b>TOTAL .....</b>	<b>6</b>
<b>English Bible exam, e-portfolio review or oral exam for thesis, and mentoring.</b>	

**MASTER OF DIVINITY (MDIV)**

The Master of Divinity (MDiv) is the basic degree in theological education. It is a 72-hour comprehensive program of studies designed to prepare graduates to serve as pulpit ministers, counselors, Christian educators, campus ministers, other ministers of the church and chaplains, and it provides the foundation for the PhD, ThD, and DMin degrees. This three-year program seeks to provide a knowledge of the Bible and related disciplines, to integrate the knowledge of these disciplines with the skills for various ministries and to provide the opportunity for spiritual formation. Co-curricular experiences, such as the mentoring program and graduate chapel, seek to nurture the whole person in preparation for ministry.

Persons admitted with some advanced theological study or with extensive undergraduate studies in Bible, religion, and ministry may receive up to 18 hours of advanced standing. Consult with the advisor.

**MASTER OF DIVINITY (Ministry)**

Kelli Bryant Gibson, *Advisor*  
 ACU Box 29416, Abilene, Texas 79699-9416  
 Onstead-Packer Biblical Studies Building, Room 317

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 Email: kelli.gibson@acu.edu

Major Code: BMDI

**Master of Divinity - Ministry (MDIV)**

<b>MDIV: MASTER OF DIVINITY - MINISTRY</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution. Students with extensive undergraduate studies in Bible, religion, and ministry may receive up to 18 hours of advanced standing.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Context</b>	
BIBM 602 GST Orientation (0 hours) .....	0
BIBM 603 Foundations of the Theology of Ministry .....	3
BIBM 629 Field Education Contextual Immersion <i>or</i> BIBM 609 Healthcare Ministry .....	3
BIBM 657 Contexts of Ministry.....	3
BIBM 658 The Practice of Ministerial Leadership.....	3
BIBM 678 Senior Portfolio Preparation .....	0
<b>TOTAL .....</b>	<b>12</b>
<b>The Story of the Church - Scripture</b>	
BIBL 610 Critical Interpretation of the Old Testament .....	3
BIBL 620 Critical Interpretation of the New Testament .....	3
BIBL 611 Old Testament Theology <i>or</i> BIBL 621 New Testament Theology <i>or</i> Text Elective.....	3
Text Electives (6 hours).....	6
<b>TOTAL .....</b>	<b>15</b>
<b>The Story of the Church - History</b>	
BIBH 651 History of Christianity I: Early & Medieval.....	3
BIBH 652 History of Christianity II: Reformation to Present .....	3
BIBH 664 Advanced Restoration History .....	3
<b>TOTAL .....</b>	<b>9</b>
<b>Interpretation</b>	
BGRK 611 Elementary Greek I.....	3
BGRK 612 Elementary Greek II .....	3
BHEB 671 Elementary Hebrew I.....	3
BHEB 672 Elementary Hebrew II.....	3
BIBD 660 Systematic Theology I.....	3
Philosophy <i>or</i> Theology elective .....	3
<b>TOTAL .....</b>	<b>18</b>
<b>The Church's Mission</b>	
BIBM 648 Christian Spiritual Formation .....	3
Ministry/Missions electives (9 hours).....	9
<b>TOTAL .....</b>	<b>12</b>
<b>Other Electives</b>	
Theology <i>or</i> History Elective .....	3
Free Elective.....	3
<b>TOTAL .....</b>	<b>6</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>72</b>
<b>OPTIONAL THESIS (Consult with advisor)</b>	
BIBL 699 Master's Thesis .....	6
<b>TOTAL .....</b>	<b>6</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>English Bible exam, e-portfolio review or oral exam for thesis, and mentoring.</b>	

**MASTER OF DIVINITY (Missions)**Chris Flanders, *Advisor*

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Onstead-Packer Biblical Studies Building, Room 301-302

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Email: chris.flanders@acu.edu

The Master of Divinity in Missions is designed for those who plan to evangelize domestically or abroad. It also equips students with advanced academic skills in preparation for doctoral work.

Major Code: MDVM

**Master of Divinity - Missions (MDVM)**

<b>MDVM: MASTER OF DIVINITY - MISSIONS</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution. Students with extensive undergraduate studies in Bible, religion, and ministry may receive up to 18 hours of advanced standing.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Context</b>	
BIBM 602 GST Orientation (0 hours) .....	0
BIBM 603 Foundations of the Theology of Ministry.....	3
BIBM 629 Field Education Contextual Immersion <i>or</i> BIBM 609 Healthcare Ministry.....	3
BIBM 657 Contexts of Ministry .....	3
BIBM 658 The Practice of Ministerial Leadership .....	3
BIBM 678 Senior Portfolio Preparation.....	0
<b>TOTAL .....</b>	<b>12</b>
<b>The Story of the Church - Scripture</b>	
BIBL 610 Critical Interpretation of the Old Testament.....	3
BIBL 620 Critical Interpretation of the New Testament.....	3
BIBL 611 Old Testament Theology <i>or</i> BIBL 621 New Testament Theology <i>or</i> Text Elective .....	3
Text Electives (6 hours) .....	6
<b>TOTAL .....</b>	<b>15</b>
<b>The Story of the Church - History</b>	
BIBH 651 History of Christianity I: Early & Medieval <i>or</i> BIBH 6674 Christian Mission in a Global Context.....	3
BIBH 652 History of Christianity II: Reformation to Present <i>or</i> BMIS 673 History of Missions .....	3
BIBH 664 Advanced Restoration History .....	3
<b>TOTAL .....</b>	<b>9</b>
<b>Interpretation</b>	
BGRK 611 Elementary Greek I .....	3
BGRK 612 Elementary Greek II.....	3
BHEB 671 Elementary Hebrew I.....	3
BHEB 672 Elementary Hebrew II.....	3
BIBD 660 Systematic Theology I <i>or</i> BIBD 678 Philosophy of Religion .....	3
BMIS 675 Theology of Mission.....	3
<b>TOTAL .....</b>	<b>18</b>
<b>The Church's Mission</b>	
BIBM 648 Christian Spiritual Formation.....	3
Missions electives (9 hours).....	9
<b>TOTAL .....</b>	<b>12</b>
<b>Other Electives</b>	
Theology <i>or</i> History Elective .....	3
Free Elective .....	3
<b>TOTAL .....</b>	<b>6</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>72</b>
<b>OPTIONAL THESIS (Consult with advisor)</b>	

BIBM 699 Master's Thesis .....	6
<b>TOTAL .....</b>	<b>6</b>

**OTHER GRADUATION REQUIREMENTS**

**English Bible exam, e-portfolio review or oral exam for thesis, and mentoring.**

**DOCTOR OF MINISTRY (DMin)**Carson E. Reed, *Director*

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The Doctor of Ministry (DMin) is an advanced program oriented toward ministerial leadership. Its purpose is to enhance the practice of ministry for persons who hold the Master of Divinity degree and have engaged in ministerial leadership. It is a 33-hour program that requires a project/thesis which includes effective ministry intervention in a specific setting, a thesis which demonstrates the integration of theology and practice, and an oral examination. Distinguished from academic research programs such as the PhD or ThD, the primary emphasis of the Doctor of Ministry program is on excellence in the practice of ministry and is not intended to be an academic teaching degree.

The aim of ACU's DMin degree is to provide the context for deepened spiritual formation for ministerial leaders, to advance skill development for leadership in faith communities, and to promote critical theological reflection that informs mission and practice. This program includes biblical interpretation, theological reflection, applied leadership theory, congregational studies, and practical theology.

The format of the DMin program is built on a series of intensive courses taken in residence on ACU's campus or at a designated learning site. Each course consists of pre- and post-class assignments in addition to a residency. Some courses utilize a hybrid format, incorporating both online and face-to-face learning and assignments; no courses are offered in a fully online format. The residency periods occur each year during 1 week in January and 2 weeks in June. Orientation takes place on 1 weekend in June. Spiritual formation retreats take place on one weekend in June; students will complete one spiritual formation retreat during their first June residency and one spiritual formation retreat in a subsequent June residency of their choice.

Students' initial residency must include all of the following: BIBM 701, BIBM 702, BIBM 716, and a spiritual formation retreat. The next residency must include BIBM 724. Subsequent residencies may include up to 4 hours each January residency and up to 8 hours each June residency.

All requirements for a course must be completed before a student is permitted to enroll in an additional course. A minimum of three years and a maximum of six years are allowed for the completion of the degree.

The student is expected to maintain a minimum grade point average of 3.25 during the program. A grade of "C" in a course automatically puts the student on academic probation; the project/thesis must have a grade of "B" or above to graduate.

Transfer of credits from other accredited programs must be approved by the DMin Director and GST Associate Dean. No more than two courses or six hours may be transferred.

The DMin has a program fee instead of standard tuition. Contact the director for more complete information regarding scholarships, financial aid, housing, and admission.

**Prerequisites**

A Master of Divinity (MDiv) degree, or its educational equivalent, from an institution accredited by a nationally recognized regional accrediting agency or by the Association of Theological Schools is required for admission to the program.

Ministers who hold an accredited master's degree in religion, other than the MDiv, will be required to complete graduate courses equivalent to the standard requirements for the MDiv degree at Abilene Christian University. An equivalency application may be obtained from the GST Recruiter. Return the application, \$20 application fee, and official transcript(s) of all master's level work to the GST. The MDiv Equivalency advisor will review the completed application and develop an equivalency plan.

Applicants must be involved in full-time ministry, and must have been involved in full-time ministry for at least three years following the completion of their first theological master's degree.

**Admission Requirements**

Application materials are due to the DMin office by January 31 each year.

1. A completed application for admission with a nonrefundable application fee;
2. Recommendation forms from four persons knowledgeable of the applicant's personal character and performance in ministry; at least one recommendation should provide an academic reference;
3. Official transcripts of all undergraduate and graduate work, with degrees posted. All transcripts from outside the United States must be accompanied by a course-by-course credential evaluation from an approved company. A minimum GPA of 3.2 (on a 4.0 scale) in prior graduate work is required;
4. A documentation of ministry employment form along with a letter from the applicant's elders or supervisors acknowledging their approval of the minister's participation in the program;
5. A five-to-nine page, typed and double spaced, admission essay including personal self-reflection statement, reflection on ministry context, and project/thesis interest statement; and
6. A personal interview with the DMin Director may be required.

Upon completion of all the above requirements, the applicant's file is reviewed by the DMin Director and GST Associate Dean for official action. The student will be informed by letter regarding their admission status once a decision is reached.

Upon admission to the program, new students must complete a battery of psychological tests. A fee for this testing is assessed.

Course work in the program begins in June of each year. If an applicant does not enter at the first June residency period after being accepted into the program, the admission will be honored for one additional June residency period.

**Candidacy Process**

The DMin is a formational degree that requires students to make progress in their academic, personal, and professional development. Therefore, students will be required to apply for candidacy after the first ten hours. Students should submit the Application for Candidacy Status form to the DMin office. Students must be approved prior to beginning second-year studies.

Major Code: BIBM

**Doctor of Ministry (DMIN)****DMIN: DOCTOR OF MINISTRY****PRE-REQUISITE DEGREE REQUIREMENTS**

**This program requires a Master of Divinity degree or its educational equivalent from a regionally accredited institution. Students holding an accredited master's degree in religion, other than the Master of Divinity, will be required to complete graduate courses equivalent to the standard requirements of the MDiv degree at ACU.**

**MAJOR REQUIREMENTS****Orientation**

BIBM 701 Doctor of Ministry Orientation (0 hours)..... 0

**Core Courses**

BIBM 716 Theological Foundations for the Practice of Ministry .. 6

**TOTAL ..... 6**

**Method and Project/Thesis**

BIBM 724 Project/Thesis Seminar I..... 1

BIBM 726 Project/Thesis Seminar II ..... 2

BIBM 799 DMin Project Thesis..... 6

**TOTAL ..... 9**

**TRACK OPTIONS (Select one of the following options)****Generalist Degree**

Ministry Electives (6 courses) ..... 18

**TOTAL ..... 18**

**Christian Spiritual Formation (CSF)**

BIBM 717 Christian Spiritual Formation ..... 3

BIBM 733 Culture, Context, & Community ..... 3

BIBM 740 Living in the Tradition ..... 3

BIBM 740 Forming Communities of Faith ..... 3

Ministry Electives (2 courses) ..... 6

**TOTAL ..... 18**

**Leadership for Missional Renewal (LMR)**

BIBM 706 Christian Leadership Development ..... 3

BIBM 719 Missional Ecclesiology ..... 3

BIBM 731 Leading Change in Christian Organizations ..... 3

BIBM 733 Culture, Context, & Community ..... 3

Ministry Electives (2 courses) ..... 6

**TOTAL ..... 18**

**Preaching for Community Transformation (PCT)**

BIBM 703 Preaching in Contemporary Contexts ..... 3

BIBM 711 Preaching & Theology ..... 3

BIBM 723 Worship ..... 3

BIBM 740 Exegesis: Text & Congregation ..... 3

Ministry Electives (2 courses) ..... 6

**TOTAL ..... 18**

**TOTAL MAJOR HOURS ..... 33**

**OTHER GRADUATION REQUIREMENTS**

**Two spiritual formation retreats and mentoring/spiritual direction.**

# Marriage and Family Studies

Dale Bertram, *Program Director*  
 ACU Box 29446  
 Abilene, Texas 79699-9438  
 Biblical Studies Building, Room 270

Phone: 325-674-3780  
 Fax: 325-674-3749  
 Email: deb12a@acu.edu  
 Web: www.acu.edu/mft

## Faculty

Dale Bertram, *Professor*  
 Tom Milholland, *Professor*

Supervising clinical faculty:  
 Kurt Boyland  
 Tim Ehrhart  
 Cara Flanders  
 Janet Jergins  
 Steve Rowlands  
 Steve Willis

Faculty from other departments who teach in this program:

Steve Allison, *Professor of Psychology*  
 Richard Beck, *Professor of Psychology*  
 Scott Perkins, *Professor of Psychology*

## Introduction

The Department of Marriage and Family Studies, located in the College of Biblical Studies at Abilene Christian University, offers a Master of Marriage and Family Therapy (MMFT) degree.

The 60-hour MMFT degree plan is designed to be completed in 24 consecutive months. Part-time students are not admitted to the program.

The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

The primary objective of the degree is to provide professional training for persons intending to occupy positions in community mental health agencies, child and family service agencies, church ministries, institutional settings, and private practice, as well as those desiring advanced academic degrees. The majority of MMFT graduates are working in the placement of their choice or are accepted into doctoral programs in a variety of disciplines including marriage and family therapy, counseling psychology, and family studies.

The clinical faculty of the department are practicing clinicians and supervisors, certified as Clinical Fellows and Approved Supervisors by the American Association for Marriage and Family Therapy (AAMFT), and licensed by the Texas State Board of Examiners. Most also hold another license in either psychology or professional counseling.

The Marriage and Family Therapy program is committed to a value system that espouses a Christian worldview in terms of human nature, the development of interpersonal or intrapersonal problems, and the context within which those problems can be solved. Integration of theory, therapy, theology and spirituality are found in the classroom as well as within the clinical experience.

The curriculum is intended to prepare graduates for membership in the AAMFT and state licensure in marriage and family therapy. Additionally, the Marriage and Family Therapy program prepares graduates for licensure as a Licensed Professional Counselor, with the addition of one course to the degree plan.

Each graduate will receive a minimum of 500 hours of direct clinical experience and 100 hours of approved supervision, both of which are

graduation requirements. Supervision is provided by the departmental faculty. Graduates also meet the requirements necessary to begin post-graduate licensure requirements.

Two predominant components of the program are clinical training and academic research. Beginning in the fall semester of the first year, all students are evaluated and then begin their clinical experience. The intern initially functions as a co-therapist beginning in the early spring of the first year. Supervision of this internship is provided by the MFT faculty in individual and group settings utilizing video, live and case presentation approaches.

The supervision experience focuses on integrating the student's academic training with the clinical skills of marriage and family therapy. During the clinical phase, interns develop skills of assessing, diagnosing and treating individuals, couples and families from both medical models and systems perspectives.

Since each supervisor may come from a different therapeutic model, students are exposed to a variety of models such as cognitive-behavioral, structural-strategic, multi-generational, narrative, integrative, brief-solution focused, emotionally focused, and internal family systems.

The clientele for the internship experience come from the community and offer a variety of problems. Most internships are conducted in the department's clinical facilities with 11 therapy rooms equipped with closed-circuit television cameras and phone-in supervision capabilities.

A second emphasis within the department is research. Non-thesis track students are required to submit abstracts for presentation at the annual conference of the Texas Association for Marriage and Family Therapy. It is a refereed process, and most of our students' projects are accepted for presentation. The research projects are prepared for submission to refereed journals and are occasionally accepted for publication. All projects are guided by a primary faculty researcher. The research projects are either qualitatively or quantitatively oriented. Thesis track students are required to successfully write and defend their thesis. If thesis track students opt out of the thesis track before completing and successfully defending the thesis, there will be a requirement that these students will submit an abstract to a peer reviewed conference or journal.

## Admission Requirements

Admission to the program is on a competitive basis. The admission requirements for the MMFT are:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. A minimum GRE score of 280
5. Three letters of recommendation;
6. A written purpose statement declaring why the applicant wishes to study marriage and family therapy at ACU and what he or she plans to do professionally upon graduation;
7. Completion of a psychosocial history;
8. A quality of life that reflects high moral standards;
9. An on-campus interview with the faculty. The personal interview for applicants residing outside the continental United States can be done via Skype.

When all required materials are received, the application will be reviewed by the MFT faculty. Students are admitted once a year and begin their program of study in the fall semester. All application materials MUST be completed by the preceding February 15 for the fall semester. The GRE and personal interviews MUST be completed by March 15. Acceptance into the program will be granted by April 1.

No specific undergraduate major is essential for admission. Applicants are encouraged to have undergraduate credit in subjects that embrace human development, family relations, theology, sociology, psychology, and statistics.

Applicants without adequate preparation may be accepted upon the condition that they register for additional courses deemed necessary by the graduate advisor.

**MASTER OF MARRIAGE AND FAMILY THERAPY (MMFT)**

Major Code (non-thesis): MFTH  
Major Code (with thesis): MFTT

The Master of Marriage and Family Therapy (MMFT) degree plan for all students follows the requirements of the Commission on Accreditation for Marriage and Family Therapy Education. Students are expected to take courses in the sequence required by the department. No more than 12 semester hours may be transferred into the program with the approval of the graduate advisor.

**Master of Marriage and Family Therapy (MMFT)**

<b>MMFT: MASTER OF MARRIAGE AND FAMILY THERAPY</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Core Courses</b>	
<b>Year One (Fall)</b>	
BMFT 639 Family Theory .....	3
BMFT 610 Couples Therapy.....	3
BMFT 601 Pre-Internship.....	3
BMFT 641 Family Therapy I .....	3
<b>Year One (Spring)</b>	
BMFT 602 Internship I .....	3
BMFT 645 Systemic Diagnosis & Assessment.....	3
BMFT 615 Research Methods in Family Therapy.....	3
<b>Year One (Summer)</b>	
BMFT 665 Family Therapy Across the Life Cycle .....	3
BMFT 643 Professional Ethics & the Law .....	3
<b>Year Two (Fall)</b>	
BMFT 663 Cultural Diversity in Marriage & Family Therapy .....	3
BMFT 603 Internship II.....	3
BMFT 634 Addictive Disorders.....	3
BMFT 662 Family Life Cycle.....	3
<b>Year Two (Spring)</b>	
BMFT 651 Sexual Therapy .....	3
BMFT 661 Family Therapy II.....	3
BMFT 604 Internship III.....	3
<b>Year Two (Summer)</b>	
BMFT 605 Internship IV .....	3
BIBM 696 Theological Perspectives on Human Behavior.....	3
<b>TOTAL .....</b>	<b>54</b>
<b>ELECTIVES</b>	
<b>Two electives must be taken from another area in the university with the approval of the Departmental Chair</b>	
<b>TOTAL .....</b>	<b>6</b>
<b>TOTAL MAJOR HOURS (MMFT).....</b>	<b>60</b>
<b>OPTIONAL THESIS TRACK (MMFT-THESIS)</b>	
BMFT 699 Thesis .....	6
<b>TOTAL MAJOR HOURS (MMFT-THESIS) .....</b>	<b>66</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>Comprehensive Exam</b>	

# College of Education and Human Services

Donnie Snider, *Dean*  
Bruce Scott, *Associate Dean*

ACU Box 28276  
Abilene, Texas 79699-9010  
Education Building, Room 103

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Web: www.acu.edu/cehs

The College of Education and Human Services was organized in August 2006. Each department and program in the college is dedicated to equipping leaders for global, urban, cultural, and social changes of the 21st century. The college provides leadership in education and human services that is grounded in current research and informed practice.

The college is well positioned to aid in advancing the mission of the university to educate graduate students for Christian service and leadership throughout the world.

The college has nationally recognized and accredited graduate programs in Communication Sciences and Disorders, Teacher Education, Nutrition, Occupational Therapy, and Social Work.

The College of Education and Human Services offers graduate degrees and certificates in the following areas:

- Master of Education in Teaching and Learning
- Master of Science in Occupational Therapy
- Master of Science in Social Work
- Master of Science in Speech-Language Pathology
- Certificate in Dietetic Internship
- Certificate in Gerontology
- Certificate in Social Services Administration

See the program listings for specific information about these degree programs and their requirements.

# Communication Sciences and Disorders

Denise Barnett, *Graduate Coordinator*  
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Don Morris Center, Room 115

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Web: www.acu.edu/grad

## Faculty

Lynette Austin, *Associate Professor*  
Terry Baggs, *Associate Professor*  
Denise Barnett, *Associate Professor*  
Brenda Bender, *Associate Professor*  
Rachel Smith, *Instructor*  
Diana Taylor, *Assistant Professor*

## Introduction

Abilene Christian University's Communication Sciences and Disorders Department offers a Master of Science (MS) degree in Speech-Language Pathology. This is a 52-hour non-thesis program consisting of 39 hours of academic preparation and 13 hours of clinical practicum. The course work is presented in a two-year sequence. A written comprehensive examination is required.

The Communication Sciences and Disorders graduate program is accredited by the Council on Academic Accreditation (CAA) from the American Speech-Language Hearing Association (ASHA).

The mission of the Communication Sciences and Disorders department is to equip students with knowledge and skills in speech-language pathology for ministry to individuals with communication disorders through a Christian world perspective. Students and faculty are involved in the provision of diagnostic and treatment services to the community; research into the causes, prevention, and effects of communication disorders; and advocacy for persons with communication disabilities. The training program endeavors to produce speech-language pathologists with professional competency and conduct consistent with the highest national standards.

The department offers a Bilingual Emphasis Program within the MS degree plan for students who already have advanced proficiency in a second language. This will enable them to acquire the knowledge and skills necessary to practice as bilingual speech-language pathologists. Focused coursework, clinical experiences, and mentoring by a licensed bilingual speech-language pathologist form the core of the BEP.

## Admission Requirements

Enrollment is limited to applicants who will be full-time students. The admission requirements for the MS program in Speech-Language Pathology are:

1. A completed application through CSDCAS and a completed ACU application for admission with a nonrefundable application fee.
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent.
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA.
4. A minimum GRE score of 288 (combined verbal and quantitative).
5. Three letters of recommendation (at least two of the recommendation letters must come from professionals in the field and relate to the applicant's potential academic success). CSDCAS will also provide a rating scale.
6. Writing sample in the form of a letter of intent/purpose statement.

7. A current resume that includes information regarding: college education and activities to date, employment to date, and community/church involvement. High school activities should not be included.
8. A two-year commitment is required from all applicants.

All application materials must be received by CSDCAS the preceding January 15 for the fall semester. Incomplete applications will not be reviewed. An application is considered incomplete if any of the required elements have not been received by CSDCAS, including GRE scores.

When all the required materials are assembled, the application will be reviewed by the CSD faculty. A personal interview may be required. If an interview is requested, additional information as to the nature of the interview will be provided at that time.

The Communication Sciences and Disorders Admissions Committee makes holistic judgments based on the evaluation of an applicant's ability and readiness for graduate work. In conjunction with the dean, the Committee may recommend conditional admission for an applicant who does not meet all admission criteria.

## COMMUNICATION SCIENCES AND DISORDERS (MS)

Major Code: CSD

### Master of Science in Speech-Language Pathology (MS CSD)

#### MS CSD: MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

#### PRE-REQUISITE DEGREE REQUIREMENTS

**This program requires a baccalaureate degree from a regionally accredited institution.**

#### MAJOR REQUIREMENTS

##### Core Courses

##### Year One (Fall)

COMP 602 Aphasia .....	3
COMP 610 Language Disorders in Children.....	3
COMP 620 Communication Research Methods.....	3
COMP 659 Diagnostic and Therapeutic Theory .....	3

##### Year One (Spring)

COMP 601 Phonological Disorders .....	3
COMP 603 Motor Speech Disorders .....	3
COMP 613 Dysphagia and Related Disorders .....	3

##### Year One (Summer)

COMP 608 Multicultural/Multilingual Considerations in CSD .....	3
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##### Year Two (Fall)

COMP 604 Voice Disorders .....	3
COMP 606 Fluency Disorders.....	3
COMP 661 Special Problems in Speech Path. and Audiology .....	3

##### Year Two (Spring)

COMP 670 Seminar in Speech Pathology: Professional Ethics .....	3
COMP 670 Seminar in Speech Pathology: Capstone .....	3

**TOTAL .....** 39

##### Practicum

COMP 693 Clinical Practicum	
Taken fall and spring of year one .....	6
COMP 693 Clinical Practicum	
Summer of year one (variable credit: 1 or 3 hours) .....	1
COMP 694 Advanced Clinical Practicum	
Taken fall and spring of year two .....	6

**TOTAL .....** 13

**TOTAL MAJOR HOURS .....** 52

#### OTHER GRADUATION REQUIREMENTS

##### Comprehensive Exam



# Dietetic Internship

Kay Williams, *Dietetic Internship Director*

Department of Kinesiology & Nutrition

ACU Box 28084

Abilene, Texas 79699

or

ACU at CitySquare

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Email: [jkw14a@acu.edu](mailto:jkw14a@acu.edu)

Web: [www.acu.edu/grad](http://www.acu.edu/grad)

## Faculty

Sheila Jones, *Associate Professor of Nutrition*

Martha Smallwood, *Assistant Professor of Nutrition*

## Introduction

Abilene Christian University's Dietetic Internship program is a 15-hour graduate-level certificate program designed to prepare students with the academic and clinical training to sit for the Registration Examination for Dietitians through unique experiences that focus on community and poverty.

The program, which is located in Dallas in partnership with ACU at CitySquare, is one of the first programs in the nation to offer an internship program with an emphasis on "Poverty and Community". The internship program is 44 weeks and includes 35 weeks of supervised practice rotations, 1 week of orientation, 5 weeks of holidays/vacation, and a 3-week weight management course that takes place before the week of orientation. The internship cycle will begin in August and end in June of each year.

The mission of the Abilene Christian University Dietetic Internship is to equip interns who model Christian values to become Registered Dietitians/Nutritionists to lead and empower individuals, especially those with economic need, to achieve better nutrition and healthier lifestyles. Consistent with the mission of CitySquare, interns will focus their time on the issues of *hunger, health, housing, and hope*.

- **Hunger** - Interns will address hunger of those in poverty by working in the Opportunity Center Food Bank and the Summer Feeding Programs through CitySquare. The internship schedule will include several clinical rotations including but not limited to bariatric, cardiac, endocrinology, intensive care, oncology, pediatric, renal, surgical, and general medical.
- **Health** - Along with the clinical experiences, an outpatient counseling rotation will address health of the clientele using knowledge gained in the clinical rotations.
- **Housing** - Indirectly, housing will be addressed through intern involvement in teaching basic selection, procurement, and preparation of healthful meals for home use in the CitySquare demonstration kitchen.
- **Hope** - Hope is manifested in education and gaining skills for employment. Dietetic interns will be instrumental in helping teach basic culinary and food service skills in the food production kitchen and café at the Opportunity Center at CitySquare.

## Accreditation Status

The ACU Dietetic Internship has received Candidacy Status for Accreditation with the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

## Admission Requirements

### Step 1: Apply to Dietetic Internship Centralized Application Services.

The application process for Dietetic Internship applicants differs some from other ACU graduate programs. Applicants must first apply on the Dietetic Internship Centralized Application Services (DICAS) online applicant portal. The DICAS Online is a service of the Academy of Nutrition and Dietetics and offers applicants a convenient, state-of-the-art, web-based application service. The DICAS application may be accessed at <https://portal.dicas.org>. The online application must be completed for our program by 11:59 p.m. Central Time on February 15, 2016.

The admission requirements for the DICAS are:

- Complete a dietetic internship application and submit the application fee;
- Submit three or four letters of recommendation. (The standard requirement for most sites is 3 letters of reference. A maximum of four letters of recommendation can be attached per site. Upon submission, it is the applicants' responsibility to indicate which letters they wish to have sent to the individual sites);
- Submit any/all official transcript(s) in English (or translated to English) of all previous college work (official means an original with the seal that comes directly from the issuing institution). The transcript must indicate a bachelor's degree from a regionally accredited college or university;
- Submit a personal statement;
- Submit a personal résumé;
- Register with D&D Digital for the computer match, and rank each of the dietetic internships that you are applying to by the computer match deadline date. D&D Digital is the company that matches applicants with Dietetic Internships. Use the following link to access the D&D Digital Web site: <http://www.dnddigital.com>.

### Step 2: Apply to Abilene Christian University Dietetic Internship program.

Once the student has been matched with the ACU Dietetic Internship, he or she should apply separately for admission to ACU.

The admission requirements for the ACU Dietetic Internship program:

- Complete an online ACU application for admission;
- Submit a nonrefundable \$25 application fee;
- Submit any/all official transcript(s) in English (or translated to English) of all previous college work (official means an original with the seal that comes directly from the issuing institution to ACU). The transcript must indicate a bachelor's degree from a regionally accredited college or university;
- Hold a bachelor's degree in Nutrition or a related field;
- Have a cumulative undergraduate GPA of 3.2 and a minimum grade of B in Didactic Program in Dietetics courses and supporting courses including the sciences, statistics, and management;
- Submit three letters of recommendation;
- Submit a personal statement which includes the following: Short-term and long-term professional goals (after completing the dietetic internship); please address how faith can inform your work in the profession of dietetics, describe experiences you have had working with individuals who are dealing with poverty or are at risk for homelessness and how you felt about

those experiences; and please explain your philosophy of working with the impoverished;

- Submit a personal résumé; and
- Applicants must have completed Didactic Program in Dietetics requirements in an accredited program as specified by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

## GRADUATE DIETETIC INTERNSHIP CERTIFICATE (CER)

Major Code: DI

### Graduate Dietetic Internship Certificate (CER)

<b>GR-INT: GRADUATE DIETETIC INTERNSHIP CERTIFICATE</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Core Courses</b>	
NUTR 521 Dietetic Internship .....	6
NUTR 522 Weight Management .....	3
NUTR 523 Nutrition and Poverty .....	3
NUTR 621 Nutrition Research.....	3
<b>TOTAL .....</b>	<b>15</b>
<b>TOTAL CERTIFICATE HOURS .....</b>	<b>15</b>

# Education

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### Faculty

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Stephanie Talley, *Assistant Professor*

Jill Scott, *Assistant Professor*

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### Introduction

The Abilene Christian University Department of Teacher Education offers a Master of Education (MEd) in Teaching and Learning. The degree is available to high performing teacher candidates completing their initial Texas teacher certification program through Abilene Christian University. Candidates will matriculate into the program in the final spring semester of their undergraduate program. The degree is a 30-hour master's degree with an additional 6 graduate-level hours included as part of the undergraduate program.

The MEd in Teaching and Learning includes an emphasis on inquiry-based practice, providing teacher candidates with the skills needed to make instructional decisions informed by valid assessment data. The degree will equip graduates to meet the needs of diverse student populations and to serve in various curriculum leadership roles in schools. In addition to the primary certification, the MEd in Teaching and Learning includes the supplemental Texas certification in special education.

The Abilene Christian University Teacher Education program is approved by the Texas Education Agency and is nationally accredited through the Teacher Education Accrediting Council (TEAC).

### Admission Requirements

Admission requirement for the MEd in Teaching and Learning are as follows:

1. Candidates must be currently enrolled in an undergraduate degree that includes teacher certification. The GPA requirement will be 3.0 overall and 3.0 in the content field.
2. Candidates must have earned no grade lower than a B in any professional education courses (EDUC, READ, EACH, SPED).
3. Candidates must have no score below 3 on the Dispositions Review completed by three ACU faculty members (two from the Department of Teacher Education and one from the content area department for middle school, high school and all-levels applicants except special education or three from the Department of Teacher Education for all other applicants).
4. A completed application to the Fifth-Year Master's in Teaching and Learning Degree sequence with a statement of purpose and philosophy (maximum of two pages with 12-point font, double-spaced) addressing one's motivation for pursuing the degree and describing one's current philosophy of education.

**Master of Education in Teaching & Learning (MEd METL)**

Major Code: METL

<b>MED METL: MASTER OF EDUCATION IN TEACHING AND LEARNING</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a student to be currently enrolled in an undergraduate degree that includes teacher certification. Candidates must have earned no grade lower than a B in any professional education courses.</b>	
<b>MAJOR REQUIREMENTS<sup>1</sup></b>	
<b>Spring of Senior Year</b>	
EDUC 653 Educational Research .....	3
SPED 577 Teaching Students with High Incidence Disabilities ....	3
<b>Summer</b>	
CONR 615 Managing Conflict in the Schools .....	3
EDUC 688 Creating Effective Learning Environments .....	3
SPED 674 Emotional & Behavioral Disorders in Children.....	3
SPED 681 Teaching Students with Low Incidence Disabilities .....	3
<b>Fall</b>	
EDUC 687 Managing Data to Improve Student Learning .....	3
EDUC 691 Education Workshop <sup>2</sup> .....	3
<b>Spring</b>	
EDUC 655 Action Research for Classroom Teachers .....	3
EDUC 686 Reframing Learning .....	3
EDUC 691 Education Workshop <sup>2</sup> .....	3
<b>Summer</b>	
EDUC 621 Overcoming Learning Barriers.....	3
<b>TOTAL .....</b>	<b>36</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>36</b>

Teacher candidates matriculating into the MEd in Teaching and Learning will not student teach at the undergraduate level. EDUC 490 will be waived for these students with the completion of the first six hours of the master's and their undergraduate degree requirements reduced by 6 hours. Certification can then be granted after the completion of student teaching as part of the master's degree.

<sup>1</sup>This is a cohort program with all students moving through as a cohort. The first summer courses may be offered in varying order.

<sup>2</sup>EDUC 691 will be taken twice for a total of six hours.

# Gerontology

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**Interdisciplinary Faculty**

Denise Barnett, *Assistant Professor of Communication Sciences and Disorders*

Heidi Morris, *Adjunct Instructor of Family Studies*

Charlie Pruett, *Associate Professor of Gerontology*

Steven Wages, *Associate Professor of Family Studies*

Tom Winter, *Professor of Social Work*

**Introduction**

The interdisciplinary Graduate Certificate in the Study of Aging is offered through the Pruett Gerontology Center within the College of Education and Human Services. The certificate is an 18-hour non-thesis program. A certificate in gerontology is also available on the undergraduate level.

Course work in this interdisciplinary program is carefully integrated in an effort to add richness, depth, and balance to a student's background. The certificate may be earned independently or as a specialization to another graduate degree program. It is a nationally recognized credential in the field of gerontology education.

Since 1986, the Pruett Gerontology Center has worked to develop a curriculum in the study of aging to respond to church and community service needs of individuals and organizations. The center sponsors numerous workshops and conferences that address needs and issues in aging being faced by churches, families, and communities.

**Admission Requirements**

The admission requirements for the Graduate Certificate in the Study of Aging are as follows:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. A personal interview with the Director of the Pruett Gerontology Center.

**Gerontology (Graduate)**

Major Code: GERO

**Graduate Certificate in Gerontology (CER)**

<b>CER-GERO: CERTIFICATE IN GERONTOLOGY</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Gerontology Core Courses</b>	
GERO 550 Sociology of Aging .....	3
GERO 552 Adult Development & Aging .....	3
GERO 690 Gerontology Practicum.....	3
<b>TOTAL .....</b>	<b>9</b>
<b>Elective Courses</b>	
<b>9 hours of graduate work as approved by advisor.</b>	
<b>TOTAL .....</b>	<b>9</b>
<b>TOTAL CERTIFICATE HOURS .....</b>	<b>18</b>

# Occupational Therapy

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The Mission of Department of Occupational Therapy is to prepare occupational therapy students to think and act critically, missionally, and globally in Christian service and leadership throughout their respective communities. The goal of the Master of Science in Occupational Therapy is to prepare students to sit for the National Board for Certification in Occupational Therapy, Inc. and to become licensed Occupational Therapists. The 69-hour program consists of two years of graduate education, including two 12-week fieldwork education rotations.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

NOTE: It is our department policy that all students complete graduation and fieldwork requirements in a timely manner. All fieldwork and course work must be completed in a total of 36 months. Students must complete Level II fieldwork within 18 months of completion of the didactic portion of the program.

## Admission Requirements

A cohort of 22-25 students will be accepted from a pool of applications submitted by recent graduates of accredited undergraduate programs. These positions will be determined based on the level of qualification of each student. The admission requirements are:

1. A completed application for admission with a nonrefundable application fee.
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent.
3. A minimum cumulative undergraduate GPA of 3.20
4. Two letters of recommendation (one must be from an occupational therapist who has observed the student). Recommendation forms should be submitted through the online application.
5. Applicants must have performed a minimum of 40 hours of volunteer/observation activity in an OT setting. 80-100 hours is preferable. Applicants are encouraged to complete observation hours in more than one clinical setting. Applicants should download and complete the Occupational Therapy observation hours form.
6. Applicants must complete an essay as part of the application process. ACU requires occupational therapy applicants to submit a 2-3 page, double-spaced personal essay regarding your interest in and journey towards the field of occupational therapy. Your essay should include: spiritual and/or life experiences that influenced your decision to apply to occupational therapy school, and clinical experience or observation that evoked passion about occupational therapy.

\*Note: The acceptance threshold may be higher due to the competitive nature of acceptance. Students who are admitted to the MSOT must have access to a computer throughout the entirety of the program with the specifications found on the website listed below:  
<http://highered.acu.edu/students/technical-requirements/>

## Progression

In addition to the graduate academic standards outlined by University, the Department of Occupational Therapy has specific academic policies and procedures. To progress in the professional curriculum, students must:

1. Maintain a 3.0 cumulative GPA in all Occupational Therapy program courses. If a student falls below a 3.0, the student goes on probation for one semester.
2. Receive grades of C or better in all professional courses.
3. Complete all courses and fieldwork in a total of 42 months.
4. Complete the program within 24 months of completion of didactic coursework, i.e. the program must be completed within 24 months of initiating Fieldwork Level II.
5. If a student fails the first Fieldwork Level II, they will be allowed to continue to the second Fieldwork Level II rotation if there is a plan in place to repeat the first FW Level II.
6. Maintain academic integrity and professional behavior in classroom, laboratory, fieldwork sites, and in the community.
7. Maintain the standards of affiliating fieldwork facilities.
8. Exhibit affective behaviors consistent with the Professional Behaviors for the 21<sup>st</sup> Century and AOTA Code of Ethics.

## OCCUPATIONAL THERAPY (MS)

Major Code: MSOT

### Master of Science in Occupational Therapy (MSOT)

#### MSOT: MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

##### PRE-REQUISITE DEGREE REQUIREMENTS

**This program requires a baccalaureate degree from a regionally accredited institution along with a minimum of 40 hours volunteer/observation activity in an OT setting and the following coursework:**

**Anatomy & Physiology I and II with labs (8 hours)**  
**General Psychology (3 hours)**  
**Life Span Development (3 hours)**  
**General Sociology (3 hours)**  
**Statistics (3 hours)**  
**Abnormal Psychology (3 hours)**  
**Medical Terminology (1 hour)**

##### MAJOR REQUIREMENTS

###### Core Courses

###### Year One (Fall)

OCCT 601 Musculoskeletal Anatomy .....4  
 OCCT 603 Foundations of Occupational Therapy ..... 2  
 OCCT 607 Intro to Making ..... 6  
 OCCT 617 Social Conditions ..... 2

###### Year One (Spring)

OCCT 631 Neuroscience .....4  
 OCCT 641 Health Conditions Seminar ..... 2  
 OCCT 637 Research Process in OT I ..... 2  
 OCCT 639 Adult Eval., Assess., & Implementation with Lab ..... 6  
 OCCT 690 Physical Disabilities Fieldwork Level I & Doc ..... 2

###### Year One (Summer)

OCCT 651 Mental Health, Wellness, & Social Participation .....3  
 OCCT 655 MH, Well, & Soc. Part. Fieldwork Level I & Doc .....2  
 OCCT 670 Group Process ..... 2

###### Year Two (Fall)

OCCT 635 Pediatric Eval., Assess., & Implementation with Lab ...4  
 OCCT 661 Hand and Upper Extremity Conditions ..... 4  
 OCCT 695 Pediatrics Fieldwork Level I & Documentation ..... 2  
 OCCT 735 Research Process in OT II ..... 3  
 OCCT 711 Ethical & Professional Decision Making in OT ..... 1

###### Year Two (Spring)

OCCT 703 Implementing OT Treatment .....2  
 OCCT 790 Fieldwork Level II ..... 6  
 OCCT 739 Management & Leadership in OT ..... 2  
 OCCT 791 Professional Preparation. .... 2

###### Year Two (Summer)

OCCT 795 Fieldwork Level II .....6

**TOTAL ..... 69**

**TOTAL MAJOR HOURS .....69**

# School of Social Work

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 Thomas L. Winter, *Interim MSSW Program Director*  
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## Faculty

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 Stephanie Hamm, *Associate Professor*  
 Kyeonghee (Kay) Jang, *Assistant Professor*  
 Amy Kalb, *Instructor*  
 Alan Lipps, *Associate Professor*  
 Wayne Paris, *Professor*  
 Rachel Slaymaker, *Assistant Professor*  
 Thomas L. Winter, *Professor*

## Mission

The mission of Abilene Christian University is to educate students for Christian leadership throughout the world.

The Abilene Christian University School of Social Work seeks, within the context of a Christian higher education institution, to: prepare graduates as effective and ethical professionals who incorporate best evidence in practice; promote social justice for vulnerable persons everywhere through service and leadership roles; and, advance social work knowledge through research and other scholarly activities.

The School of Social Work's goals are to: educate students for advanced evidence based practice; prepare graduates for leadership in the social work profession and in social welfare organizations; instill in students an appreciation of human diversity that inform their practice behaviors; and, contribute to the knowledge base for evidence-informed social welfare programs and social work practice.

## Graduate Programs

The School of Social Work offers a Master of Science in Social Work (MSSW) degree and a Graduate Certificate in Social Services Administration, which may be completed while in the MSSW program of study.

The ACU MSSW program offers an innovative curriculum aimed at preparing leading edge social work practitioners. It is designed to produce versatile social work leaders who are able to incorporate their faith and employ technology to identify and make use of what works – the most promising interventions, the most forward-thinking programs and policies – to empower and instill hope in their clients and to promote positive social change.

There are two programs of study leading toward the MSSW: Standard and Advanced Standing. Both the Standard and Advanced Standing programs may be completed through part-time enrollment. The Standard Program requires two years of full-time study (64 hours). The first year introduces important ideas and concepts that are at the heart of what it means to be a social worker and to engage in advanced evidence-based practice. The second year concentrates on evidence-based social interventions with systems of various sizes. The standard program may be completed in four years of half-time enrollment status. The advanced standing program may be completed in two years of part-time enrollment status.

The Advanced Standing Program is for students who have completed a BSW from a program accredited by the Council on Social Work

Education. Following a 6-hour summer seminar, Advanced Standing students move directly into the 32-hour second year of study.

Both programs combine classroom study with supervised internships in social service agencies and include either a thesis or a research project suitable for dissemination.

In cooperation with the Graduate School of Theology, the School of Social Work has developed plans whereby students can pursue the MSSW degree concurrently with the Master of Arts in Christian Ministry (MACM) degree.

The MSSW program is accredited by the Council on Social Work Education (CSWE).

## Admission Requirements

While the Standard Program accepts students with a bachelor's degree in any field, students are expected to demonstrate a broad liberal arts background, including two courses from each of the following areas: science/math, social/behavioral sciences, humanities/fine arts, and communication/language. To see if a specific course qualifies for the liberal arts background requirement, please contact the School of Social Work office. A course in statistics is highly desirable.

## Admission Requirements

Admission requirements for any program in the school of Social Work are:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA; If undergraduate GPA is below 3.0, the GRE or MAT entrance exam is required;
4. Two letters of recommendation;
5. A writing sample, which must be a personal statement addressing your motivation for graduate studies and entering the social work profession, and reflections on the four themes of the School of Social Work—evidence-based practice, God's gift of diversity, faith and social work, and social justice.
6. A second writing sample in the form of a formal graded (returned with feedback) senior level assignment of at least five pages from the student's undergraduate work (or acceptable alternative). Contact the School of Social Work for a grading rubric.
7. A "field practicum assessment" must be submitted by students who have graduated from a CSWE accredited BSW/BSSW program and are applying for Advanced Standing status (1 year program).

Applications for the Standard Program are accepted for fall admission. Advanced Standing students with a recent BSW degree from a program accredited by the CSWE are admitted in June. Applications received by February 16 will receive early review, priority for scholarships, graduate assistantships and field practicum sites. Applicants who completed the BSW more than five years ago are eligible for Advanced Standing only if they are employed in the field of social services.

## Accelerated Master of Science in Social Work

For students not majoring in social work but who are committed to being a social work practitioner, the School of Social Work offers an integrated degree plan—the Accelerated Master of Science in Social Work Plan (AMSSWP)—that permits qualified students to count up to 24 hours of graduate study toward both the Bachelor's degree and the Master of Science in Social Work. Students who meet the admission requirements for the AMSSWP may take up to 24 hours of graduate course work in their junior and senior years.

The 24 hours of graduate course work will be chosen from required courses in the Master of Science in Social Work (MSSW) curriculum. Students who participate in this degree plan may take up to 6 semester hours of graduate work in the summer and up to 9 semester hours of

graduate work in the fall and spring semesters after they have achieved 90 undergraduate semester hours with a cumulative GPA of 3.5. Students will be advised to take no more than 12 hours, including the graduate courses, in a regular semester. Students will be awarded their Bachelor's degree upon completion of their current program's undergraduate degree requirements.

Interested students are encouraged to seek pre-admission to the AMSSWP after they have completed 30 semester hours by applying to the Graduate Program Director in the School of Social Work. Students must apply for full admission to the ACU MSSW program in the fall semester after they have completed 60 hours and have a GPA of 3.5.

Graduate courses will count as general electives or electives in the student's undergraduate major and may not be substituted for required courses in their undergraduate degree.

In order to continue in the AMSSWP, students must make no grade lower than B in the graduate courses and maintain a cumulative 3.5 GPA. Individual students' academic programs must be approved by the Graduate Program Director each semester a student participates in the AMSSWP. Final admission to the MSSW program will be based on the student's satisfaction of all graduate admission requirements.

**SOCIAL WORK (MSSW)**

Major Code: SOCW

**Master of Science in Social Work – Standard – Full-Time (MSSW)**

<b>MSSW: MASTER OF SCIENCE IN SOCIAL WORK</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Foundation Courses Year One - Fall</b>	
SOCW 615 Social Work Research Methods .....	3
SOCW 625 Human Behavior in the Social Environment .....	3
SOCW 641 Social Welfare Policy & Services .....	3
SOCW 651 Foundations of Evidence-Based SW Practice I.....	3
SOCW 681 Foundation Field Practicum I .....	4
<b>Foundation Courses Year One - Spring</b>	
SOCW 616 Program & Practice Evaluation .....	3
SOCW 626 Diversity, Power, & Oppression .....	3
SOCW 642 Policy Analysis & Practice .....	3
SOCW 652 Foundations of Evidence-Based SW Practice II.....	3
SOCW 682 Foundation Field Practicum II .....	4
<b>TOTAL .....</b>	<b>32</b>
<b>Advanced Courses – Year Two – Fall</b>	
SOCW 725 Spirituality & Social Practice .....	3
SOCW 745 Leading & Managing Change in Nonprofit Org. <i>or</i>	
SOCW 748 Psychopathology for Social Work Practice .....	3
SOCW 751 Adv. Evidence-Based Practice Interventions I .....	3
SOCW 781 Adv. Social Work Field Practicum I .....	4
SOCW 799 Thesis.....	6
<b>Advanced Courses Year Two - Spring</b>	
SOCW 741 Globalization & Social Justice .....	3
SOCW 744 Management & Funding for Nonprofit Org. ....	3
SOCW 752 Adv. Evidence-Based Practice Interventions II .....	3
SOCW 782 Adv. Social Work Field Practicum II .....	4
SOCW 799 Thesis (continued)	
<b>TOTAL .....</b>	<b>32</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>64</b>

**Master of Science in Social Work – Standard – Part-Time (MSSW)**

<b>MSSW: MASTER OF SCIENCE IN SOCIAL WORK</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Foundation Courses Year One - Fall</b>	
SOCW 615 Social Work Research Methods .....	3
SOCW 625 Human Behavior in the Social Environment .....	3
SOCW 641 Social Welfare Policy & Services .....	3
<b>Foundation Courses Year One - Spring</b>	
SOCW 616 Program & Practice Evaluation .....	3
SOCW 626 Diversity, Power, & Oppression .....	3
SOCW 642 Policy Analysis & Practice.....	3
<b>Foundation Courses Year Two - Fall</b>	
SOCW 651 Foundations of Evidence-Based SW Practice I.....	3
SOCW 681 Foundation Field Practicum I.....	4
<b>Foundation Courses Year Two - Spring</b>	
SOCW 652 Foundations of Evidence-Based SW Practice II.....	3
SOCW 682 Foundation Field Practicum II.....	4
<b>TOTAL .....</b>	<b>32</b>
<b>Advanced Courses – Year Three – Fall</b>	
SOCW 725 Spirituality & Social Practice .....	3
SOCW 745 Leading & Managing Change in Nonprofit Org. <i>or</i>	
SOCW 748 Psychopathology for Social Work Practice .....	3
<b>Advanced Courses Year Three - Spring</b>	
SOCW 741 Globalization & Social Justice .....	3
SOCW 744 Management & Funding for Nonprofit Org. ....	3
<b>Advanced Courses – Year Four – Fall</b>	
SOCW 751 Adv. Evidence-Based Practice Interventions I .....	3
SOCW 781 Adv. Social Work Field Practicum I .....	4
SOCW 799 Thesis .....	6
<b>Advanced Courses Year Four - Spring</b>	
SOCW 752 Adv. Evidence-Based Practice Interventions II.....	3
SOCW 782 Adv. Social Work Field Practicum II .....	4
SOCW 799 Thesis (continued)	
<b>TOTAL .....</b>	<b>32</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>64</b>

**SOCIAL WORK – Advanced Standing (MSSW-ADV)**

Major Code: SOCW

**Master of Science in Social Work – Advanced Standing – Full-Time (MSSW)**

<b>MSSW: MASTER OF SCIENCE IN SOCIAL WORK</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>The Advanced Standing MSSW program requires that students have completed a BSW degree from a program accredited by the Council on Social Work Education.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Foundation Seminar - Summer</b>	
SOCW 702 Integrative Seminar for Advanced Standing .....	6
<b>TOTAL .....</b>	<b>6</b>
<b>Advanced Courses – Year One – Fall</b>	
SOCW 725 Spirituality & Social Practice .....	3
SOCW 745 Leading & Managing Change in Nonprofit Org. <i>or</i>	
SOCW 748 Psychopathology for Social Work Practice .....	3
SOCW 751 Adv. Evidence-Based Practice Interventions I .....	3
SOCW 781 Adv. Social Work Field Practicum I .....	4
SOCW 799 Thesis .....	6
<b>Advanced Courses Year One - Spring</b>	

SOCW 741 Globalization & Social Justice .....	3
SOCW 744 Management & Funding for Nonprofit Org. ....	3
SOCW 752 Adv. Evidence-Based Practice Interventions II .....	3
SOCW 782 Adv. Social Work Field Practicum II .....	4
SOCW 799 Thesis (continued)	
<b>TOTAL .....</b>	<b>32</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>38</b>

### Master of Science in Social Work – Advanced Standing – Part-Time (MSSW)

<b>MSSW: MASTER OF SCIENCE IN SOCIAL WORK</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>The Advanced Standing MSSW program requires that students have completed a BSW degree from a program accredited by the Council on Social Work Education.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Foundation Seminar – Year One - Summer</b>	
SOCW 702 Integrative Seminar for Advanced Standing .....	6
<b>TOTAL .....</b>	<b>6</b>
<b>Advanced Courses – Year One – Fall</b>	
SOCW 725 Spirituality & Social Practice .....	3
SOCW 745 Leading & Managing Change in Nonprofit Org. <i>or</i>	
SOCW 748 Psychopathology for Social Work Practice .....	3
<b>Advanced Courses Year One - Spring</b>	
SOCW 741 Globalization & Social Justice .....	3
SOCW 744 Management & Funding for Nonprofit Org. ....	3
<b>Advanced Courses – Year Two – Fall</b>	
SOCW 751 Adv. Evidence-Based Practice Interventions I .....	3
SOCW 781 Adv. Social Work Field Practicum I .....	4
SOCW 799 Thesis.....	6
<b>Advanced Courses Year Two - Spring</b>	
SOCW 752 Adv. Evidence-Based Practice Interventions II .....	3
SOCW 782 Adv. Social Work Field Practicum II .....	4
SOCW 799 Thesis (continued)	
<b>TOTAL .....</b>	<b>32</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>38</b>

### CERTIFICATE IN SOCIAL SERVICES ADMINISTRATION (SSA)

ACU Box 27866  
Abilene, Texas 79699-7866  
Hardin Administration Building, Room 108

Phone: 325-674-2072  
Fax: 325-674-6525  
Web: [www.acu.edu/socialwork](http://www.acu.edu/socialwork)

#### Faculty

Thomas L. Winter, *Professor*  
Wayne Paris, *Associate Professor*

The Certificate in Social Services Administration requires 18 hours, and course work may apply toward the Master of Science in Social Work degree.

#### Competencies:

Students who complete the certificate program will:

1. Have an understanding of the major managerial functions in nonprofit and governmental programs, including planning, organizing, staffing, directing, controlling, communicating and decision making;
2. Have experience with the procedures and techniques of developing and receiving grants, contracts and/or appropriations, and be able to research, select and cultivate funding sources, including actual grant or contract preparation;

3. Be familiar with fiscal processes commonly used in human service agencies, including the ability to read, comprehend, and prepare budgets in formats commonly used in nonprofit and governmental agencies;
4. Understand management strategies for change in human service organizations, and be able to select change in strategies based on situational assessments;
5. Be able to conduct sound, research-based evaluation of nonprofit programs; and,
6. Be able to influence political and organizational processes and actions to impact policymaking through policy analysis, advocacy, and human empowerment.

### Certificate in Social Services Administration (CER)

<b>CER SSA: CERTIFICATE IN SOCIAL SERVICES ADMINISTRATION</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Core Courses</b>	
SOCW 615 Social Work Research Methods .....	3
SOCW 642 Policy Analysis & Practice <sup>1</sup> .....	3
SOCW 744 Management & Funding for Nonprofit Org. ....	3
SOCW 745 Leading & Managing Change in Nonprofit Org. ....	3
<b>TOTAL .....</b>	<b>12</b>
<b>Selection – Select 6 hours from the following menu:</b>	
SOCW 700 Guided Study in Social Work .....	3
SOCW 740 Special Topics in Social Work .....	3
Any research-based, experiential course approved by advisor .....	3
<b>TOTAL .....</b>	<b>6</b>
<sup>1</sup> Students without a substantial background in social policy and services may be required to take SOCW 641 as a prerequisite for this course; in that case, SOCW 641 will substitute for 3 hours of Selection.	
<b>TOTAL CERTIFICATE HOURS .....</b>	<b>18</b>



# College of Business Administration

C. Brad Crisp, *Dean*  
 Andrew Little, *Associate Dean*  
 Tim Johnston, *Assistant Dean*  
 ACU Box 29300  
 Abilene, Texas 79699-9300  
 Mabee Business Building, Room 140  
 Phone: 325-674-2245  
 Fax: 325-674-2564  
 Email: [coba@acu.edu](mailto:coba@acu.edu)  
 Web: [www.acu.edu/coba](http://www.acu.edu/coba)

The mission of the College of Business Administration is to glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of students, and educates them for Christian service and leadership throughout the world.

The college's business programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB International), the premier accrediting agency of collegiate business schools worldwide. The College of Business Administration offers a graduate degree in the following area:

- Master of Accountancy

See the program listings for specific information about these degree programs and their requirements.

# Accounting

John Neill, *Advisor*  
 ACU Box 29329  
 Abilene, Texas 79699-9329  
 Mabee Business Building, Room 171  
 Phone: 325-674-2053  
 Fax: 325-674-2564  
 Email: [john.neill@coba.acu.edu](mailto:john.neill@coba.acu.edu)  
 Web: [www.acu.edu/grad](http://www.acu.edu/grad)

## Faculty

Curtis Clements, *Associate Professor*  
 Bill Fowler, *Associate Professor*  
 John Neill, *Professor*  
 David Perkins, *Professor*  
 Jonathan Stewart, *Professor*  
 Scott Stovall, *Associate Professor*  
 Paul Wertheim, *Professor*

## Introduction

The Master of Accountancy (MAcc) degree is designed primarily to prepare students for professional careers that frequently begin in public accounting. Most students in the program intend to become Certified Public Accountants. The curriculum adds to and broadens the accounting and business knowledge acquired from undergraduate studies.

Accounting education, virtually static for decades, is going through dynamic change prompted by several forces. The business world is more complex, and the public is demanding more meaningful financial reporting. Accountants no longer work in isolation, but instead contribute to the business as part of a team. Financial transactions are more sophisticated. Accounting and auditing standards are more numerous and require greater interpretive skills.

Technology is also altering the way we work, learn and communicate. Students and employees must build skills that enable them to use technology to do their work, to manage information, to document and create processes, to research, and to communicate.

Expectations for academic and technical proficiency are considered minimum criteria for entry into the accounting profession. Additionally, students are expected to develop skills in written and oral communication, team work, critical thinking, problem solving (in an unstructured environment), and creativity.

A unique aspect of the MAcc program at ACU is the inclusion of graduate courses from outside of the College of Business Administration. The non-business electives create opportunities for students to connect their business learning to other disciplines, participate in different types of thinking and broaden their understanding of the community around them.

Two key ingredients for success in today's world are flexibility and commitment to learning. Businesses, employees, students and educators must continually nurture these attributes if they are to endure and prosper. The Master of Accountancy degree, by its structure and intent, encourages students to become not just accountants, but lifelong learners.

**Admission Requirements**

The MAcc program is designed primarily for full-time study. The admission requirements for the MAcc are:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. Applicants have earned a minimum 3.00 GPA in their undergraduate accounting courses;
4. Applicants without an undergraduate degree in accounting will be expected to earn a 3.00 GPA in their accounting leveling courses before taking more than 9 hours of graduate work;
5. GPA of 3.00 from a college or university in the United States;
6. Two letters of recommendation;
7. A satisfactory GMAT score (generally a 50<sup>th</sup> percentile or better) may be required of any student who applies to the MAcc program and who has not completed 24 or more semester hours at ACU with a minimum GPA of 3.00;
8. A written personal statement of academic interests, strengths and weaknesses.

An applicant cannot be considered for admission until all graduate admission requirements are completed and received. Final action on the admissions request is usually completed within a few weeks from the receipt of all documents. Students are advised to complete and submit all admission materials as soon as possible. Students may apply to enter in either the fall or spring term.

**Prerequisites**

Applicants with an undergraduate degree in accounting will generally meet all of the prerequisite standards. All applicants must satisfy the prerequisites for accounting and business.

**Accounting Prerequisites**

- Financial Accounting
- Managerial or Cost Accounting
- Intermediate Accounting I and II
- Income Tax - Individuals
- Accounting Systems
- Auditing
- Advanced Accounting

**MASTER OF ACCOUNTANCY (MAcc)**

Major Code: ACCT

The MAcc degree is a 30-hour program that can be completed in one year by students with an undergraduate degree in accounting. Students with other business degrees and students without business degrees could expect to complete the program in two to three years.

**Master of Accountancy (MAcc)**

<b>MAcc: MASTER OF ACCOUNTANCY</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>Students entering the MAcc program will be required to take the following prerequisite courses if not already completed as part of an undergraduate degree:</b>	
ACCT 210 Financial Accounting .....	(3)
ACCT 211 Managerial Accounting .....	(3)
<i>or</i> ACCT 302 Cost Accounting .....	(3)
ACCT 310 Intermediate Accounting I .....	(3)
ACCT 311 Intermediate Accounting II .....	(3)
ACCT 304 Income Tax I (for individuals) .....	(3)
ACCT 324 Accounting Information Systems .....	(3)
ACCT 405 Fundamentals of Auditing .....	(3)
ACCT 410 Advanced Accounting I .....	(3)
<b>TOTAL .....</b>	<b>(24)</b>
<b>Hours (in parentheses) are not included in total major hours</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Accounting Core</b>	
MAcc 610 Adv. Topics in Financial Accounting & Reporting .....	3
MAcc 619 Accounting Research .....	3
MAcc 622 Ethics and the Accounting Profession .....	3
<b>TOTAL .....</b>	<b>9</b>
<b>Elective Courses - Select 5 from the following menu:</b>	
MAcc 603 Contemporary Issues in Accounting Theory .....	3
MAcc 604 Entity Tax Fundamentals .....	3
MAcc 605 Financial Statement Analysis .....	3
MAcc 609 Advanced Auditing .....	3
MAcc 611 Accounting for Gov. & Non-Profit Entities .....	3
MAcc 617 Fraud Examination .....	3
MAcc 621 Advanced Financial Management .....	3
MAcc 624 Advanced Accounting Information Systems .....	3
<b>TOTAL .....</b>	<b>15</b>
<b>GRADUATE (NON-COBA) ELECTIVES</b>	
Minimum .....	6
<b>TOTAL MAJOR HOURS .....</b>	<b>30</b>

# ACU Dallas-based Graduate Programs

ACU Dallas is located in Addison, Texas and primarily delivers online graduate programs geared toward working professionals who seek opportunities for advancement through education. These programs are housed within the College of Graduate and Professional Studies. The College consists of three professional schools, the School of Educational Leadership, the School of Professional Studies, and the School of Health and Human Services.

All of the policies listed on pages 129-137 apply to Dallas-based programs.

## Overview

Abilene Christian University's online programs allow students to realize career-advancing opportunities while continuing to work. Programs are designed for:

- **Flexibility** – Log in anytime, from any Internet connection. Post responses on the discussion board, receive feedback, and submit assignments, 24 hours a day, seven days a week, 365 days a year. The online program courses are not self-paced, but are designed to allow for flexibility in meeting the scheduling need of busy professionals.
- **Connection** – Gain individualized attention from faculty and develop close relationships with fellow learners as you interact with them creating a vast network of professional contacts.
- **Timely Curriculum** – Course content is continually updated. Assignments incorporate the specific issues students deal with daily, allowing them to apply lessons from each course. Each academic year has three semesters; each online semester consists of two sessions with six sessions per year. Most courses are seven weeks in duration with a few that are eight weeks.

# College of Graduate and Professional Studies

Jaime D. Goff, *Dean*  
16633 Dallas Parkway, Suite 800  
Addison, TX 75001

Phone: 214-305-9437

Email: [jaime.goff@acu.edu](mailto:jaime.goff@acu.edu)

Web: : <http://www.acu.edu/graduate/degree-programs/online-programs/>

The College of Graduate and Professional Studies endeavors to educate students with comprehensive training and skills in their chosen discipline, building upon the foundation of our Christian mission with a commitment to helping students identify their work as a vocation that contributes to furthering God's purposes for the world.

Highly qualified subject matter experts work closely with instructional designers to create courses that are academically rigorous while encouraging practical application. Our students pursue online graduate degrees to enhance and develop discipline-specific skills, to enter new careers, or to pursue new opportunities in their current professions.

The College of Graduate and Professional Studies consists of three professional schools, each offering several online graduate programs: the School of Educational Leadership, the School of Professional Studies, and the School of Health and Human Services.

The College of Graduate and Professional Studies offers graduate degrees and certificates in the following areas:

- Doctor of Education in Organizational Leadership
- Doctor of Nursing Practice
- Master of Arts in Conflict Resolution and Reconciliation
- Master of Business Administration
- Master of Education in Higher Education
- Master of Education in Instructional Leadership
- Master of Healthcare Administration
- Master of Marriage and Family Therapy
- Master of Science in Information Technology Leadership
- Certificate in Conflict Resolution
- Certificate in Conflict Resolution for Educators
- Certificate in Enrollment Management
- Certificate in Learning with Emerging Technologies
- Certificate in Medical Family Therapy
- Certificate in Superintendentcy

See the program listings for specific information about these degree programs and their requirements.

# School of Educational Leadership

Peter Williams, *Assistant Dean*  
16633 Dallas Pkwy, Suite 800  
Addison, TX 75001

Phone: 214-305-9500  
Email: pew15a@acu.edu

The School of Educational Leadership offers programs in the following areas:

- Education in Organizational Leadership
- Education in Instructional Leadership
- Higher Education

# Doctor of Education in Organizational Leadership

Peter Williams, *Program Director*  
16633 Dallas Pkwy, Suite 800  
Addison, TX 75001

Phone: 877-698-2793  
Email: pew15a@acu.edu

## Faculty

Faculty from various departments who teach in this program:

Garry Bailey, *Associate Professor of Conflict Resolution*  
Jonathan Camp, *Associate Professor of Communication*  
Joey Cope, *Associate Professor of Conflict Resolution*  
Lloyd Goldsmith, *Professor of Graduate Education*  
Karen Maxwell, *Assistant Professor of Graduate Education*  
Jason Morris, *Associate Professor of Higher Education*  
Bruce Scott, *Assistant Professor of Graduate Education*

## Introduction

The School of Educational Leadership, offers a Doctor of Education in Organizational Leadership. This program is offered online with optional residency experiences.

The mission of the EdD in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the **vocation** of leadership in complex **organizational cultures** to develop **effective practice**. This is accomplished through equipping leaders to:

- Lead with purpose based upon the foundation of vocation, rooted in Christian principles;
- Effectively develop organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

The EdD will consist of a minimum of 54 credit hours consisting of 24 foundational hours; 12 hours of research methods; a 12-15 hour track in the student's choice of specialization (school superintendent, principalship, conflict resolution, higher education, or learning with emerging technologies); and a minimum of 6 hours of dissertation credit. Students with a master's degree in an existing track may be given advanced standing of up to 15 credit hours to serve as their specialization track with the approval of the Program Director.

Graduates of the EdD in Organizational Leadership will be prepared for executive leadership roles in a variety of settings including primary and secondary schools and school districts; colleges and universities; nonprofit agencies; and a variety of other business settings.

## Admission Requirements

- Application for admission with a nonrefundable processing fee.
- Official transcripts in a registrar's sealed and stamped/signed envelope from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant.
- Two recommendations that attest to the applicant's academic abilities, character, and professional ability. Letters on professional letterhead are acceptable.

- A statement of interest in the EdD in Organizational Leadership addressing such topics as the applicant’s view of leadership, ability to create followers, propensity to take risks, perseverance and demonstrated achievements, future career/life objectives, and reasons for pursuing a doctoral program.
- Either (a) an academic writing sample of no more than 5 pages utilizing a style guide and including in-text citations and a reference page written within the last five years; or (b) completion of a writing exercise in response to a prompt provided by ACU Dallas. Applicants who choose to submit their own writing sample may be asked to complete the writing exercise if the admissions committee is unable to make a determination of writing skills based on the submitted sample. Because effective academic writing is an essential skill in doctoral study, students who do not demonstrate the necessary writing skills to be successful may be placed on academic probation and be required to participate in writing enhancement tutoring.
- Professional CV or résumé.

International applicants to the EdD will be required to complete the standard graduate application requirements for all international students applying for an ACU graduate degree, including TOEFL scores and transcript assessment for degrees completed outside of the United States (<http://www.acu.edu/graduate/prospective-students/international/index.html>).

Students who wish to complete the superintendent track must already possess the principal certification or the equivalent. Those who wish to pursue the principal track must have two years of teaching experience in a TEA-approved school. For additional information regarding these requirements, consult the program director or the TEA website.

## DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

Major Code: ORGL

### Doctor of Education in Organizational Leadership (EdD)

<b>EDD: DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires baccalaureate and master's degrees from a regionally accredited institution. Students with a master's degree in an existing specialization track (see below) may be given advanced standing of up to 15 hours to serve as their specialization track with the approval of the Program Director.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Foundational Courses</b>	
LEAD 714 Self-Assessment in Leadership .....	3
LEAD 711 Theories & Practices of Effective Leadership .....	3
LEAD 701 Introduction to Doctoral Study .....	3
LEAD 741 Human Resource Development .....	3
LEAD 744 Technology & Financial Resource Development .....	3
LEAD 731 Leading Organizational Change .....	3
LEAD 724 Leadership in Diverse Contexts .....	3
LEAD 721 Contemporary Issues in Organizational Leadership ....	3
<b>TOTAL .....</b>	<b>24</b>
<b>Research Courses</b>	
LEAD 781 Organizational Assessment & Evaluation .....	3
LEAD 784 Qualitative Methods & Action Research .....	3
LEAD 786 Quantitative Analysis .....	3
LEAD 791 Dissertation Prospectus Seminar .....	3
<b>TOTAL .....</b>	<b>12</b>
<b>SPECIALIZATION (CHOOSE ONE)</b>	

<b>School Superintendent (SUPT)</b>	
EDUC 656 School Finance.....	3
EDUC 672 Educational Facilities.....	3
EDUC 674 Policy & Politics in Education .....	3
EDUC 676 District Instructional Leadership.....	3
EDUC 668 Practicum/Capstone in the School Superintendent*.....	3
<b>TOTAL .....</b>	<b>15</b>
<b>Principalship (PRIN) – Select 4 courses from the list below in addition to the required course EDUC 660.</b>	
EDUC 621 Overcoming Learning Barriers .....	3
EDUC 680 Allocating Resources & Structuring for Learning.....	3
EDUC 682 School Law, Ethics, & the Learning Community .....	3
EDUC 687 Managing Data to Improve Student Learning.....	3
EDUC 684 Meeting the Learning Challenge.....	3
EDUC 686 Reframing Learning .....	3
EDUC 688 Creating Effective Learning Environments.....	3
EDUC 660 Capstone in School Principalship*.....	3
<b>TOTAL .....</b>	<b>15</b>
<b>Conflict Resolution (CONR)</b>	
CONR 605 Negotiation & Mediation .....	6
CONR 601 Conflict Theory & Communication .....	3
CONR 620 Leadership in Peacebuilding.....	3
CONR 612 Conflict Management Systems Design .....	3
<b>TOTAL .....</b>	<b>15</b>
<b>Higher Education (HIGH)</b>	
HIED 611 Foundations of Higher Education .....	3
HIED 613 Introduction to Student Services .....	3
HIED 622 College Students & Student Development.....	3
HIED 643 Legal & Ethical Issues in Higher Education .....	3
<b>TOTAL .....</b>	<b>12</b>
<b>Learning with Emerging Technologies (LDLG)</b>	
EDUC 651 Leading Continuous Improvement of Dig Learning ...	3
EDUC 652 Leading Evolving Digital Learning Systems .....	3
EDUC 6XX Adult Learning and Development .....	3
EDUC 6XX Instructional Design .....	3
EDUC 661 Capstone .....	3
<b>TOTAL .....</b>	<b>15</b>
<b>*These courses are required by the Texas Education Association for all students who plan to seek Texas Certification. Students seeking certification from another state should contact the Department of Education in their state to inquire about certification requirements.</b>	
<b>Dissertation Research</b>	
LEAD 7XX .....	3
LEAD 7XX .....	3
<b>TOTAL .....</b>	<b>6</b>
<b>Students who do not complete the dissertation in the minimum of 6 hours will continue to register for three hours of dissertation continuation each term until the dissertation is completed.</b>	
<b>TOTAL MAJOR HOURS .....</b>	<b>54</b>

# Education

Peter Williams, *Program Director*  
16633 Dallas Pkwy, Suite 800  
Addison, TX 75001

Phone: 877-698-2793  
Email: peter.williams@acu.edu  
Web: www.acu.edu/grad

## Faculty

Lloyd Goldsmith, *Professor*  
Karen Maxwell, *Assistant Professor*

## Introduction

The Abilene Christian University School of Educational Leadership offers a Master of Education (MEd) degree in the following areas:

- Instructional Leadership (Principalship and other leadership roles)
- Higher Education (see the *Higher Education* section of this catalog [page 175])

The department also offers certification as a superintendent beyond instructional leadership (school principal certification). Students in the Instructional Leadership program may also be able to complete the requirements for the graduate certificate in conflict resolution for educators. (See the Certificate of Graduate Studies section for certificate information).

The graduate education programs are approved by the Texas Education Agency and are accredited by the State Board for Educator Certification. Two years of teaching experience, in addition to the master's degree, are required to receive a professional certificate.

The School of Educational Leadership seeks to prepare individuals who have a thorough mastery of the technical and practical aspects of education and are skilled in both the art and science of teaching and learning. The faculty and staff of the department seek to accomplish this within the context of Christian values and principles.

Education is one of the largest programs at ACU, with approximately 800 graduate and undergraduate students each year involved in some aspect of educator preparation.

Faculty members author teaching materials, publish articles and papers, present at state and national conferences, serve as officers in professional organizations, and conduct numerous workshops and seminars for school professionals.

## Admission Requirements

The admission requirements for the Master of Education in Instructional Leadership are:

1. A completed application for admission with a nonrefundable application fee (\$50);
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree in education or related field from a regionally accredited college or university or equivalent;
3. A cumulative GPA of 3.0 or above;
4. A current résumé;
5. Two letters of recommendation;

NOTE: Students who successfully complete this degree plan may be eligible to become a candidate for principal certification in Texas. Candidates for principal certification from states other than Texas are strongly encouraged to contact the appropriate state department of education for more information regarding certification requirements.

## Departmental Requirements

Meeting the requirements of a master's degree in education does not necessarily qualify the student for professional certification. Each student's professional certification program must be planned to meet individual needs and to ensure competence in the chosen area of professional endeavor.

Students are cautioned that states continually change credentialing requirements. It is the responsibility of the student to stay abreast of their

state's credentialing requirements. Not taking credentialing exams in a timely manner can create lengthy certification plans for the student to meet changing credentialing requirements.

Students seeking Texas certification must pass the state-required Texas Examinations of Educator Standards (TEXES) prior to certification. The state of Texas awards professional certification only to persons with at least two years of verified teaching experience.

## INSTRUCTIONAL LEADERSHIP (MED)

Major Code: IL

## Master of Education in Instructional Leadership (MED IL)

<b>MED IL: MASTER OF EDUCATION IN INSTRUCTIONAL LEADERSHIP</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution as well as documentation of 2 years teaching service.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Education Core</b>	
EDUC 683 Implementing Continuous Improvement .....	3
EDUC 684 Meeting the Learning Challenge.....	3
EDUC 686 Reframing Learning .....	3
EDUC 687 Managing Data to Improve Student Learning .....	3
EDUC 688 Creating an Effective Learning Environment .....	3
<b>TOTAL .....</b>	<b>15</b>
<b>CONCENTRATIONS (CHOOSE ONE)</b>	
<b>Principalship (PRIN)</b>	
EDUC 621 Overcoming Learning Barriers .....	3
EDUC 680 Allocating Resources & Structuring for Learning.....	3
EDUC 681 Nurturing School Culture.....	3
EDUC 682 School Law, Ethics, & the Learning Community .....	3
EDUC 660 Capstone in School Principalship .....	3
<b>Conflict Resolution (CONR)</b>	
CONR 605 Negotiation & Mediation.....	6
CONR 601 Conflict Theory & Communication.....	3
CONR 615 Managing Conflict in the Schools.....	3
Residency Session (optional).....	0
EDUC 661 Capstone in Curriculum & Instruction.....	3
<b>Learning with Emerging Technologies (DL)</b>	
EDUC 651 Leading Continuous Improvement of Dig. Learning ....	3
EDUC 652 Leading Evolving Digital Learning Systems .....	3
EDUC 6XX Adult Learning & Development.....	3
EDUC 6XX Instructional Design.....	3
EDUC 661 Capstone in Curriculum & Instruction .....	3
<b>TOTAL .....</b>	<b>15</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>30</b>

\*For students seeking the Certificate in Conflict Resolution for Educators: Travel is required to a one-week residency session location. See the Certificate in Conflict Resolution for Educators information for details.

## CERTIFICATE IN LEARNING WITH EMERGING TECHNOLOGIES (CER)

Major Code: LET

The Certificate in Learning with Emerging Technologies is a 12-hour online program designed to prepare students to be educational leaders who promote digital innovation for all students in safe and productive learning environments.

### Admission Requirements

Admission requirements for the Certificate in Learning with Emerging Technologies are as follows:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree in education or related field from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
5. A current résumé;
6. Two letters of recommendation;
7. A purpose statement (2 pages double spaced, typed) including philosophy of education.
8. An official document indicating 2 years of teaching experience in an accredited PK-12 public or private school.

### Certificate in Learning with Emerging Technologies (CER)\*

<b>CER-LET: CERTIFICATE IN LEARNING WITH EMERGING TECHNOLOGIES</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution as well as documentation of 2 years teaching service.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Core Courses</b>	
EDUC 6XX Adult Learning & Development .....	3
EDUC 6XX Instructional Design.....	3
EDUC 651 Leading Continuous Improvement of Dig. Learning....	3
EDUC 652 Leading Evolving Digital Learning Systems.....	3
<b>TOTAL .....</b>	<b>12</b>
<b>TOTAL CERTIFICATE HOURS .....</b>	<b>12</b>

*\*Pending approval from the Southern Association of Colleges and Schools Commission on Colleges*

## SUPERINTENDENT CERTIFICATION

Major Code: SUPT

The Superintendent Certificate is a 15-hour online program.

### Admission Requirements

Admission requirements for the Superintendent Certification are as follows:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned master's degree in education or related field from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. A current résumé;
5. Two letters of recommendation;
6. A purpose statement;
7. Have access to a K-12 school or school district.

### Superintendent Certification (CER)

<b>CER-SUPT: SUPERINTENDENT CERTIFICATION</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a master's degree in education or related field from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Core Courses</b>	
EDUC 656 School Finance .....	3
EDUC 668 Capstone in the School Superintendent .....	3
EDUC 672 Educational Facilities.....	3
EDUC 674 Policy & Procedures in Education .....	3
EDUC 676 District instructional Leadership .....	3
<b>TOTAL .....</b>	<b>15</b>
<b>OTHER CERTIFICATE REQUIREMENTS</b>	

# Higher Education

Jason Morris, *Graduate Director*  
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## Faculty

Jason Morris, *Associate Professor*

## Introduction

The Master of Education in Higher Education, with an emphasis in college student affairs and a track in either enrollment management or conflict resolution, is a 36-hour program designed to prepare students for a professional career in a broad range of higher education settings.

Higher education is understood increasingly as a holistic enterprise that requires not only a traditionally organized discipline-oriented faculty but also a cadre of professionals trained in co-curricular concerns—matters that command great importance in the lives of college students but are not commonly the focus of classroom experiences. This program is designed both for working student development professionals who reside in a higher education setting and need advanced training and for recent college graduates who have an interest in working in higher education.

The program will prepare students to incorporate faith-based principles in professional practice. Graduates will be qualified for roles such as residence life director, academic advisor, international student coordinator, financial aid counselor, intramurals director, career services advisor, and many others. The degree will also provide a solid foundation for future doctoral work in higher education.

This program is designed to provide learning that is both content-based and experiential and that is intentional in its consideration and integration of the role of Christian faith in the work of a higher education professional. Upon completion of this program, students will be knowledgeable about and competent in:

- Resource management in higher education
- Diversity and intercultural issues
- Conflict resolution
- Assessment and evaluation
- Student development
- Legal and ethical issues in higher education
- Student spiritual formation
- Research methodology

## Admission Requirements

Admission requirements for the MEd in Higher Education are:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;
5. A written purpose statement describing the applicant's reasons for wishing to enter the higher education program and future career plans; and
6. A personal interview with the program director. Contact Jason Morris to arrange the interview.

## HIGHER EDUCATION (MEd)

Major Code: HIGH

### Master of Education in Higher Education (MEd HIED)

#### MED HIED: MASTER OF EDUCATION IN HIGHER EDUCATION

##### PRE-REQUISITE DEGREE REQUIREMENTS

**This program requires a baccalaureate degree from a regionally accredited institution as well as documentation of 2 years teaching service.**

##### MAJOR REQUIREMENTS

###### Higher Education Core

HIED 611 Foundations of Higher Education .....	3
HIED 613 Introduction to Student Services .....	3
HIED 621 Research & Assessment in Higher Education .....	3
HIED 622 College Students & Student Develop. Theory .....	3
HIED 632 Spiritual Development in College Students .....	3
HIED 635 Higher Education Resource Management .....	3
HIED 643 Legal & Ethical Issues in Higher Education .....	3
HIED 694 HIED Residency .....	0
HIED 695 Internship with Embedded Capstone .....	3
<b>TOTAL .....</b>	<b>24</b>

###### Choose one of the following two tracks:

###### Conflict Resolution (HICR)

CONR 601 Conflict Theory & Communication .....	3
CONR 605 Negotiation & Mediation .....	6
CONR 610 Managing Conflict in the Workplace .....	3
<b>TOTAL .....</b>	<b>12</b>

###### Enrollment Management Track (HIEM)

HIED 652 Foundations of Enrollment Management .....	6
HIED 654 Approaches to Marketing, Recruitment & Selection.....	3
HIED 658 Retention and College Student Success.....	3
<b>TOTAL .....</b>	<b>12</b>

**TOTAL MAJOR HOURS .....36**

## GRADUATE CERTIFICATE IN ENROLLMENT MANAGEMENT (CER)

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## Faculty

Jason Morris, *Associate Professor of Higher Education*  
Mark McCallon, *Associate Professor of Library Science*

## Introduction

The Certificate in Enrollment Management (CER-EMC) is offered through the College of Education and Human Services.

The certificate is a 12-credit hour post-baccalaureate certificate. The certificate courses are offered in an online format with a mandatory residency session (offered in Dallas) designed to concentrate on practical skill development.

**PLEASE NOTE:** Because courses are offered online, students must have access to a computer with an internet connection and have sufficient technical proficiency for the online environment.

The mission of the Certificate in Enrollment management is to prepare entry and mid-level enrollment professionals for the ever-changing world of marketing, recruiting and retention of students in the higher education setting.



Primary purposes of the program are to equip and enable graduates who:

- Integrate the historical underpinnings, functionality, and professional standards of enrollment management into professional practice.
- Demonstrate an understanding of prospecting and enrollment marketing.
- Administer appropriate admissions decisions strategies related to the recruitment and selection of students.
- Demonstrate an understanding student orientation, advising, retention, and the ongoing management of enrollment.

Course work in this program has been designed to provide students with a depth of knowledge in the theory and practice of enrollment management. The inclusion of pricing, strategy, retention and student services reflects the importance of developing a holistic view of enrollment management within the broader higher education framework. Each student is introduced and immersed into concepts that will develop their capacity for advancement into positions of greater authority and effectiveness in their careers in higher education enrollment management.

### Admission Requirements

Entrance into the program is not limited to any specific undergraduate degree. The admission requirements for the CER-EMC program are:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate "B" average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;
5. A written purpose statement describing the applicant's reasons for wishing to enter the higher education program and future career plans; and
6. A personal interview with the program director. Contact Jason Morris to arrange the interview.

## CERTIFICATE IN ENROLLMENT MANAGEMENT (CER)

Major code: EMC

### Graduate Certificate in Enrollment Management (CER)

<b>CER-EM: CERTIFICATE IN ENROLLMENT MANAGEMENT</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Core Courses</b>	
HIED 652 Foundations of Enrollment Management.....	6
HIED 654 Approaches to Marketing, Recruitment, & Selection ...	3
HIED 658 Retention & College Student Success.....	3
<b>TOTAL .....</b>	<b>12</b>
<b>TOTAL CERTIFICATE HOURS .....</b>	
<b>12</b>	
<b>OTHER CERTIFICATE REQUIREMENTS</b>	
<b>Residency Session</b>	

# School of Professional Studies

Jonathan Wilson, *Assistant Dean*  
16633 Dallas Pkwy, Suite 800  
Addison, TX 75001

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The School of Professional Studies offers programs in the following areas:

- Business Administration
- Conflict Resolution and Reconciliation
- Information Technology Leadership

# Business Administration

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## Introduction

The mission of the Master of Business Administration is to prepare business professionals for administrative roles that call on them to demonstrate ethical management and decision-making skills informed by principles of Christian vocation. This is accomplished through equipping business leaders to:

- Practice effective leadership of themselves, their teams, their organizations, and their external constituents;
- Lead organizational innovation efforts through effective integration of strategy with appropriate organizational processes and technologies;
- Engage in data-informed decision-making; and
- Make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.

## Admission Requirements

- Application for admission with a nonrefundable processing fee.
- An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college, university, or equivalent.
- A 3.0 or better cumulative undergraduate GPA. Provisional admission may be given to students with a 2.5-2.99 cumulative undergraduate GPA, who would then be fully admitted to the program after the successful completion of three courses with a 3.0 GPA.
- Course prerequisites for admission to the program include basic statistics, basic financial accounting, and economics.
- Acknowledgement regarding the Christian identity of the university/program.
- Current professional work experience for application of program knowledge. Acceptable past work experience can be considered.
- Résumé or CV.

International applicants to the MBA will be required to complete the standard graduate application requirements for all international students applying for an ACU graduate degree, including TOEFL scores and transcript assessment for degrees completed outside of the United States (<http://www.acu.edu/graduate/prospective-students/international/index.html>).

## MASTER OF BUSINESS ADMINISTRATION (MBA)

Major Code: BUSA

### MBA: MASTER OF BUSINESS ADMINISTRATION

#### PRE-REQUISITE DEGREE REQUIREMENTS

**This program requires a baccalaureate degree from a regionally accredited institution. Also, students entering the MBA program should have completed coursework in Accounting, Economics, and Statistics. Students who have not previously completed these courses will be able to enroll in a 3-week intensive course to meet this requirement.**

#### MAJOR REQUIREMENTS

BUSA 530 Leadership.....	3
BUSA 550 Foundations of Analytics .....	3
BUSA 554 Accounting & Finance for Managers .....	3
BUSA 636 Organizational Behavior .....	3
BUSA 652 Operations & Information Technology Management ..	3
BUSA 656 Strategic Marketing .....	3
BUSA 670 Managerial Decision-Making .....	3
BUSA 674 Innovation .....	3
BUSA 678 Business Law & Ethics .....	3
<b>TOTAL .....</b>	<b>27</b>

#### ELECTIVES

Students have the option of selecting three electives of their choosing or selecting a concentration area as described below. If the student chooses to take electives rather than selecting a concentration, she or he may choose from any of the courses listed in the concentration areas.

#### General Track (MBAG)

Select 3 courses from any of the lists below.

**TOTAL .....** 9

#### Marketing (MKG)

Digital Marketing & Social Media .....	3
Applied Marketing Research .....	3
Relationship Marketing .....	3
<b>TOTAL .....</b>	<b>9</b>

#### Analytics (ANA)

Data Mining.....	3
Data Management.....	3
Data Visualization & Reporting .....	3
<b>TOTAL .....</b>	<b>9</b>

#### Operations & Supply Chain Management (OSM)

Global Supply Chain Management.....	3
Project Management.....	3
Operations Strategies.....	3
<b>TOTAL .....</b>	<b>9</b>

#### Information Technology Leadership (ITLD)

Informational Technology Leadership.....	3
Information Technology Services & Administration.....	3
Information Assurance & Control .....	3
<b>TOTAL .....</b>	<b>9</b>

#### Nonprofit Leadership (NPL)

Nonprofit Leadership .....	3
Nonprofit Administration .....	3
Social Entrepreneurship .....	3
<b>TOTAL .....</b>	<b>9</b>

#### Healthcare Administration (HCA)

Health Services Administration .....	3
Healthcare Policy & Ethics.....	3
Innovation & Trends in Healthcare .....	3
<b>TOTAL .....</b>	<b>9</b>

**TOTAL MAJOR HOURS .....** 36

# Conflict Resolution

Joey Cope, Program Director  
Duncum Center for Conflict Resolution  
ACU Box 27770  
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Web: [www.acu.edu/conflict](http://www.acu.edu/conflict)

## Faculty

Garry P. Bailey, Associate Professor  
Joe L. Cope, Associate Professor

Adjunct Faculty who teach in this program:

Joey Halbert  
Kimberlee Kovach  
Kipi Fleming Ward  
Patty Wenetschlaeger

## Introduction

The Master of Arts in Conflict Resolution and Reconciliation (MA-CRR) is offered through the Duncum Center for Conflict Resolution. The degree is a 36-credit hour non-thesis program. A 15-credit hour graduate certificate in conflict resolution is also available. The degree and certificate courses are offered in an online format with a mandatory residency session designed to concentrate on practical skill development. In addition, 6 credit hours are taken as a conflict practicum which is arranged in conjunction with the program advisor.

PLEASE NOTE: Because courses are offered online, students must have access to a computer with an internet connection and have sufficient technical proficiency for the online environment.

The program is designed to prepare students to analyze, address and manage conflict effectively and professionally. The faculty and course materials emphasize the importance of reconciliation. The degree will serve professionals currently engaged in careers in business, education, counseling and ministry, as well as individuals engaged in dispute resolution professions.

Primary purposes of the program are to equip and enable graduates who:

1. Are recognized and utilized as peacemakers, regardless of their professional or career positions;
2. Are well-versed in conflict theory and are equipped with the knowledge and skills necessary to effectively manage conflict;
3. Possess the capacity for advancement into positions of leadership and service in a wide range of professions; and
4. Mentor and challenge others to pursue godly lives of collaboration and reconciliation.

Course work in this program has been designed to provide students with a depth of knowledge in the theory of conflict and its management. The emphasis on reconciliation reflects the importance of maintaining relationships even when the parties disagree. Each student is introduced and immersed in practical skills that both foster those relationships and effectively move parties to agreement.

Since 2000, the Duncum Center has endeavored to equip, encourage, and support individuals as peacemakers in personal relationships, families, churches, schools, professions and communities. It provides reconciliation services for individuals, organizations and churches, as well as providing opportunities for service and experience to program students and graduates.

## Admission Requirements

Entrance into the program is not limited to any specific undergraduate degree. The admission requirement for the MA-CRR program are:

1. Complete an application and application fee (see online link to admission);
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;
5. A purpose statement of no more than 1,000 words detailing the applicant's motivation for undertaking a focused study on conflict resolution and reconciliation; and
6. Upon request, a personal or telephone interview with the program advisor or other departmental faculty or staff.

## CONFLICT RESOLUTION AND RECONCILIATION (MA)

Major Code: CRR

### Master of Arts in Conflict Resolution and Reconciliation (MACR)

#### MACR: MASTER OF ARTS IN CONFLICT RESOLUTION AND RECONCILIATION

##### PRE-REQUISITE DEGREE REQUIREMENTS

**This program requires a baccalaureate degree from a regionally accredited institution.**

##### MAJOR REQUIREMENTS

###### Foundation

CONR 605 Negotiation and Mediation .....6  
**TOTAL ..... 6**

###### Core Courses

CONR 601 Conflict Theory and Communication .....3  
CONR 610 Managing Conflict in the Workplace *or*  
CONR 615 Managing Conflict in Schools *or*  
CONR 617 Conflict Resolution in the Church ..... 3  
CONR 630 Advanced Mediation: Marital Disputes .....3  
CONR 612 Conflict Management Systems Design ..... 3  
CONR 635 Identity, Culture, and Conflict ..... 3  
CONR 637 Dispute Resolution and the Legal System .....3  
CONR 638 Ethics and Conflict Resolution .....3  
MGMT 636 Organizational Behavior..... 3  
**TOTAL ..... 24**

###### Practicum

CONR 643 Practicum (6 hours) *or*  
CONR 643 Practicum (3 hours) *and* CONR 645 Practical Skills and Theory in Conflict Resolution (3 hours – not online) .....6  
**TOTAL ..... 6**  
Note: CONR 643 and CONR 645 may be started after the student has successfully completed CONR 605, Residency Session, and nine additional hours.

**TOTAL MAJOR HOURS .....36**

##### OTHER GRADUATION REQUIREMENTS

###### Residency Session

## CERTIFICATES IN CONFLICT RESOLUTION

The graduate certificate in conflict resolution is offered for those students who are not seeking the graduate degree, yet desire specialized education in conflict management. The certificate is a 15-credit hour program. A residency session is required to successfully complete the certificate.

The Center for Conflict Resolution also offers a 12-credit hour graduate certificate in conflict resolution designed specifically for educators. This unique program includes online course work and a one-week residency session for the development of practical skills and for preparing trainers of mediators in the school setting. Special materials for trainers will be provided. Students may apply 12 hours toward the Master of Education in Instructional Leadership degree.

PLEASE NOTE: Because courses are offered online, students must have access to a computer with an internet connection and have sufficient technical proficiency for the online environment.

### Admission Requirements

All candidates for the Certificate in Conflict Resolution must complete an application for the certificate program and must submit an official undergraduate transcript that shows a completed bachelor's degree.

## CERTIFICATE IN CONFLICT RESOLUTION (CER)

Major Code: CONR

### Certificate in Conflict Resolution and Reconciliation (CER)

<b>CER-CR: CERTIFICATE IN CONFLICT RESOLUTION</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Foundation</b>	
CONR 605 Negotiation and Mediation .....	6
<b>TOTAL .....</b>	<b>6</b>
<b>Core Courses</b>	
CONR 601 Conflict Theory and Communication .....	3
<b>TOTAL .....</b>	<b>3</b>
<b>Elective Courses - Select 2 courses from the following menu:</b>	
CONR 610 Managing Conflict in the Workplace <i>or</i>	
CONR 615 Managing Conflict in Schools <i>or</i>	
CONR 617 Conflict Resolution in the Church .....	3
CONR 612 Conflict Management Systems Design.....	3
CONR 630 Advanced Mediation: Marital Disputes .....	3
CONR 635 Identity, Culture, and Conflict.....	3
CONR 637 Dispute Resolution and the Legal System .....	3
<b>TOTAL .....</b>	<b>6</b>
<b>TOTAL CERTIFICATE HOURS .....</b>	<b>15</b>
<b>OTHER CERTIFICATE REQUIREMENTS</b>	
<b>Residency Session</b>	

## CERTIFICATE IN CONFLICT RESOLUTION FOR EDUCATORS (CER)

Major Code: CCRE

### Admission Requirements

The admission requirements for the Certificate in Conflict Resolution for Educators are:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree in education or related field from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Submit a current résumé;
5. Two letters of recommendation;
6. A purpose statement (2 pages double spaced, typed) including philosophy of education;
7. An official document indicating 2 years of teaching experience in an accredited PK-12 public or private school and;
8. Have access to a K-12 school or school district.

### Certificate in Conflict Resolution for Educators (CER)

<b>CER-CRE: CERTIFICATE IN CONFLICT RESOLUTION FOR EDUCATORS</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Foundation</b>	
CONR 605 Negotiation and Mediation .....	6
<b>TOTAL .....</b>	<b>6</b>
<b>Core Courses</b>	
CONR 601 Conflict Theory and Communication .....	3
CONR 615 Managing Conflict in Schools .....	3
CONR 635 Identity, Culture, and Conflict .....	3
<b>TOTAL .....</b>	<b>9</b>
<b>TOTAL CERTIFICATE HOURS .....</b>	<b>15</b>
<b>OTHER CERTIFICATE REQUIREMENTS</b>	
<b>Residency Session</b>	

# Information Technology Leadership

Rob Byrd, *Interim Program Director*  
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## Introduction

The mission of the Master of Science in Information Technology Leadership is to prepare IT professionals for administrative and technical roles enabled by organizational and technology skills and informed by principles of Christian vocation. This is accomplished through equipping technology leaders to:

- Practice effective leadership of IT operations within their organizational and global context;
- Create value through strategic use of data, information, and technology as organizational resources; and
- Make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.

## Admission requirements for the MS in Information Technology Leadership are:

1. Application for admission with a nonrefundable processing fee.
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college, university, or equivalent.
3. A 3.0 or better cumulative undergraduate GPA. Provisional admission may be given to students with a 2.5 – 2.99 cumulative undergraduate GPA, with full admission granted after successful completion of three courses with a 3.0 or higher GPA.
4. Course prerequisites for admission to the program include programming, databases, and networking. A bootcamp course is available to train and assess students in the equivalent learning experiences if students have not taken the prerequisite courses.
5. Purpose statement addressing career goals and fit with the program, including the Christian identity of the university and program.
6. Current professional work experience for application of program knowledge (including a minimum of one year of full-time work experience before entering the program).
7. Résumé or CV.

International applicants to the MS ITL will be required to complete the standard graduate application requirements for all international students applying for an ACU graduate degree, including TOEFL scores and transcript assessment for degrees completed outside of the United States (<http://www.acu.edu/graduate/prospective-students/international/index.html>).

## INFORMATION TECHNOLOGY LEADERSHIP (MS)

Major Code: ITL

### Master of Science in Information Technology Leadership (MITL)

MITL: MASTER OF SCIENCE IN IT LEADERSHIP	
PRE-REQUISITE DEGREE REQUIREMENTS	
<b>This program requires a baccalaureate degree from a regionally accredited institution as well as a minimum of one year of full-time work experience in the field.</b>	
MAJOR REQUIREMENTS	
<b>Prerequisites</b> Programming (e.g., CS 115 or 120), database (e.g., IT 220), and networking (e.g., IT 221). A bootcamp course is offered in lieu of completing the prerequisite courses.	
<b>Core Courses</b>	
IT 632 IT Leadership.....	3
BUSA 636 Organizational Behavior .....	3
IT 610 IT Services and Administration .....	3
BUSA 550 Foundational of Analytics .....	3
IT 620 Information Assurance and Control .....	3
IT 625 Enterprise Architectures and Systems.....	3
IT 633 IT Law and Ethics.....	3
IT 634 Emerging and Disruptive Technologies .....	3
IT 615 IT Innovational and Entrepreneurship .....	3
<b>TOTAL .....</b>	<b>27</b>
<b>Choose one of the following two tracks:</b>	
<b>Analytics (ANLY)</b>	
TBD.....	3
TBD .....	3
TBD .....	3
<b>TOTAL .....</b>	<b>9</b>
<b>Cyber Security (CYBS)</b>	
TBD.....	3
TBD .....	3
TBD .....	3
<b>TOTAL .....</b>	<b>9</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>36</b>

# School of Health and Human Services

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The School of Health and Human Services offers programs in the following areas:

- Nursing Practice
- Healthcare Administration
- Marriage and Family Therapy

# Doctor of Nursing Practice

Tonya Sawyer-McGee, *Program Director*  
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## Introduction

The School of Health and Human Services in the College of Graduate and Professional Studies offers a Doctor of Nursing Practice (DNP). This program is offered online with optional residency experiences. The mission of the Doctor of Nursing Practice program is to prepare advanced practice nurses for the generation of knowledge through practice changes that impact individual and population health outcomes. This is accomplished through:

- Integration of nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences to enhance health and alleviate or ameliorate illness;
- Development, implementation, and evaluation of care delivery approaches;
- Development of consultative and leadership skills to create excellence in health care delivery; and
- Integration of Christian identity in influencing the health care delivery system to promote social justice, equity, and ethical policy.

The DNP consists of 39 credit hours and 504 practicum clock hours consisting of ten core courses and three research courses, two of which involve DNP capstone project development.

Graduates of ACU's Doctor of Nursing Practice program will be prepared to evoke change and improvement in health outcomes and quality care through implementation of quality improvement processes that positively impact the health of individuals and communities. DNP graduates of ACU will be prepared and skilled in impacting change and will contribute to quality healthcare delivery in many clinical settings while also impacting the legal and ethical aspects of healthcare delivery models.

## Admission Requirements

- Application for admission with a nonrefundable processing fee.
- Master's degree in Nursing from an accredited school of nursing (NLNAC, CCNE).
- Official transcripts from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant, sent in a registrar's sealed and stamped/signed envelope or official electronic transcripts.
- Minimum graduate cumulative GPA of 3.0 or higher on a 4.0 scale.
- Proof of unencumbered registered nurse status and current advanced practice nursing licensure and certification.
- Two recommendation letters that attest to the applicant's academic abilities, character, and professional ability.
- Evidence of a basic statistics course.
- Current CPR certification (Healthcare Provider BLS).
- A 500 word essay statement of the applicant's interest in the Doctor of Nursing Practice and intended capstone topic.
- Current immunizations, including evidence of Hepatitis B immunity/vaccination and evidence of negative tuberculin skin testing (PPD) or chest x-ray within one year of admission.
- Current health insurance.
- Clear criminal background check.
- Portfolio with the following:

1. **Required:** Writing sample of one of the following that demonstrates the applicant's professional writing skills: copy of journal publication, abstract, editorial, technical report, master's thesis, or training manual utilizing proper style manual writing (e.g., APA).
  2. Copies of in-service presentations where the applicant was the presenter or main contributor.
  3. Description of the applicant's role on PI/QI projects or committee work.
  4. Description of volunteer work, if any, related to the applicant's profession.
- Professional CV or résumé.

International applicants to the DNP will be required to complete the standard graduate application requirements for all international students applying for an ACU graduate degree, including TOEFL scores and transcript assessment for degrees completed outside of the United States (<http://www.acu.edu/graduate/prospective-students/international/index.html>).

### DOCTOR OF NURSING PRACTICE (DNP)

Major Code: NURS

DNP: DOCTOR OF NURSING PRACTICE	
PRE-REQUISITE DEGREE REQUIREMENTS	
<b>This program requires a master's degrees in Nursing from a regionally accredited institution.</b>	
MAJOR REQUIREMENTS	
<b>Foundational Courses</b>	
NURS 701 The DNP Role .....	3
NURS 712 Epidemiology & Populational Health .....	3
NURS 703 Informatics to Improve Patient Outcomes .....	3
NURS XXX Genomic Implications in Advanced Practice .....	3
NURS XXX Healthcare Finance for Adv. Practice Nursing.....	3
NURS XXX Role of DNP in Policy Development .....	3
NURS XXX Foundations of Integrative Care.....	3
NURS XXX Role of DNP in Chronic Care .....	3
NURS XXX Sys. Leadership for Safety, Quality, & Efficiency ....	3
NURS XXX Healthcare Reform & Pay for Performance .....	3
<b>TOTAL .....</b>	<b>30</b>
<b>Research Courses</b>	
NURS 705 Applied Statistics & Research .....	3
NURS XXX DNP Project I.....	3
NURS XXX DNP Project II .....	3
<b>TOTAL .....</b>	<b>9</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>39</b>

Students will need to complete coursework in six years and in accordance with ACU's policy on doctoral programs coursework completion.

# Healthcare Administration

### Introduction

The School of Health and Human Services in the College of Graduate and Professional Studies offers a Master of Healthcare Administration (MHA) degree. This program is offered online with optional residency experiences. The mission of the Master of Healthcare Administration program is to prepare leaders in health organizations by focusing on innovation in the healthcare industry and exploring how faith shapes the ethical challenges of patient care. This is accomplished through preparing students to:

- Establish and maintain effective relationships with internal and external healthcare constituents;
- Provide effective leadership through inspiring excellence, attaining shared vision, and achieving strategic goals;
- Align personal and organizational conduct with ethical and professional standards including responsibility to the patient and community grounded in one's Christian identity;
- Demonstrate an understanding of the healthcare system and the environment in which healthcare leaders function; and
- Apply administrative principles to the healthcare environment.

The MHA consists of 48 credit hours.

### Admission Requirements

1. Application for admission with a nonrefundable processing fee.
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college, university, or equivalent.
3. A 3.0 or better cumulative undergraduate GPA. Provisional admission may be given to students with a 2.5-2.99 cumulative undergraduate GPA, with full admission granted after successful completion of three courses with a 3.0 or higher GPA.
4. Acknowledgement of the Christian identity of the university and program.
5. Resume or CV.

International applicants to the MHA will be required to complete the standard graduate application requirements for all international students applying for an ACU graduate degree, including TOEFL scores and transcript assessment for degrees completed outside the United States.

**HEALTHCARE ADMINISTRATION (MHA)**

Major Code: HCAD

**Master of Education in Healthcare Administration (MHA)**

<b>MHA: MASTER OF HEALTHCARE ADMINISTRATION</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Leadership</b>	
BUSA 530 Leadership .....	3
Conflict Management in Healthcare Organizations .....	3
Change Leadership in Healthcare Organizations .....	3
<b>TOTAL .....</b>	<b>9</b>
<b>Professionalism</b>	
Healthcare Accountability .....	3
Self-Reflection in Healthcare Leadership .....	3
<b>TOTAL .....</b>	<b>6</b>
<b>Healthcare Law, Ethics, and Policy</b>	
Healthcare Policy and Ethics.....	3
Healthcare Law and the Future of the American Health System ...	3
<b>TOTAL .....</b>	<b>6</b>
<b>Healthcare Environment</b>	
Health Services Administration .....	3
Innovation and Trends in Healthcare .....	3
Healthcare Organizations and Delivery Systems .....	3
<b>TOTAL .....</b>	<b>9</b>
<b>Business Knowledge and Skills</b>	
Healthcare Strategic Management.....	3
Financial Administration of Healthcare Organizations .....	3
Health Information Systems .....	3
Economic Analysis of Health Services .....	3
Healthcare Marketing.....	3
Human Resources Administration in Healthcare .....	3
<b>TOTAL .....</b>	<b>18</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>48</b>

# Marriage and Family Therapy Online

Sara Salkil, *Program Director*

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Web: <http://www.acu.edu/graduate/degree-programs/marriage-family-therapy-online/index.html>**Introduction**

The School of Health and Human Services in the College of Graduate and Professional Studies offers an online Master in Marriage and Family Therapy (MMFT) degree.

The 60-hour Marriage and Family Therapy degree plan is designed to be completed in 30 consecutive months. Students will register for one online 7-week course at a time.

The primary objective of the degree is to provide professional training for persons intending to occupy positions in community mental health agencies, child and family service agencies, church ministries, institutional settings, and private practice, as well as those desiring advanced academic degrees. The Marriage and Family Therapy program is committed to a value system that espouses a Christian worldview in terms of human nature, the development of interpersonal or intrapersonal problems, and the context within which those problems can be solved.

The curriculum is intended to prepare graduates for membership in the AAMFT and state licensure in marriage and family therapy. Students may elect to complete a general MFT track or a Medical Family Therapy track. Students selecting the general MFT track may pursue licensure as a Licensed Professional Counselor in Texas with elective selections of Group Psychotherapy and Career Counseling.

Each graduate will receive a minimum of 500 hours of direct clinical experience and 100 hours of approved supervision, both of which are graduation requirements. Students are responsible for identifying their own internship sites and for providing their own recording technology to record samples of their clinical work.. Supervision is provided by departmental faculty and local supervisors identified by the student. Group supervision provided by the MFT faculty will utilize video and case presentation approaches. The supervision experience focuses on integrating the student's academic training with the clinical skills of marriage and family therapy.

**Admission Requirements**

Admission to the program is on a competitive basis. The admission requirements for the online MMFT are:

1. A completed application for admission with a nonrefundable application fee;
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Three letters of recommendation;
5. A written purpose statement declaring why the applicant wishes to study marriage and family therapy at ACU and what he or she plans to do professionally upon graduation;
6. Completion of a psychosocial history;
7. A quality of life that reflects high moral standards;



8. A video-conferenced interview with the Program Director may be requested.

When all required materials are assembled, the application will be reviewed by the MFT Program Director. Students are admitted three times a year and begin their program of study in the spring, summer, or fall semesters. All application materials **MUST** be completed at least two weeks in advance of when the student would like to begin the program.

No specific undergraduate major is essential for admission. Applicants are encouraged to have undergraduate credit in subjects that embrace human development, family relations, theology, sociology, psychology and statistics.

Applicants without adequate preparation may be accepted upon the condition that they register for additional courses deemed necessary by the Program Director.

### MASTER OF MARRIAGE AND FAMILY THERAPY (MMFT ONL)

Major Code: MFTH

The degree plan for the online Marriage and Family Therapy program consists of 48 credit hours in the Foundational Curriculum and 12 credit hours in the student's choice of specialization: general MFT or Medical Family Therapy (MedFT). Upon completion of the first 15 credit hours, students will be evaluated to determine whether or not they may proceed into the clinical training portion of the program. Students must earn a minimum cumulative 3.0 GPA in the first 15 credit hours; receive a minimum grade of B in BMFT 601 Pre-Internship; and pass a Clinical Readiness Assessment completed by program faculty. No more than 12 semester hours may be transferred into the program with the approval of the Program Director.

### Master of Marriage and Family Therapy (MMFT)

<b>MMFT ONL: MASTER OF MARRIAGE AND FAMILY THERAPY (ONLINE)</b>	
<b>PRE-REQUISITE DEGREE REQUIREMENTS</b>	
<b>This program requires a baccalaureate degree from a regionally accredited institution.</b>	
<b>MAJOR REQUIREMENTS</b>	
<b>Foundational Curriculum</b>	
MFTO 639 Family Theory .....	3
MFTO 610 Couples Therapy.....	3
MFTO 641 Family Therapy I .....	3
MFTO 645 Systemic Diagnosis & Assessment.....	3
MFTO 651 Sexual Therapy .....	3
MFTO 661 Family Therapy II.....	3
MFTO 634 Addictive Disorders .....	3
MFTO 662 Family Life Cycle.....	3
MFTO 663 Cultural Diversity in Marriage & Family Therapy .....	3
MFTO 643 Professional Ethics & the Law.....	3
MFTO 615 Research Methods in Family Therapy .....	3
<b>TOTAL .....</b>	<b>33</b>
<b>Supervised Clinical Practice</b>	
MFTO 601 Pre-Internship .....	3
MFTO 602 Internship I .....	3
MFTO 603 Internship II .....	3
MFTO 604 Internship III.....	3
MFTO 605 Internship IV.....	3
<b>TOTAL .....</b>	<b>15</b>
<b>TOTAL FOUNDATION HOURS.....</b>	<b>48</b>
<b>CONCENTRATIONS (Choose one)</b>	
<b>General (MMFT)</b>	
MFTO 665 Family Therapy Across the Life Cycle .....	3
BIBM 696 Theological Perspectives on Human Behavior.....	3
Two electives from a related area in the university (approved by Program Director).....	6
<b>TOTAL .....</b>	<b>12</b>
<b>Child and Adolescent Therapy (CATH)</b>	
MFTO 662 Systematic Play Therapy .....	3
MFTO 624 Family Therapy with Children & Adolescents .....	3
MFTO 626 Attachment Processes in Children & Adolescents.....	3
MFTO 628 Assessment & Treatment of Childhood & Adolescent Disorders .....	3
<b>TOTAL .....</b>	<b>12</b>
<b>Medical Family Therapy (MEFT)</b>	
MFTO 670 Introduction to Medical Family Therapy .....	3
MFTO 671 Theory, Practice, & Research in Med FT .....	3
MFTO 673 Illness, Disability, Death, & Dying.....	3
MFTO 675 Interventions in Medical Family Therapy.....	3
<b>TOTAL .....</b>	<b>12</b>
<b>Treatment of Trauma (TOTR)</b>	
MFTO 630 Trauma Intervention Models .....	3
MFTO 655 Systematic Trauma & Violence.....	3
MFTO 657 Assessment & Treatment of Family Violence .....	3
MFTO 696 Ecology of Trauma & Crisis for the Therapist.....	3
<b>TOTAL .....</b>	<b>12</b>
<b>Therapy with Military Families (THMF)</b>	
MFTO 682 Dynamics of Military Families .....	3
MFTO 684 Family Therapy with Military Families.....	3
MFTO 657 Assessment & Treatment of Family Violence .....	3
MFTO 696 Ecology of Trauma & Crisis for the Therapist.....	3
<b>TOTAL .....</b>	<b>12</b>
<b>TOTAL MAJOR HOURS .....</b>	<b>60</b>
<b>OTHER GRADUATION REQUIREMENTS</b>	
<b>Capstone Project</b>	

## POST-GRADUATE CERTIFICATE IN MEDICAL FAMILY THERAPY

Major Code: MFT

The Post-Graduate Certificate in Medical Family Therapy is offered for students who are seeking advanced clinical training in medical family therapy.

### Admission Requirements

Admission requirements for the Post-Graduate Certificate in Medical Family Therapy are as follows:

- A completed application for admission with a nonrefundable application fee;
- Official transcript indicating the successful completion of a Master's degree from a COAMFTE-accredited Marriage and Family Therapy program. If a Master's degree was earned from a MFT degree not accredited by COAMFTE, the transcript must be evaluated by the Program Director to demonstrate the student's achievement of the COAMFTE foundational curriculum requirements;
- Purpose statement;
- Two professional recommendation letters attesting to the applicant's clinical competence.

## Post-Graduate Certificate in Medical Family Therapy (CER)

### CER-MEFT: CERTIFICATE IN MEDICAL FAMILY THERAPY

#### PRE-REQUISITE DEGREE REQUIREMENTS

**This program requires a master's degree from a COAMFTE-accredited Marriage & Family Therapy program. For MFT degrees not accredited by COAMFTE, a transcript must be evaluated and approved by the Program Director.**

#### MAJOR REQUIREMENTS

##### Certificate Program Sequence

###### Semester I

MFTO 670 Introduction to Medical Family Therapy ..... 3

MFTO 671 Theory, Practice, & Research in Med FT ..... 3

###### Semester II

MFTO 673 Illness, Disability, Death, & Dying..... 3

MFTO 675 Interventions in Medical Family Therapy.....3

MFTO 696 Ecology of Trauma & Crisis for the Therapist.....3

**TOTAL ..... 15**

**TOTAL CERTIFICATE HOURS .....15**

# Course Descriptions

The numbers in parentheses following course titles indicate (1) hours per week of lecture, (2) hours per week of laboratory and (3) semester credit hours. An asterisk (\*) following these three figures indicates variable or alternative credit, and the last figure represents the maximum variation in semester credit hours. In general, credit hours for these variable courses may range from one to the number indicated.

The frequency of offering follows the meeting and credit hour information. Courses offered every year are designated by semester(s) only. Courses offered every other year are designated by semester and odd/even year.

**Note: Since most courses are not offered every semester, students should be aware that failure to take a required course when it is offered may delay graduation.**

Any course may be offered on demand should sufficient interest be demonstrated and should a qualified instructor be available. "Demand" courses with a defined content will be offered as regularly as practical for the host department.

At the end of the course description, the following information will be given when applicable: laboratory information, corequisites ("concurrent enrollment") and prerequisites, cross listed courses ("same as"), special fees, and pertinent information about the use of the course.

## Courses and Numbering

All courses are listed alphabetically by course prefix and numerically within each prefix. The department and college assignments are also noted. ACU uses a three-digit course numbering system. Courses numbered 100 to 299 are lower-level courses (primarily for freshmen and sophomores). Courses numbered from 300 to 499 are upper-level, or advanced, courses (primarily for juniors and seniors). Courses numbered 500 to 799 are graduate courses. All courses numbered 000 to 099 do not count toward graduation or GPA.

## Prerequisites and Corequisites

Some courses have prerequisites, which must be met before a student may register for that course. In some cases, a student may have special knowledge, skills or background that will enable him or her to perform well in a given class without meeting its prerequisites. Such a student should seek special permission from the department and/or instructor offering the course. Courses listed as corequisite must be taken together. Students should refer to the most recent catalog for course corequisites, prerequisites, and restrictions.

## Course Sequencing

Some courses have recommendations of a previous course(s) for appropriate sequencing. Such recommendations are not prerequisites; the system will allow any student meeting a course's prerequisites to enroll for a course regardless of whether the student meets the sequencing recommendations. Students are cautioned, however, to follow sequencing recommendations when all of the courses in the sequence are on their degree plans.

## Guided Study, Special Topics, and Tutorial Courses

Each department may offer Guided Study (also called Independent Study) courses (100, 200, 300, 400, 500, 600, 700); Special Topics courses (140, 240, 340, 440, 540, 640, 740); or Tutorial courses (generally offered to students at Study Abroad locations) as special needs dictate and/or available faculty allow. The first number will indicate the level of the course. Special Topics courses are offered on a one-time basis, to take advantage of particular faculty expertise, or to allow a department to develop a course for permanent inclusion in the inventory of courses. Generally, Special Topics and Tutorial courses may be included in the Semester Schedule when they are offered; Guided Studies will not be included in the Semester Schedule.

## The Texas Common Course Numbering System

The Texas Common Course Numbering System (TCCNS) has been designed for the purpose of aiding students in the transfer of general

academic courses between colleges and universities throughout Texas. Common courses are freshman and sophomore academic credit courses that have been identified as common by institutions that are members of the common course numbering system. The system ensures that if the student takes the courses the receiving institution designates as common, then the courses will be accepted in transfer.

For further information contact the transfer course coordinator in the Registrar's Office.

## ACCT - ACCOUNTING

*Department of Accounting and Finance (COBA)*

**ACCT 210 Financial Accounting** (3-0-3), fall, spring, summer.

Introduction to financial accounting. Emphasis given to corporate financial statements, their preparation, and their use in decision making by persons outside the organization. Incorporates identifying, analyzing, measuring, recording and communication of financial information. Prerequisite: 24 earned hours.

**ACCT 211 Managerial Accounting** (3-0-3), fall, spring, summer.

Introduction to managerial accounting. Emphasis is given to the development and analysis of accounting information used by managers in manufacturing and service businesses. Topics include managerial concepts, cost behavior principles, relevance of information, product costing techniques, and planning and control. Prerequisite: ACCT 210 with a grade of "C" or better.

**ACCT 302 Cost Accounting I** (3-0-3), fall, spring. A study of principles and techniques of cost accounting for product costing, planning and control. Topics include but are not limited to job-order, process, and hybrid costing systems, allocation methods, cost-volume-profit analysis, standard costing, and flexible budgeting. Prerequisite: ACCT 210 with a grade of "C" or better.

**ACCT 304 Income Tax I** (3-0-3), fall, spring. Study of federal income tax law and procedures as they pertain to individuals. Topics include but are not limited to gross income, exclusions, and personal business deductions and credits. Emphasis is placed on practical problem solving using tax forms, tax research and tax planning cases. Prerequisite: ACCT 210 with a grade of "C" or better.

**ACCT 310 Intermediate Accounting I** (3-0-3), fall, spring. General objectives and principles of financial accounting with emphasis on accounting for assets and statement presentation. Topics include but are not limited to historical development of the accounting profession, the FASB conceptual framework, balance sheet analysis, revenue recognition and income determination, and concepts of present and future value. Prerequisite: ACCT 210 with a grade of "C" or better.

**ACCT 311 Intermediate Accounting II** (3-0-3), fall, spring. Current procedures in accounting for liabilities, stockholder's equity, statement analysis and special statement preparation. Topics include leases, pensions, earnings per share, and accounting for price changes. Prerequisite: ACCT 310 with a grade of "C" or better.

**ACCT 324 Accounting Information Systems** (3-0-3), fall, spring. A study of the integration of information technology in accounting information systems. Emphasis is placed on understanding business processes and how the integration of technology impacts these processes, as well as learning how internal controls are implemented to ensure the integrity of information produced by the systems. Prerequisites: ACCT 210, BUSA 120, both with grade of "C" or better.

**ACCT 404 Income Tax II** (3-0-3), spring. Tax research methods and survey of federal income tax law and procedures primarily as they pertain to partnerships, corporations, and trusts and estates. Topics include but are not limited to problems between partners and partnerships, corporate operating rules, complete and partial corporate liquidations, earnings accumulations, corporations, trust and estate operations and taxation. Prerequisite: ACCT 304 with a grade of "C" or better.

**ACCT 405 Fundamentals of Auditing** (3-0-3), fall, spring. Study of auditing theory and procedures. Topics include but are not limited to the

auditor's report, structure of the profession, code of ethics, litigation, engagement planning, evidence, internal control, audit programs, and statistical sampling. Prerequisite: ACCT 311 with a grade of "C" or better.

**ACCT 410 Advanced Accounting I** (3-0-3), fall, spring. Accounting for alternative forms of business expansion with emphasis on consolidated statements. Topics include, but are not limited to; partnerships, business combinations, consolidated financial statements, foreign operations and segment reporting. Prerequisite: ACCT 311 with a grade of "C" or better.

**ACCT 499 Accounting Internship** (3-0-3), on demand. A practical work experience in accounting or finance. Prerequisites: ACCT 302, 310; GPA of 2.75 or above in BA; overall GPA of 2.50 or above; and consent of department chair. Same as FIN 499, IS 499, ITC 499, MGMT 499 and MKTG 499.

### **AENV-AGRICULTURAL AND ENVIRONMENTAL SCIENCES**

*Department of Agricultural and Environmental Sciences (CAS)*

**AENV 110 Introduction to Agricultural and Environmental Systems and Technology** (2-2-3), fall. Overview of global agricultural and environmental systems from a Christian worldview. Departmental expectations, career opportunities and student outcomes portfolios are introduced. Students gain exposure to software packages used in the A&E curriculum and emerging technology. Laboratory graded and credited with course.

**AENV 130 Environmental and Technological Science** (3-0-3), fall, spring, summer. A study of environmental and technological sciences including natural resources and the impact of modern technology on the human environment. May be used to satisfy Science University Requirements. This course is for non-science majors.

**AENV 371 Experimental Designs and Data Analysis** (3-0-3), fall. Fundamental concepts of experimental and statistical methods as applied to agricultural research. Various experimental designs, their analysis and application to agricultural research will be discussed. Course provides hands-on training with SAS applications to prepare students for real life data collection and analysis. Prerequisite: MATH 123 or 130.

**AENV 384 Internship in Agricultural and Environmental Sciences** (3-0-3)\*, on demand. Supervised field experience providing in-service training and practice in agricultural and/or environmental sciences. May be taken twice. Maximum 3 hours of credit awarded per approved experience. Prerequisites: 60 earned hours; final approval by department chair.

### **AGING STUDIES – SEE GERO – GERONTOLOGY**

### **AGRB - AGRIBUSINESS**

*Department of Agricultural and Environmental Sciences (CAS)*

**AGRB 261 Principles of Agricultural and Applied Economics** (3-0-3), fall. A study of microeconomics principles and their application to food, fiber and natural resource issues. May be used to satisfy University Requirements social science requirement. Prerequisite: 24 earned hours.

**AGRB 382 Agribusiness Management** (3-0-3), spring. Examination, discussion and application of the basic skills needed to be an effective manager of an agribusiness. Prerequisite: AGRB 261 or ECON 261.

### **ANSC - ANIMAL SCIENCE**

*Department of Agricultural and Environmental Sciences (CAS)*

**ANSC 111 General Animal Science** (2-3-3), fall. A survey of factors involved in the production and marketing of livestock. Laboratory includes judging and production skills. Laboratory graded and credited with course. May be used to satisfy Science University Requirements.

**ANSC 235 Companion Animal Management** (3-0-3), fall. Practical aspects of behavior, nutrition, breeds and breeding, reproduction, health and management of dogs, cats and other animals generally considered to be human companions. Prerequisite: Sophomore standing or consent of professor.

**ANSC 336 Animal Nutrition** (3-0-3), spring. General plant and animal composition. Properties, functions, deficiency symptoms, digestion, absorption and metabolism of water, carbohydrates, proteins, fats, vitamins, and minerals. Prerequisite: A laboratory chemistry.

**ANSC 337 Animal Nutrition Lab** (0-1-1), spring. Provides a set of practical activities to complement the Animal Nutrition course. Focuses on the application of nutritional principles of animal feeding, nutritional value of feed ingredients and methods of assessment. Principles of ration formulation and practice will be emphasized. Students will receive different feed samples to analyze for dry matter, fiber, digestibility, nitrogen and nitrogen fractions. Prerequisite or corequisite: ANSC 336.

**ANSC 343 Animal Reproduction** (3-0-3), fall, odd years. Physiological processes of reproduction in farm animals, anatomy and physiology of the reproductive system, endocrine relationships, fertility and factors affecting reproduction efficiency, principles of artificial insemination, methods of improving reproductive performance and the ethics of using reproductive technologies. Prerequisites: ANSC 111, BIOL 112/114 and BIOL 113/115.

**ANSC 345 Techniques in Animal Production** (0-3-1), spring. Hands-on animal production practices and techniques currently used in the livestock industry. Reproductive and management techniques are emphasized. Students will also develop proficiency in care, handling, and routine procedures for swine, sheep, goats, horses, beef and dairy cattle. May be taken twice. Maximum of one hour of credit awarded per experience. Prerequisites: ANSC 343, 363 or 483.

**ANSC 360 Horses and Horsemanship** (2-3-3), fall, spring, summer. Horse industry. Breeding, feeding, and management principles for light horses. Disease control. Types and breeds of riding horses, gaits, grooming, showing, training and basic instruction in various riding patterns. Laboratory graded and credited with course. One semester hour credit can substitute for 1 hour of PEAC activity in the University Requirements.

**ANSC 363 Monogastric Livestock Production** (3-0-3), spring, even years. Swine and poultry production. Industry dimensions and structure, breeding plans, nutritional requirements, feeding and feeding strategies, behavior, health care and economics, and relevant production systems. Prerequisite: ANSC 111.

**ANSC 392 Animal Health** (3-0-3), spring. A discussion of diseases affecting farm animals. Provides an in-depth examination of diseases of major economic importance in each category of farm animals. Selected, infectious, production and parasitological diseases of cattle, small ruminants, pigs, poultry and horses will be discussed. Clinical signs, prevention and treatment will be presented for each disease. Prerequisites: BIOL 112/114 and 113/115.

**ANSC 431 Animal Biotechnology** (3-0-3), fall. Current techniques used in biotechnology and their applications to the animal agriculture field will be explored. Topics covered include gene mapping, somatic cell cloning, embryo sexing, transgenesis and marker assisted selection. Prerequisites: BIOL 475 and 476.

**ANSC 483 Ruminant Livestock Production** (3-0-3), spring, odd years. Structure of the ruminant industry in Texas and the United States. Physiology of ruminants, management practices including breeds and breeding, feeding, health and disease prevention and control, housing and waste management. Systems of production for beef and dairy cattle, sheep and goats. Prerequisite: ANSC 111.

**ANSC 496 Animal Breeding** (3-0-3), fall, even years. Genetics applied to the improvement of domestic animals and methods of selection. Introduction to basic statistics. Prerequisite: BIOL 351.

**ANSC 497 Special Problems in Animal Science** (3-0-3), spring. A special project course. Students will complete a project on a selected topic, issue or problem. Projects may relate to research, extension or care and management of livestock. Prerequisite: Senior standing. **A capstone and writing-intensive course.**

**ANTH - ANTHROPOLOGY***Department of Communication and Sociology (CAS)*

**ANTH 101 Introduction to Anthropology** (3-0-3), fall. An overview of archeology; physical, linguistic, and cultural anthropology. Challenges students to a serious look at today's "global village" with its diversity of cultures and a fuller understanding of "tribal loyalties" in the midst of growing international interdependence. An appropriate world view is suggested, in contrast to provincialism. May be used to satisfy University Requirements.

**ANTH 211 Ethnography of U.S. Culture** (3-0-3), fall, spring. Designed for international or American students who have been enculturated in an ethnic enclave significantly different from mainstream U.S. culture. An in-depth study of American cultural traits and social structures with guided field experiences of an ethnographic nature.

**ART - ART***Department of Art and Design (CAS)*

**ART 101 Introduction to Art** (3-0-3), fall, spring. Fundamentals of visual art pertaining to perceptive viewing and understanding. May be used to satisfy University Requirements.

**ART 105 Two-Dimensional Design** (2-4-3), fall, spring. Fundamentals of visual organization on a two-dimensional plane. Study of value, color, shape, line, and their interrelationships.

**ART 106 Three-Dimensional Design** (2-4-3), fall, spring. Fundamentals of organization in three-dimensional space. Study of space articulated by line, plane, volume, and surface.

**ART 111 Basic Drawing** (2-4-3), fall, spring, summer. Introduction to studio activity. Visual fundamentals as expressed through drawing. Line, value, space, texture, proportion, composition.

**ART 112 Figure Drawing I** (2-4-3), fall, spring, summer. Continued exploration of drawing fundamentals with emphasis on the figure. Prerequisite for art majors: ART 111.

**ART 213 Figure Drawing II** (2-4-3), fall, spring, summer. More complex drawing problems emphasizing the figure. Emphasis on varied material, techniques, and concepts. Prerequisite: ART 112.

**ART 221 Art History: General Survey I** (3-0-3), fall. Art of the Western World from Prehistoric through Gothic. May be used to satisfy University Requirements.

**ART 222 Art History: General Survey II** (3-0-3), spring. Art of the Western World from Renaissance through Modern. May be used to satisfy University Requirements.

**ART 287 Art Education Methods: All-Levels** (2-4-3), fall, spring. Theory, techniques, materials, and activities appropriate for elementary, junior high and high school art instruction.

**ART 291 Introduction to Black and White Photography** (3-0-3), fall. In-depth introduction to the basic principles and history of black-and-white photography. Course includes the study of small-format cameras, film exposure, basic darkroom techniques, and the fundamental theory and practice of photography such as the meanings of various photographic terms, composition, and the artistic expression throughout studio assignments.

**ART 292 Digital Art Photography** (3-0-3), spring only. Explores digital photography and digital camera operations, covering lighting, composition, exposure, and image editing. Students will study and fundamentals of digital photographic concepts as well as experimental processes. Basic computer skills are required. This course is designed for art and design majors, but non-art majors can register with instructor's approval. Prerequisites: Basic computer skills and fundamentals of photography are required.

**ART 314 Advanced Drawing** (2-4-3), spring, summer. Emphasis on experimentation with concept and media. Prerequisite: ART 213.

**ART 315 Printmaking** (2-4-3), spring. Introduction to printmaking with primary emphasis on relief and intaglio processes. Prerequisites: ART 105, 112.

**ART 317 Introduction to Illustration** (2-4-3), fall. An introduction to illustration as a commercial art field. Explores pictorial problem-solving for a client through utilization of traditional media and processes. Prerequisites: ART 105, 111, 112.

**ART 318 Digital Illustration** (2-4-3), spring. Explores the computer as a medium for creating original images for commercial art outlets. Uses both bitmap and vector programs. Prerequisites: ART 105, 111, 112, 317.

**ART 324 Art History: American** (3-0-3), spring. Architecture, painting, and sculpture of the United States from Colonial times to the present.

**ART 325 Art History: Christian** (3-0-3), fall. Christian art from the first century to the present.

**ART 331 Sculpture I** (2-4-3), fall, spring. Exploration of sculptural form. Media and processes will vary but may include metal casting, clay portraiture, and stone carving. Prerequisite: ART 106.

**ART 332 Sculpture II** (2-4-3), fall, spring. Continued exploration of sculptural form begun in ART 331. Media and processes will vary but typically include welding processes, mixed media, wood construction, and bronze casting. Prerequisite: ART 331.

**ART 341 Painting I** (2-4-3), fall, spring. Problems in pictorial expression. Oil or acrylics. Prerequisites for art majors: ART 105, 112.

**ART 342 Painting II** (2-4-3), fall, spring. Continuation of ART 341. Development of painting problems in keeping with the student's personal interests and aptitudes. Prerequisite: ART 341.

**ART 351 Typography I** (2-4-3), fall, spring. Introduction to formal resources, systems, conceptual principles and procedures underlying the practice of typography. Particular attention is given to problem solving, the visualization of problems and solutions, and the correlation of forms with their content, function, and context. Prerequisite: ART 105.

**ART 352 Typography II** (2-4-3), fall, spring. An introduction to computer aided design with emphasis on InDesign and Photoshop. Continuing emphasis on problem solving in relation to electronic message making. Prerequisite: ART 351.

**ART 353 Identity and Brand Design** (2-4-3), spring. Examination of the problems and possibilities using design to interpret information. Exploration of how difficult concepts and abstract ideas can be made visible and understandable to an audience. Prerequisites: ART 352 and Junior standing in art.

**ART 361 Ceramics I** (2-4-3), fall, spring. Introduction to ceramics. Construction of pottery forms by hand building and on the potter's wheel.

**ART 362 Ceramics II** (2-4-3), fall, spring. Development of proficiency on the potter's wheel. Concentration on design and introduction to glazes. Prerequisite: ART 361.

**ART 371 Jewelry/Metals I** (2-4-3), fall. Designing and making jewelry and small objects with various metals and alternate materials. Casting and constructed forms. Prerequisites for art majors: ART 105, 106.

**ART 372 Jewelry/Metals II** (2-4-3), fall. Exploration of the plasticity of metal by smithing. Jewelry work in fabrication or casting. Emphasis on design and craftsmanship. Prerequisite: ART 371.

**ART 423 Art History: 20th Century** (3-0-3), fall. Art of the late 19th and 20th centuries in Europe and the United States. Prerequisite: ART 222. **A capstone and writing-intensive course.**

**ART 425 Art Theory** (3-0-3), spring. This course will provide students with a meaningful and significant learning experience in the use of interpretive forms of inquiry to analyze, understand, argue, and create artistic objects and the means of their apprehension. Prerequisites: ART

423 and preferably the highest 400-level course in the student's concentration.

**ART 433 Sculpture III** (2-4-3), fall, spring. Advanced sculpture problems with emphasis on content. The student is encouraged to experiment with new materials and techniques. Prerequisite: ART 332.

**ART 434 Sculpture IV** (2-4-3), fall, spring. Problems involving larger scale forms with medium and technique chosen by the student. Prerequisite: ART 433.

**ART 443 Painting III** (2-4-3), fall, spring. Increased emphasis on student initiative and experimentation in problems of content, style and technique. Prerequisite: ART 342.

**ART 444 Painting IV** (2-4-3), fall, spring. Continuation of ART 443. The student will be expected to develop a personal style of pictorial expression. Prerequisite: ART 443.

**ART 454 Information Graphics** (2-4-3), fall. Investigation of publication design, particularly that of magazines and books. Emphasis on marketing and directing reader's emotional and intellectual response. Prerequisite: ART 352.

**ART 455 Persuasive Graphics** (2-4-3), fall. Introduction to package design; investigation of materials and production methods. Projects include revitalization of existing packaging and packaging of new products. Prerequisite: ART 352.

**ART 456 Graphic Design Portfolio** (2-4-3), spring. Advanced problem solving activities structured to increase graphic design awareness and skills. Internship with local design firms. Course work culminates in a mini-exhibition or presentation. Prerequisites: ART 353, 454, 455 or permission of instructor. **A capstone course.**

**ART 457 Interactive Design** (2-4-3), spring. Introduces interactive Web design; reviews current visual communication practices on the Internet, considering the basic concepts of information architecture, developing core technical and design competencies, and exploring the fundamentals of interaction design. The class challenges students to expand the creative potential of the medium. Prerequisites: ART 352, 353 and 454 or permission from instructor for non-art majors.

**ART 463 Ceramics III** (2-4-3), fall, spring. Further development of proficiency on the wheel. Special projects in technique and form. Experiments with glazing and firing. Prerequisite: ART 362.

**ART 464 Ceramics IV** (2-4-3), fall, spring. Individual problems and assignments. Prerequisite: ART 463.

**ART 473 Jewelry/Metals III** (2-4-3), fall. Casting, fabrication and forging continued. Chain making. Historical studies of style and function of jewelry. Prerequisite: ART 372.

**ART 474 Jewelry/Metals IV** (2-4-3), fall. Fabrication, forming, exploration of non-traditional materials. Experimental approach to form and material. Prerequisite: ART 473.

**ART 490 Advanced Studio Problems** (2-4-3), on demand. Specific problems in various media. Course content and media to be determined by the instructor. May be repeated up to 3 times. Prerequisites: Junior standing and permission of instructor and department chair.

**ART 494 Senior Exhibition** (3-0-3) This course prepares students to conceive a senior project and prepare and present the resulting works of art in a senior exhibition. A study of exhibition design will lead to a culminating exhibition and a written explanation and defense of the project (capstone). Prerequisites: ART 423 and successful completion of the highest 400-level course within their area of specialization. **A capstone course.**

**ART 495 Life and Career in Art** (3-0-3), spring. A study of the culture of the art world, the marketplace for art and art services, and the professional practices required for a career in fine or applied arts. Special emphasis is given to developing skills, practices, and values for an artistic life of leadership and influence. Prerequisites: Senior standing and one of ART 318, 433, 443, 455, 463, 473, or 490 in drawing. **A capstone course.**

## **BCOR – BIBLE CORE**

*College of Biblical Studies (CBS)*

**BCOR 310 The Search for Meaning** (3-0-3), fall, spring. A detailed study of systems of meaning through which human beings make sense of their lives. Students will compare Christianity with Islam and at least one other system of meaning. Includes analysis of creative expressions of these systems. Prerequisite: Junior standing (60 hours); CORE 115 or 210. May be used to satisfy University Requirements.

## **BGRK - BIBLICAL GREEK**

*College of Biblical Studies (CBS)*

**BGRK 221 New Testament Greek for Beginners I** (3-0-3), fall. Beginner's grammar of Greek of the New Testament with emphasis on inflections and vocabulary. Meets MTWR.

**BGRK 222 New Testament Greek for Beginners II** (3-0-3), spring. Continuation of BGRK 221. Simple readings in the Greek New Testament. Meets MTWR. Prerequisite: BGRK 221.

**BGRK 331 Elementary Greek Readings I** (3-0-3), fall. Reading and interpreting the gospel of John. Using Greek in ministry. Grammatical review with an emphasis on syntax. Prerequisites: BGRK 221 and 222.

**BGRK 332 Elementary Greek Readings II** (3-0-3), spring. Reading select passages from the New Testament. Intermediate grammar with an emphasis on the use of the Greek text in exegesis. Beginning textual criticism. Prerequisites: BGRK 221, 222 and 331.

**BGRK 441 Exegetical Greek Seminar I** (3-0-3), fall. Reading and interpretation of intermediate and advanced book(s) of the Greek New Testament, to be chosen by the instructor. Principles of exegesis. Detailed exegesis of select passages. Background and critical issues. Prerequisites: BGRK 331 and 332.

**BGRK 442 Exegetical Greek Seminar II** (3-0-3), spring. Continuation of BGRK 441. Prerequisites: BGRK 331, 332 and 441.

**BGRK 611 Elementary Greek I** (3-0-3), fall. An introduction to the vocabulary, grammar and syntax of the Greek New Testament and related literature.

**BGRK 612 Elementary Greek II** (3-0-3), spring. A continuation of BGRK 611. Prerequisite: BGRK 611.

**BGRK 621 Intermediate New Testament Greek** (3-0-3), fall. Intermediate Greek vocabulary, grammar, and syntax; introduction to New Testament textual criticism.

**BGRK 623 Seminar in the Synoptic Gospels** (3-0-3), fall, odd years. For advanced students; issues of synoptic research and methodology; relationship of the synoptics to John and to non-canonical gospels; message and theology of the individual evangelists; directed research in selected periscope. Prerequisites: BGRK 621, and consent of professor. This course may be repeated.

**BGRK 624 Exegetical Seminar in Acts** (3-0-3), fall, even years. An exegetical seminar for advanced students; intensive study of the Greek text with special attention to literary and historical method; directed research in selected passages and topics. Prerequisites: BGRK 621 and consent of professor.

**BGRK 625 Exegetical Seminar in the Epistles** (3-0-3), spring. Seminar for advanced students; directed research in selected passages and topics. Prerequisites: BGRK 621 and consent of professor. This course may be repeated.

**BGRK 628 Seminar in New Testament Textual Criticism** (3-0-3), on demand. A seminar for advanced students; sources of textual data; history of the printed Greek New Testament; principles of textual criticism; problems of canon; analysis of selected units of variation; exercises in paleography. Prerequisites: BGRK 621 and consent of professor.

**BHEB - HEBREW***College of Biblical Studies (CBS)*

**BHEB 471 Introduction to Hebrew I** (3-0-3), fall. An inductive study of the elements of the Hebrew language: forms, syntax, vocabulary. Prerequisites: Junior standing and consent of instructor; BIBL 101 and 102 (or 103); 211.

**BHEB 472 Introduction to Hebrew II** (3-0-3), spring. Continuation of BHEB 471. Prerequisites: Junior standing or consent of the instructor; BHEB 471; BIBL 101 and 102 (or 103); 211.

**BHEB 622 Elementary Syriac** (3-0-3), on demand. Introduction to classical Syriac grammar, vocabulary, and syntax, with an aim towards the acquisition of elementary reading skills. Emphasis on the use of grammatical tools and the significance of Syriac for biblical studies, church history, and the study of Christian spirituality.

**BHEB 623 Intermediate Syriac** (3-0-3), on demand. Readings in Syriac texts, with an emphasis on improving reading ability and on critical engagement. Texts and topics selected according to particular student interest. Prerequisite: BHEB 622.

**BHEB 671 Elementary Hebrew I** (3-0-3), fall. An inductive study of the elements of the Hebrew language: forms, syntax, vocabulary.

**BHEB 672 Elementary Hebrew II** (3-0-3), spring. Continuation of BHEB 671. Prerequisite: BHEB 671.

**BHEB 681 Intermediate Hebrew Readings I** (3-0-3), fall. Readings in the Hebrew Bible with special attention to grammar and vocabulary building. An introduction to the textual criticism of the Hebrew Bible. Prerequisite: BHEB 672.

**BHEB 682 Intermediate Hebrew Readings II** (3-0-3), spring. Continuation of BHEB 681. Prerequisite: BHEB 681.

**BIBD - THEOLOGY***College of Biblical Studies (CBS)*

**BIBD 642 Contemporary Religious Thought** (3-0-3), on demand. Surveys contemporary theological thinkers and explores their relevance for theological issues today.

**BIBD 647 Research Problems in Theology** (3-0-3), on demand. Research problems (not pertaining to the thesis) in the light of individual needs and interests.

**BIBD 660 Systematic Theology I** (3-0-3), fall. Introduces the tasks and methods of systematic theology and focuses on Christian doctrines such as God, atonement, providence, human selfhood, and the church.

**BIBD 661 Theological Explorations** (3-0-3), spring. An in-depth study of one of the major Christian doctrines in light of insights from other fields of knowledge.

**BIBD 662 Systematic Theology II** (3-0-3), summer, every other year. This seminar explores the historical, theological, moral, and philosophical contours of the Christian conception of deification. Prerequisite: BIBD 660.

**BIBD 678 Philosophy of Religion** (3-0-3), spring. Introduces the task and methods of philosophy of religion and focuses on select philosophical issues facing contemporary Christians.

**BIBD 686 Christian Ethics** (3-0-3), fall. Introduces the task and methods of Christian ethics and focuses on select ethical issues facing contemporary Christians.

**BIBD 699 Master's Thesis** (0-0-6). \* May be requested.

**BIBH - CHURCH HISTORY***College of Biblical Studies (CBS)*

**BIBH 380 Survey of Church History** (3-0-3), fall, spring. Examines major people, ideas, and events in the history of Christianity from the beginnings to the present. Includes introductions to ancient, medieval, Reformation and modern church history. Prerequisites: Sophomore standing; BIBL 101 and BIBL 102 (or 103).

**BIBH 383 Restoration History** (3-0-3), spring. History of the Churches of Christ in America from 1800 to present. Prerequisites: Sophomore standing; BIBL 101 and BIBL 102 (or 103).

**BIBH 432 Story of Christian Spirituality** (3-0-3), spring. Systematic historical and analytical survey of the ways in which Christians have pursued the spiritual life from the early days of Christianity to the present day. Emphasis on key historical figures, primary sources, and developing critical tools for interpreting and evaluating Christian spiritual expressions. Prerequisites: Sophomore standing; BIBL 101 and BIBL 102 (or 103).

**BIBH 633 Readings in Christian Spirituality** (3-0-3), fall, odd years. Surveys the historical development of Christian spiritual reflection as expressed by select key writers. Emphasis on primary source reading, critical engagement with classic texts, and integration of course material for spiritual formation and ministerial leadership. Recommended prior courses: BIBH 651 and BIBH 652.

**BIBH 651 History of Christianity I: Early to Medieval** (3-0-3), fall. The development of doctrine, institutions, worship, missions and daily life in the church from post-apostolic times to the 13th century.

**BIBH 652 History of Christianity II: Reformation to Present** (3-0-3), spring. The development of doctrine, institutions, worship, missions and daily life in the churches from the 13th to 21st centuries.

**BIBH 655 History of Christianity in America** (3-0-3), on demand. Christianity in America from its beginnings to the present. Special emphasis on the colonial period, the democratization of Christianity, the development of 19th-century denominationalism, the rise of ecumenism, and contemporary trends.

**BIBH 664 Advanced Restoration History** (3-0-3), fall. A Study of the beginning and development of the Stone-Campbell Movement from the nineteenth to the twenty first century.

**BIBH 667 Research Problems in Church History** (3-0-3), on demand. Research problems (not pertaining to the thesis) in the light of individual needs and interests.

**BIBH 670** (3-0-3), spring, even years. An online seminar introducing students to factors now shaping Christianity, including the shift of the population center toward the global south, persecution, the expansion of Pentecostalism, and ecumenism.

**BIBH 671 Explorations in the Christian East** (3-0-3), fall, even years. Explores selected topics in the study of historic Eastern Christianity, giving particular attention to aspects of the Greek, Syriac, and Arabic Christian traditions. Recommended prior course: BIBH 651

**BIBH 674 Christian Mission in Global Contexts** (3-0-3), fall, even years. Surveys the growth and development of Christianity as a mission movement during a specific period and in designated geographical areas. Emphasis on modes of contact with non-Christian religious populations and on methods of Christianizing converts. Recommended prior course: BIBH 651.

**BIBH 683 Restoration History and Polity** (3-0-3), on demand. An introduction to the history of the Stone-Campbell Movement from its beginnings to the present, including an examination of the developments of its theological doctrines and structures.

**BIBH 699 Master's Thesis** (0-0-6). \* May be repeated.

**BIBL - BIBLICAL STUDIES***College of Biblical Studies (CBS)*

**BIBL 101 Jesus: His Life and Teachings** (3-0-3), fall, spring. A survey of the four gospels. May be used to satisfy Bible University Requirements.

**BIBL 102 Early Christians: Life, Literature and Community** (3-0-3), fall, spring. Apostolic history in Acts and the Epistles. May be used to satisfy Bible University Requirements.

**BIBL 103 Story of the New Testament** (3-0-3), fall, spring. This introductory Bible course is designed for students transferring to ACU

with 32 or more hours. It surveys the content of the New Testament with a particular focus on the story of Jesus Christ and how the earliest faith communities appropriated and applied his story to their own contexts.

**BIBL 211 Message of the Old Testament** (3-0-3), fall, spring, summer. An overview of the Old Testament providing an outline of special themes and the overall purpose of the books. The basic message of the Old Testament as a whole, including content and theological themes, will be examined. May be used to satisfy Bible University Requirements.

**BIBL 320 Introduction to Biblical Interpretation** (3-0-3), fall, spring. This course explores various methods of biblical interpretation with emphasis on the tools needed for responsible, insightful, and creative Bible study in the context of ministry. For majors only. Prerequisites: BIBL 101 and 102 (or 103), BIBL 211.

**BIBL 359 The Gospel of John** (3-0-3), on demand. A study of Christ as revealed by John in the fourth gospel. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103); 211

**BIBL 364 Pauline Mission and Message** (3-0-3), spring. Surveys the life and writings of one of the most important and influential leaders of the early church. It explores the cultural context of Paul's work and writings as well as the concepts expressed in his letters. Prerequisites: BIBL 101 and 102 (or 103); 211.

**BIBL 365 General Epistles** (3-0-3), on demand. The epistles of James, Peter, John and Jude. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103); BIBL 211; BGRK 221 and 222. For majors only.

**BIBL 367 The Book of Acts** (3-0-3), spring. The beginnings of the church, introduction, text and doctrines. The bearing of the book on present day problems. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103); 211.

**BIBL 451 The Pentateuch** (3-0-3), fall, spring. An introduction to and exegesis of the first five books of the Old Testament. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103); BIBL 211. May be used to satisfy University Requirements.

**BIBL 452 Historical Books of the Old Testament** (3-0-3), fall, spring. History of Israel from the conquest to the close of the Old Testament period: Joshua-Esther. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103); 211.

**BIBL 453 The Devotional and Wisdom Literature of the Old Testament** (3-0-3), fall, spring. An exegesis of Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103); 211.

**BIBL 454 The Prophetic Literature of the Old Testament** (3-0-3), fall, spring. Background and message of the prophetic books. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103); BIBL 211.

**BIBL 458 The Synoptic Gospels** (3-0-3), fall. A detailed study of one of the synoptic gospels, either Matthew, Mark, or Luke. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103). This course may be repeated with different content, upon approval of the department chair.

**BIBL 460 Galatians and Romans** (3-0-3), on demand. An intensive exegesis study, emphasizing Pauline theology. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103); 211.

**BIBL 461 The Corinthian Letters** (3-0-3), on demand. Historical, exegetical and practical study of these two significant letters. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103); BIBL 211.

**BIBL 466 Book of Revelation** (3-0-3), on demand. Includes a study of the fortunes of the church as set forth in the Revelation, with emphasis given to the continual struggle between righteousness and evil, with the final victory of the Christ and His church. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103); 211.

**BIBL 601 German for Theological Studies** (3-0-3), spring, even years. Designed to give students an overview of German grammar and a basic

vocabulary of about 2,000 words to help with research and prepare for a German reading exam.

**BIBL 610 Critical Interpretation of the Old Testament** (3-0-3), fall, spring. A general introduction to the Old Testament and a special introduction to each section and each book. Special attention will be given to revelation, inspiration, canonicity, manuscripts and versions. The authorship, date, background, interpretations and critical problems of each book are studied.

**BIBL 611 Old Testament Theology** (3-0-3), spring. A study of selected portions of the Old Testament to attempt to determine the major religious teachings of each portion.

**BIBL 620 Critical Interpretation of the New Testament** (3-0-3), fall, spring. Special introduction to the books of the New Testament with special attention to critical problems.

**BIBL 621 New Testament Theology** (3-0-3), fall. Major doctrines of the New Testament presented systematically.

**BIBL 627 Biblical Exegesis** (3-0-3), on demand. Literary, historical and theological contexts of selected passages will be emphasized and attention given to exegetical methods.

**BIBL 630 Biblical Theology** (3-0-3), fall, odd years. Introduction to the theological issues which are essential to the study of both Old and New Testaments as a single, unified Bible. An overview of history, methodology, and considerations of canon are provided. Special attention will be given to the role of biblical theology in congregational ministry (teaching, preaching).

**BIBL 649 Women in the Old Testament** (3-0-3), spring. A study of the lives and roles of women in the Old Testament with special attention to the context of patriarchy in the ancient Near East and the interpretation of these stories by female scholars.

**BIBL 650 Women in the New Testament** (3-0-3), spring. The interpretation of the passages mentioning women in the New Testament based on a study of the historical, biblical, and the theological factors involved in the construction of gender.

**BIBL 651 The Pentateuch** (3-0-3), on demand. An introduction to and exegesis of the first five books of the Old Testament.

**BIBL 652 Historical Books of the Old Testament** (3-0-3). The history of Israel from the conquest to the close of the Old Testament period, Joshua-Esther.

**BIBL 653 Devotional and Wisdom Literature of the Old Testament** (3-0-3). An introduction to and exegesis of Job, Psalms, Proverbs, Ecclesiastes and Song of Solomon.

**BIBL 654 Prophetic Literature of the Old Testament** (3-0-3). The background and message of the prophetic books.

**BIBL 658 The Synoptic Gospels** (3-0-3), spring. Matthew, Mark and Luke in the light of the synoptic problem. Exegesis of selected passages.

**BIBL 659 The Gospel of John** (3-0-3), on demand. An exegetical study of the fourth gospel.

**BIBL 660 The Books of Galatians and Romans** (3-0-3), on demand. An exegetical study.

**BIBL 661 The Corinthian Letters** (3-0-3), on demand. An exegetical study.

**BIBL 662 Backgrounds of the New Testament and Early Christianity** (3-0-3), spring. Political, philosophical, cultural and religious backgrounds of the early years of the Christian era and their influence upon Christianity.

**BIBL 663 The Pastoral Epistles** (3-0-3), on demand. An exegetical study of I and II Timothy and Titus.

**BIBL 664 The Book of Hebrews** (3-0-3), fall. An exegetical study.

**BIBL 665 The General Epistles** (3-0-3), on demand. An exegetical study of the epistles of James, Peter, John and Jude.



**BIBL 666 The Book of Revelation** (3-0-3), on demand. An exegetical study.

**BIBL 667 The Book of Acts** (3-0-3), on demand. An exegetical study.

**BIBL 671 Baptism and Eucharist** (3-0-3), spring, on demand. Examines the biblical and historical Christian texts important for understanding of Baptism and the Lord's Supper in Christian theology. The emphasis is upon the earliest evidence, and the important backgrounds and later interpretations of these texts will be explored for their understandings of baptism and the Lord's Supper.

**BIBL 680 Christian Scripture** (3-0-3), fall, on demand. Examines the biblical text as it outlines the nature of community before God and the mission of that community. Various interpretive models are used to understand the unfolding concept of mission in the life of the church from ancient times to contemporary ministry settings.

**BIBL 682 Teaching Scripture in Contemporary Contexts** (3-0-3), spring. An examination of the challenges of a teaching ministry in contemporary church settings, with a reconsideration of the literary, rhetorical, and theological dimensions of Scripture and how Scripture shapes the processes and contents of teaching. Significant attention is given to the effects of culture on a teaching ministry so that students may begin to develop more sophisticated curricular options for church education. Teaching methods also receive significant attention.

**BIBL 684 New Testament Hermeneutics** (3-0-3), on demand. History and principles of New Testament interpretation. Application to current issues.

**BIBL 699 Master's Thesis** (0-0-6). \* May be repeated.

### **BIBM - CHRISTIAN MINISTRY**

*College of Biblical Studies (CBS)*

**BIBM 330 Foundation of Youth Ministry** (3-0-3), fall, spring. This course will explore the world of adolescent development, family systems, and the programming that will enhance spiritual formation. Special attention will be given to the skills needed to work with the adolescent population. Prerequisites: BIBL 101 and 102 (or 103), BIBL 211. Majors only in the fall and non-majors in the spring.

**BIBM 331 Youth Ministry Design** (3-0-3), spring. Focuses on the issues of organization and administration: leadership skills, negotiation and conflict resolution skills, and biblical models for ministering within the non-formal context. Prerequisites: BIBM 330, BIBL 101 and 102 (or 103), BIBL 211. For majors only.

**BIBM 390 Family Relations** (3-0-3), on demand. Principles involved in establishing a harmonious Christian family relationship. Prerequisite: Sophomore standing.

**BIBM 391 Ministry in Context** (3-0-3), spring. A biblical and practical approach to the responsibilities, struggles, and relationships of the minister and missionary. Should be taken spring of junior year, followed by an internship in the summer. Prerequisites: Junior standing; BIBL 101 and 102 (or 103), BIBL 211. For majors only. **A capstone course.**

**BIBM 395 Introduction to Hospital Ministry** (2-2-3), fall, spring. Provides initial development of concepts and skills in hospital ministry through experiences with patients, families, peers, and professionals. BIBM 391 recommended prior to this course. Preference given to majors. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103), BIBL 211.

**BIBM 401 Christian Leadership** (3-0-3), spring. The course prepares students in all majors to think critically about how they practice Christian leadership in the church and in the world. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103), BIBL 211.

**BIBM 403 Christian Worship** (3-0-3), spring. Public and private devotions of Christians; biblical, historical, and problems of today. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103), BIBL 211.

**BIBM 404 Worship Leading** (3-0-3), fall, spring. The class is dedicated to the topic and process of leading Christian worship. It includes lecture, practical, and seminar elements to give students opportunities for reflection and conversation about leading worship as well as supervised practical application and integration of their degree work toward planning and leading worship. Prerequisites: BIBL 101 and 102 (or BIBL 103); BIBL 211.

**BIBM 405 Women in Christian Tradition** (3-0-3), on demand. Designed to train Christian women theologically, academically, and practically for expanded service in the home, the church, and the world. Limited to female students. Prerequisites: Junior standing, BIBL 101 and 102 (or 103), BIBL 211.

**BIBM 413 Seminar in Adolescent Moral/Sexual Issues** (3-0-3), fall, spring. Provides a biblical framework for understanding the adolescent's sexual attitudes, values, and behaviors. Prerequisites: Junior standing; BIBL 101 and 102 (or 103), BIBL 211.

**BIBM 422 Ministry on the University Campus** (3-0-3), on demand. An introduction to university ministry that reviews the history of campus ministry as well as the nature of today's university student body. Participants will explore different models for ministry, principles for outreach, and methods for mentoring. The course includes engaging campus ministers and students on private and state school campuses. (Some out of town travel). Prerequisites: BIBL 101 and 102 (or 103), BIBL 211.

**BIBM 429 Field Education** (0-6-6),\* fall, spring, summer. Problems and methods of a practical nature studied in a "laboratory" situation. Permission of Bible department chair required. May *not* be taken as the fifth Bible requirement in the University Requirements or for Bible minor. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103) and BIBL 211. For majors only. **A capstone course.**

**BIBM 434 Spiritual Formation of Children** (3-0-3), spring. This course is designed to equip adults to foster the spiritual formation of children in the many contexts in which they live. Attention will be given to the unique design of each child and how to nurture children toward full participation in the Kingdom of God. Prerequisites: BIBL 101 and 102 (or 103), BIBL 211.

**BIBM 435 Adolescent Spiritual Formation** (3-0-3), fall. Provides an overview of the key developmental issues involved in the spiritual formation of adolescents. Prerequisites: Junior standing; BIBL 101 and 102 (or 103), BIBL 211. For majors only.

**BIBM 439 Teaching and Learning for Spiritual Formation** (3-0-3), fall, spring. This course explores teaching and learning in both formal and informal contexts for the purpose of spiritual formation. Emphasis is given to the theory and practice of teaching, principles of learning, and the organization of planned learning experiences within the church. Prerequisites: BIBL 101, 102, 211. For majors only. **A writing intensive course.**

**BIBM 442 Leadership of Youth and Family** (3-0-3), spring. Provides the fundamental principles of family systems and offers practical strategies for developing a ministry to both the adolescent and his or her family. Prerequisites: Junior standing; BIBL 101, 102, 211; BIBM 330, 341, 435. For majors only.

**BIBM 451 Sexuality and Personal Issues of Sexuality** (3-0-3), spring. Addresses sexual issues through three sections: the text of Song of Songs; the individual, relational, and family issues with sex; and sexuality in the church and in one's ministry. Prerequisites: Completion of freshman and sophomore level Bible, senior standing.

**BIBM 480 Arts and Culture: A Christian Aesthetic** (3-0-3), spring. The arts from a Christian viewpoint as both practitioner and audience/patron, applying biblically based strategies to assess, enjoy, and participate in the forms of art prevalent in the culture while remaining faithful to the call of Christ. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103), BIBL 211. Same as THEA 480.

**BIBM 491 Senior Capstone Experience** (0-0-1), fall. This course is the final segment of a three-stage approach for training upper-level majors

in the Department of Bible, Missions, and Ministry. It is preceded by BIBM 391, Ministry in Context. The course creates a context for practicing theological reflection on ministry, critical thinking, understanding the minister or missionary as servant leader, and adding skills for future service. Prerequisites: BIBM 429 and 391. For majors only. **A capstone course.**

**BIBM 492 Children and Family Ministry** (3-0-3), spring. This course will examine theological foundations for children's ministry as well as give attention to the organization and administration of children and family ministry. Case study, discussion and assignments are intended to enable participants to consider, compare, and contrast varying models and how they contribute to the spiritual formation of children. Prerequisites: Junior standing; BIBL 101, 102 (or 103), 211.

**BIBM 493 Preaching** (3-0-3), fall. Training in moving from exegesis of biblical texts to sermon construction focusing on homiletic structure and preaching various biblical genres. Actual presentation of sermons is emphasized. Prerequisite: BIBL 320. For majors only.

**BIBM 601 Church Leadership** (3-0-3), fall. Principles of effective organization, administration, and leadership as they apply to the life of the church. Additional course fee required.

**BIBM 602 GST Orientation** (0-0-0), fall, spring. Orients GST students in the MACM, MAGS, and MDIV programs providing information about both curricular and co-curricular aspects of the GST community. Students will examine personal and professional identity issues by completing various assessments. Prerequisite: Admission to the MACM, MAGS, or MDIV programs. Additional fee required.

**BIBM 603 Foundations of the Theology of Ministry** (3-0-3), fall only. A cornerstone experience for students enrolled in the ministerial formation programs (MDiv, MAGS, or MACM) which introduces ministry students to the resources and practices in the fields of practical theology and contextual education. Prerequisites: Acceptance into the MDiv, MAGS, or MACM degree programs.

**BIBM 604 Homiletics** (3-0-3), on demand. Focuses on rigorous exegesis for preaching and effective delivery of sermons based on the unique styles, problems and themes of diverse biblical genres.

**BIBM 605 Preaching Old Testament Literature** (3-0-3), fall, spring, summer. Explores the challenges of preaching from various genres of Old Testament literature. Particular attention is paid to the theological shape and flow of whole canonical books and the homiletical possibilities they offer as students move from text to sermon. This variable topic course periodically focuses on different canonical books. As topics vary, the course may be taken only twice. The course may be taken as text elective credit.

**BIBM 607 Effective Practice of Ministry** (3-0-3), fall. A substantive and practical examination of Christian ministry relating biblical theology and the ministry in historical perspective to contemporary church needs.

**BIBM 609 Healthcare Ministry** (2-2-3), fall, spring. Provides enhancement of ministry concepts and skills for Christian vocations for students through pastoral care experiences with healthcare patients and families and interaction with peers and healthcare professionals. It serves as an introduction to Clinical Pastoral Education.

**BIBM 614 Theology and Ministry in Times of Crisis** (3-0-3), spring, even years. Provides skills for intervening in crises that church leaders encounter, including needs assessment skills, maintenance of healthy boundaries within relationships, and theological reflections.

**BIBM 616 Witness in Global Contexts** (3-0-3), fall. Provides a theological orientation to the task of evangelism. The class builds on the assumption that the gospel has certain instincts with regard to evangelism and its interface with culture. Attention is given to the implications of gospel and culture for the presentation of the gospel.

**BIBM 627 Preaching New Testament Literature** (3-0-3), on demand. An exploration of the challenges of preaching from various books of the New Testament. Particular attention is paid to the theological shape and flow of whole canonical books and the homiletical possibilities they

offer as students move from text to sermon. This variable topic course periodically focuses on different canonical books. As topics vary, the course may be only taken twice. May be taken as text elective credit. Prerequisite: BIBL 627.

**BIBM 628 Preaching Pauline Literature** (3-0-3), on demand. Enhances the ability of students to move from text to sermon as they preach from Pauline literature and examines how the form and function of different genres influence form and function in sermons. Taught as an Internet course.

**BIBM 629 Field Education Contextual Immersion** (3-0-6), on demand. \*An immersive learning experience for students to practice, observe, and reflect on ministry through a ministry project within a selected ministry context.

**BIBM 635 Engaging Adolescents in Christian Formation** (3-0-3), spring, summer. Explores the processes of Christian spiritual formation and implications for ministry with adolescents. Students will think critically and theologically about adolescence as a socially constructed concept and plan intentionally for spiritual formation in a ministry directed at those in this time of life.

**BIBM 637 Ministry with Older Adults** (3-0-3), January. Covers demographics of the aging community, analyzes programs for serving the older member, and how to utilize the talents of mature church members. Same as GERO 637.

**BIBM 644 Pastoral Ministry Skills for Church Leaders** (3-0-3), summer. Pastoral ministry theory and skills for individuals, families, and congregations in crisis, especially designed for church leaders.

**BIBM 645 Managing Conflict in Churches** (3-0-3), spring. The course will offer an examination of the causes, arenas, and dynamics of conflict in churches with an introduction to five major approaches to interviewing in conflicted situations. A variety of instructional methods, including lectures, case studies, role plays, media, expert resource persons, and personal style instruments will be employed. Additional course fee required.

**BIBM 646 Youth and Family Ministry** (3-0-3), on demand. A detailed study of youth/family ministry in light of congregational systems, developmental studies, and youth culture with readings on topics significant to advanced youth ministry.

**BIBM 648 Christian Spiritual Formation** (3-0-3), fall, spring. Christian spiritual formation is the process of being conformed to the image of Christ for the sake of others. This course identifies how God utilizes Scripture, people, contexts, literature, spiritual disciplines, and events to transform believers into Christ likeness.

**BIBM 651 Supervised Practice of Ministry I** (1-0-1), fall. Classroom preparation is balanced by a variety of ministry experiences, self-discovery processes, and nurturing relationships with faculty, supervising ministers, and church leaders in multiple contexts. Through the process of gradual immersion into ministry practice, an examination of professional identity will begin. (BIBM 652-656 are a continuation of this course.) Additional course fee required.

**BIBM 652 Supervised Practice of Ministry II** (1-0-1), spring. Additional course fee required.

**BIBM 656 Supervised Practice of Ministry VI** (1-0-1), spring. Additional course fee required.

**BIBM 657 Contexts of Ministry** (3-0-3), spring. Identify and explore contemporary ministry contexts. Students will study and practice methods of observation and reflection on ministry that result in an enriched practice of ministry in diverse contexts.

**BIBM 658 The Practice of Ministerial Leadership** (3-0-3), fall. As a part of the contextual education course sequence, this course develops leadership resources for various ministerial contexts. Prerequisites: BIBM 603, BIBM 629 and BIBM 657.

**BIBM 670 Worship** (3-0-3), spring. Examines biblical, historical, theological and practical perspectives on worship.

**BIBM 673 Ministry with Children and Families** (3-0-3), spring. Through interviews and participant observation, students will learn to examine the family, school, church, and community contexts of the spiritual lives of children so as to be able more effectively to engage in their pastoral care. Intellectual, spiritual, and social dimensions of the formation of children will be attended to, as will the theological and biblical underpinnings of children's ministry.

**BIBM 678 GST Senior Portfolio Preparation** (0-0-0), fall, spring, summer. This zero-credit module is required for all GST students preparing for their senior review.

**BIBM 681 Preaching in Contemporary Contexts** (3-0-3), spring. Emphasis on communication skills in preaching (delivery, language vividness and clarity) and enhanced facility with diverse organizational strategies.

**BIBM 692 Church Curriculum** (3-0-3), spring. Curriculum principles applied to the total church program.

**BIBM 693 Church and Family Ministry** (3-0-3), fall. Students will explore the sociological, educational, and theological dimensions of churches and families. Students will write ethnographies of church and family systems and then build educational programs that respond to the reality of ministry in such settings. Students learn how to move beyond therapeutic or schooling models of Christian education to more holistic approaches.

**BIBM 694 Church Administration** (3-0-3), on demand. Principles of organization, administration and supervision as they apply to the life of a local congregation.

**BIBM 696 Theological Perspectives on Human Behavior** (3-0-3) summer. A study of the interrelationship between theological and systematic explanations of human behavior and how they may be integrated in psychotherapeutic practice and/or ministry settings while maintaining the integrity of both. Same as BMFT 696.

**BIBM 699 Master's Thesis** (0-0-6). \* May be repeated.

**BIBM 700 Guided Study** (3-0-3), on demand. A fee will be assessed to the student

**BIBM 701 Doctor of Ministry Orientation** (0-0-0), June. Introductory course covering an overview of the program, analysis of ministry, research techniques, project design, and ministry resources.

**BIBM 702 Biblical and Theological Foundations of Ministry** (3-0-3), June. Investigates the development of a biblical theology of ministry, relating ministry to major themes of the Bible that affect contemporary ministry.

**BIBM 703 Preaching in Contemporary Contexts** (3-0-3), June, odd years. An analysis of current theories and methods of proclamation combined with the study of critical considerations in the development of the minister's theology of preaching in the contemporary culture. Emphasis on a variety of approaches to expositional preaching that let the Bible speak clearly in the students' contexts.

**BIBM 706 Christian Leadership Development** (3-0-3), June. An integrated analysis of theology, organizational behavior, group process, personality theory, pastoral care, and problem-solving skills designed to enhance the leadership effectiveness of participants. Additional course fee required.

**BIBM 710 Crisis Counseling and Brief Therapy** (3-0-3), June, odd years. Analysis of stressful events from both individual and family perspectives and from both developmental and accidental frameworks. Theologies of human nature, of the God/human relationship, and of counseling will be developed. Therapeutic strategies for crisis counseling and for doing brief therapy will be discussed. Assessment, treatment, and referral methodologies will be developed.

**BIBM 711 Preaching and Theology** (3-0-3), June, even years. Several theological perspectives, methods, and issues are explored in order to provide a more biblical and effective basis for preaching.

**BIBM 713 Preaching From the New Testament** (3-0-3), June, odd years. A study of the preparation of sermons from two New Testament books, including historical-critical analysis, examination of form, and appropriate application in the contemporary world.

**BIBM 716 Theological Foundations for the Practice of Ministry** (6-0-6), June. Integrates the varied sources of Scripture, theology, history, cultural analysis, and methodological assessment to develop an informed practical theology for the practice of ministerial leadership.

**BIBM 717 Christian Spiritual Formation** (3-0-3), June, odd years. Examines the biblical theology, the history, and the pastoral applications of Christian spirituality giving special attention to four historic expressions of spirituality (Orthodox, Catholic, Protestant, and Restorationist).

**BIBM 718 Theological Practice of Evangelism** (3-0-3), June, even years. The practice of evangelism as a theological endeavor involves listening to the stories of our churches, attending to biblical understandings of evangelism, exploring evangelism within various systematic theologies, and allowing culture to inform questions of meaning and relevance. The overall outcome should be an articulated plan for evangelism within specific ministry contexts.

**BIBM 719 Missional Ecclesiology** (3-0-3), January. Focuses on understanding the relationship of the church to the mission of God in the world and applying that understanding to actual ministry contexts. Explores biblical, theological, and historical themes. Contextualization includes analysis of a post-Christendom North America and consideration of specific ecclesial practices that lend themselves to contextual innovation.

**BIBM 721 Theology of Culture** (3-0-3), January. Examine the relationship between culture and theological anthropology, probing the implications for ministerial contexts.

**BIBM 723 Worship** (3-0-3), June, even years. Prepares students to understand and engage in worship as liturgical community formation. Attention is given to biblical, theological, and sociological aspects of liturgical community formation. Prerequisites: admission to the DMin program and BIBM 702.

**BIBM 724 Project/Thesis Seminar** (1-0-1), June. The first course of a two-part seminar to orient and launch the students on a journey toward a successful project/thesis project appropriate for the student's unique ministry setting.

**BIBM 725 Project/Thesis Seminar** (3-0-3), June. A concluding seminar designed to integrate the competencies developed in the DMin curriculum and to create a project appropriate for the student's unique ministry setting.

**BIBM 726 Project/Thesis Seminar II** (2-0-2), June. The concluding course of a two-part seminar designed to integrate the competencies developed in the DMin curriculum and to create a project appropriate for the student's particular ministry setting. Prerequisite: BIBM 724.

**BIBM 731 Leading Change in Christian Organizations** (3-0-3), June, odd years. Provides students with in-depth engagement with the philosophies and processes of leading change in churches and other Christian organizations. The course will equip students for planning, conducting, and evaluating ministry interventions with particular focus on addressing issues of chronic anxiety and marginality in the ministry context.

**BIBM 733 Culture, Context, and Community** (3-0-3), spring, odd years. This course investigates issues of leadership, culture, and ecclesial community from an anthropological perspective, paying particular attention to leadership in contemporary global contexts. It covers theoretical and practical dimensions that include the nature of culture, the nature of the culture and leadership, and critical reflection on personal leadership preferences.

**BIBM 798 Continuing DMin Study** (0-0-0), on demand. There is a fee associated with this course.

**BIBM 799 DMin Project/Thesis** (0-0-6).\*

**BIBP - PHILOSOPHY***College of Biblical Studies (CBS)*

**BIBP 352 Biomedical Ethics** (3-0-3), fall. Students will explore current bioethical issues in the health care field, evaluate each issue at the philosophical level, and learn to respond from a Christian worldview. Prerequisites: BIBL 101 and 102 (or 103).

**BIBP 380 Introduction to Philosophy** (3-0-3), fall. Basic concerns of philosophy to other fields, and a discussion of the major types of philosophy. Prerequisites: BIBL 101 and 102 (or 103). Same as PHIL 380.

**BIBP 478 Philosophy of Religion** (3-0-3), fall, even years. An examination of theism in the light of reason, competing world views, and philosophies. Prerequisites: BIBL 101 and 102 (or 103). Same as PHIL 478.

**BIBP 486 Ethics** (3-0-3), spring. This course introduces students to various philosophical and theological approaches to morality with a specific focus on how the Christian tradition informs our responses to critical moral questions. Prerequisites: BIBL 101 and 102 (or 103). Same as PHIL 486.

**BIBP 487 History of Ancient and Medieval Philosophy** (3-0-3), fall, odd years. Development of philosophical thought during the ancient and medieval periods. Prerequisites: BIBL 101 and BIBL 102 (or 103). Same as PHIL 487.

**BIBP 489 History of Modern Philosophy** (3-0-3), spring, even years. The development of philosophical thought from Hobbes and Descartes through Kant and Hegel with emphasis on epistemology, metaphysics, and ethical theory. Prerequisites: BIBL 101 and 102 (or 103). Same as PHIL 489.

**BIBT - THEOLOGY***College of Biblical Studies (CBS)*

**BIBT 332 Religious Teachings of C.S. Lewis** (3-0-3), spring. A study of the religious writings of C.S. Lewis, emphasizing bibliographical information and concentrating on selected works of Lewis. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103).

**BIBT 342 Christianity in Culture** (3-0-3), fall, spring, summer. Students will investigate the relationship of basic Christian values with some of the realities of contemporary culture. The class is also intended to promote the practice of theological reflection. Prerequisites: BIBL 101, 102 (or 103), and 211.

**BIBT 379 The Church** (3-0-3), fall. A systematic, doctrinal study of the biblical teachings about the church, including historical insights, practical applications, and theological perspectives. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103).

**BIBT 491 Theology** (3-0-3), spring. Introduces the nature of theological reflection. Students will participate in foundational discourses in the field of theology in order to understand particular biblical and historical doctrines, to embody the practical and pastoral implications of theology, and to be drawn into further devotion to God. Prerequisites: BIBL 101 and 102 (or 103).

**BIOA - BIOLOGY AT AU SABLE***Department of Biology (CAS)*

**BIOA 302 Lake Ecology and Management** (2-6-4), summer, on demand. Field study of lakes and other freshwater systems with applications to planning and management. Includes an introduction to limnology and investigation of representative lakes, streams, and wetlands of the region and compares the North American Great Lakes with the other great lakes of the world and their stewardship. Laboratory graded and credited with the course. Prerequisites: BIOL 221/223 or 222/224, CHEM 111/112 or 131/133, CHEM 113/114 or 132/134. Course offered at Au Sable Institute. Travel to site required.

**BIOA 305 Field Ecology of Birds** (2-6-4), summer, on demand. Biology, behavior, ecology and identification of birds. Work is primarily conducted in the field and covers the major habitats of northern lower

Michigan, including wetlands, lakes, rivers, forests, dunes, and open field communities. Emphasis will be placed on identification of the spring bird fauna of northern lower Michigan by sight and by call. Laboratory graded and credited with the course. Prerequisite: BIOL 221/223 or 222/224. Course offered at Au Sable Institute. Travel to site required.

**BIOA 311 Field Botany** (2-6-4), summer, on demand. Field and lab identification, systematics, natural history, and ecology of vascular plants as components of natural communities. Ecological features, including stratification, history, plant zonation, adaptation, and animal interactions are examined. Relationships of plant families and higher groups are covered. Project and/or plant collection required. Laboratory graded and credited with the course. Prerequisite: BIOL 221/223 or 222/224. Course offered at Au Sable Institute. Travel to site required.

**BIOA 322 Aquatic Biology** (2-6-4), summer, on demand. Ecology, identification, systematics, culture, and care of aquatic plants and animals, and adaptations to freshwater environments. Aquatic life is studied in lakes, ponds, bogs, marshes, and streams and in the laboratory. The course assesses human impacts on aquatic species and ecosystems, presents procedures for the stewardship of aquatic habitats, and introduces aquatic restoration ecology. Laboratory graded and credited with the course. Prerequisite: BIOL 221/223 or 222/224. Course offered at Au Sable Institute. Travel to site required.

**BIOA 345 Wildlife Ecology** (2-6-4), summer, on demand. This course covers the ecology, conservation, and stewardship of wildlife species and their habitats. The main components of the course includes growth and structure of natural and managed populations, environmental and human social factors affecting wildlife communities, and wildlife conservation. The course is set in the context of the historical development of the field from management, to ecology, and to the land ethic of Leopold. It also includes discussions of how to apply this information for management and stewardship of non-game and endangered species, and long-term prospects of wildlife in changing environmental, climatic, and social contexts. Laboratory graded and credited with the course. Prerequisite: BIOL 221/223 or 222/224. Course offered at Au Sable Institute. Travel to site required.

**BIOA 355 Watersheds in Global Development** (2-6-4), summer, on demand. This course covers the principles of watershed ecology, including principles and practice of community-based water monitoring and watershed management for developing and developed countries and data access and analysis using an online relational database and data-to-action strategies. Designed for students in science and public policy, including students interested in missions and development and agencies involved in environmental assessment and community development. Includes EPA certification with demonstrated proficiency in specific watershed stewardship skill. Laboratory graded and credited with the course. Prerequisite: BIOL 221/223 or 222/224. Course offered at Au Sable Institute. Travel to site required.

**BIOA 362 Environmental Applications for Geographic Information Systems** (2-6-4), summer, on demand. Theory and application of spatial analysis for applied social and ecological problem-solving. This course combines GPS field data collection; ArcGIS use for storage, processing, interpretation, and presentation of data; location and integration of existing source information; and remote sensing integration with GIS applications. The course is designed around an environmental project to apply GIS techniques for real-world problem-solving in protecting and restoring ecosystems. Laboratory graded and credited with the course. Prerequisite: BIOL 221/223 or 222/224. Course offered at Au Sable Institute. Travel to site required.

**BIOA 471 Conservation Biology** (2-6-4), summer, on demand. Principles of conservation biology with applications to sustainable human society and biospheric integrity. An integrative approach to biology and society that interrelates population biology, ecological principles, biogeochemical cycles, ecosystem functions, and human society in the context of biospheric degradation. The course develops a stewardship perspective rooted in biological principles and directed at conservation of plant and animal species, biotic communities,

ecosystems, and human society. Included are topics of human development, poverty, and economic growth. Prerequisites: BIOL 221/223 or 222/224, and BIOL 362. Course offered at Au Sable Institute. Travel to site required.

## **BIOL - BIOLOGY**

*Department of Biology (CAS)*

**BIOL 101 Biology - Human Perspective** (3-0-3), fall, spring, summer. A conceptual investigation of biological principles from the human perspective - including historical, theoretical, ethical, and practical aspects. May be used to satisfy Science University Requirements. For non-biology majors.

**BIOL 112 General Biology I** (3-0-3), fall, spring. A consideration of the diversity of life, emphasizing organism classification, structure and function in plants and animals. Concurrent enrollment in BIOL 114 required. A grade of "C" or better must be achieved to enroll in subsequent Biology courses. May be used to satisfy University Requirements.

**BIOL 113 General Biology II** (3-0-3), fall, spring. A consideration of the unity of life, emphasizing chemical and cellular organization, energy transfer through living systems, genetics, cellular information flow, ecology, and evolution/speciation. Concurrent enrollment in BIOL 115 required. Prerequisite: A grade of "C" or better in BIOL 112 and BIOL 114. A grade of "C" or better must be achieved to enroll in subsequent Biology courses. May be used to satisfy University Requirements.

**BIOL 114 General Biology I Laboratory** (0-3-1), fall, spring. Laboratory experiences considering the diversity of life. Concurrent enrollment in BIOL 112 required. A grade of "C" or better must be achieved to enroll in subsequent Biology courses. May be used to satisfy University Requirements.

**BIOL 115 General Biology II Laboratory** (0-3-1), fall, spring. Laboratory experience considering the unity of life. Concurrent enrollment in BIOL 113 required. Prerequisite: A grade of "C" or better in BIOL 112 and BIOL 114. A grade of "C" must be achieved to enroll in subsequent Biology courses. May be used to satisfy University Requirements.

**BIOL 203 Basic Biology for Teachers** (2-2-3), spring, even years. Survey of the plant and animal kingdoms and life processes; interactions with the environment and ecosystems and the ecology of life; includes laboratory work. Laboratory graded and credited with the course. For non-biology majors; only for students seeking teacher certification in an area other than biology. Prerequisite: MATH 237 or Math ACT score of 20 or Math SAT score of 500. May be used to satisfy University Requirements.

**BIOL 221 Animal Biology** (3-0-3), fall, spring. A study of the comparative structure, physiology, and development of invertebrates and vertebrates. Concurrent enrollment in BIOL 223 required. Prerequisites: BIOL 112/114 and BIOL 113/115.

**BIOL 222 Plant Biology** (3-0-3), fall. A study of the historical, physiological, taxonomic, and ecological aspects of plants as well as their anatomic, reproductive, and adaptive responses to world environments. Concurrent enrollment in BIOL 224 required. Prerequisites: BIOL 112/114 and BIOL 113/115.

**BIOL 223 Animal Biology Laboratory** (0-3-1), fall, spring. Laboratory and dissection experiences to understand the comparative structure, physiology, and development of invertebrate and vertebrate animals. Concurrent enrollment in BIOL 221 required. Prerequisites: BIOL 112/114 and BIOL 113/115.

**BIOL 224 Plant Biology Laboratory** (0-3-1), fall. Laboratory experiences using scientific methods to understand the anatomy, physiology, and practical aspects of plants. Concurrent enrollment in BIOL 222 required. Prerequisites: BIOL 112/114 and BIOL 113/115.

**BIOL 291 Anatomy and Physiology I** (3-0-3), fall. A systems approach to human anatomy and physiology emphasizing the musculoskeletal, nervous, and endocrine systems. Concurrent enrollment in BIOL 293

required. Prerequisites: ACT Natural Sciences, 20 or above/950 or above on SAT; or a grade of "C" or better in BIOL 101. For non-biology majors. May be used to satisfy University Requirements.

**BIOL 292 Anatomy and Physiology II** (3-0-3), spring. A systems approach to human anatomy and physiology emphasizing the circulatory, respiratory, digestive, and genitourinary systems. Concurrent enrollment in BIOL 294 required. Prerequisites: BIOL 291 and 293. For non-biology majors. May be used to satisfy University Requirements.

**BIOL 293 Anatomy and Physiology I Laboratory** (0-3-1), fall. Laboratory study of topics covered in BIOL 291. Concurrent enrollment in BIOL 291 required. For non-biology majors. May be used to satisfy University Requirements.

**BIOL 294 Anatomy and Physiology II Laboratory** (0-3-1), spring. Laboratory study of topics covered in BIOL 292. Concurrent enrollment in BIOL 292 required. For non-biology majors. May be used to satisfy University Requirements.

**BIOL 308 Global Healthcare** (3-0-3), summer, even years. A study of healthcare delivery systems, quality of healthcare, and the impact of socioeconomic factors and culture on the delivery of healthcare through readings, discussion and interviews. Field experience will be gained through service-learning activities and observation within a medical community. Co-requisite: Participation in required shadowing, observation, and service components. Prerequisite: Sophomore standing. Same as CHEM 308, COMP 308. May be used to satisfy University Requirements.

**BIOL 309 Medicinal Botany** (3-0-3), summer, odd years. A conceptual investigation of botanical medicines including historical, theoretical, ethical, and practical aspects with special emphasis on the investigation of botanicals in complementary and alternative medicines from a scientific perspective. Prerequisites: BIOL 112/114 and BIOL 113/115.

**BIOL 312 Cell Biology** (3-0-3), fall, spring. Survey of cell structure and function with an emphasis on cellular energy-related events, proteins, and nucleic acids. Lecture may be taken without the lab. Prerequisites: CHEM 114 or 134; BIOL 112/114, 113/115 and BIOL 221/223 or 222/224.

**BIOL 313 Cell Biology Laboratory** (0-3-1), spring. Laboratory study of cell structure and function with emphasis on energy-related events, proteins, and nucleic acids. Prerequisites: CHEM 114 or 134, BIOL 112/114, 113/115 and 221/223 or 222/244.

**BIOL 330 Neurobiology** (2-3-3), on demand. A consideration of the following topics: the neurophysiology of synaptic transmission, how sensory input is perceived and motor output is transmitted, and the location and function of the cranial nerve nuclei. Laboratory graded and credited with the course. Prerequisite: BIOL 312.

**BIOL 332 Mind and Wellness** (1-0-1), fall. An investigation into the influences on health - physical, emotional and spiritual, with examples drawn from the Asian and Hispanic cultures. Prerequisites: BIOL 112/114, 113/115.

**BIOL 345 Range and Wildland Plants** (2-3-3), fall. Identification, classification, multiple use and economic value of native and introduced range and wildland plants in the Southwest. Laboratory graded and credited with course. Prerequisite: Junior standing. Same as ENVR 345. Special travel fee.

**BIOL 351 Genetics** (3-0-3), fall. Fundamental principles of genetics in plants and animals. Physical basis of inheritance, expression and interaction of genes, linkage, sex linkage, and the chemical nature of genetic material. Lecture may be taken without the lab. Prerequisites: BIOL 112/114, 113/115.

**BIOL 353 General Microbiology** (3-0-3), fall, on demand. Principles of general microbiology including immunology, pathogenic microbiology, environmental, and industrial microbiology. Concurrent enrollment in BIOL 354 required. For non-biology majors.

**BIOL 354 General Microbiology Lab** (0-3-1) The study of cultivation and characterization of microorganisms, their identification, and

microbiology of the environment. Concurrent enrollment in BIOL 353 required. For non-biology majors.

**BIOL 355 Microbiology** (3-0-3), spring. A study of the cellular structure, metabolic pathways, regulatory, and genetic exchange mechanisms of microorganisms and how these relate to microbial roles in the biosphere, industry, and disease processes. Concurrent enrollment in BIOL 357 required. Prerequisite: BIOL 312 or CHEM 223. For biology and biochemistry majors.

**BIOL 357 Microbiology Laboratory** (0-3-1), fall, spring, on demand. The study of cultivation and characterization of microorganisms, their identification, and the microbiology of the environment. Concurrent enrollment in BIOL 355 required. For biology and biochemistry majors.

**BIOL 362 Ecology** (3-0-3), fall, summer, even years. Ecological concepts, methods of vegetational and animal population analysis and biomes of the world. Lecture may be taken without the lab. Prerequisite: BIOL 221/223 or 222/224.

**BIOL 364 Ecology Laboratory** (0-3-1), fall. Introduction to sampling methods of plant and animal populations and communities, and how they interact with their environment. Prerequisite: BIOL 221/223 or 222/224. Special travel fee.

**BIOL 370 Field Biology** (3-3-4), summer, odd years. Sampling methods and field techniques applicable to the biota of the southwest. Collection, identification, and natural history including soils, geology, population and community analysis and dynamics. Laboratory graded and credited with the course. Special travel fee.

**BIOL 380 General Mammalogy** (3-3-4), spring, even years. Principles of ecology, evolution, classification, biogeography, economic importance, and conservation of mammals. Laboratory graded and credited with the course. Prerequisite: BIOL 221/223 or 222/224. Special travel fee.

**BIOL 399 Biology Research** (3-0-3)\*, fall. Students perform biological research under the supervision of a faculty member for 1-3 credit hours. A poster or presentation suitable for presentation at a scientific meeting or paper incorporating results of the research, written in the format of scientific publications, is required for completion of the course. Special laboratory fee. Prerequisite: Instructor approval.

**BIOL 401 Secondary Science Teaching Methods** (3-0-3), fall, spring. A study of teaching strategies and curriculum development for the secondary sciences. Presents the Texas Essential Knowledge and Skills, College and Career Readiness Standards, and classroom management and discipline for the science laboratory environment. Must be taken concurrently with EDUC 412 and 432. Should be taken before student teaching. Prerequisite: 16 hours of science from appropriate secondary science teaching degree plan. Same as CHEM 401, PHYS 401.

**BIOL 403 Marine Biology** (3-3-4), spring, odd years. A field course in Florida or Honduras. A study of the open ocean and the intertidal zones. Prerequisite: Consent of instructor. Laboratory graded and credited with the course. Special travel fee. Travel during spring break required.

**BIOL 425 Behavioral Biology: Theory and Methods** (3-1-4), spring, odd years. Discover how an organism's behavior permits adaptation to its environment. Behavioral ecology and ethological methods will be learned to understand how behavior permits homeostasis and adaptation. An introduction into sociobiological theory and a critique as it relates to human behavior will be explored. Laboratory graded and credited with the course. Special travel fee; out of town travel. Prerequisite: BIOL 362.

**BIOL 448 Biology of Aging** (3-0-3), summer. Survey of the human anatomy and physiology with implications of normal and abnormal age-related changes. Same as GERO 448/548.

**BIOL 454 Immunology** (3-0-3), fall. The cellular and molecular mechanisms inherent in immunology. Prerequisite: BIOL 312.

**BIOL 472 Biochemistry I: Foundations of Biochemistry** (3-0-3), fall. Discusses the chemistry, structural aspects, and properties of amino acids, peptides, proteins, vitamins, carbohydrates, lipids, and nucleic

acids. Prerequisite: A grade of "C" or better in CHEM 324. Same as CHEM 453.

**BIOL 475 Molecular Genetics** (3-0-3), spring. A study of the molecular interactions that take place during mitosis, meiosis, cell activation and inactivation, gene activation and inactivation, transcription, reverse transcription, translation, organelle synthesis and formation, morphogenetic cell movement, membrane synthesis. Prerequisite: BIOL 312 or CHEM 454 or BIOL 472 or concurrent enrollment.

**BIOL 476 Biotechnology Laboratory** (0-6-2), spring. Explores the advancement of recombinant DNA technology. Experimental tasks include isolation, amplification, mapping, sequencing, cloning and fingerprinting of DNA, genome analysis, genetic testing, cell culture, and antigen detection. Prerequisite: BIOL 312.

**BIOL 480 Histology** (2-3-3), spring. Detailed microscopic anatomy of the tissues and organs of higher vertebrates. Laboratory graded and credited with the course. Prerequisite: BIOL 312.

**BIOL 481 Plant Systematics** (3-3-4), spring, even years. Introduction to the principles and methods of biological classification with emphasis on the local flora. Field and laboratory work consist of collection and identification of plant specimens and phylogenetic analysis of plant DNA. Laboratory graded and credited with the course. Prerequisites: BIOL 112/114 and BIOL 113/115.

**BIOL 483 Biostatistics** (3-0-3), spring, even years. An introduction to experimental design, including common techniques in descriptive and inferential statistics.

**BIOL 484 Developmental Biology** (3-0-3), spring, odd years. A study of molecular events which begin with meiosis and fertilization and continue through the development and growth of the human embryo and fetus. Prerequisite: BIOL 312.

**BIOL 491 Human Anatomy** (3-0-3), spring. Human biology, stressing morphology of the body using a systemic and regional approach. Prerequisites: BIOL 112/114 and BIOL 113/115. Concurrent enrollment in BIOL 493 required.

**BIOL 492 Physiology** (3-0-3), fall, on demand. Study of normal functional needs and environmental challenges of vertebrates and invertebrates. Lecture may be taken without the lab. Prerequisites: BIOL 112/114 and BIOL 113/115.

**BIOL 493 Human Anatomy Laboratory** (0-3-1), spring. Laboratory study of the human body using visualization and dissection. Concurrent enrollment in BIOL 491 required.

**BIOL 495 Physiology Laboratory** (0-3-1), fall, on demand. Laboratory investigation of animal function including measurements and data collection. Prerequisites: BIOL 112/114 and BIOL 113/115.

**BIOL 497 Seminar in Biology** (3-0-3), fall, spring, Maymester, on demand. Discussions where students critically analyze, reflect, and write about biology from the perspective of a Christian Worldview. Prerequisite: Senior year biology major or health professions concentration. **A capstone and writing-intensive course.**

**BIOL 498 Cancer Biology** (3-0-3), fall. Exposes students to all aspects of cancer studies including cancer causation, pathology, epidemiology, genetics, metastasis, detection, treatments and preventions. The biology of cancer cells is emphasized and analyzed at the molecular level with the introduction of classical and modern experimental details. Prerequisite: BIOL 312.

## **BLAW - BUSINESS LAW**

*Department of Management Sciences (COBA)*

**BLAW 363 Legal Environment of Business** (3-0-3), fall, spring. Study of court system, sources of law, contracts, property, and regulation of business. Prerequisite: 48 earned hours.

**BLAW 461 Business Law II** (3-0-3), spring. Case studies of creditor's rights, business organizations, property, and trade regulation. Prerequisite: ACCT 310, with a grade of "C" or better.

### **BMFT - MARRIAGE AND FAMILY THERAPY**

*Department of Marriage and Family Studies (CBS)*

**BMFT 601 Pre-Internship** (3-0-3), fall. Combined practicum and lecture format. Students gain counseling experience through role-playing with each other. Emphasis is placed on basic counseling skills as well as awareness of students' own family of origin. Prerequisite: Admission to the MFT program.

**BMFT 602 MFT Internship I** (3-0-3), spring. Supervised practice in marriage and family therapy. Emphasis on a wide variety of experience. Prerequisite: Admission to the MFT program. Same as BMFT 603, 604, 605.

**BMFT 603 MFT Internship II** (3-0-3), fall.

**BMFT 604 MFT Internship III** (3-0-3), spring.

**BMFT 605 MFT Internship IV** (3-0-3), summer.

**BMFT 610 Couples Therapy** (3-0-3), fall. An introduction to the theories and techniques of marriage and family therapy as applied to the work of those persons who deal primarily with couples.

**BMFT 615 Research Methods & Family Therapy** (3-0-3), spring. This course will introduce students to both quantitative and qualitative research methodologies utilized in marriage and family therapy research. Students will critique the use of these methodologies and engage in making research decisions as they design their own research proposal. Students will understand ethical issues in conducting research with human subjects and be introduced to data analysis procedures.

**BMFT 634 Addictive Disorders** (3-0-3), fall. Designed to address the spectrum of addictive disorders (chemicals, relationships, food and sex) with the focus on the biological, social and psychological aspects of the addictive process. Emphasis will include diagnosis and treatment strategies from a systemic perspective.

**BMFT 639 Family Theory/General Systems Theory** (3-0-3), fall. A comprehensive exploration of theory in family studies and therapy. The role of theory in empirical investigation, conceptual framework, and strategies of theory building useful in the interdisciplinary study of marriage and family behavior will be examined.

**BMFT 641 Family Therapy I** (3-0-3), fall. A study of supportive counseling principles and methodology in the area of functional family problems and needs. A systems approach will be utilized.

**BMFT 643 Professional Ethics and Law** (3-0-3), summer. A survey of the professional ethics and laws relative to the practice of marriage and family therapy.

**BMFT 645 Systemic Diagnosis & Assessment** (3-0-3), spring. This course is a study of psychopathology, diagnosis, and assessment in a biopsychosocial-spiritual context. Students will learn how to use the DSM and assessment instruments in diagnosing and assessing psychopathology, as well as learning systemic ways of assessment in individual, couple, and family contexts.

**BMFT 651 Sexual Therapy** (3-0-3), spring. The Christian-oriented implementation of contemporary sexual therapy in formal and informal settings.

**BMFT 661 Family Therapy II** (3-0-3), spring. Intense exposure to at least three currently-practiced modalities of Family Therapy. Prerequisite: BMFT 639 and 641.

**BMFT 662 Family Life Cycle** (3-0-3), fall. Equipping the marriage and family student with an understanding of how to integrate the individual, marital and family developmental cycles into clinical case conceptualization, diagnosis and treatment.

**BMFT 663 Cultural Diversity in Marriage and Family Therapy** (3-0-3), fall. This experiential course will explore areas of cultural

diversity relevant to gender, ethnicity, and class in psychotherapy practice, with an emphasis on developing cultural competence, sensitivity, and awareness. Other dimensions of diversity may be covered to a lesser extent.

**BMFT 665 Therapy Across the Life-Cycle** (3-0-3), summer. Individual and family developmental stages with therapy skills emphasis for families, children, youth, and older adults.

**BMFT 670 Introduction to Medical Family Therapy** (3-0-3), fall, spring, summer. This course consists of an introduction to the field of medical family therapy including a review of its history of development, current practice and research, an overview of medical terminology, and social trends and public policy that impact the practice of medical family therapy.

**BMFT 671 Medical Family Therapy Theory, Practice, and Research** (3-0-3) fall, spring, summer. This course builds on the foundation of MFT theories and explores the theoretical foundations of Medical Family Therapy and collaborative healthcare. Models of Medical Family Therapy are presented, and students are expected to demonstrate conceptual understanding of each. Emphasis is on an understanding of the biopsychosocial-spiritual model.

**BMFT 673 Illness, Disability, Death, and Dying Across the Lifespan** (3-0-3) fall, spring, summer. This course examines the impact of illness, disability, death, and dying across the lifespan and includes consideration of human development and family life cycle transitions. Psychosocial typologies of illness will be given special consideration with a special focus on onset, course, and outcome and the impact of incapacitation and uncertainty on family functioning.

**BMFT 675 Interventions in Medical Family Therapy** (3-0-3) fall, spring, summer. (3-0-3) fall, spring, summer. This course will focus on specific interventions utilized in the practice of medical family therapy including those that emphasize the mind-body-spirit connection. Emphasis will be given to establishing successful collaborative working relationships with others in the treatment system, including doctors, nurses, social workers, and psychiatrists.

**BMFT 696 Theological Perspectives on Human Behavior** (3-0-3) summer. A study of the interrelationship between theological and systematic explanations of human behavior and how they may be integrated in psychotherapeutic practice and/or ministry settings while maintaining the integrity of both. Same as BIBM 696.

**BMFT 699 Thesis** (0-0-6).\* Prerequisites: BMFT 615 and approval by faculty.

### **BMIS - MISSIONS**

*College of Biblical Studies (CBS)*

**BMIS 245 Understanding Culture for Global Service** (3-0-3), fall. This course will help students develop a theology of culture, to learn how to understand a culture through studying cultural subsystems. They will learn the skills of participant observation, and be able to read a culture in order to facilitate presenting the good news. May not be used to complete a Bible requirement in the University Core. Prerequisites: BIBL 101, 102 (or 103), and BIBL 211.

**BMIS 270 Living the Mission** (3-0-3), fall. This course examines the history of missions from the establishment of the church to the present. It is designed as an introductory course for missions majors, minors, and certificates as they enter into this field of study, but has relevance for anyone desiring an increased knowledge of missions.

**BMIS 371 Religion in Global Contexts** (3-0-3), fall. This course explores the changing significance of religion in the world. The course familiarizes students with the major anthropological and sociological debates on religion, secularism, and global modernity; acquaints students with methodological approaches to the study of religion; and equips students to address thoughtfully and faithfully various religious practices from a Christian perspective. Prerequisites: BIBL 101, 102 (or 103), and BIBL 211.

**BMIS 391 Service in Global Contexts** (3-0-3), spring. This course is designed to prepare students for international service by focusing upon critical thinking, global orientation and missional vision. More specifically this course equips students for short-term missions and facilitates their reflection on that same work. Prerequisites: BIBL 101 or BIBL 103 or either concurrently.

**BMIS 420 Gospel in a Multicultural World** (2-4-3), fall, spring. This course enables students to develop a theology of mission by looking at the biblical basis of mission and sharpening their understanding of the gospel. Students will grapple with the challenge of interpersonal identification and models of communication. Students will explore methods of planting meaningful communities of faith in various cultural contexts. Prerequisites: Sophomore standing; BIBL 101, 102 (or 103) and BIBL 211.

**BMIS 421 Mission as Spiritual Formation** (3-0-3), on demand. This course acknowledges that spiritual formation is at the heart of God's mission. God first transforms people and then works through them to share the gospel that transforms others. The student will engage the process of individual and community spiritual formation and will explore what Christian spiritual formation has to share with and learn from other cultures, religious faiths, and faith traditions. Prerequisites: Sophomore standing; BIBL 101 and 102 (or 103) and BIBL 211.

**BMIS 458 Focused Training in Missions** (3-0-3), on demand. A variety of specialized studies will provide essential training in topics such as indigeneity, team missions, appropriate technology, emerging church models, communicating with non-literates, linguistics, holistic missions, community development, poverty, human trafficking, human migration, and/or social justice. Prerequisites: Sophomore standing; BIBL 101, 102 (or 103) and BIBL 211. May be repeated.

**BMIS 481 Inner City Missions** (3-0-3), on demand. Examines the biblical teaching about cities and the practical difficulties encountered in urban settings. Particular attention (both theoretical and practical) is given to issues of race, justice and poverty. Prerequisites: BIBL 101, 102, 211.

**BMIS 610 Evangelism in North America** (3-0-3), on demand. Lays foundations for effective outreach by North American churches. Culture and the gospel are examined with a view to discerning specific contemporary approaches that may be used to communicate Christian truth clearly in the North American context.

**BMIS 619 Church and Mission** (3-0-3), fall. Focuses on understanding the relationship of the church to the mission of God in the world and applying that understanding to actual contexts. Explores biblical, theological, and historical themes. Considers and analyzes of specific ecclesial practices that lend themselves to contextual and missional innovation.

**BMIS 621 Fundamentals of Spiritual Nurture** (3-0-3), on demand. Vital Christian task of spiritual guidance beginning with early faith and leading to mature, active discipleship.

**BMIS 633 Leadership Training** (3-0-3), summer. The study of leadership training methods. The student will write and test an extension module of study material.

**BMIS 645 Missionary Anthropology** (3-0-3), on demand. Similarities and diversities of human cultures designed to equip missionaries to communicate cross-culturally.

**BMIS 646 Foundations of Missional Practice** (3-0-3), on demand. The biblical basis of missions, the nature of interpersonal identification, the concept of culture, models of communication, methods of church planting and maturation, linguistics, and field selection.

**BMIS 647 Readings in Contextual Theology** (3-0-3), spring. Probing the reciprocal effects of culture and Christianity so that the missionary will refrain from absolutizing for all people everything that seems hermeneutically valid within his own society.

**BMIS 648 Planting and Developing Churches** (3-0-3), fall. A survey of the important administrative, anthropological, methodological, and

theological issues for establishing responsible, reproducing churches in another culture.

**BMIS 649 Reading and Engaging Contemporary Cultures** (3-0-3), summer. Provides an overview of the theory and history of anthropology, including an in-depth investigation of the notion of culture. Students will engage in critical reflection on the use of anthropological theory for praxis in global context.

**BMIS 650 Leadership in Intercultural Contexts** (3-0-3), spring. Leadership in Intercultural Contexts analyzes Christian leadership practices in intercultural contexts.

**BMIS 652 Developing New Churches in North America** (3-0-3), on demand. Equips students to develop a biblically-informed, comprehensive, and effective plan for planting new churches in selected areas of North America.

**BMIS 653 Growth Strategies for Established Churches** (3-0-3), on demand. Gives students conceptual models and practical tools to facilitate leadership in church growth among established congregations.

**BMIS 669 Introduction to Linguistics** (2-1-3), summer. The science of language with the emphasis varying with the needs and aims of the class.

**BMIS 670 Cross-Cultural Communication** (3-0-3), summer. Various communication topics of vital interest to prospective missionaries such as perceptions and stereotypes, culture and personality, language and culture, as well as mass media and intercultural communication.

**BMIS 671 Supervised Research in Missions** (0-0-3), on demand. A faculty-supervised research project tailored to the specific needs of the student.

**BMIS 672 Religion in Global Contexts** (3-0-3), fall. Aspects of religion - conceptual, ritual, personal and social - from the perspective of the living world religions in order to gain a greater skillfulness in approaching the non-Christian.

**BMIS 673 History of Missions** (3-0-3), summer. The expansion of Christianity from Pentecost to the present with special attention given to the positive and negative influences in the spread of the Good News.

**BMIS 675 Theology of Mission** (3-0-3), fall. The development of a biblically accurate and missiologically sound foundation for missions to ensure that the messengers of God will return with an abundant harvest from the ripe fields among the tribes and cities of the world.

**BMIS 680 Urban Missions** (3-0-3), summer. Explores the theology, anthropology, and missiology of urban evangelism and community development with particular emphasis on the poor and the lifestyle required to reach them.

**BMIS 689 Folk Religions and New Spiritualities** (3-0-3), on demand. A study of personal spiritual beings (whether spirits, ancestors, or demons) as well as non-personal spiritual forces (magic and witchcraft) and their power to control human affairs.

**BMIS 697 Intercultural Competence for Global Service** (3-0-3), on demand. How worldview presuppositions explicitly and implicitly shape culture. Equips the Christian minister to clearly and critically analyze this or her own worldview and that of his or her audience in light of a biblical theology in order to avoid syncretism and to effect God-desired worldview transformations.

**BMIS 699 Master's Thesis** (0-0-6).\*

## **BUSA - BUSINESS ADMINISTRATION**

*Department of Management Sciences (COBA)*

**BUSA 120 Introduction to Business** (3-0-3), fall, spring. A broad preview of business and entrepreneurial thinking. Topics include accounting, finance, information systems, management and marketing.

**BUSA 419 International Business** (3-0-3), fall, spring. Examines the enterprise as it functions in and relates to the international environment. It begins with the history and theory of international trade, studies each business discipline in a global setting, and ends with a section on trends and strategies employed by major global corporations. Prerequisites:



FIN 310; MGMT 330; MKTG 320, all with a grade of "C" or better. May be used to satisfy University Requirements.

**BUSA 435 Christian Business Leadership Perspectives** (3-0-3), spring. Examines God's call to leadership for Christian persons. Perspectives on leadership are drawn from the Bible, business, and popular literature. The learning approach includes guest speakers, individual study, group study, case analysis, and a critical examination of spiritual leadership issues. Special fee required. Prerequisite: 60 earned hours. Travel course.

### **BUSA - BUSINESS ADMINISTRATION**

*School of Professional Studies (GPS)*

**BUSA 530 Leadership** (3-0-3), as needed. An overview of how individuals manage and lead themselves and others in business. Topics include theoretical and practical models of leadership, ethical issues of leadership, and forms of influence within groups and corporations. Students will develop and apply a personal leadership framework. First course for entering MBA students.

**BUSA 550 Foundations of Analytics** (3-0-3), as needed. A broad preview of business and entrepreneurial thinking. Topics include accounting, finance, information systems, management and marketing. An introduction to the field of analytics, with emphasis on the application of statistical concepts, procedures, and tools to add value to organizations. Topics include data and information acquisition, analysis, and application; data visualization and reporting; technological and organizational practices to support evidence-informed decision making; and ethical issues.

**BUSA 636 Organizational Behavior** (3-0-3), on demand. Individual, group, and organizational variables that inhibit or facilitate effective organizational functioning. Topics may include rewards, motivation, culture, decision-making, and ethics. Same as MGMT 636.

**BUSA 652 Operations and Information Technology Management** (3-0-3), as needed. The process of managing operations and information technology to achieve organizational goals. Topics include product and service delivery; systems to support business functions; ethical issues related to technological, data, and personnel resources; and techniques for effectively deploying these resources.

**BUSA 656 Strategic Marketing** (3-0-3), as needed. The role of marketing and strategy in achieving organizational objectives. Topics include segmenting markets, pricing, identifying market opportunities and niches, aligning values with strategy, cooperative and collaborative strategies, and identifying organizational competencies.

### **CHEM - CHEMISTRY**

*Department of Chemistry and Biochemistry (CAS)*

**CHEM 101 Consumer Chemistry** (3-0-3), on demand. A study of chemistry's influence on consumers, the environment, and society with emphasis on grasping the beauty and order of the Creator's handiwork and on equipping citizens for more informed decisions. May be used to satisfy Science University Requirements. Not for majors in the Department of Chemistry and Biochemistry.

**CHEM 111 Introductory Chemistry Laboratory** (1-2-1), fall. Introduction to measurement and observation. Activities coordinate with topics discussed in CHEM 113. Emphasis given to quantitative measurements and interpretation of data. Prerequisite: CHEM 113 or concurrent enrollment. Not for majors in the Department of Chemistry and Biochemistry. May be used to satisfy University Requirements.

**CHEM 112 Introductory Organic and Biological Chemistry Laboratory** (1-2-1), spring. Continuation of CHEM 111. Activities coordinate with topics discussed in CHEM 114. Study of calorimetry; chemistry of organic compounds and functional groups. Prerequisites: CHEM 111; CHEM 114 or concurrent enrollment. Not for majors in the Department of Chemistry and Biochemistry. May be used to satisfy University Requirements.

**CHEM 113 Introductory Chemistry** (3-0-3), fall. Fundamental concepts of atomic structure; chemical reactions of acids, bases, and

salts; behavior of solids, liquids, and gases; and solutions are presented to students of nursing and agriculture. Can be credited without CHEM 111. Prerequisite: ACT math score of 21 or above, or SAT math score of 550 or above, or credit for MATH 120 or above. Not for majors in the Department of Chemistry and Biochemistry. May be used to satisfy University Requirements.

**CHEM 114 Introductory Organic and Biological Chemistry** (3-0-3), spring. Continuation of CHEM 113. Study of organic compounds of carbon: hydrocarbons and those functional groups of importance to living systems. Biochemistry of carbohydrates, fats and proteins. Can be credited without CHEM 112. Prerequisite: CHEM 113. Not for majors in the Department of Chemistry and Biochemistry. May be used to satisfy University Requirements.

**CHEM 131 General Chemistry Laboratory I** (1-3-1), fall. Standard laboratory equipment is used to collect and interpret data. Experiments include determination of molecular formula, solution concentration and chemical reactivity. Prerequisite: CHEM 133 or concurrent enrollment. May be used to satisfy University Requirements.

**CHEM 132 General Chemistry Laboratory II** (1-3-1), spring. Continues to explore practical application of chemistry. Spectrophotometers and pH meters are used to study chemical equilibrium. Qualitative analysis is also introduced. Prerequisite: CHEM 134 or concurrent enrollment. May be used to satisfy University Requirements.

**CHEM 133 General Chemistry I** (3-0-3), fall. Fundamental principles of chemistry including the structure of matter, stoichiometry, periodicity, bonding, and reactivity. Prerequisite: CHEM 131 or concurrent enrollment; and MATH 109 with minimum grade of "C", or MATH 124, or MATH 185, or math placement testing into MATH 124 or 185. May be used to satisfy University Requirements.

**CHEM 134 General Chemistry II** (3-0-3), spring. Continues with basic chemical concepts including thermodynamics, equilibrium, and electrochemistry. Prerequisites: Grade of "C" or better in CHEM 133 (or credit by exam) and CHEM 132 or concurrent enrollment. May be used to satisfy University Requirements.

**CHEM 203 General Science for Elementary Teachers** (3-2-4), fall, spring. Presents the fundamental principles of chemistry, physics, geology, astronomy, meteorology, and biology on a practical basis for elementary teachers. The course includes experiments and demonstrations that are pertinent to the teaching of science at the elementary level. For education majors only.

**CHEM 221 Organic Chemistry Laboratory I** (1-3-1), fall, most summers. Emphasizes separation and synthesis: techniques of recrystallization, distillation, solvent extraction, organic preparation, separation of mixtures by gas vapor chromatography, and polarimetry. Prerequisite: CHEM 223 or concurrent enrollment.

**CHEM 223 Organic Chemistry I** (3-0-3), fall, most summers. Presents the structure, nomenclature, and properties of alkanes, alkyl halides, organometallic compounds, alcohols, ethers, alkenes, and alkynes. Includes chemical bonding, resonance, stereochemistry, and reaction mechanisms. Prerequisites: A grade of "C" or better in CHEM 134; and CHEM 221 or concurrent enrollment.

**CHEM 243 Elementary Biochemistry and Nutrition** (3-0-3), fall. A more extensive coverage of the chemistry and metabolic pathways of biologically important molecules (carbohydrates, lipids, proteins, and nucleic acids) with emphasis on nutrition. Prerequisite: CHEM 114. Not for majors in the Department of Chemistry and Biochemistry.

**CHEM 308 Global Healthcare** (3-0-3), Summer, even years. A study of healthcare delivery systems, quality of healthcare, and the impact of socioeconomic factors and culture on the delivery of healthcare through readings, discussion and interviews. Field experience will be gained through service-learning activities and observation within a medical community. Co-requisite: Participation in required shadowing, observation, and service components. Prerequisite: Sophomore standing.

Same as BIOL 308, COMP 308. May be used to satisfy University Requirements.

**CHEM 322 Organic Chemistry Laboratory II** (1-3-1), spring, most summers. Follows with synthesis and analysis: organic synthesis and the systematic identification of unknown organic compounds by using the classical scheme of organic qualitative analysis and infrared and nuclear magnetic resonance spectral analysis. Prerequisite: CHEM 324 or concurrent enrollment.

**CHEM 324 Organic Chemistry II** (3-0-3), spring, most summers. Continues with the structure, nomenclature, and properties of benzene, substituted benzenes, aldehydes, ketones, carboxylic acids, derivatives of carboxylic acids, amines. Includes spectroscopy and reaction mechanisms. Prerequisite: A grade of "C" or better in CHEM 223.

**CHEM 333 Physical Chemistry I** (3-4-4), fall, even years. Thermodynamics and its application to systems at equilibrium, including chemical and phase equilibrium, solutions and colligative properties, ideal and real gases, and others. Prerequisites: CHEM 223 or concurrent enrollment; MATH 186; PHYS 112 or 122.

**CHEM 334 Physical Chemistry II** (3-4-4), spring, odd years. Kinetic-molecular theory, transport processes such as diffusion and viscosity, rates of reactions (chemical kinetics), quantum mechanics, spectroscopy, and statistical mechanics. Prerequisite: CHEM 333 or consent of instructor.

**CHEM 341 Environmental Chemistry** (3-0-3), on demand. The chemical materials, reactions, and processes associated with air, water, and soil pollution, including effects on human, animal, and plant health. Topics include stratospheric ozone, global warming, acid rain, smog, indoor air pollutants, organic and inorganic water and soil contaminants, soil and water pH, effects of energy production, and others. Prerequisites: CHEM 322, 324.

**CHEM 355 Analytical Chemistry I** (3-4-4), fall. Emphasizes the basic theoretical principles, calculations and methods of electrochemical and volumetric analyses and various analytical separation methods. Laboratory involves neutralization and oxidation-reduction titrations, potentiometry, electrogravimetry, cyclic voltammetry and use of gas, column, thin layer, and high performance liquid chromatography to analyze chemical samples. Laboratory graded and credited with the course. Prerequisites: CHEM 322, 324.

**CHEM 356 Analytical Chemistry II** (3-4-4), spring. Integrated lecture/laboratory course emphasizing qualitative and quantitative analyses based on light, including UV-visible absorption, atomic absorption, fluorescence and phosphorescence, and plasma emission methods and the use of mass spectrometry, multi-nuclear magnetic resonance spectroscopy and infrared spectroscopy in the elucidation of structures for chemical compounds. Laboratory graded and credited with the course. Prerequisites: CHEM 322, 324.

**CHEM 375 Molecular Modeling and Computational Chemistry** (3-0-3), spring. An introduction to molecular modeling of organic, inorganic, and biologically important molecules using desktop computers. Includes building and animating 3-D models, energy minimization, molecular dynamics, docking and overlaying, analysis of symmetry and bonding in molecules and crystals, and prediction of reactivity. Prerequisite: CHEM 324.

**CHEM 393 Introduction to Research** (0-9-3),\* fall, spring, summer. Students carry out an experimental investigation related to the research interest of a faculty member for 1-3 credit hours. A paper incorporating results of the research work, written in the format of published journal articles, is required for completion of the course. Prerequisite: Consent of instructor.

**CHEM 401 Secondary Science Teaching Methods** (3-0-3), fall, spring. A study of teaching strategies and curriculum development for the secondary sciences. Presents the Texas Essential Knowledge and Skills, College and Career Readiness Standards, and classroom management and discipline for the science laboratory environment. Must be taken concurrently with EDUC 412 and 432. Should be taken

before student teaching. Prerequisite: 16 hours of science from appropriate secondary science teaching degree plan. Same as BIOL 401, PHYS 401.

**CHEM 413 Physical Chemistry/Life Sciences** (3-0-3), spring. Introduces the fundamentals of physical chemistry applied to biological systems. Includes thermodynamics, bioenergetics, chemical equilibria, kinetics, enzyme catalysis and inhibition of living systems. Prerequisites: CHEM 324; MATH 124 or higher.

**CHEM 423 Chemistry and Biochemistry Seminar** (3-0-3), fall, spring. Use of the chemical literature, both paper and electronic, as well as student presentations of one or more seminars to improve technical communication skills. Prerequisite: Junior or senior standing. For majors only. **A capstone and writing-intensive course.**

**CHEM 441 Inorganic Chemistry Laboratory** (1-3-1), spring, even years. Techniques and methods for synthesizing and characterizing inorganic compounds. Also introduces crystal structure and crystal growth. Prerequisite: CHEM 443 or concurrent enrollment.

**CHEM 443 Inorganic Chemistry** (3-0-3), spring, even years. Covers the chemistry of all elements with special attention given to transition metals. Molecular structure and bonding are described in detail. May be credited without CHEM 441 with consent of instructor. Prerequisites: CHEM 324; MATH 124 or higher.

**CHEM 453 Biochemistry I: Foundations of Biochemistry** (3-0-3), fall. Discusses the chemistry, structural aspects, and properties of amino acids, peptides, proteins, vitamins, carbohydrates, lipids, and nucleic acids. Prerequisite: A grade of "C" or better in CHEM 324. Same as BIOL 472.

**CHEM 454 Biochemistry II: Gene Expression** (3-0-3), spring. Presents biochemistry of signal transduction and prokaryotic and eukaryotic gene expression. Prerequisite: A grade of "C" or better in CHEM 453.

**CHEM 456 Biochemistry III: Metabolism** (2-0-2), spring. Presents the biochemistry of metabolic pathways with an emphasis on integration and regulation. Prerequisite: A grade of "C" or better in CHEM 453 or BIOL 472.

**CHEM 463 Biochemistry Laboratory I** (0-4-1), fall. Practical experience and theoretical background in general biochemistry laboratory techniques and techniques for the analysis of protein structure and function. Prerequisite: CHEM 453 or concurrent enrollment.

**CHEM 464 Biochemistry Laboratory II** (0-4-1), spring. Practical experience and theoretical background in general biochemistry laboratory techniques, enzyme purification and analysis and in recombinant DNA analysis. Prerequisites: CHEM 453 and CHEM 463.

**CHEM 483 Polymer Chemistry** (3-0-3), on demand. Presents fundamental chemical study of the structure and properties of the general classes of high polymers, including synthesis and mechanism of formation. Prerequisite: Senior standing or consent of instructor.

## **COMM - COMMUNICATION**

*Department of Communication and Sociology (CAS)*

**COMM 136 Debate Workshop** (1-3-1), fall, spring. Students will study the current national debate questions and will prepare for intramural and intercollegiate debating. Requires three hours per week and may be repeated for six semester hours maximum credit.

**COMM 211 Speech and Rhetoric** (3-0-3), fall, spring, summer. Develops public speaking knowledge, skills, and attitudes through the interaction of rhetorical theory, practice, and analysis. Prerequisites: ENGL 111, ENGL 112. May be used to satisfy University Requirements.

**COMM 222 Discussion, Dissent and Debate** (3-0-3), fall. A study of argument and refutation as applied to the debate situation. Emphasis is upon research, analysis, writing of argumentative briefs, and actual debating. Prerequisite: COMM 211 or permission of instructor.

**COMM 236 General Communication Theory** (3-0-3), spring. Introduces students to the essential features of current communication theories dealing with interpersonal, organizational, small group, public, intercultural, and gender, to establish a framework that will provide a context for each theory and show interrelationships among them.

**COMM 331 Small Group Communication** (3-0-3), spring, summer. Training in the principles and practices of small group communication including practice with learning situations and problem-solving situations.

**COMM 341 Interpersonal Communication** (3-0-3), spring, summer. Skills and theory of interpersonal relationships, including marriage, family, and work. Deals with communication variables that influence dyads.

**COMM 343 Business and Professional Communication** (3-0-3), fall, spring, summer. A course designed to apply communication theory to the solving of business or professional interpersonal problems. Stresses systems theory adapted to organizational structure, interviewing and conference techniques, as well as public speaking in professional settings. Prerequisite: COMM 211.

**COMM 345 Intercultural Communication** (3-0-3), fall, spring, summer. Stresses understanding of contrasting cultures and ways of communicating with individuals and groups from around the world as well as subcultures within the United States. May be used to satisfy University Requirements.

**COMM 375 Persuasion** (3-0-3), spring. Includes theories and principles of communication useful in a number of contexts where individual or group change is important.

**COMM 376 Family Communication** (3-0-3), fall, spring. An in-depth analysis of communication theory and research related to the family.

**COMM 383 Communication in Multi-National Organizations** (3-0-3), spring. Designed to introduce students to intercultural communication theories applied to information needs and human resource management in multinational organizations.

**COMM 384 Interview Communication** (3-0-3), fall. Theory and practice of communication strategies in the interview process. Class experiences include formal (employment, appraisal) and informal (informing, persuading) interview activities. Prerequisite: COMM 211.

**COMM 392 Rhetoric of Pop Culture** (3-0-3), fall. The course is designed to teach students the basics of rhetorical analysis and criticism as they relate to understanding and evaluating contemporary pop culture.

**COMM 408 Crisis Management in Organizations** (3-0-3), fall. Examines the theory and practice of crisis management in organizations from both social science and rhetorical perspectives. Using a case study approach and best practices for crisis management, students explore how to use communication to prevent, mitigate, and learn from crises in a way that benefits both organizations and stakeholders.

**COMM 415 Political Communication** (3-0-3), fall, even years. Develops knowledge of theory, practice, analysis and research that will help students become better consumers of political messages as well as prepare students who intend to work in politics. Graduate students will design and conduct research on the current campaign and analyze the results. Focus is on rhetorical construction rather than the political process. Prerequisite: Advanced standing.

**COMM 421 Leadership and Communication** (3-0-3), fall, spring. The study of leadership emerging from communication skills, personal traits, group and historical situations. Special focus on small group and organizational leadership.

**COMM 430 Conflict Management** (3-0-3), fall, spring, summer. Develops conflict management knowledge and skill competencies through an interaction of theory, practice, and analysis. Among the instructional methods to be used are lectures, case studies, small groups, and conflict instruments.

**COMM 436 Nonverbal Communication** (3-0-3), spring, summer. Theory and practice of nonverbal communication in relation to behaviors in numerous contexts and human interactions.

**COMM 450 Gender Communication** (3-0-3), spring. Explores the role of gender in communication processes including both physical and psychological dimensions. Topics include sex roles; perceived/actual differences in verbal/nonverbal communication behaviors; influence of gender in contexts such as family, school, and work organizations; and a discussion of media influence in creating/maintaining gender stereotypes. Prerequisite: Advanced standing.

**COMM 483 Advanced Public Speaking** (3-0-3), fall. In-depth practice and principles of various public speaking situations. Prerequisite: COMM 211.

**COMM 485 Organizational Communication** (3-0-3), fall, spring. The theory and function of communication within business, government, hospitals, schools, industrial firms, and other organizations, with emphasis on concepts and principles for effective information management. Prerequisite: Advanced standing.

**COMM 486 Training and Development** (3-0-3), spring. The theory and skills involved in doing human resource training in organizations. Provides knowledge, skills, and experience in developing, presenting, and evaluating training programs.

**COMM 491 Rhetorical Theory** (3-0-3), spring. Speakers and speeches of the ancient world, with historical background. Emphasis on rhetorical theories developed in Greek and Roman public address, as well as recent approaches to rhetorical situations. Will substitute for ENGL 329. **A writing-intensive course.**

**COMM 499 Communication Internship** (3-0-3), fall, spring, summer. Guided internship with seminar designed to place students in evaluative field experiences to utilize and test communication theory and practice. Prerequisites: Senior status and consent of instructor. **A capstone course.**

**COMM 508 Crisis Management in Organizations** (3-0-3 fall). Examines the theory and practice of crisis management in organizations from both social science and rhetorical perspectives. Using a case study approach and best practices for crisis management, students explore how to use communication to prevent, mitigate, and learn from crises in a way that benefits both organizations and stakeholders.

**COMM 515 Political Communication** (3-0-3), fall, even years. Develops knowledge of theory, practice, analysis and research that will help students become better consumers of political messages as well as prepare students who intend to work in politics. Graduate students will design and conduct research on the current campaign and analyze the results. Focus is on rhetorical construction rather than the political process. Prerequisite: Advanced standing.

**COMM 521 Leadership and Communication** (3-0-3), fall, spring. The study of leadership emerging from communication skills, personal traits, group and historical situations. Special focus on small group and organizational leadership.

**COMM 536 Nonverbal Communication** (3-0-3), spring, summer. Theory and practice of nonverbal communication in relation to behaviors in numerous contexts and human interactions.

**COMM 543 Business and Professional Communication** (3-0-3), fall, spring, summer. A course designed to apply communication theory to the solving of business or professional interpersonal problems. Stresses systems theory adapted to organizational structure, interviewing and conference techniques, as well as public speaking in professional settings.

**COMM 545 Intercultural Communication** (3-0-3), fall, spring, summer. Stresses understanding of contrasting cultures and ways of communicating with individuals and groups from around the world as well as subcultures within the United States.

**COMM 550 Gender Communication** (3-0-3), spring. Explores the role of gender in communication processes including both physical and psychological dimensions. Topics include sex roles; perceived/actual differences in verbal/nonverbal communication behaviors; influence of gender in contexts such as family, school, and work organizations; and a discussion of media influence in creating/maintaining gender stereotypes.

**COMM 575 Persuasion** (3-0-3), spring. Includes theories and principles of communication useful in a number of contexts where individual or group change is important.

**COMM 583 Communication in Multi-National Organizations** (3-0-3), spring. Designed to introduce students to intercultural communication theories applied to information needs and human resource management in multinational organizations.

**COMM 585 Organizational Communication** (3-0-3), fall, spring. The theory and function of communication within business, government, hospitals, schools, industrial firms, and other organizations, with emphasis on concepts and principles for effective information management.

**COMM 586 Training and Development** (3-0-3), spring. The theory and skills involved in doing human resource training in organizations. Provides knowledge, skills, and experience in developing, presenting, and evaluating training programs.

**COMM 601 Residency I: Ethics & Theory in Corporate Communication** (3-0-3), summer. Provides an introduction to major concepts of theory, research, and ethics in corporate communication contexts.

**COMM 620 Quantitative Methods** (3-0-3), fall. Emphasis on the scientific method, survey research, laboratory research, sampling procedures, questionnaire construction, and interviewing techniques.

**COMM 621 Qualitative Research Methods** (3-0-3), spring. This course introduces graduate students to qualitative research methods. Students will understand the philosophical and ethical foundations of qualitative research, learn to identify research problems, generate research questions, develop a research design, collect and analyze data, and report findings.

**COMM 631 Leading Organizational Change** (3-0-3), spring. This course introduces students to the concept of the learning organization, equipping them with skills to create educational strategies for organizational change, and preparing them to reflect ethically on the implications of organizational change.

**COMM 636 Seminar in Communication Theory** (3-0-3), fall. Major concepts of theory and research in the areas of verbal and nonverbal interaction, meaning, information, persuasion, interpersonal, group and organizational communication.

**COMM 641 Seminar in Interpersonal Communication** (3-0-3), on demand. Explores theory and variables from the body of scientific literature dealing with interpersonal communication.

**COMM 642 Seminar in Communication** (3-0-3). Various problems and concepts in communication. May be repeated with different content for a total of nine hours. May be repeated.

**COMM 675 Seminar in Persuasion and Social Change** (3-0-3), fall. Processes, theories and strategies by which group, organizational and cultural persuasion occurs by emphasizing diffusion of innovation strategies.

**COMM 683 Cultural Case Studies** (3-0-3), on demand. Analysis of several intercultural encounters between U.S. citizens and foreigners in the latter's cultural setting. Application of principles of cross-cultural involvement.

**COMM 685 Seminar in Organizational Communication** (3-0-3), spring, even years. Current research that seeks to explain, interpret and analyze communication within public and private organizations.

**COMM 686 Communication Consulting and Assessment** (3-0-3), on demand. Methods used in assessing communication behavior in organizations, preparing intervention techniques, and evaluating communication effectiveness.

**COMM 687 Principles of Rhetorical Criticism** (3-0-3), spring. Methodology course covering the different rhetorical theories used for criticism of either single rhetorical events or campaigns combining several symbolic events.

**COMM 697 OD Capstone** (3-0-3), fall, spring, summer. Provides a culminating, student-centered experience in which students analyze, synthesize, and apply knowledge and skills from across their program to demonstrate mastery of the OD Learning Outcome and Competencies. Prerequisite: Student must have 30 hours of the degree plan successfully complete. **A capstone course.**

**COMM 698 Research Project Thesis Equivalent** (0-0-6). \* To be presented with departmental approval, in lieu of the traditional thesis.

**COMM 699 Master's Thesis** (0-0-6). \* May be repeated.

### **COMP - COMMUNICATION SCIENCES AND DISORDERS**

*Department of Communication Sciences and Disorders (CEHS)*

**COMP 225 Phonetics** (3-0-3), fall, spring. Articulatory and acoustic phonetics; includes experience in transcription skills with the International Phonetic Alphabet and appropriate experience in auditory discrimination. Prerequisite: Sophomore standing.

**COMP 235 Introduction to Speech-Language Pathology** (3-0-3), fall, spring. Speech-language pathology and audiology as an allied health profession in human communication sciences and disorders. A survey of communication sciences and disorders. Prerequisite: Sophomore standing.

**COMP 308 Global Healthcare** (3-0-3), Summer, even years. A study of healthcare delivery systems, quality of healthcare, and the impact of socioeconomic factors and culture on the delivery of healthcare through readings, discussion and interviews. Field experience will be gained through service-learning activities and observation within a medical community. Co-requisite: Participation in required shadowing, observation, and service components. Prerequisite: Sophomore standing. Same as BIOL 308, CHEM 308. May be used to satisfy University Requirements.

**COMP 320 Clinical Report Writing in Speech-Language Pathology** (3-0-3), summer. Introduction to the theory and accepted practices of report writing in Speech-Language Pathology including professional correspondence, medical reports, education reports, and daily documentation. Prerequisite: COMP 380. Admission to the CSD program required.

**COMP 330 Normal Language Development** (3-0-3), spring. The normal acquisition of language with emphasis on language content, form, semantics and the scope of grammar. Prerequisite: Sophomore standing.

**COMP 352 Audiology** (3-0-3), fall. The science of audiology, hearing assessment and auditory functioning, the nature and prevention of hearing loss, and the measurement of auditory sensitivity and acuity. Includes practicum in hearing screening and basic audiometric testing. Prerequisites: COMP 225, 235 and 330. Admission to the CSD program required.

**COMP 353 Hearing Rehabilitation** (3-0-3), spring. Habilitation and rehabilitation for persons with hearing impairment. Theory and practice of acoustic amplification, auditory training, speech reading, speech habilitation, and educational considerations for the hearing impaired. Educational programming, cultural influences and social adjustments for the deaf. Prerequisites: COMP 225, 235 and 330. Admission to the CSD program required.

**COMP 356 Articulation and Phonologic Disorders** (3-0-3), fall. An advanced study of articulation and phonological development and disorders. Includes principles of assessment and intervention.

Prerequisites: COMP 225, 235 and 330. Admission to the CSD program required. **A writing-intensive course.**

**COMP 357 Organic and Neurogenic Disorders** (3-0-3), spring. An advanced study of speech and language disorders associated with cleft palate, cerebral palsy, laryngeal problems, and neurogenic speech and language disorders. Includes case studies and clinical observations. Prerequisites: COMP 356 and 381. Admission to the CSD program required.

**COMP 380 Clinical Methods in Speech Language Pathology** (3-0-3), fall, spring. Theoretical and laboratory study of principles, instruments, and paradigms used in the assessment and treatment of speech and language disorders. Prerequisites: COMP 225, 235, 330 and 356. Admission to the CSD program required.

**COMP 381 Anatomical and Physiological Processes of Communication** (3-0-3), spring. Principles of normal human anatomy, neuroanatomy, neurology, and physiology with special reference to the functions related to normal speech, hearing, language, and communication disorders. Prerequisite: COMP 356. Admission to the CSD program required.

**COMP 419 Speech Science** (3-0-3), spring. The physics of sound and the use of instrumentation essential to the measurement of sound. Wave motion and sound production, sound perception and measurement, voice production, speech synthesis, hearing, acoustic phonetics, electronic sound production. Prerequisites: COMP 356 and 381. Admission to the CSD program required.

**COMP 471 Speech-Language Pathology in the Schools** (3-0-3), fall. A survey of the principles and more prominent approaches to the theory and management of children with language and related learning disabilities. Prerequisites: COMP 225, 235 and 330. Admission to the CSD program required.

**COMP 479 Programs and Services for Elderly** (3-0-3), on demand. Health care delivery system, aging networks, delivery of care, communication disorders in the elderly. Same as GERO 479.

**COMP 485 Communication Sciences and Disorders Capstone** (3-0-3), fall. This course is designed to challenge senior-level CSD majors to think critically, globally, and missionally. A portfolio of significant complexity and quality will be completed, intentionally relating student experiences to graduate school expectations and the speech-language pathology and audiology professions. Prerequisites: COMP major and senior standing. **A Capstone course.**

**COMP 493 Clinical Practicum in Speech-Language Pathology** (2-2-3),\* fall, spring, summer. Experience in clinical procedures in speech language pathology. Designed to familiarize the student with treatment procedures through clinical experience in speech-language pathology under close supervision. May be repeated. Prerequisite: COMP 356. Admission to the CSD program required.

**COMP 494 Advanced Clinical Practicum in Communication Sciences and Disorders** (2-2-3), fall, spring. Advanced clinical practice with experience in the diagnosis and management of communication disorders. May be repeated. Prerequisite: COMP 493. Admission to the CSD program required.

**COMP 601 Phonological Disorders** (3-0-3), spring. An analysis and investigation of articulation disorders and phonological processing theory and application.

**COMP 602 Aphasia** (3-0-3), fall. Etiology, symptomatology, assessment, and therapeutic techniques for effective treatment of neurologically based language disorders including aphasia and closed head injury.

**COMP 603 Motor Speech Disorders** (3-0-3), spring. Oral motor disorders of speech with a neuromuscular basis found in children and adults. Discussion includes motor-based articulation disorders, fluency, voice disorders, the dysarthrias, cerebral palsy, and dysphagia.

**COMP 604 Voice Disorders** (3-0-3), fall. The etiology, diagnosis, and treatment of voice disorders, laryngeal pathology, and laryngeal speech.

**COMP 606 Fluency Disorders** (3-0-3), fall. The study of various theories, research findings, rationales and methodologies for evaluation and treatment of stuttering in children and adults.

**COMP 607 Augmentative and Alternative Communication** (3-0-3), on demand. Presentation of non-oral communication systems, language forms, techniques, and technology.

**COMP 608 Multicultural/Multilingual Considerations in CSD** (3-0-3), summer. Current theory and best practices in assessment and intervention with multicultural/multilingual children and adults; addresses topics including the impact of culture on communication, bilingual and second language acquisition, and communication disorders in culturally and linguistically diverse populations.

**COMP 609 Advanced Audiology** (3-0-3), on demand. Advanced instruction in audiological assessment and interpretation.

**COMP 610 Advanced Study of Language Disorders in Children** (3-0-3), fall. Evaluation and treatment of disorders of language in children and infants, including developmental disorders and acquired problems.

**COMP 613 Dysphagia and Related Disorders** (3-0-3), spring. An in-depth study of the anatomy and physiology of normal swallowing and the nature and characteristics of swallowing disorders including methods of evaluation and management in children and adults with consideration of medical conditions and other complicating factors associated with dysphagia.

**COMP 620 Communication Research Methods** (3-0-3), fall. Emphasis on the scientific method, survey research, laboratory research, sampling procedures, questionnaire construction and interviewing techniques.

**COMP 659 Seminar in Diagnostic and Therapeutic Theory in Speech Pathology** (3-0-3), fall. Studies in a specialized area of speech pathology; evaluation of diagnostic and therapeutic literature. May be taken more than one semester for maximum of six hours.

**COMP 661 Special Problems in Speech Pathology and Audiology** (3-0-3), fall. In-depth study of various problems, concepts and subjects in speech pathology and audiology. May be taken more than one semester for maximum of six hours.

**COMP 670 Seminar in Speech Pathology** (3-0-3), fall, spring. Evaluation of the theoretical and experimental research literature in speech pathology on various topics. May be taken more than one semester for maximum of six hours.

**COMP 693 Clinical Practicum** (2-2-3),\* fall, spring, summer. Diagnostic and treatment procedures under close supervision in speech-language pathology. May be repeated.

**COMP 694 Advanced Clinical Practicum** (3-0-3),\* fall, spring. May be repeated.

### **CONR - CONFLICT RESOLUTION**

*Duncum Center for Conflict Resolution (CAS)*

**CONR 601 Conflict Theory and Communication** (3-0-3). Designed to prepare professionals for the field of conflict resolution. Provides advanced opportunities to analyze case studies, critique basic assumptions of conflict theories and role-play appropriate behavior in conflict scenarios.

**CONR 605 Negotiation and Mediation** (6-0-6). Comprehensive study of the conceptual and interpersonal skills required to engage in effective negotiation and mediation. Topics include analysis of conflict, negotiation and mediation planning, effective negotiation and mediation skills and process, impasse resolution, and agreement documentation. Emphasis on skill development and strategic approach to creating opportunity for agreement.

**CONR 610 Managing Conflict in the Workplace** (3-0-3). Designed to prepare professionals for conflict resolution in the work environment. Provides opportunities to develop skills in identifying the signs and root

causes of friction, anger, violence and conflict. Analysis of case studies provides the framework for understanding sources of organizational conflict.

**CONR 612 Conflict Management Systems Design (3-0-3).** Provides a framework for understanding organizational conflict prevention and resolution systems. Analysis of case studies and practical application are featured throughout the course. Prerequisite: CONR 605.

**CONR 615 Managing Conflict in the Schools (3-0-3).** Provides a basic understanding of the nature and management of conflict in schools. Students will learn to identify and deal with conflict through appropriate strategies, processes, and interpersonal skills.

**CONR 617 Conflict Resolution in the Church (3-0-3), spring.** This course will offer an examination of the causes, arenas, and dynamics of conflict in churches with an introduction to conflict management and practice. A variety of instructional methods, including lectures, case studies, role plays, media, expert resource persons, and personal style instruments will be employed.

**CONR 630 Advanced Mediation: Marital Disputes (3-0-3).** Applies the concepts of negotiation and mediation to the resolution of conflicts which arise during and after termination of a marital relationship. Prerequisite: CONR 605.

**CONR 635 Identity, Culture and Conflict (3-0-3).** Examines self and social contexts in which people with incompatible goals, assumptions, and behaviors conflict because of cultural differences. Proposes intercultural competence as an approach for managing cultural conflict from differences in cultural patterns and variables, problem perspectives of self and identity, and differences of race, gender, and class.

**CONR 637 Dispute Resolution and the Legal System (3-0-3).** Introduces students to a variety of legal traditions, including natural, Talmudic, Islamic, civil, Hindu, Asian, and common law, with emphasis on the United States legal system. The course specifically places alternative dispute resolution techniques in context with each legal tradition and challenges the student to reconcile the diversity of traditions.

**CONR 638 Ethics and Conflict Resolution (3-0-3).** Investigates contemporary policies, historical perspectives, and significant theoretical systems of ethics in the study of conflict resolution and reconciliation. Examines the relationship of ethics to decisions-making and problem solving in conflict resolution contexts.

**CONR 643 Practicum in Conflict Resolution (3-0-3).** A graduate level practicum tailored to meet the individual interests of the student and to utilize the student's God-given, unique talents in advancing the field of conflict resolution.

**CONR 645 Transcending Conflict: Advanced Theory & Practice (3-0-3).** Examines contemporary ideas in negotiation and mediation, reflects on the personal experience of conflict resolution, studies a holistic model of conflict, and engages practical applications of conflict processes.

**CONR 651 Critical Thinking and Analysis (3-0-3).** Examines concepts and techniques of adult learning, critical thinking and analysis within the context of family conversations that address heritage development in business-related and emotion-driven issues and interests.

**CONR 653 Communication and Facilitation (3-0-3).** Principles, best practices and processes are discussed for guiding groups toward solving problems or achieving collective goals for heritage development. The course focuses on building positive communication contexts for a group of people to move through complex relational challenges of emotionally charged conflict, problem solving and decision making.

**CONR 655 Strategic Vision and Planning (3-0-3).** Explores theories and techniques for evaluating present conditions and future potential, creating viable vision and foundational platform statements, and designing and implementing strategic plans for heritage development.

**CONR 657 Practicum in Heritage Development (3-0-3).** This course provides students with practical experience working with applications of course principles and with professionals in heritage development

contexts. Students will observe processes and apply concepts and theories from courses in regular reports and reflections.

**CONR 690 Conflict Resolution Residency (0-0-0).** Conflict Resolution Residency provides skill development for the practical and professional use of conflict resolution and communication techniques. A course fee of \$500 is collected. Prerequisite: CONR 605.

## CONVERGENCE JOURNALISM (SEE JMC)

### CORE-CORNERSTONE

#### *University Studies*

**CORE 110 Cornerstone (3-0-3), fall, spring.** Engage first semester students in thinking about the ideas which shape our current and future views of ourselves, our communities, and the cosmos. Special attention is given to a Christian perspective on liberal education as a foundation for life-long integration of faith, ideas, and action. Required to satisfy University Requirements.

**CORE 115 Critical Thinking, Identity and Community (3-0-3).** This course engages students in thinking critically, missionally, and globally about the ideas that shape our current and future views of ourselves. Students will analyze various historical ideas about the self, consider the differences between human persons and the rest of creation, and begin to understand the factors that shape personal identity and faith. Through in-class presentations, mentored class discussion, and personal and collaborative writing and readings, students will reflect on how individually and as members of communities we can come to understand our communal responsibilities and ourselves. Special attention is given to a Christian perspective of identity and community. Includes a research project. Prerequisite: ENGL 112.

**CORE 210 Human Identity and Community (3-0-3), fall, spring, summer.** Focuses on the intersection of the human self and community. Exploring a range of philosophical, ethical, and theological theories of human nature and society, students will learn how to think critically, globally, and missionally about themselves and the communities of which they are a part. Prerequisites: CORE 110 and ENGL 112. May be used to satisfy University Requirements.

### COUNSELING (SEE BMFT – MARRIAGE AND FAMILY THERAPY OR PSYC – PSYCHOLOGY)

### CS - COMPUTER SCIENCE

#### *School of Information Technology and Computing (COBA)*

**CS 111 Introduction to Computer Science (2-0-1), fall.** Introduces classic computational problems using logic and algorithms, but without programming. Emphasizes foundational ideas and terminology for further study of computer science. Topics include: numbers, sets, linear data structures, graphs, state diagrams and operations on these. Prerequisites: SAT math score of 500; ACT math score of 20; MATW 019; math placement testing into MATH 109.

**CS 115 Introduction to Programming Using Scripting (3-0-3), fall, spring, summer on demand.** An introduction to computer programming using a scripting language such as Python or PHP, with an emphasis on problem solving and logic. Topics include: variables and constants, arithmetic operations, data input and output, Boolean logic, conditional and iterative program control structures, user-defined functions, simple algorithm design, and debugging strategies.

**CS 116 Applied Programming Using Scripting (3-0-3), fall, spring, summer on demand.** A deeper exploration of computer programming using a scripting language such as Python or PHP, with a greater emphasis on algorithm design. Topics include strings, arrays, and other advanced data types, reading and writing files, modules, exception handling, recursion, regular expressions, and complex algorithm design. Prerequisite: CS 115 with a grade of "C" or better.

**CS 120 Programming I (3-0-3), fall, spring.** Programming, debugging, and small program development in a statically typed procedural language. Topics include sequential, selective, and iterative control flow, modularity, simple data types, arrays, formatted input and output and

text file processing. Prerequisite: Math placement testing or concurrent enrollment in MATH 109 or MATH 124 or MATH 185; or CS 115.

**CS 130 Programming II: Data Structures** (3-0-3), fall, spring. An introduction to programming emphasizing implementation details such as pointers, array and data structure physical memory layout, stack conventions for function calls, string manipulation, heaps, allocation, object construction including canonical object form for C++, and portability. The primary language is C++, with substantial reference to C, and assembly language. Prerequisite: CS 120 with a grade of “C” or better.

**CS 220 Computer Organization** (3-0-3), spring. An introduction to machine organization covering digital circuits, functional units, caches, virtual memory, devices, the interrupt mechanism, and bus arbitration in the context of a single-user system. Prerequisite: CS 130 with a grade of “C” or better.

**CS 230 Object-Oriented Programming** (3-0-3), fall. Principles and concepts of programming under the object-oriented paradigm using a language such as C++ or Java. Topics include: data abstraction and problem decomposition, information hiding, encapsulation, inheritance, polymorphism, templates, exception/event handling, multi-threading, concurrency, debugging, graphical user interfaces, and documentation. Emphasis on satisfying user specifications in application development. Prerequisite: CS 130 with a grade of “C” or better.

**CS 301 Language Lab** (0-1-1), on demand. An introduction to the syntax, semantics and use of a currently popular programming language or paradigm with emphasis on the features unique to that topic. May be repeated if a different topic is offered. Prerequisite: CS 230 with a grade of “C” or better or approval of the instructor.

**CS 311 Contest Programming** (0-1-1), on demand. A lab for programming practice, development of problem analysis skills, and general problem solving in the context of a formal programming contest environment. Prerequisite: CS 130 with a grade of “C” or better. Course may be repeated for two hours of credit.

**CS 315 Mobile Computing I** (3-0-3), fall. Introduces the Development of applications for mobile computing and technology. Students learn to develop applications for mobile computing devices such as the iPhone and iPod Touch. Includes theory, concepts, and hands-on programming. Assumes a strong programming background. Prerequisites: IT 220 and CS 116 or CS 120 with a grade of “C” or better.

**CS 316 Mobile Computing II** (3-0-3), spring. Continues Mobile Computing I, developing more complex applications for mobile devices such as the iPhone and iPod Touch. Includes theory, concepts, and hands-on programming. Assumes a strong programming background. Prerequisite: CS 315 with a grade of “C” or better.

**CS 320 Database Programming and Design** (3-0-3), on demand. Database theory with an emphasis on relational databases. Include data representation, relations, base tables, indexes, SQL, relational algebra, and relational calculus. Exercises will be done on a state-of-the-art relational database. Prerequisite: CS 130, IT 220 with a grade of “C” or better.

**CS 330 Human-Computer Interaction** (3-0-3), fall, on demand. Introduction to both the programmatic and psychological considerations surrounding shaping the computer tool to the user. The course will cover the details of implementing a graphical user interface, and how to make the interface as user-friendly as possible. Prerequisite: Junior standing.

**CS 332 Design and Analysis of Algorithms** (3-0-3), fall. Design and scientific and mathematical study of algorithms. Analytic and experimental performance determination. Includes searching and sorting, trees, graphs, asymptotic (e.g., big-O) performance bounds, and the halting problem. Prerequisites: CS 130 and MATH 227 with a grade of “C” or better.

**CS 341 Numerical Methods** (3-0-3), fall, even years. Survey of elementary numerical methods used in scientific computing applications. Topics include computer representation of integer and real numbers, sequences, series approximations, finite differences, interpolation, curve

fitting, numerical differentiation and integration, and roots of a single non-linear equation. Selected algorithms to be solved using the computer. Prerequisites: MATH 186 and CS 120. Same as MATH 341.

**CS 352 Programming Languages** (3-0-3), spring, on demand. Students will improve their understanding of languages, increase their vocabulary of useful programming constructs, and be able to learn or design a language more easily. Prerequisites: CS 230 with a grade of “C” or better.

**CS 355 Compiler Construction** (3-0-3), fall, on demand. A practical treatment of programming language translation and compiler construction techniques. Emphasis is on regular grammars, lexical analysis, parsing, syntax analysis, semantic analysis, and code generation. Prerequisite: CS 220 with a grade of “C” or better.

**CS 356 Operating Systems** (3-0-3), spring, on demand. Topics include dynamic procedure activation, system structure, evaluation, memory and process management, and recovery procedures. Prerequisite: CS 220 with a grade of “C” or better.

**CS 365 Theory of Computation** (3-0-3), spring, on demand. Introduction to formal languages and automata, computability, and complexity. Topics include the DFAs, CFGs, pumping lemmas, Turing machines, the Church-Turing Thesis, non-determinism, and NP-completeness. Prerequisites: CS 220 and 332 with a grade of “C” or better.

**CS 370 Logic and Formal Reasoning** (1-0-1), on demand. This course provides an overview of one or more systems of formal logic closely related to computer science. Topics will include modal, propositional and predicate logic. Formal reasoning systems will be applied in the specification and verification of computer programs. Prerequisites: CS 220 with a grade of “C” or better and MATH 227 with a grade of “C” or better.

**CS 374 Software Engineering** (3-0-3), fall, on demand. A study of the development of large scale software systems. Includes an overview of currently used analysis and design methodologies, including both structured and object-oriented paradigms. Projects will afford practical experience in the development of interpersonal communication skills needed for team software development. Prerequisite: CS 230 with a grade of “C” or better.

**CS 376 Software Testing and Quality Assurance** (3-0-3), on demand. A study of software quality assurance and the software testing process, including methods, techniques and tools. Topics include: formal review techniques, verification and validation, black box testing, integration testing, acceptance testing, regression testing, performance testing, stress testing and testing of object-oriented software. Also presents an introduction to automated testing software. Prerequisite: CS 374 with a grade of “C” or better.

**CS 381 Computer Graphics** (3-0-3), on demand. A study of 2D and 3D rendering algorithms and representations, including homogeneous coordinate systems and their attendant transformations. Includes study of light and color and a survey of photo-realistic 3D rendering techniques. Prerequisites: CS 220, MATH 185 with a grade of “C” or better.

**CS 420 Networks and Distributed Computing** (3-0-3), fall, on demand. A survey of the concepts and theory of networks and distributed data processing. Topics include data communications principles, network architectures and topology, distributed databases, client server computing, congestion control, distributed processing, message passing systems, shared memory, distributed objects, process scheduling and coordination, resource sharing, deadlock, interrupt handlers, and web-centric computing in the context of a multi-user system. Prerequisite: IT 221 with a grade of “C” or better.

**CS 442 Numerical Analysis** (3-0-3), spring, odd years. Solution of linear systems of equations by direct and iterative methods, matrix inversion, and evaluation of determinants. Matrix solution of least square problems. Approximation of eigenvalues. Selected algorithms to be solved using the computer. Prerequisites: CS 341; MATH 325. Same as MATH 442.

**CS 467 Introduction to Artificial Intelligence** (3-0-3), spring, on demand. Survey of the search, reasoning, control, learning, and knowledge representation principles underpinning intelligent systems such as games, theorem provers, expert systems, neural networks, planning, machine learning, and natural language. Prerequisite: CS 332 with a grade of “C” or better.

**CS 474 Object-Oriented Design** (3-0-3), spring, even years. Systematic object-oriented design. Topics include interface design, design patterns, and the implementation of a medium-sized application. Prerequisite: CS 230 with a grade of “C” or better.

**CS 495 Senior Seminar** (3-0-3), fall. Supervised study of selected topics in the field of computer science that are not normally or not often available as part of the regular course offerings. A comprehensive term project is normally required. For computer science majors; must be taken during the last fall semester before graduation. Prerequisite: Senior standing. **A writing-intensive course.**

### **DET - DIGITAL ENTERTAINMENT TECHNOLOGY**

*School of Information Technology and Computing (COBA)*

**DET 210 Introduction to Digital Entertainment** (3-0-3), fall. Introduces the concepts of film, animation and game design/development. Students will learn to develop and design for movies, animations, and games. Concepts covered include storyboarding, conflict development, the art of storytelling, and design elements.

**DET 220 Introduction to 3D Modeling** (3-0-3), fall. Introduction to concepts of 3D modeling. Students will learn to use 3D software to produce models and scenes for use in animation, game engines, and additive manufacturing (3D printing). Students will also be introduced to basic texturing, shaders, lighting, and dynamics to enhance the detail and design of 3D models.

**DET 230 Introduction to Animation: Keyframes & Pixels** (3-0-3), fall. Introductory course focusing on the principles and history of animation. The class will cover foundational techniques and theories developed by leading studios utilizing industry standard animation software. This class will introduce the principles of animation, the history of animation, and the basics of acting and character animation.

**DET 310 Digital Entertainment Technology II** (3-0-3), spring. Develops the concepts of animation, film, and game design. Concepts covered include sound and music, e-portfolio design, basic software scripting, ludology, and design element consideration for digital entertainment. Prerequisite: DET 210

**DET 320 Advanced 3D Modeling** (3-0-3), spring. Advanced concepts of 3D art and visualization. Students will learn to use 3D computer graphics software to produce 3D character models and corresponding skeletal structures for use in animation, game engines, and film media. Prerequisite: DET 220.

**DET 350 Game Development** (3-0-3), spring. Digital game and level design. Students will learn to develop and design 2D, 3D, and mobile games and levels for games using a game engine or game development tool set. Course may be repeated once. Prerequisite: DET 210.

**DET 410 Digital Entertainment Technology III** (3-0-3), summer. Capstone to the concepts of animation, movies and game design. Students will develop and design for movies, animations, and games. Concepts covered include: portfolio development, project management in DET environments, advanced DET scripting. Prerequisite: DET 310.

### **DIGITAL MEDIA (SEE JMC – JOURNALISM AND MASS COMMUNICATION)**

#### **DSGN – DESIGN**

*Department of Art and Design (CAS)*

**DSGN 102 Introduction to Interior Design** (2-4-3), spring. Exploration and application of interior design theory and design process techniques using problem solving methodology with emphasis on human

needs, values, context, and resources. Creative application of design principles for planning and furnishing interior environments.

**DSGN 111 Design Drawing I** (2-4-3), fall, summer. Introduces the basic skills and techniques of monochromatic drawing with emphasis placed on gesture, line, value, texture, shape, form and delineation. Black and white media.

**DSGN 201 Fundamental Design I** (2-4-3), fall only. Fundamentals of design concepts and processes utilizing transformation, abstraction and organization of form, space and light. Exploring connection between site, building, interior, human perception, historical and contemporary precedents. Prerequisite: DSGN 111 or equivalent.

**DSGN 202 Fundamental Design II** (2-4-3), spring only. Fundamentals of design concepts and processes through place-making and universal design. Human factors, building envelope and spatial development applied to varied building typologies. Design responses informed by historical and contemporary precedents. Prerequisite: DSGN 201.

**DSGN 211 Design Drawing II** (2-4-3), fall. Development of design drawings and rendering skills to illustrate interior and architectural concepts. Emphasize color, value, tone and presentation. Prerequisites: DSGN 111 and ART 105.

**DSGN 221 History of Architecture and Design I** (3-0-3), fall. Study of architecture, design, furniture, and environs from antiquity to the 18<sup>th</sup> century. May be used to satisfy University Requirements.

**DSGN 222 History of Architecture and Design II** (3-0-3), spring. Study of architecture, design, furniture, and environs from the 18<sup>th</sup> century to the present. May be used to satisfy University Requirements.

**DSGN 232 Digital Design Communication** (2-4-3), spring. Processes and procedures for studying and communicating spatial design ideas utilizing digital media.

**DSGN 251 Construction I: Materials and Methods** (3-1-3), spring. Introduction to building construction materials, methods and structures, as well as building envelope performance and sustainability considerations.

**DSGN 301 Intermediate Interior Design I** (2-4-3), fall. Creative and technical problem solving relative to various residential and commercial interior applications. Human dimension and its relationship to space planning. Emphasis on technical aspects such as working drawings, lighting design and presentation techniques. Prerequisite: DSGN 202.

**DSGN 302 Intermediate Interior Design II** (2-4-3), spring. Creative and technical problem solving relative to a variety of residential or commercial interiors. Application of codes and standards, programming, specifications, working drawings, space planning, and three-dimensional drawing. Prerequisite: DSGN 301. Concurrent enrollment in DSGN 352 or professor approval.

**DSGN 351 Interior Components** (3-0-3), fall. Selection and specification of interior materials and finishes based on performance, decision-making criteria, resources, and estimating processes. **A writing-intensive course.**

**DSGN 352 Building Systems** (3-0-3), spring. Investigation and application of building codes and standards that affect the functionality, comfort, and health, safety and welfare of building occupants. Exploration and integration of methodologies in heating/ cooling, plumbing, electricity, lighting, and communication systems within building structures through lecture and assignments. Service learning component when possible. Concurrent enrollment in DSGN 302 required. For interior design or architecture majors only.

**DSGN 401 Advanced Interior Design** (2-4-3), fall. Students demonstrate competency skills in capstone course with solutions to a residential or commercial design project. Includes research, client interaction, and contract documentation presentation. Prerequisites: DSGN 302 and DSGN 351.

**DSGN 402 Design, Construction and Details for Interiors** (2-4-3), spring. Students demonstrate comprehensive understanding of interior



design, responding to contemporary issues such as socio-economic, cultural and environmental factors. Team-based project for a residential or commercial typology. Emphasis on research, programming, regulatory criteria, contract documents and coordination with other disciplines. Prerequisite: DSGN 401.

**DSGN 461 Professional Principles and Practices (for Design Practitioners)** (3-0-3), fall. Establishment of an interior design business. Legal and financial concerns, client relationships, written agreements, contracts, budgeting, business form use, fee/compensation methods, record keeping. Also includes legal and compensation concerns related to custom designs and product designs.

**DSGN 463 Field Experience** (1-10-3),\* fall. Supervised work experience in an architecture or interior design business. Minimum of 160 clock hours experience in the field required, plus one-hour seminar per week. Prerequisites: Junior standing, advisor approval, and acceptance of the student by a business. **A capstone course.**

### **EACH - EARLY CHILDHOOD**

*Department of Teacher Education (CEHS)*

**EACH 363 Early Language and Literacy** (3-0-3), fall, spring. Addresses developmental issues and teaching strategies related to oral language and early literacy development. Explores developmentally appropriate, research-based strategies for promoting children's literacy learning from age 3 through early primary. Topics include oral language development, phonological awareness, early phonics and emergent literacy. Also included are strategies to provide communication and language supports for young children with developmental challenges and strategies for teaching children with limited English proficiency in the early childhood classroom. Prerequisites: EDUC 211, EDUC 250, Admission to Teacher Education program required.

**EACH 451 Guidance in Early Childhood** (3-0-3), fall, spring. Fundamental principles underlying behavior and methods of working with young children. Concurrent enrollment in EACH 466 required. Prerequisites: EDUC 211, 323, EACH 363 and admission to Teacher Education program.

**EACH 466 Education of Young Children** (3-0-3), fall, spring. A required course for students certifying in age 3 through grade 4. A study of theory and practice in the education of young children. Includes 30 hours of field experience in public schools. Concurrent enrollment in EACH 451 required. Prerequisites: EDUC 211, 323, EACH 363 and admission to Teacher Education program.

### **ECON - ECONOMICS**

*Department of Management Sciences (COBA)*

**ECON 260 Principles of Macroeconomics** (3-0-3), fall, spring. Supply and demand, the framework of the free enterprise system, national income accounting, unemployment and inflation, fiscal policy and public debt, monetary system and monetary policy, international trade, economic growth, and selected concepts of business ethics. Prerequisite: 24 earned hours. May be used to satisfy University Requirements.

**ECON 261 Principles of Microeconomics** (3-0-3), fall, spring. Economics of the firm and industry; supply and demand; revenue and costs; profits; consumer behavior; markets; the price system; the role of government; inequality; and comparative economic systems. Prerequisite: 24 earned hours. May be used to satisfy University Requirements.

**ECON 438 International Poverty and Development** (3-0-3), spring. Global poverty and development, including challenges facing economically poor countries and individuals, material and non-material views of poverty, relief and development paradigms and organizations, and assessment and intervention tools used by development agencies. Prerequisite: Junior standing. May be used to satisfy University Requirements.

**ECON 463 Managerial Economics** (3-0-3), on demand. Price determination in the free enterprise economy. Analysis of the price system in guiding and directing resources toward more efficient

allocation under various market conditions. Practical applications of economic theory to contemporary and actual business problems. The case study method is emphasized. Prerequisites: ECON 260, 261, both with a grade of "C" or better.

### **EDUC - EDUCATION**

*Department of Teacher Education (CEHS)*

**EDUC 211 Educational Foundations and Multicultural Perspectives** (3-0-3), fall, spring. A foundation course in professional education, including an introduction to serving students in multi-cultural settings and an orientation to the teacher education program. Includes observation in Pre K-12 classroom. Required as the first course of the teacher education sequence, must be taken in residence. Prerequisite: Sophomore standing and a declared major including teacher certification; other majors may enroll with Teacher Education department approval.

**EDUC 221 Educational Psychology** (3-0-3), fall, spring, summer. An introduction to theories of development, learning, motivation, memory and intelligence. May be used to satisfy University social science core requirement. Prerequisite: Sophomore standing.

**EDUC 250 Literature for Children** (3-0-3), fall, spring. A content reading course covering traditional and contemporary children's books and other materials. Studies of major authors, illustrators, and genres are emphasized, along with applications for teaching literacy skills to children. Limited to students seeking EC-4, 4-8, or EC-12 Special Education certification.

**EDUC 287 Integrating the Arts Across the Elementary School Curriculum** (3-0-3), fall, spring, summer. Addresses teaching materials and strategies appropriate for supporting meaningful integration of the arts with content area concepts and skills for diverse learners in grades EC-6. Prerequisites: EDUC 211 and admission to Teacher Education.

**EDUC 312 Field Experience in Guidance and Development** (3-0-3), summer only. Provides an opportunity for intentional reflection on personal beliefs about and skills in teaching through extended experiences with children in diverse education and/or ministry settings. During the summer, students admitted to the teacher education program provide children summer teaching services that are directly related to the teaching profession. Prerequisites: Department Chair approval; Admission to the Teacher Education Program; and summer employment, internship, or volunteer placement working directly with students or school aged children required.

**EDUC 323 Integrated Math and Science: PreK-2** (3-0-3), fall, spring. Study of the development and teaching of mathematics and science concepts in early childhood. Emphasis will be placed on integrating mathematics and science concepts in the curriculum and in aligning this curriculum with state and national standards. Prerequisite: Admission to Teacher Education.

**EDUC 331 Teaching Social Studies in Pre K - Grade 8** (3-0-3), fall, spring, summer. Designed to prepare the pre-service teacher to teach the social studies curriculum for age 3 through grade 8. The focus will be on learning the content of the curriculum as outlined by the State of Texas. In part, students will make practical application teaching an appropriate segment of the social studies curriculum. Prerequisites: EDUC 211 and Admission to Teacher Education Program required.

**EDUC 335 Teaching in the Middle School** (3-0-3). An overview of the historical development of the middle school and a thorough discussion of adolescent psychology. Analyzes middle grades content in language arts, math, social studies and science. Includes shadow study experiences at a middle school and is required for any 4-8 teaching certificate. Prerequisites: EDUC 211 and 221. Admission to Teacher Education Program required.

**EDUC 370 Teaching Math in Elementary Grades 3-6** (3-0-3), fall, spring. A study of techniques of teaching mathematics with various teaching innovations. Prerequisites: EDUC 211, 323; MATH 237, 238. Admission to Teacher Education Program required.

**EDUC 411 Elementary Curriculum, Materials, and Media** (3-0-3), fall, spring. A field-based course designed to present basic elementary curriculum including lesson planning and the development, organization, and use of teaching materials. Prerequisites: EDUC 211, 331; READ 363. Must be taken concurrently with EDUC 431 in the semester before student teaching. Admission to Teacher Education Program required. Fee required. **A capstone course.**

**EDUC 412 Secondary Curriculum and Media** (3-0-3), fall, spring. A field-based course designed to present basic principles of curriculum development coordinated with textbook use and lesson planning. Presents the Texas Essential Knowledge and Skills and an introduction to supporting media. Prerequisites: EDUC 211, 221; READ 322. Must be taken concurrently with EDUC 432. Should be taken semester before student teaching. Admission to Teacher Education Program required. Fee required. **A capstone course.**

**EDUC 431 Elementary Management and Methods** (3-0-3), fall, spring. A study of classroom management and discipline, motivation, and a variety of teaching strategies. Requires 45 hours of field work in the classroom. Prerequisites: EDUC 211, 331; READ 363. Must be taken concurrently with EDUC 411. Should be taken semester before student teaching. Admission to Teacher Education Program required. **A writing-intensive course. A capstone course.**

**EDUC 432 Secondary Management and Methods** (3-0-3), fall, spring. A concentrated study of classroom management, motivation, leadership, curriculum, and planning. Requires 45 hours of field work in the classroom. Prerequisites: EDUC 211, 221; READ 322. Must be taken concurrently with EDUC 412. Should be taken semester before student teaching. Admission to Teacher Education Program required. **A writing-intensive course. A capstone course.**

**EDUC 476 Effective Teaching Strategies for English Language Learners** (3-0-3), fall, spring, summer. Develops skills for helping English Language Learners, including a review of underlying social and multicultural contexts, English language concepts, types of ESL programs, and instructional objectives and techniques. Prerequisites: EDUC 211, and EACH 363, READ 322 or READ 363.

**EDUC 490 Clinical Teaching** (1-0-6),\* fall, spring. The culmination of the pre-service teacher preparation program, student teaching includes teaching and related experiences in schools. Requires one semester of all-day student teaching (14 weeks). If taken outside the Abilene area, fee will be required. In order to complete the requirements of Teacher Education, a grade of "B" or better must be earned. Failure to earn a "B" or better will result in removal from Teacher Education. Prerequisites: All other coursework must be completed prior to entering the Student Teaching experience. **A capstone course.**

**EDUC 499 Internship** (0-3-3), fall, spring. All-day, all-semester experience. Takes the place of student teaching. Intern is cooperatively supervised by university personnel and school personnel. NOTE: Must be taken two (2) consecutive semesters. Pass/Fail grade. Additional Fee required. Prerequisites: Completion of baccalaureate degree; successfully pass content TExES; approval of Director of Certification.

**EDUC 621 Overcoming Learning Barriers** (3-0-3). Prepares students to investigate institutional forces that inhibit constructive school improvement and explore alternatives including curricular approaches addressing literacy, learning communities, and emotional intelligence.

**EDUC 622 Theories and Strategies for Integrating Technology** (3-0-3). Presents an overview of technology use and integration. Students examine ways to plan, organize and implement technology in diverse learning environments.

**EDUC 651 Leading Continuous Improvement of Digital Learning** (3-0-3). Current leadership theory and practice of leading change in school systems brought on by the digital revolution and its accompanying social transformation. Prerequisite: Admission to graduate school and/or digital leadership of learning certificate program.

**EDUC 652 Leading Evolving Digital Learning Systems** (3-0-3). Analysis and investigation of the theories of disruptive innovation in

leading continuous school transformation. Prerequisite: Admission to graduate school and/or digital leadership of learning certificate program.

**EDUC 653 Educational Research** (3-0-3), spring. The use of technology and research as tools to improve the educational process. Emphasis on practitioner research in which students are actively engaged in systematic, intentional inquiry. Must be taken in the first 12 hours of education graduate work.

**EDUC 655 Action Research for Classroom Teachers** (3-0-3), spring. This workshop-style course requires students to conduct an action research study in a year-long clinical teaching residency. Students design an action research study, obtain necessary approvals to conduct the research, collect and analyze data, and write up their findings in a journal-length manuscript suitable for publication. Prerequisite: EDUC 653. Co-requisite: EDUC 691.

**EDUC 656 School Finance** (3-0-3). Problems relating to the adequate financing of schools.

**EDUC 660 Practicum/Capstone in the School Principalship** (0-21-3). The internship provides significant opportunities for candidates to synthesize and apply the skills identified in the national standards. **A capstone course.**

**EDUC 661 Capstone in Curriculum and Instruction** (3-0-3). Provides a culminating, student-centered, student-directed experience in which students analyze and synthesize knowledge, skills from across their program to demonstrate mastery of the learning outcomes in Curriculum and Instruction for the Department of Graduate Studies in Education. **A capstone course.**

**EDUC 665 Capstone in Special Education** (3-0-3). Provides a culminating, student-centered, student-directed experience in which students analyze and synthesize knowledge, skills from across their program to demonstrate mastery of the learning outcomes in special Education for the Department of Graduate Studies in Education. **A capstone course.**

**EDUC 668 Practicum/Capstone in the School Superintendent** (3-0-3). Internship experiences in the office of a superintendent of schools. This experience will cover a range of the duties and responsibilities encountered by a school superintendent. **A capstone course.**

**EDUC 672 Educational Facilities** (3-0-3). Provides advanced graduate students the opportunity to obtain practical experience related to the planning, financing, construction, renovation, and maintenance of educational facilities. Through presentations by practitioners with expertise in relevant areas as well as site visitations to educational facilities.

**EDUC 674 Policy and Politics in Education** (3-0-3). Develop an awareness of the responsibilities of a superintendent from the perspectives of political dynamics and their connections to the policy process.

**EDUC 676 District Instructional Leadership** (3-0-3). Application of knowledge, skills and dispositions of the superintendency to maximize learning for diverse populations. Prerequisite: Admission to program.

**EDUC 680 Allocating Resources and Structuring the School for Learning** (3-0-3). Focuses on the research on effective schools to provide the most productive ways to organize resources. Develops strategies to define the most important priorities that best match the needs for improvement.

**EDUC 681 Nurturing School Culture to Create a Learning Community** (3-0-3). Addresses the critical functions of the school leader to develop consensus that promotes action and infuses leadership throughout the school while establishing ethical and moral leadership. Assists school leaders in addressing student differences and conflicts to learn social competencies. Recognizes the importance of safe, orderly school cultures based on mutual respect.

**EDUC 682 School Law, Ethics and the Learning Community**

(3-0-3). The legal basis for the organization and ethical administration of a learning community.

**EDUC 683 Implementing Continuous Improvement** (3-0-3). Applies a framework for continuous improvement that provides a quality teaching and learning environment.

**EDUC 684 Meeting the Learning Challenge** (3-0-3). Prepares the student to implement current theory, best practices, and brain research and to explore and investigate strategies that have a high probability of increasing learning for all students.

**EDUC 686 Reframing Learning** (3-0-3). Establishes the framework for moving a school culture from a focus on teaching to a focus on learning.

**EDUC 687 Managing Data to Improve Student Learning** (3-0-3). Focuses on data-driven decision-making and skills necessary to meet the needs of all children and to reach accountability expectations. Special emphasis is on action for continuing analysis of the gaps between goals for student learning and student performance.

**EDUC 688 Creating Effective Learning Environments** (3-0-3). Explores and investigates current research-based practices and theories about ways to promote meaningful learning for all members of the school community. Emphasis is on factors and conditions within the school's circle of influence that enhance learning.

**EDUC 691 Education Workshop** (3-0-6). \* A course designed to meet an immediate need of teachers in a specific area. May be repeated.

**ENGL - ENGLISH**

*Department of Language and Literature (CAS)*

**ENGL 003 Academic Literacies** (2-0-2), fall, spring. Theory and practice in critical reading and expository writing to prepare students for college-level reading and writing. A review of grammar and editing skills will also be included. Required for students (1) with an ACT English subscore of 15 or below or (2) with an equivalent SAT verbal score or (3) who have exited the highest level of ESL and have no ACT or SAT scores. Requires concurrent enrollment in ENGL 004. Does not satisfy the University Requirements composition requirement and is non-graduation credit.

**ENGL 004 Academic Literacies Workshop** (0-1-1), fall, spring. Practice in critical reading and expository writing facilitated by computer-aided instruction. A review of grammar and editing skills will also be included. Required for students (1) with an ACT English subscore of 15 or below or (2) with an equivalent SAT verbal score or (3) who have exited the highest level of ESL and have no ACT or SAT scores. Requires concurrent enrollment in ENGL 003. Does not satisfy the University Requirements composition requirement and is non-graduation credit.

**ENGL 006 Academic Composition Workshop** (0-1-1), fall, spring. Practice in reading and writing expressive and informative essays. Some persuasive writing will be included. A review of grammar and editing skills will also be included. Required of students (1) with an ACT English score of 16-18 or equivalent SAT Verbal score or (2) who have completed ENGL 003 and ENGL 004. Requires concurrent enrollment in ENGL 106. Does not meet the University Requirements composition requirement and is non-graduation credit.

**ENGL 007 Rhetoric and Persuasion Workshop** (0-1-1), fall, spring. Practice in analyzing and writing persuasive essays. Some researched writing will be included. A review of editing and revision skills will also be included. Required of students who took ENGL 006 and 106. Requires concurrent enrollment in ENGL 107. Does not meet University Requirements composition requirement and is non-graduation credit.

**ENGL 106 Academic Composition** (2-0-2), fall, spring. Theory and practice in reading and writing expressive and informative essays. Some persuasive writing will be included. A review of grammar and editing skills will also be included. Required of students (1) with an ACT English subscore of 16-18 or equivalent SAT verbal score or (2) who have completed ENGL 003 and 004. Requires concurrent enrollment in

ENGL 006. The combination of ENGL 106 and 107 satisfies the University Requirements composition requirement and one hour of elective credit.

**ENGL 107 Rhetoric and Persuasion** (2-0-2), fall, spring. Theory and practice in analyzing and writing persuasive essays. Some researched writing will be included. A review of editing and revision skills will also be included. Requires concurrent enrollment in ENGL 007.

Prerequisites: ENGL 106 and ENGL 006. The combination of ENGL 106 and 107 satisfies the University Requirements composition requirement and one hour of elective credit.

**ENGL 111 Composition and Rhetoric** (3-0-3), fall, spring, summer. The theory and practice in reading and writing analytical and persuasive essays. Prerequisite: Meet one of the following - SAT score of 470 or above; ACT English score of 19 or above; or writing placement testing into ENGL 111. May be used to satisfy University Requirements.

**ENGL 112 Composition and Literature** (3-0-3), fall, spring, summer. Expository, critical, and persuasive writing with research based on the reading of literary works. Prerequisite: ENGL 107 or 111. May be used to satisfy University Requirements.

**ENGL 221 Major British Writers I** (3-0-3), fall, spring, summer. From the Beowulf poet to Samuel Johnson. Recommended for English majors and future teachers. Prerequisite: Completion of freshman English requirements as required by degree plan. May be used to satisfy University Requirements.

**ENGL 222 Major British Writers II** (3-0-3), fall, spring, summer. From the eighteenth century to the present. Recommended for English majors and future teachers. Prerequisite: Completion of freshman English requirements as required by degree plan. May be used to satisfy University Requirements.

**ENGL 231 World Literature I** (3-0-3), fall. Survey of world masterpieces outside the English and American traditions, with emphasis on continental literature from the Classical, Medieval, and Renaissance periods. Prerequisite: Completion of freshman English requirements as required by degree plan. May be used to satisfy University Requirements.

**ENGL 232 World Literature II** (3-0-3), spring. Survey of world masterpieces after 1700, with attention to the connections between culture and literature. Prerequisite: Completion of freshman English requirements as required by degree plan. May be used to satisfy University Requirements.

**ENGL 262 American Literature Before 1900** (3-0-3), fall, spring, summer. From Native American myth to the turn of the century. The course emphasizes the multicultural voices, both male and female, that constitute American literature. Prerequisite: Completion of freshman English requirements as required by degree plan. May be used to satisfy University Requirements.

**ENGL 263 American Literature After 1900** (3-0-3), fall, spring, summer. From the early 20th century to the present. The course emphasizes the multicultural voices, both male and female, that constitute American literature. Prerequisite: Completion of freshman English requirements as required by degree plan. May be used to satisfy University Requirements.

**ENGL 301 Introduction to the Major** (3-0-3), fall. The introduction to the major is a three-hour course designed to introduce English majors to selected seminal works of literature across the world, beginning with ancient texts and continuing to 1950. It will equip students with a foundational framework with which to begin their classes in the major. Prerequisite: Completion of Sophomore requirements for English majors.

**ENGL 311 Literary Theory and Criticism** (3-0-3), fall, spring. Readings of major critical texts from Plato to the present, with practice in writing original criticism according to major literary approaches. Prerequisite: Completion of Sophomore English requirements.

**ENGL 320 Creative Nonfiction Workshop** (3-0-3), spring. Writing of literary works grounded in factual reality, using techniques of novelists and poets. Includes autobiography, nature writing, travel narrative, cultural criticism, spiritual memoir. Involves peer review; offers strategies for revision and publication. Prerequisite: Completion of Sophomore English requirements.

**ENGL 321 Screenwriting** (3-0-3), fall, spring. Fundamentals of storytelling and film structure, including character development, conflict, scene writing, and dialogue. Students write short film scripts as well as the first act of a feature-length film. Prerequisite: Completion of sophomore literature requirement.

**ENGL 322 Fiction Workshop** (3-0-3), fall. Writing of fiction with guidance from lectures and class members' critiques. Prerequisite: Completion of Sophomore English requirements.

**ENGL 323 Poetry Workshop** (3-0-3), fall, odd years. Writing of poetry with guidance from lectures and class members' critiques. Prerequisite: Completion of Sophomore English requirements.

**ENGL 324 Play Writing Workshop** (3-0-3), on demand. A basic method of developing a play script with critiques and readings by actors. Includes workshop by professional playwright. Same as THEA 457.

**ENGL 325 Advanced Composition** (3-0-3), spring. Analysis of the writing process, step by step, with practice in the major types (description, narration, evaluation, exposition, persuasion, and research) and with emphasis on revision. Prerequisites: Completion of Sophomore literature requirements and Junior standing. Designed for future teachers and writers. **A writing-intensive course.**

**ENGL 326 Business and Professional Writing** (3-0-3), fall, spring, summer. Introduction to the theory and accepted practices of composition in occupational fields, including correspondence, report writing and presentations based on content in upper-level courses in the student's major field. Prerequisites: Completion of Sophomore literature requirements and Junior standing.

**ENGL 327 Scientific and Technical Writing** (3-0-3), spring. Prepares students to write and edit technical and scientific forms of discourse appropriate for academe and the work place. Documents will be written both individually and collaboratively. Oral presentations will be made throughout the semester. Prerequisite: Completion of Sophomore literature requirements.

**ENGL 328 Social Justice: A Rhetoric** (3-0-3), spring, odd years. The course offers analysis of discursive and non-discursive texts on social justice through various rhetorical approaches. Its emphasis is on the use of rhetorical analysis to critique policies, power structures, and equity in the texts. Prerequisite: Sophomore English requirements.

**ENGL 329 Rhetoric as Written Discourse** (3-0-3), spring, even years. A survey of major rhetorical texts from classical times to present. Emphasis on the development of rhetorical theory as it relates to written discourse. Prerequisite: Completion of Sophomore English requirements. COMM 491 may be substituted for this course.

**ENGL 330 Advanced English Grammar** (3-0-3), fall. Current trends in the analysis of the English language. Prerequisite: Completion of Sophomore English requirements. Recommended for future teachers.

**ENGL 331 Narrative for Film and New Media** (3-0-3), fall. Principles of storytelling, including myth and screenplay structure, as used in movies, graphic novels, and interactive gaming. Close study of fantasy and science fiction narratives. Workshop format involves peer review. Prerequisite: Completion of Sophomore English requirements.

**ENGL 332 Introduction to Film Studies** (3-0-3), fall. Survey of cinema from the silent era to today with an emphasis on fluency in cinematic language, genre, and production. Film studies represent more than simply looking at movies through a literary lens but learning to see how different filmmakers approach the fusion of image, sound, and story. Prerequisite: Completion of sophomore literature requirement.

**ENGL 333 Studies in World Cinema** (3-0-3), spring. Survey of significant directors beyond Hollywood/British cinema with key texts in

film studies of the last half-century. Students will refine written arguments directed toward popular and scholarly audiences. Prerequisite: Completion of sophomore literature requirement.

**ENGL 351 Literature for Young Adults** (3-0-3), spring. A content reading course emphasizing literature and other materials for middle school and high school students. Attention is given to major authors, ground-breaking books, and contemporary materials in various genres. Prerequisites: Completion of Sophomore English requirements and Junior standing. May not be used to satisfy University English literature requirement.

**ENGL 362 American Literature Before 1860** (3-0-3), fall. A survey of the major writers before the Civil War. Prerequisite: Completion of Sophomore English requirements.

**ENGL 363 American Literature After 1860** (3-0-3), spring, summer. A survey of the major writers since the Civil War. Prerequisite: Completion of Sophomore English requirements.

**ENGL 376 Fiction** (3-0-3), fall, even years. Novels and short stories that seem to have earned a permanent reputation. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 377 Drama** (3-0-3), Oxford: on demand; Abilene: spring, odd years. Survey of significant plays from ancient Greeks to the present. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 378 Poetry** (3-0-3), spring, even years. Advanced study of poetry that seems likely to endure. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 380 Interactive Narratives** (3-0-3), fall, even years. English 380 introduces the lexicon and theoretical models for the study of interactive narratives (from games, social media, fan literature, or other emerging media). Students will explore how meaning is generated through these narratives, demonstrating the knowledge they gain through reflective writing, researched writing, and project-based assignments. Prerequisite: Completion of Sophomore English requirements.

**ENGL 401 Guided Study: Literary Criticism** (3-0-3),\* on demand. Prerequisite: Completion of Sophomore English requirements.

**ENGL 402 Guided Study: Writing** (3-0-3),\* on demand. Prerequisite: Completion of Sophomore English requirements.

**ENGL 406 Guided Study: American Literature** (3-0-3),\* on demand. Prerequisite: Completion of Sophomore English requirements.

**ENGL 407 Guided Study: General Literature** (3-0-3),\* on demand. Prerequisite: Completion of Sophomore English requirements.

**ENGL 409 Guided Study: British Literature After 1700** (3-0-3),\* on demand. Prerequisite: Completion of Sophomore English requirements.

**ENGL 410 Language and Literature Internship** (3-0-3)\*, summer. Designed for students who obtain internships requiring or allowing for college credit. Can be taken for 2 or 3 credits, depending on the number of hours required by the internship. Prerequisite: Junior or Senior status.

**ENGL 432 Introduction to Linguistics** (3-0-3), spring. Introduction to linguistics including topics such as phonology, morphology, semantics, syntax, pragmatics, language acquisition, regional and social language variation, and historical linguistics. Emphasis varies to suit the needs of the class. Prerequisite: Completion of Sophomore English requirements.

**ENGL 441 Topics in Literary Criticism and Bibliography** (3-0-3), on demand. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 442 Topics in Writing** (3-0-3), on demand. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 443 Topics in the English Language** (3-0-3), on demand. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 445 Topics in Teaching English and Reading** (3-0-3),\* on demand. Prerequisite: Completion of Sophomore English requirements.

**ENGL 446 Topics in American Literature** (3-0-3), on demand. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 447 Topics in General Literature** (3-0-3), on demand. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 448 Topics in British Literature Before 1700** (3-0-3),\* on demand. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 449 Topics in British Literature After 1700** (3-0-3), on demand. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 459 English for Secondary Teachers** (3-0-3), fall. Specialized instruction in the content and methods of teaching and testing oral and written composition, grammar, and literature in secondary schools. Required for English certification. Prerequisite: 6 hours of upper-level English.

**ENGL 464 American Novel** (3-0-3), fall, even years. A study of significant novels. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 470 Multicultural Literature** (3-0-3), spring. An introduction to and a study of literature by various cultures in the United States. Includes both general backgrounds and specific authors and works. May be repeated as content varies. Prerequisite: Completion of Sophomore English requirements.

**ENGL 471 Literature and Belief** (3-0-3), fall, odd years. A survey of classic literary texts concerned with faith, doubt, and Christian spirituality from Augustine to the present. Prerequisite: Completion of Sophomore English requirements.

**ENGL 472 Film and Belief** (3-0-3), spring. A detailed study of recent and classic films with emphasis on their theological elements and how they are manifestations of culture. Students will develop viewing discernment and the ability to assess and write about thematic elements of films in genres, including romantic comedy, drama, independent, and foreign film. Prerequisites: Completion of Sophomore English requirements and Junior standing.

**ENGL 473 Rhetoric and Belief** (3-0-3), fall, even years. This course focuses on the intersections of rhetoric and belief. Students examine traditional religious discourse and consider the rhetorical nature of that discourse, as well as examine ways that belief – not just faith in a transcendent being – permeates much (if not all) rhetorical discourse. Prerequisite: Completion of Sophomore English requirements.

**ENGL 481 Medieval British Literature** (3-0-3), spring, even years. A survey of major medieval texts with special emphasis on Middle English and Chaucer. Prerequisite: Completion of Sophomore English requirements.

**ENGL 483 Shakespeare** (3-0-3), fall, summer. An introduction to comedies, histories, and tragedies with attention to major critical approaches to Shakespearean drama. Prerequisite: Completion of Sophomore English requirements.

**ENGL 484 Seventeenth-Century British Literature** (3-0-3), spring, odd years. English poetry and prose of the 17th century, with emphasis on Donne, Herbert, and Milton. Prerequisite: Completion of Sophomore English requirements.

**ENGL 495 Eighteenth-Century British Literature** (3-0-3), fall, odd years. A survey of major works and authors with some emphasis on drama. Prerequisite: Completion of Sophomore English requirements.

**ENGL 496 Nineteenth-Century British Literature** (3-0-3), fall, even years. A survey of Romantic and Victorian poetry and prose, 1780-1900, with emphasis on the major writers. Prerequisite: Completion of Sophomore English requirements.

**ENGL 497 Twentieth-Century British Literature** (3-0-3), spring, even years. Selected writing from British authors throughout the century, covering at least three genres (fiction, poetry, drama, or nonfiction). Prerequisite: Completion of Sophomore English requirements.

**ENGL 499 Studies in World Literature** (3-0-3), fall, spring. A senior seminar using contemporary theoretical and critical approaches to selected literatures of the world. Provides a practical introduction to a range of literatures through application of current tools and methods of literary analysis in a discussion setting. Prerequisite: Senior standing. For majors only. **A capstone and writing-intensive course.**

**ENGL 520 Creative Nonfiction Workshop** (3-0-3), spring. Writing of literary works grounded in factual reality, using techniques of novelists and poets. Includes autobiography, nature writing, travel narrative, cultural criticism, spiritual memoir. Involves peer review; offers strategies for revision and publication.

**ENGL 522 Fiction Workshop** (3-0-3), fall. Writing of fiction with guidance from lectures and class members' critiques.

**ENGL 523 Poetry Workshop** (3-0-3), fall, odd years. Writing of poetry with guidance from lectures and class members' critiques.

**ENGL 525 Advanced Composition** (3-0-3), spring. Analysis of the writing process, step by step, with practice in the major types (description, narration, evaluation, exposition, persuasion, and research) and with emphasis on revision. **A writing-intensive course.**

**ENGL 526 Business and Professional Writing** (3-0-3), fall, spring, summer. Introduction to the theory and accepted practices of composition in occupational fields, including correspondence and report writing based on content in upper-level courses in the student's major field. Some oral work required.

**ENGL 529 Rhetoric as Written Discourse** (3-0-3), spring, even years. A survey of major rhetorical texts from classical times to present. Emphasis on the development of rhetorical theory as it relates to written discourse.

**ENGL 530 Advanced English Grammar** (3-0-3), fall. Current trends in the analysis of the English language. Recommended for future teachers.

**ENGL 532 Introduction to Linguistics** (3-0-3), spring. Introduction to linguistics including topics such as phonology, morphology, semantics, syntax, pragmatics, language acquisition, regional and social language variation, and historical linguistics. Emphasis varies to suit the needs of the class.

**ENGL 551 Literature for Young Adults** (3-0-3), spring. A content reading course emphasizing literature and other materials for middle school and high school students. Attention is given to major authors, ground-breaking books, and contemporary materials in various genres.

**ENGL 558 Teaching English as a Second Language** (3-0-3), spring. An introduction to the methods and techniques of teaching English as a second language. Prerequisite: ENGL 330.

**ENGL 562 American Literature Before 1860** (3-0-3), fall. A survey of the major writers before the Civil War.

**ENGL 563 American Literature After 1860** (3-0-3), spring, summer. A survey of the major writers since the Civil War.

**ENGL 564 American Novel** (3-0-3), fall, even years. A study of significant novels. May be repeated as content varies.

**ENGL 570 Multicultural Literature** (3-0-3), spring. An introduction to and a study of literature by various cultures in the United States. Includes both general backgrounds and specific authors and works. May be repeated as content varies.

**ENGL 571 Literature and Belief** (3-0-3), fall, odd years. A survey of classic literary texts concerned with faith, doubt, and Christian spirituality from Augustine to the present.

**ENGL 572 Film and Belief** (3-0-3), fall, even years. A detailed study of recent and classic films with emphasis on their theological elements and

how they are manifestations of culture. Students will develop viewing discernment and the ability to assess and write about thematic elements of films in genres, including romantic comedy, drama, independent, and foreign film.

**ENGL 576 Fiction** (3-0-3), fall, even years. Novels and short stories that seem to have earned a permanent reputation. May be repeated as content varies.

**ENGL 577 Drama** (3-0-3), Oxford: on demand; Abilene: spring, odd years. Survey of significant plays from ancient Greeks to the present. May be repeated as content varies.

**ENGL 578 Poetry** (3-0-3), spring, even years. Advanced study of poetry that seems likely to endure. May be repeated as content varies.

**ENGL 581 Medieval British Literature** (3-0-3), spring, even years. A survey of major medieval texts with special emphasis on Middle English and Chaucer.

**ENGL 583 Shakespeare** (3-0-3), fall, summer. An introduction to comedies, histories, and tragedies with attention to major critical approaches to Shakespearean drama.

**ENGL 584 Seventeenth-Century British Literature** (3-0-3), spring, odd years. English poetry and prose of the 17th century, with emphasis on Donne, Herbert, and Milton.

**ENGL 595 Eighteenth-Century British Literature** (3-0-3), fall, odd years. A survey of major works and authors with some emphasis on drama.

**ENGL 596 Nineteenth-Century British Literature** (3-0-3), fall, even years. A survey of Romantic and Victorian poetry and prose, 1780-1900, with emphasis on the major writers.

**ENGL 597 Twentieth-Century British Literature** (3-0-3), spring, even years. Selected writing from British authors throughout the century, covering at least three genres (fiction, poetry, drama, or nonfiction).

**ENGL 610 Studies in American Literature** (3-0-3), fall, spring. Emphasis upon literary, social, and intellectual currents as seen in certain significant writings. May be repeated as topics vary for up to 9 hours credit.

**ENGL 612 Studies in British Literature** (3-0-3), fall, spring. May emphasize genres, themes, or individual writers. May be repeated as topics vary for up to 9 hours of credit.

**ENGL 613 Literary Theory and Faith** (3-0-3), fall. Various topics in contemporary literary criticism and theory. May be repeated as topics vary for up to 9 hours of credit.

**ENGL 615 World Literature** (3-0-3), spring, odd years. Selection of texts for this course ranges freely over the globe, engaging literary works from all countries and cultures. When texts for study are selected from the non-Anglophone world, they are presented in English translation.

**ENGL 620 Literary Research Methods and Publication** (3-0-3), fall, even years. An intense, step-by-step guided research experience introducing students to advanced literary research methods, presentation, and publication.

**ENGL 622 Rhetoric and Belief** (3-0-3). This course focuses on the intersections of rhetoric and belief. Students examine traditional religious discourse and consider the rhetorical nature of that discourse, as well as examine ways that belief – not just faith in a transcendent being – permeates much (if not all) rhetorical discourse.

**ENGL 623 Discourse Theory** (3-0-3). Offers a brief historical framework from the sophists to the Scottish Enlightenment. It then explores the implications of major discourse theorists on composition and rhetoric studies.

**ENGL 624 Non-Traditional Rhetoric** (3-0-3). The course offers immersion into one type of non-traditional rhetoric (visual, feminist, silence, etc.) each time it is taught. Students will read text and theories in the non-traditional rhetoric as well as perform one major analysis.

**ENGL 625 Rhetorical Methods and Publication** (3-0-3). The course offers experience understanding quantitative and ethnographic research in composition as well as preparing students to perform rhetorical analysis for publication.

**ENGL 631 Contexts: Studies in a Single Author** (3-0-3). Focusing on a single author, this course encourages a depth of exploration that is not feasible in the format of survey courses. This format allows for an intensive study of the works and context of an author and through this examines multiple modes of literary criticism and theory.

**ENGL 633 Connections: Studies in a Literary Period** (3-0-3). This seminar integrates the philosophical, cultural, political, and spiritual underpinnings of period formation, in a transnational, interdisciplinary context through discussions in a seminar setting.

**ENGL 650 Contemporary Composition Theory** (3-0-3), spring, even years. Contemporary Composition Theory surveys problems, issues, and current threads of discussion within contemporary Composition-Rhetoric scholarship. Prerequisites: Permission from Graduate Director, Department of Language and Literature. Each student must be entered manually by department.

**ENGL 652 Rhetorical Theory and Praxis** (3-0-3), fall. An examination of rhetorical theories as they informed praxis, beginning with an overview of the history of rhetoric, then a study of the intersection between rhetorical theory and writing center theory and pedagogy and composition theory and pedagogy.

**ENGL 699 Master's Thesis** (0-0-6).\*

## **ENGR - ENGINEERING**

*Department of Engineering and Physics (CAS)*

**ENGR 115 Introduction to Engineering and Physics** (2-0-2), fall. An introduction to the career fields of engineering and physics. Topics include sub disciplines within engineering and physics, tools and methods used in these fields, and the processes of modeling and problem solving. Computational analytical and design tools will also be introduced. Corequisite: ENGR 116. Prerequisite: MATH 124 or concurrent enrollment.

**ENGR 116 Introduction to Engineering and Physics Laboratory** (0-3-1), fall. A laboratory class demonstrating and exploring topics covered in ENGR 115. Physical concepts such as force, work, and energy will be illustrated as well as using these concepts within engineering design. Corequisite: ENGR 115. Prerequisite: MATH 124 or concurrent enrollment.

**ENGR 131 Computer Aided Design and Modeling** (3-0-3), fall, spring. An introductory course in the use of computer aided design (CAD) software for drafting, engineering design, and 3D modeling.

**ENGR 135 Introduction to Electric Circuits** (3-0-3), spring. Basic electrical measurements and devices, introductory electronics. Emphasis on lab work. Intended for those who will use electronic instruments and methods in their profession. Concurrent enrollment in ENGR 136 is required. Prerequisite: Passing MATH 124 or testing into MATH 185 or higher on the Math placement exam. Same as PHYS 135.

**ENGR 136 Introduction to Electric Circuits Laboratory** (0-3-1), spring. Concurrent enrollment in ENGR 135 is required. Same as PHYS 136.

**ENGR 210 Digital Logic** (3-0-3), fall. This course covers fundamental concepts of digital electronics, including binary numbers, binary mathematical operations, error codes, Boolean algebra, Boolean logic simplification, Karnaugh maps, gate-level schematics, combinational logic, sequential logic, latches, flip-flops, counters, clocks, registers, and memory. Prerequisites: a grade of C or better in both ENGR/PHYS 135 and ENGR/PHYS 136. Concurrent enrollment in ENGR 211 required.

**ENGR 211 Digital Logic Laboratory** (0-3-1), fall. This laboratory course accompanies ENGR 210, supplementing the theoretical presentation of digital logic from lecture with practical logic circuit building experience using tools such as, but not limited to, power supplies, digital multimeters, oscilloscopes, function generators,

prototyping breadboards, discrete TTL and CMOS logic devices, and FPGAs. Concurrent enrollment in ENGR 210 required.

**ENGR 220 Engineering Mechanics: Statics** (3-0-3), fall, even years. A study of composition and resolution of forces, equilibrium of force systems, friction, forces acting on and in trusses and frames, centroids, and moments of inertia. Prerequisites: PHYS 220/221; MATH 186 or concurrent enrollment.

**ENGR 222 Engineering Mechanics: Dynamics** (3-0-3), spring, odd years. Study of the dynamics of particles and rigid bodies, including the governing force-mass-acceleration, work-energy, and impulse-momentum relationships for two- and three-dimensional cases. Prerequisites: ENGR 220; MATH 286 or concurrent enrollment.

**ENGR 305 Environmental Health and Safety for Engineers** (2-0-2), spring. Provides an overview of environmental health and safety history, regulations, and their application for engineering professionals. In particular this course will include OSHA regulations and permits, MSDS's, workplace hazards and engineering safeguards. Prerequisites: ENGL 111.

**ENGR 306 Engineering Ethics** (1-0-1), spring. The purpose of this course is to provide engineering students with the fundamentals of professional ethics. This course will provide students with a set of tools and concepts that are directly applicable to the personal and professional decisions that may be encountered as practicing engineers. Prerequisite: ENGL 111.

**ENGR 320 Material Science** (3-0-3), fall. Application of material science information in applying engineering materials to the design of components. Evaluating, interpreting, and application of industry standards for materials such as American Society for Testing Materials (ASTM), American Society of Mechanical Engineers (ASME), Society of Automotive Engineers (SAE), American Petroleum Engineers (API), Deutsches Institut für Normung (DIN), and others. Prerequisites: Credit for MATH 185 or placement into MATH 186 or 286 and CHEM 131/133.

**ENGR 332 Mechanics of Materials** (3-0-3), fall. A study of the internal effects of stresses and strains on solid bodies subjected to external loading. Prerequisites: ENGR 220 and MATH 186.

**ENGR 333 Fluid Mechanics** (3-0-3), fall. Overview of fluid static and dynamic properties; principles of conservation of energy and momentum, flow of real fluid; flow of ideal fluid; laminar and turbulent flow regimes. Application of fluid mechanic laws to engineering problems and design elements. Prerequisite: ENGR 220. Concurrent enrollment in MATH 361 required.

**ENGR 334 Heat and Mass Transfer** (3-0-3), spring. A study of the rates of heat and mass transfer using the fundamental mechanisms of conduction, convection, and radiation. Prerequisites: ENGR 481 and MATH 361. Concurrent enrollment in ENGR 333 required.

**ENGR 342 Measurement Techniques** (3-0-3), fall. An introduction to transducers for measuring physical phenomena such as temperature, pressure, and acceleration. Signal processing and statistical concepts related to measured variables are also included. Prerequisites: PHYS 222, MATH 361. Concurrent enrollment in ENGR 343 required.

**ENGR 343 Measurement Techniques Laboratory** (0-3-1), fall. A laboratory introduction to transducers for measuring physical phenomena such as temperature, pressure, and acceleration. Signal processing and statistical concepts related to measured variables are also included. Prerequisites: PHYS 222, MATH 361. Concurrent enrollment in ENGR 342 required.

**ENGR 350 Engineering Economics** (3-0-3), spring. Application of economic analysis techniques to analyze and compare engineering projects or other type of investments. Topics covered include principles of economic equivalence, time value of money, analysis of investments, comparison of alternatives, equipment depreciation and income taxes, inflation, and uncertainty. Prerequisites: Credit for MATH 185 or placement into MATH 186 or 286, or credit for MATH 131 or

placement into MATH 132. May be used to satisfy University Requirements.

**ENGR 355 Electronic Devices** (3-0-3), fall, spring, summer. Basic physics of semiconductors, pn junctions, diode circuits, bipolar junction transistors, field effect transistors, small-signal and power amplifiers, ideal and non-ideal op amps, oscillators. Prerequisites: MATH 286 and ENGR 135; PHYS 330 (recommended). Concurrent enrollment in ENGR 356 required.

**ENGR 356 Electronic Devices Laboratory** (0-3-1), fall, spring, summer. Project-oriented laboratory focused on design and implementation of analog circuits with semiconductor devices. Prerequisites: MATH 286 and ENGR 135; PHYS 330 (recommended). Concurrent enrollment in ENGR 355 required.

**ENGR 388 Network Analysis** (3-0-3), fall, odd years. Active and passive electrical networks, time and frequency domains, Fourier and Laplace transform techniques, some non-linear circuits. Prerequisite: MATH 361. Same as PHYS 388.

**ENGR 390 Junior Clinic** (3-3-3), fall, spring. A junior year engineering design experience. Students will engage in team based professional level engineering design projects using design procedures to develop specifications, alternate solutions, and engineering drawing and plans while considering external constraints. Students will construct, model, test, and evaluate designs. Prerequisite: credit for or concurrent enrollment in ENGR 342/343 or ENGR 333.

**ENGR 422 Embedded Systems** (3-0-3), spring. This course introduces fundamental concepts of embedded systems including C and assembly language programming, debugging, power supply considerations, and interfacing sensors, displays, and motors to microcontrollers. Prerequisites: ENGR 210/211. Concurrent enrollment in ENGR 423 required.

**ENGR 423 Embedded Systems Laboratory** (0-3-1), spring. This laboratory introduces fundamental concepts of embedded systems including C and assembly language programming, debugging, power supply considerations, and interfacing sensors, displays, and motors to microcontrollers. Prerequisites: ENGR 210/211. Concurrent enrollment in ENGR 422 required.

**ENGR 430 Senior Clinic I** (3-3-3), fall. The first of a two-course senior-level engineering design experience. Students will engage in team-based professional level engineering design projects using design procedures to develop specifications, alternate solutions, and engineering drawing and plans while considering external constraints. In collaboration with clients, students will develop an engineering design to be prototyped in ENGR 432. Prerequisite: ENGR 390. **Contributes to completion of university capstone requirements.**

**ENGR 431 Senior Clinic Studio I** (0-3-1), fall. The studio component of the first of a two-course senior-level engineering design experience. Students will engage in team based professional level engineering design projects using design procedures to develop specifications, alternate solutions, and engineering drawing and plans while considering external constraints. When appropriate, students will construct, model, test, and evaluate designs. Prerequisite: ENGR 390. Concurrent enrollment in ENGR 430 required.

**ENGR 432 Senior Clinic II** (3-3-3), spring. The second part of a two-course senior-level engineering design experience. Students will engage in team based professional level engineering design projects using design procedures to develop specifications, alternate solutions, and engineering drawing and plans while considering external constraints. Using engineering design procedures students complete a prototype of the design created during the first part of the design sequence (ENGR 430). Prerequisite: ENGR 430 with a grade of C or higher. Concurrent enrollment in ENGR 433 required. **A writing-intensive course. Contributes to completion of university capstone requirements.**

**ENGR 433 Senior Clinic Studio II** (0-3-1), spring. The studio component of the second of a two-course senior-level engineering design experience. Students will engage in team based professional level

engineering design projects using design procedures to develop specifications, alternate solutions, and engineering drawing and plans while considering external constraints. Students will construct, model, test, and evaluate design. Concurrent enrollment in ENGR 432 required.

**ENGR 434 Fluid Thermal Systems** (3-0-3), fall. Design and optimization of thermal systems with real world constraints, as well as economic and design analysis. A formal technical written report and oral presentation are required. Prerequisites: ENGR 333 and 481.

**ENGR 481 Thermodynamics** (3-0-3), fall, and as needed. Fundamental concepts of thermodynamic systems. Law of thermodynamics, properties of simple compressible substances, entropy, energy availability, ideal gas mixtures and psychometrics, and thermodynamic cycles. Application to engines, refrigeration systems and energy conversion. Prerequisites: PHYS 330 and MATH 286.

### **ENVR - ENVIRONMENTAL SCIENCE**

*Department of Agricultural and Environmental Sciences (CAS)*

**ENVR 112 Plant Science** (2-3-3), spring. A study of the applied botanical sciences. Special emphasis is placed on the use of plants by man. Plant ecology, physiology, morphology, and reproduction will be discussed in agricultural, economic, and sociological contexts. The influence of environmental factors and emerging technologies on plant growth and development will be discussed. Laboratory graded and credited with course. May be used to satisfy University Requirements.

**ENVR 233 Soil Science** (2-3-3), spring. A basic course dealing with soil types and parent material, chemical, physical, and biological properties of soils. Laboratory graded and credited with course. May be used to satisfy University Requirements.

**ENVR 320 Energy Resources** (3-0-3), fall. A study of energy conservation, energy efficiency, the numerous forms of energy, how energy is converted from one form to another and how it is used throughout the world. Presents an environmental world-view through lectures, readings, research and reflection. Focused on safe application of energy to solve problems and meet the needs of today in a way that is sustainable into the future. Prerequisite: Junior standing.

**ENVR 341 Water Resources** (2-3-3), spring. A study of the use, conservation, and management of water resources within West Texas and the southwest. Discusses demand for fresh water and the limited water supplies in arid environments. Laboratory graded and credited with course. Prerequisite: Junior standing.

**ENVR 345 Range and Wildland Plants** (2-3-3), fall. Identification, classification, multiple use and economic value of native and introduced range and wildland plants in the Southwest. Laboratory graded and credited with course. Prerequisite: Junior standing. Same as BIOL 345. Special travel fee.

**ENVR 350 Rangeland Ecology** (2-3-3), fall. Physical features affecting the use of range vegetation; field classification of range grasses and range plants. Mapping, surveying and conducting range ecological studies. Designed for students desiring to work in the field of range management. Actual problems will be assigned in the field. Laboratory graded and credited with course.

**ENVR 354 Range Science** (2-2-3), spring, even years. The study of planned range use in order to obtain maximum animal and plant production without degrading the quality of the ecosystem. Range utilization studies, methods of reseeding rangeland and the study of improvement techniques. Laboratory graded and credited with course. Prerequisites: ENVR 345, 350.

**ENVR 410 Environmental Law and Policy** (3-0-3), fall. Introduces the basic concepts and issues underlying environmental regulation. Includes environmental policy frameworks, protection and regulatory instruments, and major federal environmental statutes. Prerequisite: POLS 225 or higher. **A capstone course.**

**ENVR 420 Environmental Thought** (3-0-3), spring. A history and philosophy reading survey exploring the relationship between nature and man. Presents an environmental world-view through lectures, readings,

research and reflection. Focus is on philosophy and environmental ethics such as anthropocentrism, biocentrism and ecocentrism, preservation, conservation, Christian stewardship, eco-feminism, deep ecology, and sustainability from an eastern, western and Native American perspective. Prerequisite: Senior standing. **A capstone and writing-intensive course.**

**ENVR 455 Wildlife Ecology** (3-3-4), fall. Principles of animal ecology; life histories, economic and management phases of important species of big game, upland game, waterfowl, and fish. Laboratory graded and credited with course. Recommended for animal science, environmental science and biology majors. Prerequisite: Junior standing.

**ENVR 458 Wildlife Management Techniques** (2-3-3), spring. The purpose of this course is to describe major approaches to problem solving, suggest ways of implementing these approaches, and to improve the management of the wildlife resource through more rapid development and improved use of techniques. Laboratory graded and credited with course. Designed for environmental science majors pursuing the Wildlife and Natural Resource Management track, and biology majors. Prerequisite: ENVR 455 or BIOL 380.

### **FAM - FAMILY STUDIES**

*Department of Marriage and Family Studies (CBS)*

**FAM 232 Family Finances** (3-0-3), spring. Principles of finance and utilization of time and energy resources for the family. Includes spending plans, credit, savings, insurance, housing, taxes, investments, and estate planning.

**FAM 251 Introduction to Family Studies** (3-0-3), fall. The study of relationships, marriages and families as a social science. Examines interpersonal relationships and the dynamics of marriage and family life with an emphasis on the formation of healthy relationships and the maintenance of marital and family strengths. May be used to satisfy University Requirements.

**FAM 265 Child Development** (3-1-3), fall. Examines the physical, cognitive and psychosocial development of children from conception through adolescence including the appropriate care and guidance of children during infancy and toddlerhood, early childhood, middle childhood and adolescence. Theories of child development and the dynamic interaction of children with their social environments are examined.

**FAM 285 Family Theories: An Introduction** (3-0-3), fall. The purpose of this course is to introduce students to a variety of theoretical frameworks for understanding the internal dynamics of family systems. Students will explore how major concepts from various theories can be utilized to explain and predict human behavior in the context of interpersonal relationships and family life.

**FAM 356 Human Intimacy** (3-0-3), spring. Current social science research and literature pertaining to the dynamics of human intimacy and sexuality are examined from a biopsychosocial perspective. This course provides a conceptual framework and understanding of human sexuality necessary to address a multitude of sexual issues encountered when working with a highly diverse and secular audience. Prerequisite: Junior standing.

**FAM 362 Families in Society** (3-0-3), spring. Examines historical and current trends in marriage and family life relevant to contemporary American society. The course provides an eco-systemic view of marriage and family life and demonstrates how social policies and family laws as well as social service programs impact the ability of families to fulfill their social functions.

**FAM 452 Parenting and Family Skills** (3-0-3), fall. Principles of effective parenting including theoretical approaches to understanding parent/child relations, the etiology of child behaviors, dysfunctional parenting styles and mechanisms of behavior change. Emphasis is given to strengthening positive behaviors and developing significant perceptions and skills in children. Different family structures and interactions over the family life-span are considered.



**FAM 453 Family Crises and Resiliency** (3-0-3), fall. Consideration of social institutions and resources in the community as they affect the well-being of children and families. Attention is given to: (1) families experiencing stress and crises; (2) working with nontraditional family structures (e.g., single parent and stepfamilies) (3) community resources for meeting family needs; and (4) providing students with practical experiences and information needed to work effectively with community groups.

**FAM 454 Aging and the Family** (3-0-3), spring. Examines successful aging from a bio-psychosocial framework with an emphasis on changes in interpersonal relationships, roles, and family dynamics associated with aging family members. Topics include: common problems and decisions facing aging families, marriage in later life, being single, parent-child relationships, sibling ties, the role of grandparents, divorce and remarriage, physiological/health issues leading to increased dependency and long-term care and one's life review.

**FAM 455 Ministry to Fathers** (3-0-3), spring. Reviews current literature on fathering with an emphasis on equipping men and women (husbands and wives) for the vital role that fathers play in the lives of their children/family. Examines the impact of father's absence on the lives of sons and daughters, including barriers that hinder father involvement. Participants examine the principles of effective fathering as well as how wives contribute to their husband's fathering style. Biblical principles of masculinity are examined as well as how men become spiritual leaders of their families.

**FAM 470 Family Life Education Methodology** (3-0-3), fall. Provides students with an understanding of the competencies, broad knowledge base, and skills required for the ethical practice of family life education. Students acquire knowledge regarding the design, implementation and evaluation of family life education programs including methods of teaching/learning relevant to diverse audiences within a variety of community settings. Prerequisites: FAM 251, FAM 356, FAM 452, or approval of instructor.

**FAM 485 Ethics and Professional Development** (3-0-3), spring. This course is designed to foster the personal and professional development of Family Studies majors via the integration of faith and learning, the process of ethical decision making, and the requisite professional skills required by careers in family life education and social services. Prerequisites: FAM 470 and FAM 495 (either course may be taken as a co-requisite if not completed as a prerequisite). **A capstone and writing-intensive course.**

**FAM 495 Family Studies Practicum** (1-8-3),\* spring, summer. Supervised experience in a community setting having an identified family life education or service program. Minimum of 125 clock hours service-learning in the community program, plus one hour seminar per week to integrate the field experience with the family studies curriculum and to engage in reflective assessment of skill and knowledge in personal development as a family service practitioner. Prerequisites: Senior standing; advisor and department chair approval; and acceptance of the student by a community program.

## **FIN - FINANCE**

*Department of Accounting and Finance (COBA)*

**FIN 310 Financial Management** (3-0-3), fall, spring, summer. Financial analysis, capital budgeting, working capital management, sources and forms of long-term financial structure, the cost of capital, and dividend policy. Prerequisites: ACCT 210; ECON 260, 261, with a grade of "C" or better; MATH 130.

**FIN 311 Money and Banking** (3-0-3), spring. Nature and operations of our money and banking system, and the application of modern monetary and banking theory to domestic and international problems. Prerequisites: ACCT 210; ECON 260, 261 with a grade of "C" or better; MATH 130.

**FIN 411 Principles of Investment** (3-0-3), fall, spring. Introduction to securities markets, presentation of risk-return analysis, analysis of

common stocks and bonds, and introduction to portfolio analysis. Prerequisite: FIN 310, with a grade of "C" or better.

**FIN 412 Financial Theory and Practice** (3-0-3), fall, spring. The acquisition and use of financial resources are examined from the perspective of the financial manager. Coverage includes both theoretical and practical aspects of financial management. Prerequisite: FIN 310 with a grade of "C" or better.

**FIN 414 Bank Management** (3-0-3), on demand. The organization of the bank, sources of bank funds, allocation of bank funds, and supervision and regulation of the commercial bank. Prerequisite: FIN 310, with a grade of "C" or better.

**FIN 416 Personal Financial Planning** (3-0-3), fall, spring. Introduction to the methodology and discipline of personal financial planning. Focuses on the comprehensive and ongoing planning process that seeks to quantify personal financial objectives and balance the components of risk management, personal investments, tax considerations, retirement preparation, and estate planning. Prerequisite: 72 earned hours.

**FIN 419 International Financial Markets** (3-0-3), spring. A study of the concept of the balance of payments, different methods of financing international trade including the methods, documents, and institutions used, and an examination of capital investments and international financial markets. Prerequisite: FIN 310, with a grade of "C" or better. May be used to satisfy University requirements.

**FIN 420 Entrepreneurial Finance** (3-0-3), spring. This course is focused on the financial aspects of a new venture from idea to operation to harvest. The course will help students develop understanding and proficiency with respect to the concepts and tools of entrepreneurial finance and help foster an entrepreneurial spirit. Prerequisite: FIN 310 with a grade of "C" or better.

**FIN 434 Portfolio Management** (3-0-3), fall, spring. Each student will use valuation techniques to select common stocks to comprise a portfolio. The performance of each portfolio will be compared to that of other students and a benchmark. Each student will make five presentations to the class regarding their portfolio's composition and performance. Collectively, the students will function as an Investment Committee in managing a class portfolio. Prerequisite: FIN 310 with a grade of "C" or better.

**FIN 439 Student Managed Investment Fund** (3-0-3), fall, spring. This course comprises a group of students that are responsible for managing a portion of the university's endowment. Specifically, they are responsible for constructing and monitoring a portfolio of long positions in common stocks. This portfolio is referred to as the Student Managed Investment Fund and uses the brand name STAR (Student Trading and Research). Prerequisite: FIN 310 with a grade of "C" or better.

**FIN 499 Finance Internship** (3-0-3),\* on demand. A practical work experience in accounting or finance. Prerequisites: ACCT 310; FIN 310; GPA of 2.75 or above in business courses; overall GPA of 2.50 or above; and consent of department chair. Same as ACCT 499, IS 499, ITC 499, MGMT 499 and MKTG 499.

## **FLEN - ENGLISH AS A SECOND LANGUAGE (ESL)**

*Department of Language and Literature (CAS)*

**FLEN 021 Low-Intermediate Reading** (4-0-4),\* fall, spring, summer. Practice in reading for academic purposes across a wide range of content. Emphasizes vocabulary.

**FLEN 023 Low-Intermediate Oral Communication** (4-0-4),\* fall, spring, summer. Oral drills, pronunciation practice, guided conversations, and other activities designed to strengthen oral/aural skills in English.

**FLEN 027 Low-Intermediate Grammar** (4-0-4),\* fall, spring, summer. Grammatical proficiency is improved through the examination of major sentence patterns and grammatical forms.

**FLEN 029 Low-Intermediate Writing** (4-0-4),\* fall, spring, summer. English composition training based on various topics accessible to the ESL student at this level.

**FLEN 031 High-Intermediate Reading** (4-0-4),\* fall, spring, summer. Practice in reading for academic purposes across a wide range of content. Emphasizes vocabulary.

**FLEN 033 High-Intermediate Oral Communication** (4-0-4),\* fall, spring, summer. Oral drills, pronunciation practice, guided conversations, speeches, class discussions, and other activities designed to strengthen oral/aural skills in English.

**FLEN 037 High-Intermediate Grammar** (4-0-4),\* fall, spring, summer. Grammatical proficiency is improved through the examination of major sentence patterns and grammatical forms.

**FLEN 039 High-Intermediate Writing** (4-0-4),\* fall, spring, summer. English composition training based on various topics accessible to the ESL student at this level.

**FLEN 041 Advanced Reading** (4-0-4),\* fall, spring, summer. Practice in reading for academic purposes across a wide range of content. Emphasizes vocabulary.

**FLEN 047 Advanced Grammar** (4-0-4),\* fall, spring, summer. Grammatical proficiency is improved through the examination of major sentence patterns and grammatical forms.

**FLEN 049 Advanced Writing** (4-0-4),\* fall, spring, summer. English composition training based on various topics accessible to the ESL student at this level. Includes work in writing research papers.

### **FLLA - LATIN**

*Department of History and Global Studies (CAS)*

**FLLA 111 Elementary Latin I** (3-1-3), fall, odd years. Introduction to forms, uses, and vocabulary of Latin with emphasis on grammar and reading Latin texts. Prerequisites: E-ACT English, 19 or above; ENGL 003/004; or approval by department. Non-credit laboratory required.

**FLLA 112 Elementary Latin II** (3-1-3), spring, even years. A continuation of FLLA 111. Prerequisite: FLLA 111 or equivalent through testing. Non-credit laboratory required.

**FLLA 221 Intermediate Latin I** (3-0-3), fall, even years. Continuation of the study of grammar and forms with increased reading of selected Latin texts. Prerequisite: FLLA 112 or equivalent through testing.

**FLLA 222 Intermediate Latin II** (3-0-3), spring, odd years. Selected readings from Latin authors along with grammar review as needed. Prerequisite: FLLA 221 or equivalent through testing.

### **FREN - FRENCH**

*Department of Language and Literature (CAS)*

**FREN 111 Elementary French I** (3-1-3), fall. An introduction to the basic skills of speaking, listening comprehension, reading and writing. Prerequisites: E-ACT English, 19 or above; SAT verbal of 460 or above; ENGL 003/004; or approval by department. Non-credit laboratory required. May be used to satisfy University Requirements.

**FREN 112 Elementary French II** (3-1-3), spring. A continuation of FREN 111. Prerequisite: FREN 111 or equivalent. Non-credit laboratory required. May be used to satisfy University Requirements.

**FREN 221 Intermediate French I** (3-0-3), fall. Further study of basic grammar with greater emphasis on conversation and reading. Prerequisite: FREN 112 or equivalent through testing.

**FREN 222 Intermediate French II** (3-0-3), spring. Grammar review, reading, conversation, and composition. Prerequisite: FREN 221 or equivalent through testing.

**FREN 352 Introduction to French Culture** (3-0-3), fall, odd years. A survey of life in contemporary France with emphasis on values, attitudes, institutions, and current problems. Prerequisite: FREN 222 or equivalent through testing.

**FREN 386 French Composition and Conversation** (3-0-3), fall, even years. Prose composition with attention to the acquisition of useful, everyday vocabulary. Prerequisite: FREN 222 or equivalent through testing.

**FREN 481 Medieval and Renaissance Literature** (3-0-3), spring, odd years. A survey of Medieval and Renaissance French literature in modern French translation. Prerequisite: FREN 222 or equivalent through testing.

**FREN 484 Twentieth-Century French Literature** (3-0-3), spring, even years. A general survey of 20th century French literature. Prerequisite: FREN 222 or equivalent through testing.

### **GEOG - GEOGRAPHY**

*Department of History and Global Studies (CAS)*

**GEOG 235 World Geography** (3-0-3), spring, summer. Cultural, demographic, political, economic, and environmental themes are developed through an analysis of the world regions and the countries in each. May be used to satisfy University Requirements.

**GEOG 354 Cultural Geography** (3-0-3), fall, spring. Emphasis will be placed on such topics as basic concepts in geography, human population, migration, folk and popular culture, language, religion, ethnicity, political geography, globalization, and resources. May be used to satisfy University Requirements.

### **GEOL - GEOLOGY**

*Department of Chemistry and Biochemistry (CAS)*

**GEOL 111 Introduction to Geology** (3-0-3), on demand. Study of the physical processes involved in earth's development. Identification of minerals and rocks, and introduction to plate tectonics and structural features of the earth. May be used to satisfy University Requirements.

### **GER - GERMAN**

*Department of Language and Literature (CAS)*

**GER 111 Elementary German I** (3-1-3), fall. An introduction to the German language and culture. Emphasis on understanding the spoken and written language and on communication through speaking and writing. Prerequisites: E-ACT English, 19 or above; SAT verbal of 460 or above; ENGL 003/004; or approval by department. Non-credit laboratory required. May be used to satisfy University Requirements.

**GER 112 Elementary German II** (3-1-3), spring. A continuation of GER 111. Prerequisite: GER 111 or equivalent through testing. Non-credit laboratory required. May be used to satisfy University Requirements.

**GER 221 Intermediate German I** (3-0-3), fall. Grammar review with stress on the skills of reading, speaking, and composition. Prerequisite: GER 112 or equivalent through testing.

**GER 222 Intermediate German II** (3-0-3), spring. A continuation of GER 221 with more extensive reading. Prerequisite: GER 221 or equivalent through testing.

### **GERO - GERONTOLOGY**

*School of Social Work (CEHS)*

**GERO 350 Sociology of Aging** (3-0-3), spring. An overview of the research and literature related to the demographic, social, and cultural aspects of aging in the United States and in other cultures. Same as SOCI 350.

**GERO 352 Adult Development and Aging** (3-0-3), fall. Introduces the student to the study of adult development and aging, the emerging science of human aging, by taking a topical approach to each aspect of development including physical, cognitive, social, and personality in relation to periods of adult life span. Emphasis will be given to late adulthood. Prerequisite: Junior standing.

**GERO 437 Ministry with Older Adults** (3-0-3), on demand. Course will cover demographics of the aging community, analyze programs for

servicing the older member, and show how to utilize the talents of mature church members.

**GERO 441 Social Welfare Policy and Services** (3-0-3), fall. A descriptive and analytical study of social welfare programs and policies; examination of the relationship between social work and other aspects of the U.S. social welfare system noting overall impact on social problems. Same as SOCW 441. **A writing-intensive course.**

**GERO 448 Biology of Aging** (3-0-3), Summer. Survey of the human anatomy and physiology with implications of normal and abnormal age related changes. Same as BIOL 448.

**GERO 454 Aging and the Family** (3-0-3), spring, even years. Problems of aging in the family as related to interpersonal relationships, nutrition, and near environmental needs of the elderly in maintaining personal independence.

**GERO 460 Ethics and Social Issues** (3-0-3), fall, spring. An attempt to help students reach a higher critical and reflective consciousness of the relationship of ethics to professional and business decision making and problem solving. Same as SOCI 560.

**GERO 461 Nursing Facility Organization and Environmental Management** (3-0-3), on demand. Gives the student knowledge of organizational and environmental management principles suggested by the National Association of Board of Examiners for Nursing Facility Administrators. Completion will provide the student with two of the seven academic domains specified by the Texas Board of Licensure for Nursing Facility Administrators. Prerequisite: Junior standing.

**GERO 462 Nursing Facility Financial and Personnel Management** (3-0-3), on demand. Gives the student knowledge of financial personnel management principles required by the National Association of Board of Examiners for Nursing Facility Administrators. Completion will provide the student with approximately 33% of the academic material specified by the Texas Board of Licensure for Nursing Facility Administrators. Prerequisite: GERO 461.

**GERO 463 Regulatory and Resident Management in a Nursing Facility** (3-0-3), on demand. Gives the student knowledge of regulatory and resident care management suggested by the National Association of Board of Examiners for Nursing Facility Administrators. Completion will provide the student with approximately 33% of the academic material specified by the Texas Board of Licensure for Nursing Facility Administrators. Prerequisite: GERO 462.

**GERO 479 Programs and Services for Elderly** (3-0-3), spring. Health care delivery system, aging networks, delivery of care, communication disorders in the elderly. Same as COMP 479.

**GERO 486 Counseling Older Adults and Their Families** (3-0-3), on demand. Examines the process of counseling older adults and their families regarding a variety of issues facing aging families. Utilization of a systemic framework will be fundamental in addressing a variety of presenting problems uniquely viewed in the context of aging. Theoretical frameworks are provided for assessing problems of the elderly as well as models for developing intervention strategies.

**GERO 495 Practicum in Gerontology** (3-0-3), fall, spring, summer. Supervised work experience with an agency or organization serving older adults. The practicum practice placement will be consistent with academic and career goals for the student and will be designed to give face-to-face client exposure.

**GERO 541 Social Welfare Policy and Services** (3-0-3), fall. A descriptive and analytical study of social welfare programs and policies; examination of the relationship between social work and other aspects of the U.S. social welfare system noting overall impact on social problems. Same as SOCW 441. **A writing-intensive course.**

**GERO 548 Biology of Aging** (3-0-3), summer. Survey of the human anatomy and physiology with implications of normal and abnormal age related changes. Same as BIOL 448.

**GERO 550 Sociology of Aging** (3-0-3), spring. An overview of the research and literature related to the demographic, social and cultural

aspects of aging in the United States and in other cultures. Same as SOCI 550.

**GERO 552 Adult Development and Aging** (3-0-3), fall. Introduces the student to the study of adult development and aging, the emerging science of human aging, by taking a topical approach to each aspect of development including physical, cognitive, social, and personality in relation to periods of adult life span. Emphasis will be given to late adulthood.

**GERO 554 Aging and the Family** (3-0-3), spring, even years. Problems of aging in the family as related to interpersonal relationships, nutrition and near environmental needs of the elderly in maintaining personal independence.

**GERO 560 Ethics and Social Issues** (3-0-3), fall, spring. An attempt to help students reach a higher critical and reflective consciousness of the relationship of ethics to professional and business decision making and problem solving. Same as SOCI 560.

**GERO 561 Nursing Facility Organization and Environmental Management** (3-0-3), on demand. Gives the student knowledge of organizational and environmental management principles suggested by the National Association of Board of Examiners for Nursing Facility Administrators. Completion will provide the student with two of the seven academic domains specified by the Texas Board of Licensure for Nursing Facility Administrators. Prerequisite: Junior standing.

**GERO 562 Nursing Facility Financial and Personnel Management** (3-0-3), on demand. Gives the student knowledge of financial personnel management principles required by the National Association of Board of Examiners for Nursing Facility Administrators. Completion will provide the student with approximately 33% of the academic material specified by the Texas Board of Licensure for Nursing Facility Administrators. Prerequisite: GERO 461.

**GERO 563 Regulatory and Resident Management in a Nursing Facility** (3-0-3), on demand. Gives the student knowledge of regulatory and resident care management suggested by the National Association of Board of Examiners for Nursing Facility Administrators. Completion will provide the student with approximately 33% of the academic material specified by the Texas Board of Licensure for Nursing Facility Administrators. Prerequisite: GERO 462.

**GERO 579 Programs and Services for Elderly** (3-0-3), spring. Health care delivery system, aging networks, delivery of care, communication disorders in the elderly.

**GERO 586 Counseling Older Adults and Their Families** (3-0-3) on demand. Examines the process of counseling older adults and their families regarding a variety of issues facing aging families. Utilization of a systemic framework will be fundamental in addressing a variety of presenting problems uniquely viewed in the context of aging. Theoretical frameworks are provided for assessing problems of the elderly as well as models for developing intervention strategies.

**GERO 615 Social Research** (3-0-3). An application of the scientific method to the study of social phenomena; consideration of basic methods of data gathering, analysis and reporting, including basic statistics. Students experience organizing, conducting and evaluating research. Same as SOCI 615.

**GERO 631 Human Life Cycle II** (3-0-3). Provides a thorough survey of the specified divisions of the life span from early adulthood, through middle adulthood and late adulthood to death.

**GERO 636 Seminar in Death and Dying** (3-0-3). The theoretical and theological basis for the study of thanatology. Exposure to significant new literature in the discipline of death, dying and grief.

**GERO 637 Ministry with Older Adults** (3-0-3). Course will cover demographics of the aging community, analyze programs for serving the older member and how to utilize the talents of mature church members. Same as BIBM 637.

**GERO 668 Housing the Older Client** (3-0-3). This course will provide a thorough review of the literature, research and theory in the field of

housing for the older client. Managerial aspects of the industry will focus upon providing a quality living environment at the best independent level care possible.

**GERO 685 Advanced Seminar in Gerontology** (3-0-3), on demand. This course will lead the student to apply the theory, knowledge, and practice of gerontology toward a particular field or job area.

**GERO 690 Practicum in Gerontology** (0-0-6)\*. Supervised field placement of 150 to 300 hours.

**GERO 744 Management and Funding of Nonprofit Organizations** (3-0-3), on demand. Designed to develop a working knowledge of the planning, allocation, and control processes of resources in a social service agency and procedures and techniques of developing and receiving grants and/or contract support and addressing methods of organizational change and community improvement as they relate to social services. Same as SOCW 744.

**GERO 745 Administration and Planning for Nonprofit Organizations** (3-0-3), on demand. Will be directed toward the administration and planning process in social service organizations. The course will also help the students to assess service needs of a target population, to evaluate programs and to develop and implement viable alternatives within the agency structure. Same as SOCW 745.

### **GRAD - GRADUATE PROGRAM**

#### *Graduate Programs*

**GRAD 695 Thesis Continuation** (0-0-0), Thesis continuation, zero credit hours, allows student to remain in active status while completing thesis.

**GRAD 696 Capstone Project/Practicum Continuation** (0-0-0), Capstone Project/Practicum continuation (zero credit hours, allows student to remain in active status while completing capstone project or practicum). Fee required.

### **GLST – GLOBAL STUDIES**

#### *Department of History and Global Studies (CAS)*

**GLST 120 Introduction to Global Issues** (3-0-3), spring. Explores the nature of the contemporary world, with attention to key features and implications of globalization, as well as attention to major issues impacting global society in the 21<sup>st</sup> century. May be used to satisfy University Requirements.

**GLST 212 Introduction to Great Britain** (3-0-3), fall, spring. Introduces students to Great Britain through the examination of regional geography, social groups, cultural values and major regional geography, social groups, cultural values and major institutions, with special attention to the issues that currently dominate public discourse. Students learn from local guest lecturers and on-site observation of British institutions, as well as through small group tutorials in the Oxford learning tradition. Available only to students enrolled in ACU's Oxford Study Abroad program. May be used to satisfy University Requirements.

**GLST 214 Global Studies: People and Culture of Germany and Europe** (3-0-3), spring. Introduction to German history, society and culture, with attention to the legacy of the German Democratic Republic (GDR) and some attention to wider Europe. Students look in depth at specific cultural components such as government, religion, business, family structures, cultural values and worldviews. Available only to students enrolled in ACU's Montevideo, Uruguay, Study Abroad program. May be used to satisfy University Requirements.

**GLST 217 South America Southern Cone: History and Culture** (3-0-3), fall, spring. Includes an overview of Latin America and a more detailed examination of the history and culture of the Southern Cone of South America, especially Uruguay. Students look in depth at specific cultural components such as government, education, religion, business, family structures, cultural values and worldviews. Available only to students enrolled in ACU's Montevideo, Uruguay, Study Abroad program. May be used to satisfy University Requirements.

**GLST 499 Global Studies Seminar** (3-0-3) fall, odd years. In seminar sessions, a comprehensive integration of various disciplines of the global studies program and a senior project, individually designed in cooperation with the instructor. **A capstone and writing-intensive course.**

### **HCOR - HONORS CORE**

#### *Honors College*

**HCOR 221 Honors Humanities I** (3-0-3), on demand. Humanities survey of world civilization from ancient times through medieval. Emphasizes history, literature and art with some attention to philosophy, science and other fields. Prerequisite: Admission to Honors College. Meets requirement for ENGL 231 or HIST 117.

**HCOR 222 Honors Humanities II** (3-0-3), on demand. Humanities survey of world civilization from 15th through 18th centuries. Emphasizes history, literature and art with some attention to philosophy, science and other fields. Prerequisite: Admission to Honors College. Meets requirements for ENGL 231, ENGL 232, HIST 117 or HIST 118.

**HCOR 223 Honors Humanities III** (3-0-3), on demand. Humanities survey of world civilization from 19th century to present. Emphasizes history, literature and art with some attention to philosophy, science and other fields. Prerequisite: Admission to Honors College. Meets requirement for ENGL 232 or HIST 118.

### **HED - HEALTH EDUCATION**

#### *Department of Kinesiology and Nutrition (CEHS)*

**HED 112 Personal Health and Human Disease** (3-0-3), fall, spring. Emphasizes personal health knowledge and practices needed for effective living. Study of human diseases with special consideration for preventive measures.

**HED 324 Drug Education** (3-0-3), spring. Beneficial and harmful uses and effects of drugs. Motivations behind drug abuse and implications of this problem on the individual, school and society.

**HED 405 Human Sexuality** (3-0-3), spring. An investigation of the social, psychological, physiological and spiritual aspects of human sexuality. Communication skills for sex educators will be developed.

**HED 410 Death Education** (3-0-3), fall. Emphasizes a positive attitude about death. Definitions, stages, legal aspects, funerals, and basic concepts in relation to the realities of death and dying are studied. Counseling concepts discussed.

### **HIED - HIGHER EDUCATION**

#### *Department of Graduate Studies in Education (CEHS)*

**HIED 611 Foundations of Higher Education** (3-0-3). A comprehensive introduction to American higher education, including its historical development, structure, roles, and diverse characteristics. A special focus will be placed on the interplay of Christian faith with the historical development of American higher education.

**HIED 613 Introduction to Student Services** (3-0-3). An introduction to, and overview of, the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

**HIED 621 Research and Assessment in Higher Education** (3-0-3). Examines the research process from problem formulation to data collection and analyses. Application is made to the higher education setting. Students will also learn appropriate assessment techniques for higher education environments.

**HIED 622 College Students and Student Development Theory** (3-0-3). A comprehensive introduction to the holistic development of college students and the history, application and practice of student development theory within the context of American higher education.

**HIED 623 Individual, Group, and Organizational Interventions** (3-0-3). An introduction to the theoretical and practical understanding of the methods of designing, implementing and assessing interventions with individuals, groups and organizations. Instruction in counseling, group dynamics and organizational development and substantial opportunities to intervene with individuals, groups, and organizations with appropriate supervision and feedback regarding such experiences will be offered.

**HIED 632 Spiritual Development in College Students** (3-0-3). Provides students with a comprehensive introduction to spiritual development. Includes the history and principles of Christian spiritual formation as well as a broad range of historical and philosophical approaches to spirituality.

**HIED 635 Higher Education Resource Management** (3-0-3). A comprehensive introduction to managing resources in a higher education setting. A special emphasis is placed on budgeting and financial planning.

**HIED 641 Trends, Issues, and Problems in Higher Education** (3-0-3). An exploration of the trends, issues and problems currently impacting American institutions of higher education. In addition, students will reexamine fundamental foci of the program and integrate what they have learned into a capstone project. Prerequisite: Students must pass qualifying exams to proceed to this course.

**HIED 643 Legal and Ethical Issues in Higher Education** (3-0-3). Provides an examination of the major legal and ethical issues confronting contemporary higher education professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education and ethical standards for professionals in higher education.

**HIED 652 Foundations of Enrollment Management** (6-0-6), spring. This course provides students with a historical overview of enrollment management, significant concepts related to the field, and professional foundations on which to build.

**HIED 654 Approaches to Marketing, Recruitment and Selection** (3-0-3), spring. This course provides students with tools with which they can use to develop an ethical and effective marketing and recruitment plan that will align well with the educational and enrollment goals of their institutions.

**HIED 656 Pricing and Financial Aid in Enrollment Management** (3-0-3), spring. This course provides an understanding the array of issues in regards to tuition pricing, financial aid, rising student debt, net tuition revenue and their effect on student enrollment and university budget.

**HIED 658 Retention and College Student Success** (3-0-3), spring. This course emphasizes the continuing nature of enrollment management once students enroll as freshmen. Topics and competencies will provide a solid understanding of the importance of student retention as it relates to overall college student success.

**HIED 693 Supervised Practicum** (1-2-3). A supervised experience in an appropriate higher educational setting designed to integrate professional experience with theory learned throughout the higher education curriculum. The internship is designed to create actual experiences and responsibilities of a professional position. A minimum of 150 clock hours of supervised experience plus weekly class meetings are required. Prerequisite: Students must pass qualifying exams before enrolling in practicum. Repeat up to 6 hours.

**HIED 694 HIED Residency** (0-0-0), summer. The higher education residency is designed to help students explore and assess career options and opportunities that are relevant to rising practitioners. In addition, this residency serves to reinforce salient issues explored in Higher Education coursework that face practitioners. Prerequisite: Be admitted to the HIED program and be in good academic standing.

**HIED 695 Internship with Embedded Capstone** (3-0-3). A supervised experience in an appropriate higher educational setting designed to integrate professional experience with theory learned throughout the

higher education curriculum. The Capstone portion of the course is the culminating academic event for all higher education master's degree students in the online program. **A Capstone Course**

## **HIST - HISTORY**

*Department of History and Global Studies (CAS)*

**HIST 117 Civilization I** (3-0-3), fall, spring. Survey of the social, economic, religious, political and aesthetic activities of western civilization from the earliest times to 1660. May be used to satisfy University Requirements.

**HIST 118 Civilization II** (3-0-3), fall, spring, summer. Survey of the social, economic, religious, political and aesthetic activities of western civilization from 1660 to the present. May be used to satisfy University Requirements.

**HIST 131 World History: Cultures and Connections since 1400** (3-0-3), fall, summer. Survey of the economic, political, and cultural interactions between major world regions and civilizations from the fifteenth century to the present, with attention to major global processes and movements. May be used to satisfy University Requirements.

**HIST 221 American History I** (3-0-3), fall, spring, summer. Survey of cultural, economic and political dimensions of America from the early explorations to 1877. May be used to satisfy University Requirements.

**HIST 222 American History II** (3-0-3), fall, spring, summer. Survey of cultural, economic and political dimensions of America from 1877 to the present. May be used to satisfy University Requirements.

**HIST 250 Introduction to American Ethnic and Women's Studies** (3-0-3), fall. An introductory survey, within a Christian context, of race, class and gender in American society, including topics on how they are defined, their historical development, their impact on religion, politics, education, and other cultural issues. May be used to satisfy University Requirements.

**HIST 353 Historical Methods** (3-0-3), fall. A seminar in the methodology and techniques of historical research designed to help students develop skills for investigation and composition. Prerequisite: Three hours of 100-299 history. **A writing-intensive course.**

**HIST 402 Nation-Building, US Antebellum Era** (3-0-3), spring, odd years. Political and social developments of the United States from the era of Revolution through the Early Republic. Prerequisite: Completion of three hours of 100-299 history.

**HIST 404 The Gilded Age/Progressive Era in the United States** (3-0-3), fall, odd years. An examination of the major trends of the Gilded Age and Progressive Era (1877-1920) including religion, gender, ethnicity, immigration, farm/labor movements and other major social, economic, and political events and the approaches historians have taken to understanding these elements. Prerequisite: Three hours of 100-299 history.

**HIST 405 Coming of Age: The United States in the Twentieth Century** (3-0-3), fall, odd years. Examines patterns of growth and modernization of the U.S. economy and society in the transition from emerging developing nation to leadership and power in the Twentieth Century world. Prerequisite: Three hours of 100-299 history.

**HIST 408 Mesopotamia: Cradle of Civilization** (3-0-3), spring, odd years. Survey of cultural, economic, political, and military developments in the ancient Mesopotamia and the Near East down to the Persian Empire.

**HIST 409 Homer's Children: The World of Ancient Greece** (3-0-3), spring, even years. Survey of cultural, economic, political, and military developments in ancient Greece.

**HIST 410 The Ancient Roman World** (3-0-3), fall, even years. Survey of cultural, economic, political, and military developments in ancient Roman Republic and Empire.

**HIST 413 The Medieval Era** (3-0-3), spring, odd years. A social, political, philosophical and religious survey of the Medieval era of

European history (c500-1500). Prerequisite: Three hours of 100-299 history.

**HIST 414 Islam and the West** (3-0-3), fall, odd years. Cultural, political, and religious developments in the history of Islam with special attention to interactions with western cultures. Prerequisite: Three hours of HIST 100-299.

**HIST 418 Britain and Empire, 1689-present** (3-0-3), spring, even years. This course examines the major events of modern British history from the Glorious Revolution to the present. While providing a continuous narrative of major political, social, and economic developments, the course explores British national identity, imperialism, gender relationships, religious belief, and class culture and conflict. Prerequisite: Junior standing or completion of three hours 100-299 history.

**HIST 419 Revolution and Empire: Europe in the Long Nineteenth Century** (3-0-3), spring, odd years. This course examines Europe's "long nineteenth century," from the French Revolution (1789) to the Great War (1914), a century in which nationalism, revolution, empire, and technology brought Europe global power, but also paved the way for Europe's eclipse. The course surveys the events, and introduces the historiography, of nineteenth-century Europe. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 436 Africa in Global Context** (3-0-3), fall, even years. This course examines the socioeconomic, cultural, and political history of a variety of African societies, always placing those historical developments into a wider global context. Prerequisite: Three hours of 100-299 history.

**HIST 451 American Diplomacy** (3-0-3), fall, even years. American diplomatic history from the pre-Revolutionary period to modern times. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 452 Historical Documentary Production** (3-0-3), fall, odd years. Focuses on researching, developing, writing and producing historical documentaries. The object will be to instill into the student the basic philosophy of visual presentation of historical materials for a general audience and the practical methods of achieving those ends.

**HIST 454 Public History Field School** (4-6-6), summer. Students live and work in a late 19th century/early 20th century setting and participate in fieldwork in public history. Students apply classroom knowledge and experience in the field and develop new skills under the supervision of the instructor and other public history professionals. Laboratory graded and credited with the course. Travel required. Special travel fee.

**HIST 455 Social and Ethnic History in U.S.** (3-0-3), spring, odd years. The course of American social and ethnic development from the end of the colonial era to the present. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 458 World War II: A Military and Social History** (3-0-3), fall, even years. A military and social history of the global conflict, 1939-1945. It provides a basic understanding of the major themes relating to the world at war. This course will survey the causes, conduct, and consequences of the Second World War and will provide a perspective on the factors that shape human activity, particularly in time of war. Prerequisite: Junior standing or completion of 6 hours of lower level history.

**HIST 459 Historiography Seminar** (3-0-3), spring, odd years. Required capstone course for all HIST BA degrees, research-intensive; counts as a US or non-US course depending upon research focus. Integrates instruction and practice in research methodology and interpretation; integrates a connection to the mission of Abilene Christian University through theological reflection related to vocation. Prerequisites: Senior standing, 12 hours of 100-299 HIST, HIST 353, BCOR 310, and 12 hours 300-499 HIST; Internship. Corequisites: Internship. **A capstone course.**

**HIST 472 Early Modern Europe: The Renaissance and Reformation Eras** (3-0-3), fall, even years. European history during the early modern

period, from the mid-14<sup>th</sup> to mid-17<sup>th</sup> century, with attention to Renaissance humanism as expressed in the arts, literature, and individual self-fashioning, and to changes in both elite and popular religious belief and practice as a result of the Protestant and Catholic Reformations. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 474 Europe in Crisis: Dictatorship and Division since 1914** (3-0-3), fall, odd years. Offers an in-depth study of European history from the Great War of 1914-1918 to the present, including comparative discussion of the twentieth-century totalitarian dictatorships, geopolitical realignments as a result of World War II and the Cold War, the shifting definitions of "European identity," and the rise of modern terrorism. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 477 Third Reich** (3-0-3), on demand. Examination of Germany under Hitler and National Socialism, the roots of Nazism in German history, the tragedy of the Weimer Republic, Nazism in social practice, the Second World War. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 478 Encounters: Latin America to 1830** (3-0-3), spring, even years. Explores the formation of the Latin American cultures, with attention to pre-Columbian civilizations, "encounters" between indigenous Americans, Iberians, and Africans that resulted in hybrid societies, and the various movements for national independence from Spain and Portugal. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 479 Latin American Modern Era** (3-0-3), fall, even years. A survey of Latin American peoples and nations, stressing significant cultural, political and economic developments since independence. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 480 Texas History** (3-0-3), fall, even years. The history of Texas from prehistoric times to the present. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 483 Legacies of Conquest: Empire and the Growth of the American West** (3-0-3), spring, even years. The advance of the American West from colonial times through the first half of the Twentieth Century, including the military, economic, social, and political consequences of manifest destiny and expansion on people and places in the emerging American frontier. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 484 A Clash of Cultures: The Civil War in Nineteenth Century America** (3-0-3), spring, odd years. Explores the military, economic, social, and political impact of the U.S. Civil War on the developing institutions of national life. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 485 Russia** (3-0-3), on demand. Russian history from Kievan times to the present, with special emphasis on the Soviet Union and Communist ideology. Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 486 War and Society** (3-0-3), spring, even years. A survey of warfare from the fifteenth century to 1945. The course explores the development of warfare in Europe and the Americas and examines the impact of developing the power on a global world. Prerequisite: Junior standing or completion of 6 hours of lower level history.

**HIST 490 The Cosmic Race: A History of Mexico** (3-0-3), fall, odd years. This broad treatment of the Mexican experience from early indigenous societies to the present highlights cultural identity formation in a nation once described as "the Cosmic Race." Prerequisite: Junior standing or completion of three hours of 100-299 history.

**HIST 491 China, India, and the West since the 14<sup>th</sup> Century: Mongols, Poppies, & Satyagraha** (3-0-3), fall, even years. This course introduces major trends in the history of China and India since the period of the Mongol conquest, with particular attention to themes of empire, technology, religious conflict and toleration, and indigenous political

movements. Prerequisites: Junior standing or the completion of three hours of 100-299 history.

**HIST 496 History for Teachers** (3-0-3), fall. Analyzes significant people, events, and issues from the earliest times to the present by integrating American, European, and non-Western history into a unified whole. Prerequisites: HIST 117, 118, 221, 222, 480; six additional hours of upper-level history. This course is for teacher certification only. It does not fulfill University Requirements nor does it fulfill U.S. or non-U.S. history requirements for the B.A. in History.

**HIST 552 Historical Documentary Production** (3-0-3), fall, odd years. Focuses on researching, developing, writing and producing historical documentaries. The object will be to instill into the student the basic philosophy of visual presentation of historical materials for a general audience and the practical methods of achieving those ends.

**HIST 554 Public History Field School** (4-6-6), summer. Students live and work in a late 19th century/early 20th century setting and participate in fieldwork in public history. Students apply classroom knowledge and experience in the field and develop new skills under the supervision of the instructor and other public history professionals. Laboratory graded and credited with the course. Travel required. Special travel fee.

**HIST 555 Social and Ethnic History in U.S.** (3-0-3), spring, odd years. The course of American social and ethnic development from the end of the colonial era to the present.

**HIST 572 Early Modern Europe: The Renaissance and Reformation Eras** (3-0-3), fall, even years. European history during the early modern period, from the mid-14<sup>th</sup> to mid-17<sup>th</sup> century, with attention to Renaissance humanism as expressed in the arts, literature, and individual self-fashioning, and to changes in both elite and popular religious belief and practice as a result of the Protestant and Catholic Reformations

**HIST 574 Europe in Crisis: Dictatorship and Division since 1914** (3-0-3), fall, odd years. Offers an in-depth study of European history from the Great War of 1914-1918 to the present, including comparative discussion of the twentieth-century totalitarian dictatorships, geopolitical realignments as a result of World War II and the Cold War, the shifting definitions of "European identity," and the rise of modern terrorism.

**HIST 577 Third Reich** (3-0-3), on demand. Examination of Germany under Hitler and National Socialism, the roots of Nazism in German history, the tragedy of the Weimar Republic, Nazism in social practice, the Second World War.

**HIST 578 Encounters: Latin America to 1830** (3-0-3), spring, even years. Explores the formation of the Latin American cultures, with attention to pre-Columbian civilizations, "encounters" between indigenous Americans, Iberians, and Africans that resulted in hybrid societies, and the various movements for national independence from Spain and Portugal.

**HIST 579 Latin American Modern Era** (3-0-3), fall, even years. A survey of Latin American peoples and nations, stressing significant cultural, political, and economic developments since independence.

**HIST 580 Texas History** (3-0-3), fall, even years. The history of Texas from prehistoric times to the present.

**HIST 583 Legacies of Conquest: Empire and the Growth of the American West** (3-0-3), fall, even years. The advance of the American West from colonial times through the first half of the Twentieth Century, including the military, economic, social, and political consequences of manifest destiny and expansion on people and places in the emerging American frontier.

**HIST 584 A Clash of Cultures: The Civil War in Nineteenth Century America** (3-0-3), spring, odd years. Explores the military, economic, social, and political impact of the U.S. Civil War on the developing institutions of national life.

**HIST 585 Russia** (3-0-3), on demand. Russian history from Kievan times to the present, with special emphasis on the Soviet Union and Communist ideology.

**HIST 681 Problems in American History** (3-0-3), on demand. A topical seminar in American history.

**HIST 699 Master's Thesis** (0-0-6)\*. May be repeated

## **HON - HONORS PROJECT**

*Honors College*

**HON 301 Honors Project: Research** (hours will vary, non-credit), fall, spring, summer. Students conduct supervised research in an area of special interest. See Honors College office for approval form and registration. May be repeated. Participation fee.

**HON 302 Honors Project: Travel** (hours will vary, non-credit), fall, spring, summer. Students complete projects associated with approved travel experiences within the country or abroad. See Honors College office for approval form and registration. May be repeated. Participation fee.

**HON 303 Honors Project: Service** (hours will vary, non-credit), fall, spring, summer. Students apply the principles of service learning to supervised projects. See Honors College office for approval form and registration. May be repeated. Participation fee.

**HON 304 Honors Project: Creative** (hours will vary, non-credit), fall, spring, summer. Guided by a faculty member, students apply their talents to works of music, creative writing, theater, the visual arts, film, and other creative outlets. See Honors College office for approval form and registration. May be repeated. Participation fee.

**HON 305 Honors Project: Internship** (hours will vary, non-credit), fall, spring, summer. Students participate in approved internships. See Honors College office for approval form and registration. May be repeated. Participation fee.

**HON 306 Honors Project: Co-curricular** (hours will vary, non-credit), fall, spring, summer. Students participate in approved co-curricular projects supervised by a faculty member. See Honors College office for approval form and registration. May be repeated. Participation fee.

**HON 307 Honors Project: Special** (hours will vary, non-credit), fall, spring, summer. See the Honors College dean or advisor to arrange for a project that does not seem to fit in any other category. See Honors College office for approval form and registration. May be repeated. Participation fee.

## **HON - HONORS COLLOQUIUM**

*Honors College*

**HON 401, 402, 403, 404, 405, 406, 407, 408, 409 Honors Colloquium** (3-0-0), fall, spring, summer. See Semester Schedule for current offerings. May be repeated as content varies. Same as HON 411-419 but non-credit.

**HON 411, 412, 413, 414, 415, 416, 417, 418, 419 Honors Colloquium** (3-0-1), fall, spring, summer. Short course, interdisciplinary, varying topics. See Semester Schedule for current offerings. May be repeated as content varies. Prerequisites: Admission to Honors College. Colloquia are generally taken beginning in the fourth semester. Some colloquia charge special fees for materials, travel, or equipment. Same as HON 401-409.

## **HUMAN COMMUNICATION (SEE COMM – COMMUNICATION)**

### **HUM - HUMANITIES**

*College of Special Studies*

**HUM 212 Oxford Through the Ages** (3-0-3), fall, spring. Explores the political, social and cultural history of Oxford by employing the city's parks, museums, churches and colleges as primary texts. Students will experience the sites and spaces in which Oxford's history has unfolded, as well as comprehend the social environment that has inspired writers and artists for centuries. *Available only to students enrolled in ACU's Oxford Study Abroad program.*

**HUM 217 Latin America and the Arts** (3-0-3), fall, spring. Offers an introduction to the arts in Latin America, with an emphasis on the twentieth century. *Available only to students enrolled in ACU's Montevideo, Uruguay, Study Abroad program.*

**HUM 222 Western Heritage in England** (6-0-6), fall, spring. A study integrating British literature (emphasizing but not limited to coverage of the 18th century to the present) and the social, economic, religious, political and aesthetic activities of western civilization from 1660 to the present. Will satisfy the same University Requirements as HIST 118 and ENGL 222. Course is offered only at the Study Abroad program in England. Students who receive credit for HUM 222 may not register for HIST 118 or ENGL 222. Travel required.

**HUM 252 American Identity in the Modern Era** (3-0-3), fall. Combines the related fields of history, fine art, and literature to explore the formation of disparate American identities during the Modern Era (1918-1970). Prerequisites: ENGL 111 and 112 or equivalent.

### **INTERIOR DESIGN (SEE DSGN – DESIGN)**

#### **IS - INFORMATION SYSTEMS**

*Department of Management Sciences (COBA)*

**IS 322 Business Statistics** (3-0-3), fall, spring. Survey of methods of collection, analysis, presentation, and interpretation of business information. Includes methods of sampling, uses of averages, construction of graphs, index numbers, probability, distributions, hypothesis testing, analysis of variance, chi-square, and correlation and regression analysis. Requires the use of contemporary statistical software in a business context. Prerequisite: MATH 130.

**IS 324 Management Information Systems** (3-0-3), fall, spring. A comprehensive study of organizational needs for information and an introduction to the integrated management information system. Information is studied as an organizational resource. The creation and distribution of managerial and accounting information and the management of that resource are stressed. Operational, tactical and strategic information systems are analyzed. Prerequisites: BUSA 120; 48 earned hours.

**IS 330 Business Geographic Information Systems** (3-0-3), spring. Survey of the concepts and tools of geographic information systems (GIS), along with their specialized applications to the analysis and solution of business problems, such as market research, facility site selection, and product distribution. Includes overview of GIS terminology, access to spatially-referenced databases, and use of contemporary GIS software. Prerequisite: IS 322, Business Statistics (or equivalent course in statistical methods); Junior standing.

**IS 342 Business Decision Support Systems** (3-0-3), spring. Design and implementation of computer-based business decision support systems using commercially-available business intelligence software such as SAS. Emphasizes the role that knowledge management, analytics, business intelligence, and decision support technologies, such as dashboards and executive information systems (EIS), play in successful organizations. Includes coding and application development exercises. Prerequisites: IS 322, Business Statistics (or an equivalent course in statistical methods); Junior standing.

**IS 405 Systems Analysis and Design** (3-1-3), spring. Fundamental principles and methodologies of system analysis and design. Presents the systems development life cycle, with specific emphasis on planning, problem definition, specification of structured system requirements, information gathering, data and process modeling techniques, logical and physical design, feasibility assessment, and implementation and maintenance issues for businesses and organizations. Prerequisite: Junior standing, IS 324 or IT 220.

**IS 410 Enterprise Resource Planning** (3-0-3), spring. Surveys Enterprise Resource Planning (ERP) systems with emphasis on industry-leader SAP. Provides an overview of the managerial and technical issues in planning, designing, cost justification, and implementation of enterprise systems. Includes business process integration concepts and

hands-on software exercises. Prerequisite: IS 324 with a grade of "C" or better, or approval of instructor.

**IS 415 E-Commerce** (0-3-3), fall. A studio-based course integrating the key business strategies and technology elements of contemporary electronic commerce. Emphasizes the use of Internet technology and the World Wide Web as strategic business tools, and links organizational strategy and business models to networked information technologies. Students gain hands-on experience with e-commerce tools and languages. Prerequisite: Junior standing or department chair consent.

**IS 430 Management of Information and Technology Resources** (3-0-3), TBA. Surveys contemporary management issues concerning information and technology resources of a firm. Topics include leadership of information systems, technology planning and acquisition, information retention and policy development, develop-vs.-purchase paradigm, legal/ethical/contractual considerations, customer support, staffing and organizational issues, performance metrics, social trends, and emerging technology. Prerequisite: Junior standing. **A writing-intensive course.**

**IS 432 Data Mining** (3-0-3), fall. Survey of the emerging technologies used to uncover patterns and associations in large databases for improved decision making in the marketing arena. Prerequisite: IS 322 with a grade of "C" or better. Same as MKTG 432.

**IS 499 Information Systems Internship** (3-0-3), on demand. Field experience applying information systems knowledge and skills in a professional setting. Prerequisites: IS 324, with a grade of "C" or better; 2.75 or higher GPA in business courses; 2.5 of higher GPA overall; approval from director of Internships. Same as ACCT 499, FIN 499, ITC 499, MGMT 499, and MKTG 499.

**IS 524 Management Information Systems** (3-0-3). Organizational needs for information and an introduction to the integrated management information system. Information is studied as an organizational resource. The creation and distribution of information and the management of the information resource are stressed. Operational, tactical and strategic information systems are analyzed. Prerequisite: Graduate standing.

**IS 605 Systems Analysis and Design** (3-0-3). Contemporary principles and methods of systems analysis and design, with emphasis on organizational and management issues. Includes topics in systems theory, comparative definitions and philosophies, the systems life cycle, degrees of complexity, design paradigms, and tools and methods for syntheses and presentation. Also presents selected concepts of project management.

#### **IT - INFORMATION TECHNOLOGY**

*School of Information Technology and Computing (COBA)*

**IT 105 Introduction to Mobile Application Development** (3-0-3), spring. Introduces the development of applications for mobile computing and technology. Students will learn to program by developing applications for mobile computing devices such as Android, Apple, and Microsoft phones & tablets. Theory concepts, and hand on programming are a part of the class. This course assumes no programming background. Prerequisite: A student may not receive credit for this course after receiving credit for CS 120.

**IT 120 Introduction to Information Technology** (3-0-3), fall, spring, summer on demand. An introductory survey of modern information technology covering hardware, software, operating systems, networks, databases, security, telecommunications, and related subjects. Students gain a fundamental understanding of these broad subject areas, and how they relate to each other. Additional emphasis on current trends, emerging technology, ethics, social responsibility, and global economic impacts. Requires previous experience with the Microsoft Office Suite.

**IT 220 Introduction to Databases and Database Management Systems** (3-0-3), fall, spring. A survey of the logical and physical organization of data and their importance in computer processing. Introduces data models, relational database design, and associated ideas. Compares modern DBMS software. Examines data as a strategic organizational resource. Students develop the basic SQL scripting skills



necessary to create tables, queries, forms, and reports. Provides initial training towards professional database certification. Prerequisite: CS 115 or CS 120.

**IT 221 Fundamentals of Networking and Data Communications** (3-0-3), fall, spring. A first course in data communications and networking. Topics include: IP networks and services, comparative network configurations and communications protocols, function and purpose of physical network components, resource sharing, client-server systems, administrative issues and tools, and industry standards. Provides initial training towards professional network certification. Laboratory graded and credited with course. Prerequisite: CS 115 or CS 120.

**IT 225 Web Technologies** (3-0-3), fall, spring. An introduction to the development of web pages used to display images, tables, forms, and frames. Topics include HTML, cascading style sheets, server- and client-side scripting, applets, and web databases and security. Also introduces Internet browsers, user computer configurations, standard protocols, XML compatibility, Dynamic HTML, and accessibility issues. Prerequisite: IT 220; CS 116 or CS 120.

**IT 310 Introduction to Computer and Information Security** (3-0-3), spring. A survey of the fundamental concepts of computer and information security, including policies and technologies used to achieve secure networks, systems, computing facilities, and information resources. Topics include common system vulnerabilities and threats; models and mechanisms for mandatory, discretionary, and role-based access controls; authentication technologies; ethical issues; and related ideas. Provides initial training towards professional database certification. Prerequisite: IT 220 or 221.

**IT 320 Database Administration** (3-0-3), spring, even years. A comprehensive presentation of the concepts and techniques of modern database administration. Topics include: system/software evaluation, selection, installation, operations, and maintenance; capacity planning and re-engineering; and utilities and tools for trouble-shooting, backup/recovery, and performance monitoring/tuning. Discusses approaches and standards for organizing and managing the database resources, users, and technology of an enterprise. Prerequisite: IT 220

**IT 325 Web Application Development** (3-0-3), spring. Continuation of Web Development I. Topics include: Rapid Application Development; client- and server-side scripting for user and database interaction; session/cookie management; and privacy and integrity issues. Students learn scripting languages such as JavaScript, Perl, and ASP and develop an understanding of the document object model. Emphasizes satisfying client specifications. Prerequisites: CS 130 or IT 225; IT 220.

**IT 330 Networks II: Routing and Switching** (3-0-3), spring. Examines routing and switching in connection-less and connection-oriented communication networks. IP routing is covered in-depth, including practical configuration and trouble shooting of routing protocols. Connection-oriented switching protocols like MPLS and ATM are also assessed, with emphasis on interworking with IP. Other topics include VLANs, VPNs, and QoS routing and multicasting. Prerequisite: IT 221.

**IT 410 Systems Integration and Administration** (3-0-3), fall. Study and practice in the integration and administration of computer systems. Topics include: resource planning; hardware evaluation, acquisition, installation, and maintenance; file systems; system diagnostics and performance tuning; backup/restore processes; integration of various operating platforms and open source technologies; and user and customer support services. Requires scripting and shell programming. Prerequisites: Completion of all required 100- and 200-level CS and IT courses.

**IT 415 Networks and Security Administration** (3-0-3), spring, odd years. Study and practice in administering and securing a multifaceted network and communications infrastructure. Topics include: network standards, protocols, naming systems, configurations, and services; hardware and operating system interoperability; capacity planning and re-engineering; security requirements and procedures; logging and

auditing tools; disaster planning; and trouble-shooting and performance tuning. Emphasizes user and client needs. Prerequisites: IT 221 and 310.

**IT 420 Wireless Networks and Protocols** (3-0-3), fall. Surveys wireless communication concepts, technologies and protocols. Topics covered include the evolution of wireless communication systems, the nature of the wireless medium, techniques for reducing errors on the channel (such as equalization, diversity and channel coding), fundamentals of cellular telephony, and an in-depth study of wireless protocols. Prerequisite: IT 221.

**IT 430 Modern Telecommunications** (3-0-3). A survey of modern telecommunications systems, functions, and mechanisms. Topics include: voice and data services; signaling, switching, digital transmission, and traffic engineering; telecommunication networks; and specialized technologies, protocols, and services. Presents best practices in selecting, implementing, and managing enterprise-level telecommunications systems, and discusses the evolutionary impact of telecommunications on society. Prerequisite: IT 221.

**IT 472 Advanced Security** (3-0-3), spring, on demand. Covers the domains of the Information Systems Security Professional common body of knowledge. Domains range from forensics and legal topics to physical and operations security to programming, cryptography and network security. Projects will reinforce and integrate the domains. Prerequisites: IT 310 or CS 230.

**IT 490 Topics in Information Technology** (3-0-3)\*, on demand. Investigation of an Information Technology topic of current interest. Topics rotate depending on faculty expertise and student interest, with the same topic generally not being offered more than twice. Students may enroll more than once for credit so long as the topics are different. Prerequisites: IT 220, IT 221 and CS 116 or CS 120.

**IT 501 Contemporary Readings in IT** (1-0-1), on demand. Directed readings in the contemporary information technology literature. Includes individual and group discussion with the instructor, and either oral or written summary presentations. May be repeated for 3 hours of credit.

**IT 610 IT Services and Administration** (3-0-3), fall. Presents contemporary topics affecting the day-to-day operational aspects of an IT organization, including asset tracking, customer care, human resources, support services and service metrics, budgeting, capacity planning, vendor relationships, and contracting and purchasing.

**IT 615 IT Innovation and Entrepreneurship** (3-0-3), spring. Concepts and frameworks for creating, commercializing, and profiting from technology-based products and services. Specifically explores issues currently affecting the field of information service management and related information technologies, and presents the conceptual foundation for managing information technology innovation.

**IT 620 Information Assurance and Control** (3-0-3), fall. Investigates the impacts of technology on data quality and reliability. Covers foundations of IT security, encryption and authentication, the value of information as a strategic resource, data quality issues, information security standards, and contemporary principles of knowledge management.

**IT 625 Enterprise Architectures and Systems** (3-0-3), fall, spring. Examines the processes and models that drive continuous organizational and technology alignment to optimize workflows, resource sharing, and access to services. Focuses on the supporting role of IT infrastructures in business process management. Additional topics include standards and best practices, service oriented architectures, global supply chains, and virtual technologies.

**IT 630 IT Governance** (3-0-3), fall, spring. Presents the contemporary principles of IT governance, with specific focus on IT strategy, policy issues, performance metrics, internal controls, and ethical practice. Addresses issues in data retention, confidentiality, financial accountability, disaster recovery, and protection of intellectual property.

**IT 632 IT Leadership** (3-0-3), rotating basis. Examines principles of IT leadership and strategy, with focus on strategic issues, decisions, and

unique situations within the IT arena, and ethical practice. Prerequisite: Acceptance into the MS IT Leadership program.

**IT 650 Internship in Global IT Operations** (0-3-3), spring, summer. A focused internship with an international or multinational organization that conducts business through a global IT network. Participants are involved in the day-to-day IT operations of the organization for approximately six weeks. Placement at an international site is preferred. Requires documentation of work and submission of a reflective paper.

**IT 651 Leading IT Innovation in Education: Problem Analysis** (3-0-3), rotating basis. Systemic problem identification associated with integrating emerging digital innovations in education. Prerequisite: Admission to graduate school and/or digital leadership of learning certificate program.

**IT 652 Leading IT Innovation in Education: Solution Analysis** (3-0-3), rotating basis. Systemic solution evaluation, design, and development associated with integrating emerging innovations in education. Prerequisite: Admission to graduate school and/or digital leadership of learning certificate program.

**IT 660 Work-Product Portfolio** (0-0-6)\*, spring. Submission of a portfolio of work products and reflective experiences pertaining to IT operations in a corporate or other organizational environment. The portfolio must demonstrate breadth of experiences and knowledge, and may include examples that are either technical or administrative in nature. Up to six credit hours may be awarded. Prerequisite: Graduate standing.

### **ITC – INFORMATION, TECHNOLOGY, AND COMPUTING**

*School of Information Technology and Computing (SITC)*

**ITC 110 Introduction to Information, Technology, and Computing** (3-0-3), fall. An introduction to the mindsets, concepts, and skills found in the disciplines of the School of Information, Technology, and Computing.

**ITC 460 Managing Technical Projects** (3-0-3), fall. Students apply knowledge in their major area to develop project management skills through oral and written analysis of cases and applied projects. Prerequisites: Course must be taken during the last year of the academic program. **A capstone and writing-intensive course.**

**ITC 499 Information Systems Internship** (3-0-3), on demand. Field experience applying knowledge and skills from School of Information Technology and Computing disciplines in a professional setting. Prerequisites: Completion of all required 100- and 200- level CS, DET, IS, IT, and ITC courses; approval from direction of Internships. Same as ACCT 499, FIN 499, IS 499, MGMT 499, and MKTG 499.

### **JMC - JOURNALISM AND MASS COMMUNICATION**

*Department of Journalism and Mass Communication (CAS)*

**JMC 100 Media Issues** (3-0-3), fall, spring. An introduction to media, examining their impact on society and individuals. May be used to satisfy University Requirements.

**JMC 102 Creating Media Messages** (3-0-3), fall, spring. The understanding and practice of writing messages for mass media, focusing on the purpose, design, format, and audiences of written media messages, and an introduction to critical thinking. Prerequisite: GPS proficiency as defined in departmental requirements.

**JMC 111 Announcing** (3-0-3), spring. Develop vocal and on-camera presentation skills to communicate effectively as talent in audio and video contexts. Areas of concentration include enunciation, pronunciation, writing, and interpreting copy.

**JMC 201 Introduction to Visual Media** (3-1-3), fall, spring, and summers needed. Principles and practice of visual communication including photo and video production using industry tools and techniques with an emphasis on digital storytelling. Prerequisite: JMC 100.

**JMC 223 Convergence Reporting I** (3-1-3), fall; spring, even years. A study of the nature of news; the reporter's three-fold role of reporting,

researching, and writing; and the basic news forms for online, print and broadcast media. Prerequisites: JMC 100 and 201.

**JMC 233 Photography** (3-0-3), fall, spring. A study of the principles of photography with an emphasis on controlling exposure, digital production, analyzing photographs and creating images for publication. Requires use of instructor-approved digital camera. Prerequisite: JMC 201.

**JMC 261 Broadcast Production** (3-3-3), fall. Principles and practices of video and audio production with an emphasis in studio and field recording techniques. Prerequisite: JMC 201.

**JMC 302 Introduction to Race and Media** (1-0-1), fall. Short course, varying topics related to race in JMC professions. JMC 302 may not be repeated. (A companion course, JMC 303, must be repeated once.) See Semester Schedule for current offerings. Colloquia are generally taken beginning in the fourth semester and may charge special fees for materials, travel or equipment. Prerequisite: Open to JMC majors and minors; also available by permission of instructor. Colloquia are generally taken beginning in the fourth semester.

**JMC 303 Colloquium in Race and Media** (1-0-1), fall, spring, summer on demand. Short course, varying topics related to race in JMC professions. JMC 302 may not be repeated. JMC 303 must be repeated once. See Semester Schedule for current offerings. Colloquia are generally taken beginning in the fourth semester and may charge special fees for materials, travel or equipment. Prerequisites: Open to JMC majors and minors; also available by permission of instructor. Colloquia are generally taken beginning in the fourth semester.

**JMC 317 Electronic Media Principles** (3-0-3), fall, odd years. An examination of electronic media principles, covering such topics as history, technology, regulation, news, advertising, programming, audience research, business practices, social impact, ethics, and careers. Prerequisite: JMC 102 or 223; 201 and completion of 60 hours.

**JMC 321 Student Media Lab** (0-1-No credit), fall, spring. This lab experience will enhance the practice of relevant skills through participation on a student media or agency staff. Two semesters are required. Convergence Journalism majors spend both semesters on the JMC Network. Ad/PR majors spend at least one of the required two on the Morris & Mitchell staff. Multimedia majors spend at least one of the required two on the 99 West staff. Prerequisites: Sophomore standing and permission of the instructor. Graded credit/no credit. Fee required.

**JMC 324 Convergence Reporting II** (3-1-3), spring. A study of online, print and broadcast news media with an emphasis on public affairs reporting, computer assisted reports, in-depth reporting, ethics, and laboratory work in the JMC Network student media lab. Prerequisite: JMC 223.

**JMC 341 Editing and Content Management** (3-0-3), spring. Principles and practice of editing and content management and writing display copy. Prerequisite: JMC 223.

**JMC 342 Communication Design** (3-3-3), fall, spring, and summer as needed. Principles of design and practices in print and digital formats, graphic information design, typographic presentation and history of publishing. Prerequisite: JMC 201.

**JMC 347 Principles of Public Relations** (3-0-3), fall. Survey of the history, principles and tactics of public relations and corporate communications, with an emphasis on how organizations use public relations to maintain goodwill among their various publics and meet strategic objectives. Prerequisites: JMC 100; 102 or 223; 201.

**JMC 348 Principles of Advertising** (3-0-3), spring. Survey of the history, principles and practice of advertising, with an emphasis on the strategic process: research, creative and media strategy, production of messages, and evaluation of advertising effectiveness. Prerequisites: JMC 100; 102 or 223; 201.

**JMC 351 Web Publishing** (3-0-3), fall, spring. A conceptual and practical study of the principles and tools of Web publishing. Prerequisites: JMC 201; 342.

**JMC 352 Advanced Web Publishing** (3-0-3), fall, even years. An active study of the theory and application of web publishing techniques emphasizing adaptive, multi-platform design and development principles. Prerequisite: JMC 351.

**JMC 361 Advanced Video Production** (3-0-3), spring. Active study of the theory and application of commercial video techniques, emphasizing digital filmmaking, motion graphics, compositing, research and production management. Prerequisite: JMC 261.

**JMC 364 Media and Religion** (3-0-3), fall, even years. A study of the interaction of media and religion and the use of media by religious groups, with varying emphases depending upon current events and student needs. Prerequisite: Junior standing.

**JMC 367 Social Media** (3-0-3), spring. A study of social media and the place of those tools in professional communication.

**JMC 389 Public Relations Writing** (3-0-3), fall, spring. A study of professional writing skills and formats commonly used in public relations and marketing communications. Emphasis placed on learning through application, case studies and lab exercises. Prerequisites: JMC 102 or 223; JMC 347.

**JMC 390 Advertising Creativity and Copy Writing** (3-0-3), fall, spring. Study and practice in message strategy, development and creation including market and target audience analysis, idea generation, concept development and copywriting with application to all major mediums. Prerequisites: JMC 102 or 223, JMC 342 and JMC 348.

**JMC 391 Ad/PR Media Planning** (3-0-3), fall, odd years. Study and practice in evaluating and selecting media for marketing communications. Emphasis on strategy, audience measurement, budgeting, scheduling, buying and plan writing. Prerequisites: JMC 347; 348.

**JMC 405 Visual Portfolio** (1-0-3), on demand. Designed for the senior multimedia or convergence journalism majors under collaborative instruction from an advisor or mentor for the preparation of a visual portfolio that showcases the student's talents and abilities in the field of mass communication. Prerequisites: Senior standing; JMC 360 or 352.

**JMC 438 Broadcast News** (3-0-3), fall, odd years. A study of news gathering, writing and production for broadcast. Lab work includes news preparation and presentation on the campus radio or television station. Prerequisites: JMC 261.

**JMC 441 Topics in Convergence Journalism** (3-0-3), fall, odd years. Intensive study of an issue or current topic in modern journalism. Applies advanced journalism principles. May be repeated for a maximum of 6 hours of credit. Prerequisites: JMC 223 and 324.

**JMC 449 Opinion Writing** (3-0-3), spring, even years. A theoretical and practical study of the editorial and column in the news media. Emphasis on critical thinking and writing about current problems. Prerequisites: JMC 223 and Junior standing.

**JMC 450 Feature Writing** (3-0-3), fall, even years. A study of newspaper and magazine feature articles. Emphasis on identifying subjects, research, interviewing, and writing. Prerequisites: JMC 223 and Junior standing.

**JMC 465 Documentary Storytelling** (3-0-3), fall, odd years. Principles and practices of documentary storytelling. Students will experience all areas of production while planning, producing, and editing documentary projects. Prerequisites: JMC 261 or Instructor Approval. Fee required.

**JMC 488 Communication Law** (3-0-3), fall, spring. Freedom and responsibility of print and broadcast media ethically and legally. First Amendment principles and legal philosophy affecting the media and employees. Prerequisites: completion of 60 hours and JMC 102 for majors. **A writing-intensive course. Part of the department's capstone experience.**

**JMC 492 Ad/PR Campaigns** (3-0-3), fall, spring. Capstone course in organizing and conducting integrated marketing campaigns; including research, objective setting, strategy development, media selection,

message concept and design, budgeting, account management, plan writing and presentation. Prerequisites: Any two of JMC 223, 389, 390, and 391.

**JMC 495 JMC Internship** (1-0-1), fall, spring. On-the-job training for a minimum of 120 hours under the student's JMC advisor and a supervisor at the internship site. Prerequisites: Junior standing and one of the following courses: JMC 347, 348, 324, or 261. **Part of the department's capstone experience.**

## **KINE - KINESIOLOGY**

*Department of Kinesiology and Nutrition (CEHS)*

**KINE 100 Lifetime Wellness** (1-2-1), fall, spring. Examines the components of health fitness. Evaluates one's current status and shows how to develop and maintain a healthful lifestyle. This is an activity class. Must be used to satisfy Kinesiology University Requirements. For majors only.

**KINE 201 Introduction to Sport and Recreation Management** (3-0-3), fall only. KINE 201 examines the meaning of sport and recreation management in terms of scope, issues and future trends and provides the student with an overview of the different facets and career opportunities that are available. For majors only.

**KINE 206 Strength Training** (0-3-1), fall. Theory and practice involving the development of muscular strength and muscular endurance. Fulfills KINE activity requirement. For majors only.

**KINE 211 Cross-Training** (0-3-1), on demand. A conditioning course that focuses on both cardiovascular fitness and muscular strength and endurance. Fulfills KINE activity requirement. For majors only.

**KINE 232 Structural Kinesiology** (3-0-3), fall, spring. Anatomical foundations and mechanics of human motion; basic principles of motor skills.

**KINE 241 First Aid/CPR** (3-0-1), fall, spring. Basic first-aid and cardio-pulmonary resuscitation. Special fee required.

**KINE 291 Basic Sports Medicine** (3-0-3), fall. This is a basic athletic training course providing a study of athletic training room procedures stressing the practical aspects of care and prevention of athletic injuries. The course covers the cognitive, affective and psychomotor objectives of the athletic training procedures. Special fee required.

**KINE 296 Care and Prevention of Athletic Injuries** (3-0-3), spring. A study of athletic training room procedures stressing the advanced care and prevention of athletic injuries. The format will include lecture, group class discussion, and laboratories concerning the evaluation, prevention, and care of athletically related injuries. Prerequisites: KINE 291, BIOL 291/293, BIOL 292/294. Special fee required.

**KINE 301 Risk Management** (3-0-3), fall. The purpose of this course is to provide students with an introduction to study the management of risk in a sport and recreation setting. Prerequisite: KINE 201.

**KINE 302 Medical Terminology** (1-0-2), fall, spring. This course is designed to acquaint the student with the language of the medical field, including word roots, prefixes and suffixes. The terminology will be specific to each system of the body. The course is presented in an electronic format using on-line technology.

**KINE 303 Ethics in Sport and Recreation Management** (3-0-3), spring. The course examines moral and ethical issues pertaining to sport and recreation. Students experience the ethical decision making process through opportunities for critical analysis by drawing upon their philosophical bases. Prerequisite: KINE 201.

**KINE 311 Motor Behavior** (3-0-3), fall. This course provides an overview of the major theories in Motor Learning, Motor Control, and Motor Development. Prerequisites: KINE 232; Pre-PT and Pre-OT majors only. **A writing-intensive course.**

**KINE 321 Sport Practicum** (0-3-1), fall, spring. Actual teaching of an activity strength training class. Prerequisites: KINE 241 and

departmental approval. May be repeated for additional credit. For majors only.

**KINE 322 Fitness Practicum** (0-3-1), fall, spring. Actual teaching of an activity aerobics class. Prerequisites: KINE 241 and departmental approval. For majors only.

**KINE 330 Field Experience** (0-3-1), fall, spring, summer. Forty-five clock hours of on-site observation and aide work in a municipal, corporate, or private setting. A contract and daily log are required. May be repeated for additional credit. For majors only.

**KINE 333 Youth Activity Programs** (3-0-3), fall. Theory and practice of activities suited to different age groups.

**KINE 360 Leadership and Management for Health Promotion** (3-0-3), fall. Designed to explore many leadership and management theories and practices with application in health promotion fields. **A writing-intensive course.**

**KINE 365 Assessment of Injury I** (3-0-3), fall. This course is a study of advanced techniques in management, assessment, and recognition of athletic injuries specifically related to the lower extremity (i.e. toes, foot, ankle, lower leg, knee, pelvis, thigh and lumbar spine). Prerequisites: KINE 291 and KINE 296.

**KINE 366 Assessment of Injury II** (3-0-3), spring. This course is a study of advanced techniques in management, assessment, and recognition of athletic injuries of the upper body. Prerequisites: KINE 291, 296, and 365.

**KINE 372 Exercise Physiology** (3-0-3), fall, spring. An examination of the effects of physical activity upon the human body. Lab required. Prerequisite: KINE 232. Concurrent enrollment in KINE 373 required except for coaching minors.

**KINE 373 Exercise Physiology Lab** (0-1-1), fall, spring. Laboratory experience offering hands-on practice in fitness testing and evaluation using state-of-the-art technology. Prerequisite: KINE 232. Concurrent enrollment in KINE 372 required.

**KINE 399 Research Methods in Kinesiology and Nutrition** (3-0-3), fall. A study of the research process in Kinesiology and Nutrition from inception to statistical analysis. The course includes how to read and interpret research reports and how to present a research proposal. Prerequisite: Junior standing.

**KINE 401 Legal Aspects of Sport and Recreation** (3-0-3), spring. The purpose of this course is to provide students with an introduction to the legal aspects of Sport and Recreation. Prerequisite: KINE 201 and a 2.5 GPA. For majors only.

**KINE 420 Exercise Science Internship** (0-40-3-6), fall, spring, summer. Supervised field experience where the student is involved in a public, commercial, or private agency work environment, experiencing a variety of settings for a minimum of eight weeks (320 hours). Prerequisites: Approval of advisor, KINE 372/373, completion of 90 hours and a GPA of 2.7 for KGEN and KNHP tracks, GPA of 2.5 for KSRM track, GPA of 3.0 for KNAT track, and GPA of 3.2 for KNPT and KNOT tracks. Special fee is required. **A capstone course.**

**KINE 421 Wellness Practicum** (0-3-1), fall, spring. Lab assistant in a Lifetime Wellness class. Prerequisite: Departmental approval. For majors only.

**KINE 450 Personal Training** (3-0-3), fall. This course is designed to prepare students for the successful completion of the National Council on Strength and Fitness Personal Trainer Certification exam. Prerequisites: KINE 372/373.

**KINE 460 Program Planning for Health Promotion** (3-0-3), spring. Designed to provide theoretical application of programming concepts in health promotion fields and practical application in such areas as individualized exercise prescriptions and related program development from start-up to evaluation. Prerequisite: KINE 360.

**KINE 473 Clinical Exercise Physiology I** (3-0-3), spring. A study of the physiology of the cardiovascular system, cardiovascular diseases,

and methods of evaluating the various portions of the system. Prerequisites: KINE 232 and KINE 372.

**KINE 475 Physical Activity and Aging** (3-0-3), spring. Overviews the physical process of aging, its effects on other dimensions of life, and the impact of physical activity and its relationship to quality of life. Study of the essential knowledge and skills necessary for physical activity instructors of older adults. Prerequisites: KINE 241, KINE 372/373.

**KINE 477 Therapeutic Exercise** (3-0-3), spring. This course is a study of therapeutic exercises designed to aid and implement a protocol to return athletes to participation. Prerequisites: KINE 291, KINE 296, KINE 365, KINE 366. Special fee required.

**KINE 476 Application and Evaluation of Secondary Physical Education** (3-0-3), spring, summer. The application of specific teaching methods and evaluation techniques in the fields of health and physical education.

**KINE 480 Training Program Design** (3-0-3), fall. Provides an in-depth investigation of the various theories that exist for the development of athletic fitness. Examines periodized training programs in strength, aerobic and anaerobic fitness, and peak performance in several major sports. Prerequisites: KINE 372 and completion of required majors activity courses.

**KINE 485 Clinical Exercise Physiology II** (3-0-3), spring. This course is designed to advance the application of theoretical and practical guidelines of pre-exercise screening, exercise assessment, exercise interpretation, and exercise prescription. Prerequisites: At least Junior standing, KINE 372, 373, 473.

**KINE 490 Special Populations** (3-0-3), spring. An overview of handicapping conditions and a study of special education programming for meeting the individual needs of exceptional students.

**KINE 491 Principles of Coaching** (3-0-3), spring. An advanced course in methods which are common to coaching all sports. Included are program design, psycho-social factors, communication skills, ethics, and contemporary issues. Prerequisite: Junior standing. KINE 232 and 372 recommended.

**KINE 492 Coaching Internship** (0-160-3), fall, spring. Supervised field experience in which the student is contracted as a non-paid coaching assistant in a secondary or collegiate setting for a period of at least 160 hours. Prerequisites: 2.5 GPA, senior standing, KINE 491. Special fee required.

**KINE 498 Biomechanics** (3-0-3), spring. Practical application of analysis, diagnosis, and demonstration as used in a teaching situation. Prerequisite: KINE 232.

## **LEAD – ORGANIZATIONAL LEADERSHIP** *School of Educational Leadership (GPS)*

**LEAD 701 Introduction to Doctoral Studies** (3-0-3). Invites Ed.D. students to the academic practices, virtues, and resources of the scholar practitioner. As the entry point to the Ed.D. in Organizational Leadership, this is the first of three courses designed to provide students with a shared foundation of knowledge and skills on which to build their doctoral studies.

**LEAD 711 Theories and Practices of Effective Leadership** (3-0-3). Examines classical and contemporary theories and styles of leadership and their application to a variety of professional settings. Incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Students will examine principal foundations of leadership, such as one's values, philosophy of life, and beliefs about the nature of humankind.

**LEAD 714 Self-Assessment in Leadership** (3-0-3). Assists students in understanding personal leadership styles including personality type and communication style. Exposes students to relevant literature on emotional intelligence and interpersonal neurobiology as it relates to leadership. Students will reflect upon the role of Christian vocation and calling in their leadership development.

**LEAD 721 Contemporary Issues in Organizational Leadership** (3-0-3). Examines current political and social trends impacting organizations on both a macro- and micro-level. Students will appreciate the complexity of moral dilemmas through critical analysis and application of ethical principles.

**LEAD 721 Leadership in Diverse Contexts** (3-0-3). Introduces students to relevant literature and practices of leading diverse groups. Includes examination of the leader's own social location and attitudes regarding diversity as well as the capacity to develop trust and shared motivations among diverse group members. Students will learn tools and concepts to resolve tensions, maximize strengths of diverse team members, support collaboration, and create welcoming and inclusive environments.

**LEAD 731 Leading Organizational Change** (3-0-3). This course focuses on planning and managing change and provides frameworks and tools to implement it. Participants will examine personal and organizational approaches to dealing with change through case studies, exercises, and extensive group discussions. Assignments will focus on opportunities for change within the participants' own organizations.

**LEAD 741 Human Resource Development** (3-0-3). Introduces the student to a framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Topics will include employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, and organization development.

**LEAD 744 Technology and Financial Resource Development** (3-0-3). Explores concepts and methods related to developing technological and financial resources, risk and return, asset evaluation, capital budgeting, capital structure, financial planning, and working capital management. It also examines a range of topics related to technology management including technology forecasting, implementation, and new product development.

**LEAD 781 Organizational Assessment and Evaluation** (3-0-3). Examines key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to theoretical and methodological options in current evaluation practice across social service, education, and business contexts. The comprehensive range of activities involved in designing, implementing, and assessing organizational effectiveness will be explored. Prerequisites: Acceptance into EdD program.

**LEAD 784 Qualitative and Action Research** (3-0-3). Engages students in the study of qualitative and action research methods. Students will understand the theoretical and philosophical foundations of qualitative research and be introduced to qualitative methodology. Students will study the process of action research focusing on improvement in the leader's practices, his/her understanding of those practices, and the organizational contexts in which those practices are carried out.

**LEAD 786 Quantitative Analysis** (3-0-3). This course introduces quantitative research methods. Students will develop hypotheses and research questions, develop measurement instruments, design surveys and experiments, and apply appropriate statistics (i.e., reliability, chi-square, t-Tests for independent groups and repeated samples, analysis of variance, correlation). Students will conduct and present an original research study.

### **MACC - MASTER OF ACCOUNTANCY**

*Department of Accounting and Finance (COBA)*

**MACC 603 Contemporary Issues in Accounting Theory** (3-0-3), fall. Accounting theory provides a theoretical background from which students learn to understand and evaluate current accounting practice. A conceptual basis for evaluating accounting alternatives is developed and applied, and the accounting profession itself is examined within the larger context of the social, economic, and political forces that help shape it.

**MACC 604 Entity Tax Fundamentals** (3-0-3), spring. A study of the theory and application of the Federal Income Tax to Corporations, S Corporations, and Partnerships. Particular focus is given to understanding transactions between the entity and its owner(s). Prerequisite: ACCT 304, Admission to MAcc program

**MACC 605 Financial Statement Analysis** (3-0-3), spring. This graduate level seminar includes (1) financial ratio and trend analysis; (2) financial industry differences analysis; (3) liquidity/solvency assessment; (4) earnings, cash flow, valuation, and risk forecasting; and (5) analyzing international financial reporting issues.

**MACC 609 Advanced Auditing** (3-0-3), spring. An advanced study of selected topics in auditing. Topics may include risk assessment, internal control evaluation, substantive testing, audit reports, and other professional services. Course methodology may include case analysis, application projects, and research of auditing literature.

**MACC 610 Advanced Topics in Financial Accounting and Reporting** (3-0-3), spring. A study of advanced financial accounting and reporting issues in areas such as (1) revenue recognition; (2) deferred taxes; (3) pensions; (4) other post-retirement benefits; (5) leases; and (6) the statement of cash flows. Prerequisite: Admission to MAcc program or consent of department chair.

**MACC 611 Accounting for Governmental and Non-Profit Entities** (3-0-3), fall. The course examines accounting methods for state and local governments, universities, hospitals, and non-profit organizations. A study and analysis is made of the publications of the Governmental Accounting Standards Board. An examination is made of the releases of the Financial Accounting Standards Board that pertain to accounting for nonprofit entities.

**MACC 617 Fraud Examination** (3-0-3), fall. Principle concepts and skills of fraud investigation are discussed and implemented in a case environment. Course coverage includes an overview of the fraud problem; prevention and detection of fraud; elements of fraud investigation; interview techniques; fraud classifications; and laws governing the prosecution of fraud cases. Prerequisite: Auditing I, Admission to the MAcc program.

**MACC 619 Accounting Research** (3-0-3), fall. A study and application of research methods in accounting. Research methods and issues will focus on U.S. Federal Taxation, financial accounting, and auditing topics. Research topics and methods are primarily designed to develop skills in analyzing issues, researching current professional standards or regulations and summarizing the research findings. Prerequisite: Admission to the MAcc program, or consent of the accounting department chair.

**MACC 621 Advanced Financial Management** (3-0-3), fall. Combines lecture and case study methods to focus on (1) advanced capital budgeting analysis; (2) real options; (3) advanced capital structure issues; (4) dividend policy and repurchases; (5) initial public offerings and refunding's; and (6) basic financial options and futures. Prerequisite: Admission to MAcc program or consent of department chair.

**MACC 622 Ethics and the Accounting Profession** (3-0-3), spring. An examination and critique of accounting and business as social, ethical, moral, and spiritual activities, rather than merely economic events. Alternative systems of ethical reasoning are compared and applied within various decision contexts. The values of integrity, objectivity, and independence are examined as they relate to the accounting profession. Prerequisite: Admission to MAcc program.

**MACC 624 Advanced Accounting Information Systems** (3-0-3), fall. An in-depth study of the application of information systems knowledge to the accounting environment. Emphasis is upon developing students' abilities to understand and audit the processing of accounting data within the computer environment and the controls that are necessary to assure accuracy and reliability of the accounting system. Prerequisite: Admission to MAcc program or consent of department chair.

**MATH - MATHEMATICS***Department of Mathematics (CAS)*

**MATH 109 Precalculus I** (3-0-3), fall, spring. Properties, graphs, and applications of linear functions, quadratic functions, logarithmic functions, exponential functions. Prerequisite: Meet one of the following - MATH SAT score of 500; MATH ACT score of 20; MATW 019; or placement into MATH 109. May be taken only by students whose majors require precalculus mathematics or higher (animal science, biology, chemistry, computer science, environmental science, mathematics, physics, or engineering majors, pre-occupational therapy, or pre-physical therapy). A student may not receive credit for this course after receiving credit for MATH 124, 131, 185 or 186.

**MATH 120 Quantitative Reasoning** (3-0-3), fall, spring. Statistics and data analysis, mathematics of finance, probability, models including ratio, proportion, linear, exponential. Calculator intensive. Prerequisite: Meet one of the following - MATH SAT score of 500; MATH ACT score of 20; or math placement testing into MATH 120. For non-science, non-business majors. Will satisfy University Requirements. Same as MATW 120.

**MATH 123 Elementary Statistics** (3-0-3), fall, spring. Collection, presentation, analysis and interpretation of data, and probability. Analysis includes descriptive statistics, confidence intervals, hypothesis testing, correlation and regression. Prerequisite: Meet one of the following - MATH SAT score of 500; MATH ACT score of 20; MATW 019; or math placement testing into MATH 123. Will satisfy University Requirements.

**MATH 124 Precalculus II** (3-0-3), fall, spring. Rational, trigonometric, exponential, logarithmic, and inverse functions with emphasis on graphical techniques. Further topics may include analytic geometry, polar coordinates, mathematical induction, the binomial theorem, and sequences and series. Prerequisite: MATH 109 or a satisfactory score on the math placement test. A student may not receive credit for this course after receiving credit for MATH 185 or 186.

**MATH 130 Finite Math for Applications** (3-0-3), fall, spring. Fundamental concepts of mathematics applications for business, economics, and the social and behavioral sciences. Math of finance, sets, introduction to probability, functions and mathematical modeling. Prerequisite: Meet one of the following - MATH SAT of 500; MATH ACT of 20; or math placement testing into MATH 130. For COBA, information technology, and agribusiness majors only. Will satisfy University Requirements. Same as MATW 130.

**MATH 131 Calculus for Application** (3-0-3), spring. Introduction to differential and integral calculus of algebraic, exponential, and logarithmic functions. Emphasis on applications. Prerequisite: MATH 109, 130 or a satisfactory score on the math placement test. Not for MATH, MASC, or MATT majors. Credit will not be given for more than one of MATH 131 and MATH 185.

**MATH 185 Calculus I** (3-0-3), fall, spring. Limits, continuity, differential calculus of elementary functions. Applications to curve sketching, optimization, rates of change, and linear approximations. Introduction to antiderivatives and definite integrals. Prerequisite: MATH 124 or a satisfactory score on the math placement exam. Will satisfy University Requirements. Credit will not be given for more than one of MATH 131 and MATH 185.

**MATH 186 Calculus II** (3-0-3), fall, spring. Continuation of MATH 185. Integral calculus, techniques and applications of integration, volumes, areas, arc lengths, and surface areas. Indeterminate forms. Infinite sequences and series and power series representations. Prerequisite: MATH 185.

**MATH 187 Calculus Computer Laboratory** (0-2-1), fall, spring. Introduces students to a computer algebra system and its use in studying calculus. Prerequisite: MATH 131 or MATH 185.

**MATH 227 Discrete Mathematics** (3-0-3), fall, spring. Elementary set theory, logic, combinatorics, relations, and applications. Prerequisite: CS 120 or MATH 185.

**MATH 237 Number and Operations** (3-0-3), fall, spring. Study and investigation of concepts related to numbers and their operation; algebraic reasoning with connections to proportionality, expressions, equations and relationships; and mathematical processes to demonstrate mathematical understanding as specified by national and state standards for teaching EC-6 mathematics. Prerequisites: MATH 120, MATH 123, MATW 120, or higher. For IDSC and MSMA majors only.

**MATH 238 Geometry and Measurement** (3-0-3), fall, spring, summer. Study of concepts and principles of geometric structures; attributes of polygons, measurement concepts of 2- and 3- dimensional shapes; fundamentals of measurement; and algebraic reasoning as specified by national and state standards for teaching EC-6 mathematics. Prerequisite: Grade of "C" or better in MATH 237. For IDSC and MSMA majors only.

**MATH 286 Calculus III** (3-0-3), fall, spring. Calculus of several variables and elements of vector analysis, including partial derivatives and applications, multiple integrals and applications, gradient, line integrals, surface integrals, divergence and curl of vector functions, and vector integral theorems. Prerequisite: MATH 186.

**MATH 287 Projects in Calculus** (0-3-1), fall. Project laboratory consisting of calculus projects most of which will be done using a computer algebra system or other applicable software. Prerequisite: Credit in, or concurrent enrollment in, MATH 286.

**MATH 309 Algebraic Concepts for Teachers I** (3-0-3), spring, even years. An in-depth study of algebraic concepts related to linearity in grades 7-12 mathematics, extending to non-linear relationships taught in high school algebra with an emphasis on mathematical practices and processes as specified by national and state standards for teaching grades 7-12 mathematics. Prerequisite: MATH 185 and MATH 227. For CSMT, MATT, MSMA and PHMT majors only. Admission to Teacher Education Program required.

**MATH 311 Geometric Concepts for Teachers I** (3-0-3), spring, odd years. Euclidean geometry as an axiomatic system, its properties, geometric relationships, results, uses, and applications. Exploration and application of formal, synthetic, and transformational geometry as specified by national and state standards for teaching grades 7-12 mathematics. Prerequisite: MATH 185 and 227. For CSMT, MATT, MSMA, and PHMT majors only. Admission to Teacher Education Program required.

**MATH 325 Linear Algebra** (3-0-3), spring. Vectors, linear geometry of three dimensional space, vector spaces, linear systems of equations, linear transformations, matrix algebra, determinants, diagonal matrices, and eigenvalue problems, change of bases in a vector space. Gram-Schmidt process, and unitary matrices. Prerequisite: MATH 186.

**MATH 334 Linear Programming** (3-0-3), fall, even years. Linear programming models, simplex algorithm, duality theory, and sensitivity analysis. Applications to graphical networks, scheduling problems, dynamic programming, and game theory. Prerequisite: MATH 130 or 227.

**MATH 341 Numerical Methods** (3-0-3), fall, even years. Survey of elementary numerical methods used in scientific computing applications. Topics include computer representation of integer and real numbers, sequences, series approximations, finite differences, interpolation, curve fitting, numerical differentiation and integration, and roots of a single non-linear equation. Selected algorithms to be solved using the computer. Prerequisites: MATH 186 and CS 120. Same as CS 341.

**MATH 351 Abstract Algebra I** (3-0-3), spring. Introduction to the abstract fundamentals of algebra. Topics include number theory, fields, polynomials over a field, and field extensions. Introduction to integral domains, rings, and groups. Prerequisites: MATH 186, 227.

**MATH 361 Ordinary Differential Equations** (3-0-3), fall. Population and predator-prey models; first order equations; systems of first order equations and equilibrium points; oscillations and second order equations; Laplace transforms. Prerequisite: MATH 186.

**MATH 377 Statistical Methods I** (3-0-3), fall. Measurement concepts and scales, populations versus samples, descriptive statistics, random variables and their properties, sampling processes and distributions, special probability distributions, confidence intervals on means and variances from samples, hypothesis tests, one-way analysis of variance, linear correlation and regression, estimation of proportions, and introduction to contingency tables. Prerequisite: MATH 131 or 185.

**MATH 381 Analysis I** (3-0-3), fall, odd years. A study of the fundamental concepts of calculus including real numbers, convergence, continuity, differentiation, and the integral. Prerequisites: MATH 227, 325.

**MATH 397 Mathematics Seminar** (2-0-2), spring. Students use mathematical literature, software and technology to improve their problem-solving, writing, and presentation skills. Results are presented in both written and oral form. Prerequisites: MATH 227 and completion of university communication requirement.

**MATH 410 Algebraic Concepts for Teachers II** (3-0-3), fall, even years. Algebraic concepts linked to geometry, algebraic habits of mind as seen in non-linear relationships (exponential and logarithmic), recursive thinking, applications of sequences and series with an emphasis on mathematical practices and processes as specified by national and state standards as specified by national and state standards for teaching grades 7-12 mathematics. Prerequisite: MATH 309. For MATT majors only. Admission to Teacher Education Program required.

**MATH 412 Geometric Concepts for Teachers II** (3-0-3), fall, odd years. Major geometric ideas, their historical development, their connections to grades 7-12, in-depth work with secondary topics of Euclidean geometry, non-Euclidean geometry, conic sections, taxicab geometry, and modeling. Heavy use of dynamic geometry software. Topics are as specified by national and state standards for teaching grades 7-12 mathematics. Prerequisite: MATH 311. For MATT majors only. Admission to Teacher Education Program required.

**MATH 418 Professional Development Experience in Mathematics** (0-2-1), fall, even years. Development of teacher knowledge in the areas of knowledge of specialized mathematical content, mathematical curriculum, teaching mathematics, and student thinking about mathematics through a collaborative professional development experience. Topics will correspond to mathematical practices as specified by national and state standards for teaching grades 7-12 mathematics. Prerequisites: MATH 309 or 311, and valid admission status in ACU's Teacher Education Program. *For MATT majors only.*

**MATH 432 Introduction to Operations Research** (3-0-3), spring, odd years. Mathematics applies to decision-making in business and other large scale operations, probability, queuing theory, inventory theory, Markov theory, and decision analysis. Prerequisite: MATH 334 or linear programming experience.

**MATH 442 Numerical Analysis** (3-0-3), spring, odd years. Solution of linear systems of equations by direct and iterative methods, matrix inversion, and evaluation of eigenvalues. Selected algorithms to be solved using the computer. Prerequisites: CS 341; MATH 325. Same as CS 442.

**MATH 445 Theory of Interest** (3-0-3), spring, even years. Annuity functions including present value and accumulated nominal and effective interest and discount rates and the force of interest; applications of interest theory. Prerequisite: MATH 186.

**MATH 453 Abstract Algebra II** (3-0-3), fall, even years. Topics include polynomials, vector spaces and modules, linear groups, field theory, the structure of the real and complex numbers. Prerequisites: MATH 325, 351.

**MATH 463 Partial Differential Equations** (3-0-3), spring. Features analytical and computational tools of partial differential equations (PDE's) that arise as basic models of flows, diffusions, and vibrations. Analytic techniques include separation of variables, eigenfunction expansions, Fourier transform methods, and Greens functions. Prerequisites: MATH 286 and MATH 361. Same as PHYS 463.

**MATH 477 Statistical Methods II** (3-2-3), spring, even years. Experimental design and analysis of variance, multiple regression analysis, analysis of covariance, time-series analysis, nonparametric methods, and extended concepts of categorical data analysis, including logistic regression and log-linear models. Includes an introduction to contemporary statistical software. Laboratory graded and credited with course and contains lecture with software instruction. Prerequisite: MATH 377.

**MATH 478 Mathematical Statistics** (3-0-3), spring, odd years. Distributions of random variables and functions of random variables, conditional probability, stochastic independence, some special probability distributions, limiting distributions and estimation. Prerequisites: MATH 286, 377.

**MATH 483 Analysis II** (3-0-3), spring, even years. A theoretical discussion of the topology of the real numbers and of metric spaces with applications. Prerequisites: MATH 325, 381.

**MATH 490 Topics in Mathematics** (3-0-3). \* Studies in topics of current interest. May be repeated for additional credit. Prerequisite: Consent of the instructor.

**MATH 497 Mathematics Capstone** (2-0-2), fall. Students explore the historical development of some of the basic concepts of modern mathematics; examine cultural, political, and religious issues; and explore important problems on which mathematicians have focused throughout history. Includes research and presentation of findings in both written and oral form. Prerequisite: MATH 397. **A capstone and writing-intensive course.**

### **MATW - MATHEMATICS WORKSHOP**

*Department of Mathematics (CAS)*

**MATW 019 Basic Mathematics** (0-3-2), fall, spring. Preparation for MATW 120 or MATW 130. It will make use of technology-based instruction in a classroom/computer laboratory environment. Students will have instruction on topics of importance to them. The course may also be used to enable students wishing to enroll in MATH 109, 123 or 237 to prepare to meet the prerequisites for those courses. Does not satisfy the University Requirements mathematics requirement and is non-graduation credit, graded pass/fail.

**MATW 120 Quantitative Reasoning** (3-2-3), fall, spring. Statistics and data analysis, mathematics of finance, probability, models including ratio, proportion, linear, exponential. Calculator intensive. Includes an embedded workshop. Prerequisite: Meet one of the following - MATH SAT score of 400-490; MATH ACT score of 17-19; or a passing grade in MATW 019. For non-science, non-business majors. Will satisfy University Requirements. Same as MATH 120.

**MATW 130 Finite Math for Applications** (3-2-3), fall, spring. Fundamental concepts of mathematics applications for business, economics, and the social and behavioral sciences. Math of finance, sets, introduction to probability, functions and mathematical modeling. Includes an embedded workshop. Prerequisite: Math SAT score of 400-490; Math ACT score of 17-19; or a passing grade in MATW 019. For COBA, information technology, and agribusiness majors only. Will satisfy University Requirements. Same as MATH 130.

### **MGMT - MANAGEMENT**

*Department of Management Sciences (COBA)*

**MGMT 305 Foundations of Entrepreneurship** (3-0-3), fall, spring. Introduces students to the entrepreneurial process. Students will examine entrepreneurship as a calling in their life and career and assess their own aspirations and skills as they relate to entrepreneurship. The course also includes a focus on opportunity recognition and evaluation. Prerequisites: Sophomore standing and a GPA of 2.5 or higher.

**MGMT 320 Social Entrepreneurship** (3-0-3), fall, spring. Social Entrepreneurship will prepare students to start or join a business that has a social mission at its core. These businesses may utilize for-profit, nonprofit, or hybrid structures. Topics covered include personal and organizational mission, balancing mission and profit, choosing the

optimal structure, networking, social media, measuring success, and expansion. Prerequisites: Sophomore standing and GPA of 2.5 or higher.

**MGMT 330 Management and Organizational Behavior** (3-0-3), fall, spring. An introduction to the process of managing and working effectively with people. Emphasis is given to clarifying and sharpening management values, knowledge, and skills with special focus on decision making, leadership, ethics, and quality. Prerequisite: 24 earned hours.

**MGMT 331 Operations Management** (3-0-3), fall, spring. A study of the production operations function in business, including the creation of both goods and services. Study is centered on design, location, and operation of the production operations management system and its interrelationship with other systems in the organization. Prerequisites: ACCT 210 and MGMT 330, IS 322, with a grade of "C" or better.

**MGMT 332 Human Resource Management** (3-0-3), fall, spring. Introduce the process of managing and working efficiently with people. Emphasis is given to clarifying and sharpening management values, knowledge, and skills with special focus on decision-making, leadership, ethics, and quality. The following functions of human resource management will be included: planning, recruitment, selection, training and development, compensation and benefits, labor relations, safety and health, internal employee relations, and employment law. Prerequisite: MGMT 330 with a grade of "C" or better.

**MGMT 335 Leadership in Organizations** (3-0-3), fall, spring. The study, comparison, and contrast of leadership traits, leaders, and leadership strategies. Prerequisite: MGMT 330, with a grade of "C" or better.

**MGMT 337 Safety, Health and Security** (3-0-3), spring. Provides an overview of occupational safety and health, including concepts of hazard avoidance federal legislation, building and facilities, health and environmental control, hazardous material, personal protection, and fire protection. In addition, the course addresses safety and health program organization, administration and management including employee assistance programs and wellness programs. Prerequisite: MGMT 330, with a grade of "C" or better.

**MGMT 342 Total Quality Management** (3-0-3), fall. An introduction to quality systems and quality management through a survey of the various philosophies, principles, techniques and procedures used by businesses, industries, and other organizations to assure customer satisfaction of products, processes, and/or services. Presents the managerial concepts and quantitative tools necessary for the effective management of quality in a manufacturing or service business. Prerequisites: IS 322 and MGMT 331 with a grade of "C" or higher.

**MGMT 345 Introduction to Management Science** (3-0-3), fall, spring. An introduction to Quantitative Methods in Management Science. Topics include: business decision modeling, decision strategies and philosophies useful to business problem solving, decision trees, elementary linear programming and other optimization techniques, simulation, queuing, and the importance of ethics in decision making. Uses spreadsheet methods and other decision and risk analysis software. Prerequisite: IS 322.

**MGMT 373 Employee Planning, Recruitment and Selection** (3-0-3), fall, spring. Theory and application of methods for the planning, recruiting, and selecting of employees. Emphasis on statutory regulation of selection and placement, assessing recruitment objectives and sources, the selection process (including statistical methods), and career planning and development. Prerequisite: MGMT 330, with a grade of "C" or better.

**MGMT 375 Employee and Labor Relations** (3-0-3), fall, spring. A review of the history of organized labor, critical study of labor management relations; analysis of fundamentals of labor contracts and administration contract parts, and collective bargaining. Employment relationships in unionized settings, its development, structure, and process. Growth of the labor union movement, major provisions of current federal labor law institution that have a major influence on the

labor movement, contract negotiation, and administration. Prerequisite: MGMT 330, with a grade of "C" or better.

**MGMT 419 Global Entrepreneur** (3-0-3), spring, summer. This course examines different aspects of operating an entrepreneurial venture in other countries, including economic, political, and cultural influences. This course is offered exclusively through study abroad programs outside the United States and will include a focus on unique issues associated with the particular country or region being visited. Prerequisites: Junior standing, GPA of 2.5 or higher, and acceptance into related study abroad program.

**MGMT 430 Entrepreneurial Venture Management** (3-0-3), fall. Focuses on the challenges of managing an entrepreneurial enterprise effectively throughout the launch and growth phases of a venture. Students will learn the importance of developing and implementing systems and processes in such areas as operations, human resources and legal issues. Prerequisites: MGMT 305 or MGMT 330 with a grade of "C" or higher.

**MGMT 432 Launching the Venture** (3-0-3), spring. Provides hands-on experience in the process of launching a business. Topics will be introduced primarily through preparation of a written business plan for an actual venture which the student plans to implement in the future. Students will submit drafts of the plan and make oral presentations throughout the course. Prerequisite: Instructor approval.

**MGMT 436 Current Topics in Organizational Behavior** (3-0-3), fall, spring. An analysis of individual, group, and organizational variables that inhibit or facilitate effective organizational functioning. Topics may include rewards, motivation, leadership, culture, decision-making, and ethics. Prerequisite: MGMT 330 with a grade of "C" or better.

**MGMT 439 Strategic Management** (3-0-3), fall, spring. Formulation and interpretation of policy, executive responsibilities, and decision-making; administrative practices and business ethics; lectures, case problems, and business simulation game. Performance on a standardized, comprehensive test of business knowledge will constitute a portion of the course grade. Prerequisites: FIN 310, IS 324 or ACCT 324, MGMT 330, MKTG 320 all with a grade of "C" or better. A capstone and writing-intensive course.

**MGMT 447 Compensation and Benefits Management** (3-0-3), fall. Introduction to the management of employee compensation and benefits. Focuses on the roles of reward systems, legal and governmental constraints relating to compensation, job analysis and evaluation systems, structure for wages and salary systems, incentive-based compensation, and administration of compensation and benefits within the organization. Prerequisites: BLAW 363, FIN 310, MGMT 330, all with a grade of "C" or better.

**MGMT 450 Career Management** (3-0-3), on demand. The process of planning and managing individual careers is studied as a fundamental process in human resource management. Organizational perspectives are emphasized, but personal applications are also included. Prerequisite: MGMT 330, with a grade of "C" or better. Special fee for testing required.

**MGMT 452 Logistics and Supply Chain Management** (3-0-3), fall. Overview of the management of information, material, and processes that allow the extended enterprise to function effectively, emphasizing process integration throughout the organization including global sourcing strategy, requirements planning and inventory control, purchasing, receiving, manufacturing, distribution to customers, and internal accounting. Prerequisite: MGMT 331 with a grade of "C" or higher.

**MGMT 459 Project Management** (3-0-3), spring. Students apply knowledge in their major area and develop project management skills through oral and written analysis of cases and applied projects. Prerequisite: Junior standing.

**MGMT 499 Management Internship** (3-0-3), on demand. Field experience applying management knowledge and skills in a professional setting. Prerequisites: MGMT 330 with a grade of "C" or better; 2.75 or



higher GPA in business courses; 2.5 or higher GPA overall; approval from director of Internships. Same as ACCT 499, FIN 499, IS 499, ITC 499, and MKTG 499.

**MGMT 532 Human Resource Management** (3-0-3), on demand. Development, organization and functions of human resource management.

**MGMT 629 Advanced Management Systems** (3-0-3), on demand. Emphasis on the latest business process technology, such as e-commerce, multimedia, advanced presentation methods and computer supported cooperative work. Includes proposal development, project management, business graphics, presentation methods, and multimedia authorizing systems.

**MGMT 635 Organizational Design and Change** (3-0-3), on demand. Organizations as dynamic systems, with a dual emphasis on understanding organizations and facilitating constructive change within them.

**MGMT 636 Organizational Behavior** (3-0-3), on demand. Individual, group, and organizational variables that inhibit or facilitate effective organizational functioning. Topics may include rewards, motivation, culture, decision-making, and ethics. Same as BUSA 636.

### **MKTG - MARKETING**

*Department of Management Sciences (COBA)*

**MKTG 320 Principles of Marketing** (3-0-3), fall, spring. Overview of the marketing functions, marketing concept, marketing research, marketing ethics, market segmentation, target marketing, product, price, promotion and distribution strategies. Prerequisites: 24 earned hours.

**MKTG 341 Marketing Research** (3-0-3), fall, spring. A study of the role of market research in the business organization. Field exercise involving the collection, analysis, and interpretation of data as applied to the solution of marketing problems. Prerequisites: IS 322; MKTG 320, both with a grade of "C" or better.

**MKTG 342 Consumer Behavior** (3-0-3), fall, spring. The buyer as a problem solver; buying decision process: factors influencing behavior, principles, theories, and models. Data developed by behavioral science is employed to discern and explain consumer behavior. Emphasis is placed on integrating this data into current marketing practices. Prerequisites: MKTG 320, 341, both with a grade of "C" or better.

**MKTG 343 Personal Selling** (3-0-3), fall, spring. Explains the psychology of sales while developing effective negotiation and communication strategies that will be beneficial in selling ideas, concepts, and programs throughout one's career. Handling objections, time management, customer relationship management and networking skills are applied from a client perspective. Prerequisite: 48 earned hours.

**MKTG 344 Marketing Promotion** (3-0-3), fall, spring. A review of sales and advertising functions, as well as publicity, public relations, and sales promotion. A strategic planning perspective will be assumed. Prerequisite: MKTG 320, with a grade of "C" or better.

**MKTG 419 International Marketing** (3-0-3), on demand. Emphasizes the issues, problems, and decisions facing managers of international marketing, the complex environment in which international marketing occurs, and ways of integrating and coordinating marketing programs in diverse markets. Prerequisite: MKTG 320 with a grade of "C" or better.

**MKTG 432 Data Mining** (3-0-3), fall. Survey of the emerging technologies used to uncover patterns and associations in large databases for improved decision making in the marketing arena. Prerequisite: IS 322 with a grade of "C" or better. Same as IS 432.

**MKTG 495 Marketing Strategy** (3-0-3), fall, spring. Comprehensive study of marketing strategies and tactics and how they may be implemented. A major project and cases, are used to illustrate the application of marketing concepts in a practical manner. Prerequisites: MKTG 320, 341, both with a grade of "C" or better.

**MKTG 499 Marketing Internship** (3-0-3), on demand. Field experience applying marketing knowledge and skills in a professional setting. Prerequisites: MKTG 320, with a grade of "C" or better; 2.75 or higher GPA in business courses; 2.5 or higher GPA overall; approval from director of Internships. Same as ACCT 499, FIN 499, IS 499, ITC 499 and MGMT 499.

### **MPEI - MUSIC PERFORMANCE ENSEMBLE INSTRUMENTAL**

*Department of Music (CAS)*

**MPEI 210 Marching Band** (0-1-1), fall. This course number may be used to substitute for 1 hour of PEAC activity credit for one semester. May not be repeated.

**MPEI 301 Marching Band** (0-1-0), fall. May be repeated. Same as MPEI 311. Participation fee.

**MPEI 302 Wind Ensemble** (0-1-0), spring. May be repeated. Participation fee.

**MPEI 303 Concert Band** (0-1-0), spring. May be repeated. Participation fee.

**MPEI 304 Orchestra** (0-1-0), fall, spring. May be repeated. Participation fee.

**MPEI 305 Jazz Ensemble** (0-1-0), fall, spring. May be repeated. Participation fee.

**MPEI 306 Percussion Ensemble** (0-1-0), fall, spring. May be repeated. Participation fee.

**MPEI 311 Marching Band** (0-1-1), fall. May be repeated. Same as MPEI 301.

**MPEI 312 Wind Ensemble** (0-1-1), spring. May be repeated.

**MPEI 313 Concert Band** (0-1-1), spring. May be repeated.

**MPEI 314 Orchestra** (0-1-1), fall, spring. May be repeated.

**MPEI 315 Jazz Ensemble** (0-1-1), fall, spring. May be repeated.

**MPEI 316 Percussion Ensemble** (0-1-1), fall, spring. May be repeated.

**MPEI 401 Brass Quintet** (0-1-0), fall, spring. May be repeated. Participation fee.

**MPEI 402 Jazz Combo** (0-1-0), fall, spring. May be repeated. Participation fee.

**MPEI 403 Low Brass Ensemble** (0-1-0), fall, spring. May be repeated. Participation fee.

**MPEI 404 Piano Ensemble** (0-1-0), fall, spring. May be repeated. Participation fee.

**MPEI 405 Saxophone Quartet** (0-1-0), fall, spring. May be repeated. Participation fee.

**MPEI 406 String Quartet** (0-1-0), fall, spring. May be repeated. Participation fee.

**MPEI 407 Woodwind Quartet** (0-1-0), fall, spring. May be repeated. Participation fee.

**MPEI 408 Instrumental Ensemble** (0-1-0), fall, spring. May be repeated. Participation fee.

**MPEI 411 Brass Quintet** (0-1-1), fall, spring. May be repeated.

**MPEI 412 Jazz Combo** (0-1-1), fall, spring. May be repeated.

**MPEI 413 Low Brass Ensemble** (0-1-1), fall, spring. May be repeated.

**MPEI 414 Piano Ensemble** (0-1-1), fall, spring. May be repeated.

**MPEI 415 Saxophone Quartet** (0-1-1), fall, spring. May be repeated.

**MPEI 416 String Quartet** (0-1-1), fall, spring. May be repeated.

**MPEI 417 Woodwind Quartet** (0-1-1), fall, spring. May be repeated.

**MPEI 418 Instrumental Ensemble** (0-1-1), fall, spring. May be repeated.

**MPEV - MUSIC PERFORMANCE ENSEMBLE VOCAL***Department of Music (CAS)*

**MPEV 201 University Chorale** (0-1-No credit), fall, spring. University Chorale. May be repeated. Participation fee. Same as MPEV 211.

**MPEV 211 University Chorale** (0-1-1), fall, spring. University Chorale. May be repeated. Same as MPEV 201.

**MPEV 301 A Cappella Chorus** (0-1-0), fall, spring. May be repeated. Participation fee. Same as MPEV 311.

**MPEV 302 Opera Workshop** (0-1-0), fall, spring. May be repeated. Participation fee. Same as MPEV 312.

**MPEV 311 A Cappella Chorus** (0-1-1), fall, spring. May be repeated. Same as MPEV 301.

**MPEV 312 Opera Workshop** (0-1-1), fall, spring. May be repeated. Same as MPEV 302.

**MPIM - MUSIC PRIVATE INSTRUCTION INSTRUMENTAL, MAJOR***Department of Music (CAS)*

**MPIM 221 Music Private Instruction Instrumental** (0-2-2), fall, spring. Instrumental majors only. May be repeated. Lesson fee.

**MPIM 421 Music Private Instruction Instrumental** (0-2-2), fall, spring. Instrumental majors only. May be repeated. Prerequisite: Pass sophomore proficiency. Lesson fee.

**MPIN - MUSIC PRIVATE INSTRUCTION INSTRUMENTAL, NON-MAJOR***Department of Music (CAS)*

**MPIN 211 Music Private Instruction Instrumental** (0-1-1), fall, spring. Instrumental non-majors only. May be repeated. Lesson fee.

**MPIN 312 Music Private Instruction Jazz Piano** (0-1-1), on demand. Introduces basic jazz keyboard skills, focusing primarily on voicing common jazz chords and equipping students with the fundamental techniques used in accompanying, arranging, and improvising on the piano. Prerequisite: MUPC 114 or at a comparable skill level as determined by the instructor.

**MPIN 313 Music Private Instruction Jazz Piano** (0-1-1), on demand. Introduces basic jazz keyboard skills, focusing primarily on voicing common jazz chords and equipping students with the fundamental techniques used in accompanying, arranging, and improvising on the piano. Prerequisite: MUPC 114 or at a comparable skill level as determined by the instructor.

**MPIN 411 Music Private Instruction Instrumental** (0-1-1), fall, spring. Instrumental non-majors only. May be repeated. Prerequisite: two semesters of MPIN 211. Lesson fee. Flute-01; Oboe-02; Clarinet-03; Bassoon-04; Saxophone-05; French Horn-06; Trumpet-07; Trombone-08; Euphonium-09; Tuba-10; Percussion-11; Violin-12; Viola-13; Cello-14; Double Bass-15; Guitar-16; Jazz-17.

**MPVM - MUSIC PRIVATE INSTRUCTION VOCAL, MAJOR***Department of Music (CAS)*

**MPVM 221 Music Private Instruction Vocal Major** (0-2-2), fall, spring. Voice majors only. May be repeated. Lesson fee.

**MPVM 231 Music Private Instruction Vocal Major** (0-3-3), fall, spring. Voice majors only. May be repeated. Lesson fee.

**MPVM 421 Music Private Instruction Vocal Major** (0-2-2), fall, spring. Voice majors only. May be repeated. Prerequisite: Pass sophomore proficiency. Lesson fee.

**MPVM 431 Music Private Instruction Vocal Major** (0-3-3), fall, spring. Voice majors only. May be repeated. Prerequisite: Pass sophomore proficiency. Lesson fee.

**MPVN - MUSIC PRIVATE INSTRUCTION VOCAL, NON-MAJOR***Department of Music (CAS)*

**MPVN 211 Music Private Instruction Vocal Non-major** (0-1-1), fall, spring. Voice non-majors only. May be repeated. Lesson fee. Note: Students who are taking voice for the first time must have a placement interview with the Vocal Division Director.

**MPVN 411 Music Private Instruction Vocal Non-major** (0-1-1), fall, spring. Voice non-majors only. May be repeated. Prerequisite: Two semesters of MPVN 211. Lesson fee.

**MUCM - CHURCH MUSIC***Hardin-Simmons University's Department of Music*

**MUCM 4327 Survey of Congregational Song** (3-0-3), spring, odd years. The study of congregational song and its historical development. Areas of study include biblical backgrounds, poetic features, liturgies, psalmody, hymnody, and contemporary corporate song. Analysis of the planning and use of song in corporate worship will be explored. This course is offered intercollegiately through Hardin-Simmons University.

**MUCM 4328 Philosophy of Church Music** (3-0-3), spring, even years. Philosophy of Church Music is designed to help students develop a working philosophy of the role of music in the worship and general life of the church. Students will study Biblical precepts and historical thought to gain a scriptural perspective to music and worship and come to a better understanding of the philosophical issues that face church musicians. The precepts will be applied to current issues facing the church and students will be asked to develop a knowledgeable philosophy to apply to these situations. This course is offered intercollegiately through Hardin-Simmons University.

**MUPC - MUSIC CLASS PIANO***Department of Music (CAS)*

**MUPC 113 Music Class Piano** (1-1-1), fall. Class lessons are available to music majors working toward the piano proficiency. One section is available for non-majors. Lesson fee.

**MUPC 114 Music Class Piano** (1-1-1), spring. Class lessons are available to music majors working toward the piano proficiency. One section is available for non-majors. Prerequisite: MUPC 113. Lesson fee.

**MUPC 213 Music Class Piano** (1-1-1), fall. Class lessons are available to music majors working toward the piano proficiency. One section is available for non-majors. Prerequisite: MUPC 114. Lesson fee.

**MUPC 214 Music Class Piano** (1-1-1), spring. Class lessons are available to music majors working toward the piano proficiency. One section is available for non-majors. Prerequisite: MUPC 213. Lesson fee.

**MULTIMEDIA (SEE JMC – JOURNALISM AND MASS COMMUNICATION)****MUPM - MUSIC PRIVATE INSTRUCTION PIANO, MAJOR***Department of Music (CAS)*

**MUPM 221 Music Private Instruction Piano, Major** (0-2-2), fall, spring. Piano majors only. May be repeated. Lesson fee.

**MUPM 231 Music Private Instruction Piano, Major** (0-3-3), fall, spring. Piano majors only. May be repeated. Lesson fee.

**MUPM 421 Music Private Instruction Piano, Major** (0-2-2), fall, spring. Piano majors only. May be repeated. Prerequisite: Pass sophomore proficiency. Lesson fee.

**MUPM 431 Music Private Instruction Piano, Major** (0-3-3), fall, spring. Piano majors only. May be repeated. Prerequisite: Pass sophomore proficiency. Lesson fee.

**MUPN - MUSIC PRIVATE INSTRUCTION PIANO, NON-MAJOR***Department of Music (CAS)*

**MUPN 211 Music Private Instruction Piano, Non-major** (0-1-1), fall, spring. Piano non-majors only. May be repeated. Lesson fee. Note: Students who are taking piano for the first time must have a placement interview with the Piano Division Director.

**MUPN 411 Music Private Instruction Piano, Non-major** (0-1-1), fall, spring. Piano non-majors only. May be repeated. Prerequisite: Two semesters of MUPN 211. Lesson fee.

**MUSC - MUSIC MISCELLANEOUS***Department of Music (CAS)*

**MUSC 217 English and Italian Diction** (1-1-1), fall. The study and application of the Italian and English languages to vocal literature through the use of the International Phonetic Systems (IPS).

**MUSC 218 French and German Diction** (1-1-1), spring. The study and application of the French and German languages to vocal literature through the use of the International Phonetic System (IPS). Prerequisite: MUSC 217 or consent of instructor.

**MUSE - MUSIC EDUCATION***Department of Music (CAS)*

**MUSE 110 Concepts of Percussion** (2-0-1), spring, odd years. Survey of percussion performance practices and literature.

**MUSE 115 Concepts of High Brasses** (2-0-1), fall, odd years. Survey of performance practices, literature, and history of trumpet and French horn.

**MUSE 116 Concepts of Clarinet and Saxophone** (2-0-1), spring, odd years. Survey of performance practices, literature, and history of clarinet and saxophone.

**MUSE 117 Concepts of Low Brasses** (2-0-1), spring, even years. Survey of performance practices, literature and history of trombone, euphonium and tuba.

**MUSE 118 Concepts of Flute and Double-Reeds** (2-0-1), fall, even years. Survey of performance practices, literature and history of flute, oboe and bassoon.

**MUSE 119 Concepts of Strings** (2-0-1), spring, even years. Survey of performance practices, literature, and history of stringed instruments.

**MUSE 211 Concepts of Jazz and Improvisation** (1-1-1), fall, even years. A survey of Jazz from 1890 to the present with special emphasis on improvisational skills.

**MUSE 221 Jazz Pedagogy** (2-0-2), fall, even years. Explores the various skills and techniques used in teaching jazz and running a jazz program at the secondary and college level.

**MUSE 235 Instrumental Concepts** (1-1-1), fall, odd years. A study of teaching, playing and care of orchestra/band instruments for the vocal music education major. Instrument groups included will be strings, woodwind, brass and percussion.

**MUSE 236 Vocal Concepts** (1-1-1), fall, odd years. A study of the pedagogical aspects of the human voice, diction for singers and choral techniques for the instrumental music education major.

**MUSE 330 Music Education for Elementary Teachers** (3-0-3), fall, spring. Instruction in music fundamentals and the integration of music into the elementary classroom curriculum. Designed for elementary education majors. Prerequisite: Admission to the Teacher Education Program.

**MUSE 332 Elementary Music Techniques and Literature** (3-0-3), spring. Survey and evaluation materials and methods used in teaching music in the elementary school. Prerequisite: 12 hours of music. Satisfies requirement for EDUC 431.

**MUSE 333 Secondary Music Methods: Choral Organization and Administration** (3-0-3), spring, odd years. Organizational skills and management techniques necessary for the maintenance of a vocal choral organization. Special emphasis on literature for the large ensembles. Satisfies requirement for EDUC 412.

**MUSE 334 Beginning Conducting** (2-0-2), fall. Techniques of conducting both choral and instrumental groups. Supervised laboratory experience. Prerequisite: 12 hours of music.

**MUSE 335 Concepts of Piano Performance** (3-0-3), spring, even years. The elements of successful piano teaching at all levels, including literature, technique, musicianship, and style.

**MUSE 336 Concepts of Vocal Performance** (3-0-3), fall, even years. Methods and pedagogical procedures in vocal instruction.

**MUSE 337 Intermediate Conducting** (1-0-1), spring. Advanced techniques of conducting, rehearsal methods, and score study of field-specific literature. Supervised lab experience. Choral and instrumental sections taught separately. Prerequisite: MUSE 334.

**MUSE 338 Band Methods: Marching Techniques and Wind Literature** (2-0-2), fall, even years. Students will learn the methods and techniques of organizing and directing a school band program by focusing on the planning, writing, and rehearsing of a marching band drill as well as historical and performative aspects of wind literature. Prerequisite: MUSE 334 and MUST 332.

**MUSE 339 Secondary Music Methods - Instrumental** (3-0-3), spring, odd years. Organizational skills and management techniques necessary for the maintenance of a large performance ensemble. Prerequisite: MUSE 338.

**MUSE 449 Professional Practice in Music Education** (1-0-1), spring. This course provides an advanced review of professional practice in music education for Pre-K through 12 settings. The course culminates in the first formal submission of the Teacher Education e-portfolio and competition of the showcase presentation. Prerequisite: Participation in August Experience. For seniors only.

**MUSICAL THEATRE (SEE THEA – THEATRE)****MUSM - MUSICOLOGY***Department of Music (CAS)*

**MUSM 131 Music in World Cultures** (2-0-2), spring. Survey of traditional, classical and contemporary music from selected world cultures. Special attention will be given to placing music into cultural context. Also, various methodologies of studying and teaching indigenous music of various cultures will be explored. May be used to satisfy University Requirements.

**MUSM 132 Music Literature** (2-0-2), fall. A survey of western music from the middle ages through the contemporary period, emphasizing major composers and compositions of Western art music. May be used to satisfy University Requirements.

**MUSM 230 Survey of Music in Western Culture** (3-0-3), fall, odd years, summer. Examines the musical, historical, and social aspects of Western music from the Middle Ages, Renaissance, Baroque, Classic, Romantic, and Contemporary periods. Emphasis is placed on the active listening of representative genres, characteristics, and styles. May be used to satisfy University Requirements.

**MUSM 231 Survey of Jazz** (3-0-3), spring, odd years. Surveys the musical, historical and social aspects of jazz from its inception to the present day, with an emphasis on representative genres (including the Blues, New Orleans and Chicago Styles, Swing, Bop, Cool/Third-Stream, Free-Form (Avant Garde), Fusion, and Contemporary), characteristics, styles and performers. May be used to satisfy University Requirements.

**MUSM 232 Survey of Popular Music** (3-0-3), spring, even years, summer. Surveys the musical, historical and social aspects of popular music in America from the late nineteenth century to the present. Emphasis on representative genres (including Tin Pan Alley, Blues,

Country and Western, Big Band, Rock and Roll, Rhythm and Blues, Punk, Heavy Metal, and Hip Hop), characteristics, styles and performers. May be used to satisfy University Requirements.

**MUSM 233 Survey of World Music** (3-0-3), fall, even years. Surveys traditional, classical, and contemporary music from selected world cultures through representative genres, characteristics and styles. Special attention will be given to placing music into cultural context. May be used to satisfy University Requirements.

**MUSM 331 Solo Vocal Literature** (3-0-3), fall, odd years. A survey of the Western European and American Art Song from its origin in the mid-eighteenth century to the present. Emphasis on major composers and representative literature.

**MUSM 431 Music History I: Antiquity to 1750** (3-0-3), fall. A survey of the development of musical genres, styles, and compositional practices from Antiquity to 1750. Attention will be given to parallel developments in church history and liturgy as they relate to music. Prerequisites: MUSM 131, 132, and MUST 332. **A capstone and writing-intensive course.**

**MUSM 432 Music History II: 1750-the Present** (3-0-3), spring. A survey of the development of musical genres, styles, and compositional practices from 1750 to the present day. Prerequisites: MUSM 131, 132, 431.

**MUSM 439 Opera History** (3-0-3), spring, odd years. Development and history of opera as a musical and dramatic art form.

**MUSM 441 Solo Piano Literature** (3-0-3), fall, even years. Survey of solo piano music from the 18th century to the present. Emphasis on major composers and their representative works.

**MUSM 442 Ensemble Piano Literature** (3-0-3), spring, odd years. Survey of ensemble piano music from the early 18th century to the present. Emphasis on major composers and their representative works. Prerequisite: MUSM 441.

**MUSM 449 Capstone Seminar in Music History and Theory** (1-0-1), spring. Review of the six historical time periods with systematic analysis (historical and theoretical) of music from the Common Practice Era. Style identification and analytical projects tailored to the needs of the class. Designed to prepare students for the ExCET and graduate entrance exams. Prerequisites: MUSM 431 and/or concurrent enrollment in MUSM 432 and MUST 332. **A capstone course.**

### **MUSR - RECITAL SEMINAR**

*Department of Music (CAS)*

**MUSR 301 Recital Seminar** (0-1-No credit), fall, spring. Seminar in listening and performance. Includes attendance at departmental, organizations, faculty, and solo recitals. Required for music majors (whether for credit/No-Credit until eight semesters have been completed). May be repeated. Participation fee. Same as MUSR 311.

**MUSR 311 Recital Seminar** (0-1-1), fall, spring. Seminar in listening and performance. Includes attendance at departmental, organizations, faculty, and solo recitals. Required for music majors (whether for Credit/No-Credit until eight semesters have been completed). May be repeated. Same as MUSR 301. Choral, Instrumental, and Piano meet separately.

### **MUST - MUSIC THEORY**

*Department of Music (CAS)*

**MUST 111 Elementary Theory: Sight Singing and Ear Training** (1-1-1), fall. Singing in treble, bass, alto, and tenor clefs; major and minor modes, elementary melodic and harmonic diction. Prerequisite: Concurrent enrollment in MUST 131.

**MUST 112 Elementary Theory: Sight Singing and Ear Training** (1-1-1), spring. Prerequisites: MUST 111, 131; concurrent enrollment in MUST 132.

**MUST 120 Music Fundamentals** (2-0-2), fall. A review of the fundamentals of music including clefs, key signatures, time signatures,

and notation. Designed to prepare students for the music theory sequence.

**MUST 131 Elementary Theory I: Analysis and Keyboard** (3-0-3), fall. Introduction to analysis, part-writing, figured bass realization, and harmonization using diatonic harmony. Prerequisite: A Music Entrance Exam score of greater than 40 percent or satisfactory completion of MUST 120. Concurrent enrollment in MUST 111 required.

**MUST 132 Elementary Theory II: Analysis and Keyboard** (3-0-3), spring. Continuation of analysis, part writing, figured bass realization and harmonization covering the harmonic vocabulary of 18th century music including diatonic chords, secondary dominants, and modulation. Prerequisites: MUST 111, 131; concurrent enrollment in MUST 112.

**MUST 211 Advanced Theory: Sight Singing and Ear Training** (1-1-1), fall. Includes chromaticism and modulations to closely related keys. Prerequisites: MUST 112, 132; concurrent enrollment in MUST 231 required.

**MUST 212 Advanced Theory: Sight Singing and Ear Training** (1-1-1), spring. Continuation of MUST 211 with modulations to all keys. Emphasis on development of improvisational skills. Prerequisite: MUST 211; concurrent enrollment in MUST 232 required.

**MUST 231 Advanced Theory I: Analysis and Keyboard** (3-0-3), fall. Analysis, part-writing, and figured bass realization and harmonization covering the extended harmonic vocabulary of the nineteenth century including modulation, altered chords, chromatic harmony, and modes. Prerequisites: MUST 112, 132; concurrent enrollment in MUST 211 required.

**MUST 232 Advanced Music Theory II: Analysis and Keyboard** (3-0-3), spring. Literature, analysis and theoretical concepts of music since 1900. Emphasis will be placed on computer applications in music. This course satisfies the computer literacy requirements for music majors seeking teacher certification. Prerequisite: MUST 231; concurrent enrollment in MUST 212 required.

**MUST 233 Jazz Theory and Improvisation** (2-0-2), fall, odd years. Introduces the fundamentals of jazz theory and improvisational techniques, emphasizing in-class improvising in various jazz styles and formats. Prerequisite: MUST 231.

**MUST 331 Counterpoint** (2-0-2), fall, odd years. The study and analysis of late 17th and early 18th century polyphony with emphasis on stylistic composition in two and three parts. Prerequisite: MUST 232.

**MUST 332 Forms and Analysis** (1-0-1), spring. An analytical study of selected compositions from the late 17th through the early 20th centuries. Prerequisite: MUST 232.

**MUST 333 Jazz Composition and Arranging** (2-0-2), spring, even years. Explores the technical and creative aspects required to compose and arrange various jazz works ranging from small combo to a traditional big band. Prerequisite: MUST 233.

**MUST 432 Orchestration and Arranging** (2-0-2), fall. Ranges, transpositions, timbres, and individual characteristics of band and orchestra instruments, with experience in scoring for small ensembles, full band, and orchestra. Prerequisites: 12 hours of music including MUST 231, 232, or by permission.

### **NURS - NURSING**

*ACU School of Nursing*

**NURS 250 Applied Pathophysiology** (3-0-3), spring, summer. Applied pathophysiology introduces students to an understanding of disease physiology and clinical manifestations in adults and children with the application of the focused assessments and patient histories needed in safe nursing practice. Prerequisite: Completion of A & P I and Completion or Concurrent Enrollment of A & P II or approval from the Dean.

**NURS 320 Evidence-Based Gerontologic Nursing** (2-0-2), fall only. Evidence-Based Gerontologic Nursing presents the specialized knowledge and application needed by professional nurses to provide

safe, quality, and evidence-based care to the older adults. Prerequisites: Admission to the School of Nursing.

**NURS 330 Pharmacology in Nursing (3-0-3)**, fall only. Pharmacology in Nursing introduces students to the nurse's role in safe medication administration and error prevention for the highest potential health outcomes. Medication classes and nursing implications will be discussed. Prerequisite: Admission to the School of Nursing.

**NURS 335 Mental Health Nursing (2-1-3)**, spring junior year. Physiological and psychological aspects of mental health related to acute and chronic health problems across the lifespan will be examined. The role of the professional nurse in health promotion and illness prevention are key components. Emphasis is placed on the mental health milieu that exists within a community setting. Prerequisites: NURS 321, 322, 323 and 324.

**NURS 350 Clinical Skills I: Fundamentals of Nursing (0-12-4)**, fall only. Clinical Skills I introduces students to the competencies needed to understand and apply the evidence-based clinical reasoning, assessment, planning, implementation, and evaluation within the nursing scope of practice to adult patients across the continuum of care. The course includes simulation and clinical experience in a variety of health care settings. Prerequisites: Admission to the School of Nursing. Co-requisite: NURS 352.

**NURS 351 Nursing Assessment and Diagnostics (3-0-3)**, fall only. Nursing Assessment introduces students to the knowledge, judgment, skills, behaviors, and attitudes of holistic, comprehensive, and focused assessments needed to plan, implement, and evaluate strategies to achieve the highest potential health outcomes. Prerequisites: Admission to the School of Nursing.

**NURS 352 Evidence-Based Fundamentals of Nursing (3-0-3)**, fall only. Evidence-based Fundamentals of Nursing introduces students to the knowledge, judgment, skills, behaviors, and attitudes needed to understand and apply the evidence-based clinical reasoning, implementation, and evaluation within the nursing scope of practice. Prerequisites: Admission to the School of Nursing. Co-requisite: NURS 350.

**NURS 360 Clinical Skills II: Acute Medical-Surgical Nursing (0-12-4)**, spring. Clinical Skills II: Acute Medical-Surgical Nursing facilitates student competencies needed to understand and apply the evidence-based clinical reasoning, assessment, planning, implementation, and evaluation within the nursing scope of practice to patients in acute care simulation and clinical experience in a variety of acute health care settings. Prerequisite: Admission to the nursing program. Co-requisite: 361.

**NURS 361 Evidence-Based Acute Medical-Surgical Nursing (4-0-4)**, spring. Evidence-Based Acute Medical-Surgical Nursing facilitates student learning of knowledge, judgments, skills, and behaviors to implement evidence-based clinical competencies in professional nursing practice. The course will focus on patients requiring hospitalization in a variety of medical-surgical settings. Prerequisite: Admission to the nursing program. Co-requisite: 360.

**NURS 370 Clinical Skills II: Community and Population Health (0-6-2)**, spring only. Clinical Skills II: Community and Population Health introduces students to competencies needed to apply evidence-based nursing standards within the scope of nursing practice to groups, communities, or populations across the continuum of care, using simulation and clinical experiences in a variety of health care settings. Prerequisite: Completion of Level I of the School of Nursing.

**NURS 371 Evidence-Based Community and Population Health (2-0-2)**, spring only. Community and Population Health introduces students to the competencies and roles of community health and public health nursing for disease prevention, health promotion, health maintenance, health restoration, and health surveillance for communities and targeted populations in a variety of community health care settings. Prerequisites: Admission to the nursing program.

**NURS 380 Nursing Research for Evidence-Based Practice (3-0-3)**, spring only. Nursing Research for Evidence-Based Practice introduces students to the knowledge, judgments, skills, and behaviors to initiate, analyze, and apply nursing research and evidence-based standards to nursing practice in health care environments. Prerequisite: Admission to the nursing program.

**NURS 430 Clinical Skills III: Mental Health Nursing (0-6-2)**, fall only. Clinical Skills III: Mental Health Nursing introduces students to the competencies needed to understand and apply the evidence-based nursing practice to patients with mental health and psychosocial issues in a variety of health care settings. Prerequisite: Admission to the nursing program. Co-requisite: NURS 431.

**NURS 431 Evidence-Based Mental Health Nursing (2-0-2)**, fall only. Evidence-Based Mental Health Nursing introduces mental health, cognitive pathophysiology, and psychosocial issues of patients of all ages in a variety of health care settings along the continuum of care. Prerequisite: Admission to the nursing program. Co-requisite: NURS 430.

**NURS 435 Community Health Nursing (3-0-3)**, fall, senior year. Presentation of key concepts, theories, and issues relevant to practice as a public health/community health nurse. Prerequisites: NURS 321, 322, 323, 324, 335, 336; concurrent enrollment in NURS 443.

**NURS 450 Clinical Skills III: Maternity and Pediatric Nursing (0-12-4)**, spring only. Clinical Skills III: Maternity and Pediatric Nursing presents competencies needed to apply evidence-based nursing practice to childbearing women and children of all ages across the continuum of care. The course provides simulation and clinical experiences in a variety of health care settings. Prerequisite: Admission to the nursing program. Co-requisite: NURS 453.

**NURS 452 Leadership and Management in Nursing (3-0-3)**, spring, senior year. Explore concepts of leadership and management through an examination of: various leadership/management theories, application of ethical and legal principles, organizational and resource management styles, meeting consumer needs and delegation of nursing care. Emphasis on the student demonstrating critical thinking in the application of the leader/manager role. Prerequisites: NURS 443; concurrent enrollment in NURS 451 and 495.

**NURS 453 Evidence-Based Maternity and Pediatric Nursing (4-0-4)**, spring only. Maternity and Pediatric Nursing introduces students to competencies needed to implement holistic, comprehensive, and safe nursing practice on childbearing women and children of all ages across the health continuum, and in a variety of health care settings. Prerequisite: Admission to the nursing program. Co-requisite: NURS 450.

**NURS 462 RN - Evidenced-Based Practice II (4-2-6)**, spring. Examination of physiological and psychological responses to serious health problems with emphasis on clients who experience critical physiological deviations with a special focus on older adults. Prerequisites: NURS 443, 460 and 461.

**NURS 464 Nursing Leadership and Management (3-0-3)**, fall only. Nursing Leadership and Management introduces evidence-based concepts and competencies in nursing leadership and management to promote safety and quality care within complex health care systems. Prerequisites: Admission to the nursing program. **A writing-intensive and capstone course.**

**NURS 475 Clinical Skills IV: Advanced Medical-Surgical Nursing (0-18-6)**, spring only. Clinical Skills IV: Advanced Nursing facilitates student competencies needed to apply the evidence-based leadership/management skills, and nursing process for safety and quality care in high acuity simulation and complex care settings. Prerequisite: Admission to the nursing program. Co-requisite: NURS 476.

**NURS 476 Evidence-Based Advanced Medical-Surgical Nursing (3-0-3)**, spring only. Advanced Medical-Surgical Nursing facilitates student learning of competencies required to implement evidence-based safety and quality care to patients with complex needs in professional nursing

practice. Prerequisite: Admission to the nursing program. Co-requisite: NURS 475.

**NURS 498 Integration of Evidence Based Nursing Practice** (3-0-3), spring only. Integrates all nursing competencies in complex multiple patient care situations for individual and health care system effectiveness. Prerequisite: Admission to the nursing program.

**NURS 701 DNP Role** (3-0-3). This course analyzes the roles and responsibilities of DNPs and the competencies required for practitioner, leader, advocate, collaborator, and clinical scholar. Students will apply theoretical/conceptual frameworks that support implementation of the DNP role in a variety of health care delivery settings and evaluate their effectiveness.

**NURS 703 Informatics to Improve Patient Care** (3-0-3). Students explore information technology and patient care technologies to improve patient outcomes in a variety of settings. Students focus on designing databases for clinical projects and collecting and analyzing appropriate and accurate data in order to predict and analyze outcomes of care. Further, students use this analysis to identify gaps in evidence for practice and thus, improve patient care delivery. Prerequisite: NURS 701.

**NURS 705 Applied Statistics and Research** (3-0-3). This course explores research designs, improvement science, and statistical analysis to analyze evidence-based practice literature and protocols to improve healthcare delivery. As part of the course of study, students develop the need for a DNP scholarship project through a comprehensive literature review of an identified healthcare problem. Prerequisites: NURS 701 and 703.

**NURS 712 Epidemiology and Population Health** (3-0-3). This course integrates concepts from Epidemiology and Population Health in order to improve aggregate and selected population health. The role of the DNP in improving population health through collaboration with groups, organizations, and networks, and the use of epidemiological applications and technology are emphasized. Prerequisites: NURS 701, 703, and 705.

## **NUTR - NUTRITION**

*Department of Kinesiology and Nutrition (CEHS)*

**NUTR 120 Nutrition and Wellness** (3-0-3), fall, spring. Addresses current trends in nutrition (information and misinformation), food safety, world nutrition and hunger issues, and the impact of nutrients, diet, and weight control on health. It empowers the students to ask questions concerning nutrition and seek answers appropriately. May be used to satisfy University Requirements.

**NUTR 221 Introductory Nutrition** (3-0-3), fall. Nutritional needs of various age groups and the influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior presented in a descriptive survey of nutrient requirements and utilization by the human body.

**NUTR 222 Food Selection and Preparation** (2-4-3), fall. Study of basic food science and culinary techniques. The student will demonstrate basic food preparation and presentation. Provides working knowledge of food selection, food safety and sanitation, pleasurable eating, sensory evaluation of food, and food regulations.

**NUTR 224 Nutrition for Exercise and Sport** (3-0-3), spring. Provides comprehensive, accurate, and up-to-date information concerning basic fundamentals of how the active individual can achieve optimal nutrition by fueling before, during, and after exercising. Examines how the athlete can use nutrition to achieve peak performance.

**NUTR 322 Biochemistry of Nutrition I** (3-0-3), fall. Focuses on normal nutrition and physiological function. Applies biochemistry to nutrient use from consumption through digestion, absorption, distribution, and cellular metabolism. It integrates life processes from the cellular level through the multisystem operation of the whole organism. Prerequisites: CHEM 111/113 and CHEM 112/114 or CHEM 131/133 and CHEM 132/134, BIOL 291/293 and BIOL 292/294, and NUTR 221.

**NUTR 323 Biochemistry of Nutrition II** (3-0-3), spring only. Applies biochemistry to nutrient use from consumption through digestion, absorption, distribution, and cellular metabolism and integrates physiological processes from the cellular level through the multisystem operation of the whole organism. Prerequisites: NUTR 221, NUTR 322; CHEM 112/114 or 132/134.

**NUTR 325 Quantity Food Production and Service** (2-4-3), fall. Provides working knowledge of food consumption issues and trends, menu planning, purchasing and procurement of food and equipment. Scheduling, food production, and delivery systems are addressed. The student will demonstrate ability to perform recipe modification and cost. Field experience required.

**NUTR 327 Nutrition Through the Life Cycle** (3-0-3), fall. The study of each life cycle stage concerning nutritional foundations that are essential for positive development and health. It addresses the role of nutrition and factors that influence nutritional status. Nutrition assessment and disease states for each life cycle are studied. Prerequisite: NUTR 221.

**NUTR 328 Community Nutrition** (3-0-3), fall. Study of public policy development and current nutrition issues affecting public health. Provides working knowledge of assessment and treatment of nutritional health risks, food availability and access, and community nutrition programs. The student will demonstrate the ability to screen individuals for nutritional risk and determine nutrient needs of individuals and groups in the community. Prerequisite: NUTR 221.

**NUTR 401 Nutrition Seminar** (1-0-1), fall. Explores professional aspects of employment including health care policy and administration, code of ethics, standards of practice, performance improvement, and reimbursement issues. Personal portfolio will be developed. Required of nutrition majors in the NDPD concentration. Prerequisite: junior standing. **A capstone course.**

**NUTR 421 Nutrition Assessment and Education** (3-0-3), spring. Provides information concerning objective measures of nutritional status and determination of responsiveness to medical nutritional therapy. Dietary counseling techniques are explored. Prerequisite: NUTR 221. **A capstone and writing-intensive course.**

**NUTR 423 Food Safety** (1-0-1), spring. Provides accurate, science-based information on all aspects of handling food and incorporates the latest Food and Drug Administration Food Code in a realistic manner. The nationally recognized ServSafe examination by the National Restaurant Association Educational Foundation will be administered for certification. Prerequisite: NUTR 222.

**NUTR 425 Medical Nutrition Therapy I** (3-0-3), spring. Provides working knowledge of pathophysiology related to nutrition care, medical nutrition therapies, assessment of need for adaptive feeding techniques, and nutritional pharmacology. The student will demonstrate the ability to interpret medical terminology and laboratory parameters, calculate and define therapeutic diets, determine nutrient requirements, and calculate enteral and parenteral formulations. Prerequisites: BIOL 291/293, 292/294; NUTR 322.

**NUTR 426 Food Science** (2-4-3), spring. Study of experimental methodology, food additives and preservatives, principles of food processing, and biotechnology. Provides working knowledge of sensory and objective evaluation of foods. The student will demonstrate the ability to apply knowledge of functions of ingredients in food. Prerequisite: NUTR 222.

**NUTR 427 Food System Organization and Administration** (3-0-3), spring. Study of management theories and leadership. Provides working knowledge of financial management including interpretation of financial data, determination of costs, and budget preparation. Field experience required.

**NUTR 428 Medical Nutrition Therapy II** (3-0-3), fall only. Provides working knowledge of pathophysiology related to nutrition care, medical nutrition therapies, assessment of need for adaptive feeding techniques, and nutritional pharmacology, including interpreting medical

terminology and laboratory parameters, determining nutrient requirements, and calculating therapeutic diets and enteral and parenteral formulations. Prerequisites: BIOL 292/294; CHEM 112/114 or 132/134; NUTR 322, 323, and 425.

**NUTR 429 Medical Nutrition Therapy III** (1-5-3), spring. Provides working knowledge of health behaviors, ethics of care, reimbursement issues, health care policies, and quality improvement methods. The student will demonstrate the ability to complete comprehensive nutrition assessments, measure, calculate, and interpret body composition data, make appropriate nutritional recommendations, counsel patients concerning nutrition, and provide appropriate documentation. Field experience hours in a clinical setting required. Prerequisite: NUTR 428.

**NUTR 450 Capstone in Dietetics** (2-0-2), spring. In-depth study of domains of the Registration Examination for Dietitians. Students assess their learning needs and research topics to enhance critical thinking and application skills in the domains of Food and Nutrition, Clinical and Community Nutrition, Nutrition Diagnosis, Education and Research, Food and Nutrition Systems, and Management. This course should be taken the spring before graduation. Prerequisite: Senior standing in the NDPD concentration of the Nutrition major. **A capstone course.**

**NUTR 521 Dietetic Internship** (3-0-3), fall, spring. Provides working knowledge of the domains of dietetics: principles of dietetics, nutrition care for individuals and groups, management of food and nutrition programs and services, and food service systems. Prerequisite: Completion of Didactic Program in Dietetics Requirements and B.S. degree in Nutrition or related field. Must be admitted to the ACU Dietetic Internship. May be repeated for 6 hours of credit.

**NUTR 522 Weight Management** (3-0-3), summer. Provides working knowledge of pathophysiology, medical nutrition therapies, pharmacology, and surgical procedures related to overweight and obesity. The nutrition care process will be utilized throughout all aspects of nutritional care. Prerequisite: Completion of Didactic Program in Dietetics requirements.

**NUTR 523 Nutrition and Poverty** (3-0-3), fall. Nutritional effects of poverty in the US and developing countries on physical, education and emotional status of individuals and families. Impacts of government and non-profit programs (including WIC, Food Stamps, and food banks) on nutritional outcomes. Students apply appropriate methods of assisting families with nutritional food choices and budgeting. Prerequisite: Enrolled in Abilene Christian University's Dietetic Internship Certificate Program.

**NUTR 621 Nutrition Research** (3-0-3), spring. Overview of the research process used to enhance evidence-based knowledge in the field of nutrition. Includes use of literature reviews, formulation of research questions and study designs, managing a nutritional study, preparing surveys and interviews, and interpreting quantitative and qualitative data. Formulation of research proposal and obtaining IRB approval. Prerequisite: Enrolled in Abilene Christian University's Dietetic Internship Certificate program.

### **OCCT - OCCUPATIONAL THERAPY**

*Department of Occupational Therapy (CEHS)*

**OCCT 601 Musculoskeletal Anatomy** (4-0-4), fall. The purpose of this course is to provide the student with lecture and laboratory study of human musculoskeletal anatomy. The course is designed for occupational therapy (OT) and other health science students and will focus on material most pertinent to the practice of OT and other health professions. Prerequisite: BIOL 291 and 292 or Equivalent of Anatomy and Physiology I and II with labs (8 hours).

**OCCT 603 Foundations of OT** (2-0-2), fall. The purpose of this course is to provide students with the foundations of the occupational therapy profession including the historical development of the profession, the occupational therapy process, and an introduction to professional ethics, values and responsibilities.

**OCCT 605 Theory in OT** (3-0-3), fall. In this course, the learner will critique and discuss many of the theoretical perspectives commonly used

in occupational therapy practice, including those that focus on occupation-based practice. This course will also provide students the opportunity to apply theoretical perspectives to occupational therapy assessment and treatment planning, compare and contrast theoretical perspectives, and make an educated decision about which perspectives best meet the needs of the client and the frame work of the profession. The overarching theme of the course is the importance of occupation in the promotion of health and the prevention of disease and disability.

**OCCT 607 Intro to Making** (5-1-6), fall. This course is designed to provide an understanding of design theory and innovation to support occupational performance, participation, health and wellbeing. The content of this course includes: Intro to "making"; design theory; Instruction in the Maker Lab tools; Case studies applicable to OT requiring assistive devices; and Activity analysis.

**OCCT 617 Social Conditions** (2-0-2), fall. This course examines current social, economic, political, geographic, and demographic factors to develop cultural sensitivity and promote ethical practice with persons experiencing, or at risk for experiencing, social injustice and/or occupational deprivation. In particular, variables affecting the health and wellness needs of such persons will be considered. Learners will be able to articulate the roles and responsibilities of practitioners to advocate for change.

**OCCT 631 Neuroscience** (4-0-4), spring. OCCT 631 provides the student with knowledge regarding identification, evaluation, and intervention using the occupational therapy process for restoration of function for patients with physical disabilities. Prerequisites: Life Span Development and OCCT 603.

**OCCT 635 Pediatric Evaluation, Assessment and Implementation with Lab** (2-2-4), fall. Evidence-based occupational therapy evaluation, intervention, and service delivery for pediatric populations.

**OCCT 637 Research in OT I** (2-0-2), spring. This course articulates the importance of evidence based research, application of evidence based research to scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy.

**OCCT 639 Adult Evaluation, Assessment, and Implementation with Lab** (5-1-6), spring. OCCT 639 addresses the screening and evaluation of multi-aged adults with occupational dysfunction resulting from physical and/or cognitive impairments and disabilities. Within the applicable theoretical context, students will a) assess the need for occupational therapy intervention, and b) select and apply clinical and non-clinical approaches appropriate for a client's occupational performance within his/her context. Prerequisites: Life Span Development and OCCT 603.

**OCCT 641 Health Conditions Seminar** (2-0-2), spring. In OCCT 641, students hear physicians and other medical specialists discuss prevalent diseases and injuries in the population at large. This course also focuses on physicians' communication styles; acquainting students with medical terminology needed to communicate with healthcare providers, patients, and their families. Prerequisites: Life Span Development.

**OCCT 651 Mental Health Conditions, Wellness and Social Participation** (2-1-3), summer. In this course, emphasis will be placed on the most commonly seen psychiatric symptoms, behavioral health correlates, screening and psychiatric occupational therapy techniques including groups for use within a multicultural setting. Prerequisite: Abnormal Psychology.

**OCCT 655 Mental Health, Wellness and Participation, Fieldwork Level 1 and Documentation** (1-1-2), summer. This course will afford students the opportunity for hands-on assessment, evaluation, treatment planning and client intervention. The goal of Level 1 fieldwork per ACOTE standards is, "To introduce the student to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients." Prerequisites: OCCT 617, 603, 601, 607, 690, 637, 639.

**OCCT 661 Hand and Upper Extremity Conditions** (2-2-4), fall. This course will provide an overview of principles in treatment and common

injuries/conditions for the shoulder, elbow, wrist, and hand. Course study will integrate the student's knowledge of anatomy and kinesiology and move toward specific assessment and treatment of the upper extremities. Lab sessions will focus on advanced splinting, assessment tools, and intervention techniques. Prerequisites: OCCT 601 and 639.

**OCCT 670 Group Process** (1-1-2), summer. This course consists of the utilization of psychosocial models of practice, frames of reference and theories of group development, including communication, conflict resolution and the influence of culture and contexts on group process. Students will be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. Prerequisites: OCCT 603, 607, 617, 639, 641.

**OCCT 690 Physical Disabilities Fieldwork Level I and Documentation** (2-0-2), spring. The goal of this course is to introduce the student to documentation standards, occupational therapy service delivery standards and therapeutic use of self in preparation for fieldwork. Students will be introduced to real work environments and hands on application of occupational therapy services as related to concurrent courses. Prerequisites: OCCT 601, 603, 607, and 617.

**OCCT 695 Pediatrics Fieldwork Level I** (1-1-2), fall. This course will provide field experience in the content area of pediatrics. Prerequisites: Human and Life Span Development; OCCT 690.

**OCCT 703 Implementing OT Treatment** (2-0-2), spring. This course is designed to be an online mentoring course for the MSOT students who are going out on their first Fieldwork Level II experience. Prerequisites: OCCT 639, 635, and 661.

**OCCT 711 Ethical and Professional Decision Making in OT** (1-0-1), fall. This course is designed to promote ethical reflection and practice in the roles of being an occupational therapist. Prerequisites: OCCT 603, 639, 635, 651, and 661.

**OCCT 735 Research in OT II** (2-1-3), fall. This course supports beginning research skills in a practice setting with a faculty-led research activity embedded into the second portion of this course. Prerequisites: Statistics; OCCT 637.

**OCCT 739 Management & Leadership in OT** (2-0-2), spring. After successfully completing the course, students will be able to plan and manage the delivery of evidence-based and occupation-based therapy services that are efficacious and cost effective and provided within the varying contexts of a dynamic health care environment. Students will employ professional, collaborative skills to integrate input from multiple systems, business models, and governing structures into the planned delivery of occupational therapy services. Prerequisite: OCCT 711.

**OCCT 790 Fieldwork Level II** (6-0-6), summer. Fieldwork Level II is designed to afford students the opportunity for hands-on assessment, evaluation, treatment planning, and client intervention. Students will develop entry-level competencies for the Level II fieldwork by the end of the experience. Prerequisites: OCCT 690, 655, and 695.

**OCCT 791 Professional Preparation** (1-0-1), spring, summer. This course is intended to be a preparation course for the second Fieldwork Level II in the curriculum and for the NBCOT Certification Exam. This course also includes developing a professional development plan with an advisor as the student transitions from the Level II Fieldwork experience into employment. Prerequisite: Completion of ACU MSOT curriculum.

**OCCT 795 Fieldwork Level II** (6-0-6), summer. Fieldwork Level II is designed to afford students the opportunity for hands-on assessment, evaluation, treatment planning, and client intervention. Students will develop entry-level competencies for the Level II fieldwork by the end of the experience. Prerequisites: OCCT 690, 655, 695, and 790.

## **PAINTING (SEE ART)**

## **PEAC – PHYSICAL EDUCATION ACTIVITY**

*Department of Kinesiology and Nutrition (CEHS)*

**PEAC 100 Lifetime Wellness** (1-2-1), fall, spring, summer. Examines the components of health fitness. Evaluates one's current status and shows how to develop and maintain a healthful lifestyle. This is an activity class. Fulfills KINE University Requirements.

**PEAC 101 Fitness in Action** (1-2-1), fall, spring. This course is designed to allow students to improve physical fitness in a self-paced format by utilizing the Fitness Key system in the Student Recreation and Wellness Center. Course fee required. Fulfills KINE activity requirement.

**PEAC 202 Adapted Physical Activity** (0-3-1), fall, spring. Individualized rehabilitation and fitness program designed for students with specialized needs or considerations. Emphasis on improving fitness levels relative to the individual's needs and goals. May be substituted for a general activity course. Fulfills KINE activity requirement. Prerequisite: Instructor permission required.

**PEAC 203 Ballet** (0-3-1), fall, spring. A practical class for developing ballet technique and performance skills. This course explores the athleticism and artistry of ballet through class elements of barre and center floor progressing to work with artistry, musicality, and performance skills through variations. Students will create their own movement compositions. Fulfills KINE activity requirement.

**PEAC 204 Modern Dance** (0-3-1), fall, spring. This course explores various modern movement styles, creating body awareness and working towards efficiency of movement. Classwork highlights weight shifts, body articulation, on/off balance work, momentum, transitions, musicality, traveling, breath, performance skills, and composition. Students are exposed to theories, practices, and experiences to create their own original movement compositions. Fulfills KINE requirement.

**PEAC 205 Yoga** (0-3-1), fall, spring. Instruction in the practice of Hatha/ Flow Yoga. General philosophy, history, and benefits toward wellness will be included. The performance of asanas (postures) and prayamas (breathing exercises) in order to improve wellness will be emphasized. Fulfills KINE activity requirement.

**PEAC 206 Strength Training** (0-3-1), fall, spring. Theory and practice involving the development of muscular strength and muscular endurance. Fulfills KINE activity requirement.

**PEAC 207 Martial Arts** (0-3-1), fall, spring. Introduces the student to the basic concepts and techniques of self-defense. The student will learn to perform practical and traditional martial arts techniques. Special fee required. Fulfills KINE activity requirement.

**PEAC 210 Cycling** (0-3-1), spring. An introduction to the use of the bicycle for fitness and recreation. Personal bicycle required. Fulfills KINE activity requirement.

**PEAC 211 Cross-Training** (0-3-1), fall, spring. A conditioning course that focuses on both cardiovascular fitness and muscular strength and endurance. Fulfills KINE activity requirement.

**PEAC 212 Beginning Badminton** (0-3-1), fall, spring. Instruction in fundamentals and practice. Fulfills KINE activity requirement.

**PEAC 214 Aerobics** (0-3-1), fall, spring. Instruction and practice in rhythmic aerobic activities. Fulfills KINE activity requirement.

**PEAC 215 Jogging for Fitness** (0-3-1), fall, spring. Instruction in fitness jogging for both present and lifetime use. Fulfills KINE activity requirement.

**PEAC 216 Walking for Fitness** (0-3-1), fall, spring. Instruction in fitness walking for both present and lifetime use. Fulfills KINE activity requirement.

**PEAC 217 Beginning Tennis** (0-3-1), fall, spring. Instruction in fundamentals and practice. Fulfills KINE activity requirement.

**PEAC 219 Golf** (0-3-1), fall, spring. Instruction in fundamentals and practice. Course fee. Fulfills KINE activity requirement.

**PEAC 222 Physical Activities for Elementary** (0-3-1), fall, spring. Instruction in physical fitness activities, motor skills, rhythmic activities,



games, sports, and sequential gymnastic and tumbling skills. Designed for interdisciplinary studies elementary majors. Fulfills KINE activity requirement.

**PEAC 224 Disc Golf** (0-3-1), fall, spring. Introduces fundamentals of disc golf, emphasizing improving personal skills through practice, technique. And implementation of basic strategies. Fulfills KINE activity requirement.

**PEAC 226 Water Aerobics** (0-3-1), on demand. Vigorous aquatic activities to attain/maintain aerobic fitness. Excellent alternative to the pounding of "land aerobics." Fulfills KINE activity requirement.

**PEAC 227 Marathon Training** (0-3-1), fall. Instruction and training to complete a marathon, generally geared to the first time marathoner. Fulfills KINE activity requirement. Additional cost required, for periodic joggers to consistent runners.

**PEAC 228 Swimming for Fitness** (0-3-1), fall. This course focuses on fitness activities in water - a great choice for those who enjoy swimming and cross training. Students will build cardiorespiratory endurance, improve stroke mechanics and learn new strokes. Designed for those who can swim, but interested non-swimmers may contact the instructor for approval to enroll. Fulfills KINE activity requirement.

**PEAC 229 Lifeguard Training** (0-3-1), spring. Designed for swimmers. Instruction in strokes, safety, and water rescue. Lifeguard training certification meets the requirements of most pool facilities hiring lifeguards. Special fee required. Fulfills KINE activity requirement.

**PEAC 234 Pickleball** (0-3-1), fall, spring. Instruction in the fundamentals and practice. Fulfills KINE activity requirement.

**PEAC 235 Bowling** (0-3-1), fall, spring, summer. Instruction in the fundamentals and practice. Course fee. Fulfills KINE activity requirement.

**PEAC 237 Beginning Racquetball** (0-3-1), fall, spring. Fundamental theory and practice. Fulfills KINE activity requirement.

**PEAC 239 Snow Skiing** (0-3-1), fall. Special fee and trip required after the end of the semester. Fulfills KINE activity requirement.

**PEAC 341 Scuba Diving** (0-3-1), fall, spring. Instruction in beginning skills, equipment, and safe diving techniques. Special fee required. Fulfills KINE activity requirement.

**PEAC 350 Backpacking** (0-3-1), on demand. Special fee and trip required. Trip scheduled for mid-semester - missing three days of classes. Fulfills KINE activity requirement.

**PEAC 351 Canoe Camping** (0-3-1), spring. Special fee and trip required after the end of the semester. Student may not enroll in summer course without special permission. Fulfills KINE activity requirement.

**PEAC 352 Advanced Snow Skiing** (0-3-1), on demand. Special fee and trip required. Trip scheduled for mid-semester - missing three days of classes. Fulfills KINE activity requirement.

**PEAC 353 Advanced Dance Technique Practicum** (0-3-1), fall, spring. Students serve as demonstrators, providing leadership while developing ballet technical proficiency and performance skills. This course explores the athleticism and artistry of ballet through class elements or barre and center floor progressing working with artistry, musicality, and performance skills through variations. Students create their own movement compositions. Prerequisites: PEAC 203, 204, and placement audition. Fulfills KINE requirement.

## **PHIL - PHILOSOPHY**

*Department of Engineering and Physics (CAS)*

**PHIL 275 Introductory Logic and Critical Thinking** (3-0-3), fall, even years. Validity and soundness of arguments both in ordinary language (e.g. religion) and in the technical language of science, law, theology, and criticism.

**PHIL 378 History and Philosophy of Science** (3-0-3), fall, odd years. Newtonian physics, evolution, thermodynamics, quantum theory, relativity, and the impact of these sciences on religion, philosophy, literature, the arts, and the social sciences. Same as PHYS 378. May be used to satisfy University Requirements.

**PHIL 379 Philosophy, Religion and Science** (3-0-3), spring, odd years. The relationships among God, humans, and nature from the perspectives of philosophy, religion, and science. Same as PHYS 379. May be used to satisfy University Requirements.

**PHIL 380 Introduction to Philosophy** (3-0-3), fall. Basic concerns of philosophy, relation of philosophy to other fields, and a discussion of the major types of philosophy. Same as BIBP 380. May be used to satisfy University Requirements.

**PHIL 451 Philosophy and Social Justice** (3-0-3), fall, even years. This course considers the contributions of major contemporary philosophers to understanding distributive social justice on a national and international level. The class will explore the consistency of various positions with the teachings of Jesus about social justice. Prerequisite: Sophomore standing. May be used to satisfy University Requirements.

**PHIL 478 Philosophy of Religion** (3-0-3), fall, even years. Theism in light of reason, competing world views, and philosophies. Same as BIBP 478.

**PHIL 486 Ethics** (3-0-3), spring. Introduces different philosophical approaches to ethics, while focusing on selected ethical issues facing contemporary Christians. Same as BIBP 486.

**PHIL 487 History of Ancient and Medieval Philosophy** (3-0-3), fall, odd years. The development of philosophical thought during the ancient and medieval periods. Same as BIBP 487.

**PHIL 489 History of Modern Philosophy** (3-0-3), spring, even years. The development of philosophical thought from Hobbes and Descartes through Kant and Hegel with emphasis on epistemology, metaphysics, and ethical theory. Same as BIBP 489.

**PHIL 490 Early Political Philosophy** (3-0-3), fall, even years. The major political philosophers from Plato to Machiavelli. Same as POLS 490.

**PHIL 491 Modern Political Philosophy** (3-0-3), spring, odd years. The major political philosophers from Machiavelli to the present. Same as POLS 491.

## **PHYS - PHYSICS**

*Department of Engineering and Physics (CAS)*

**PHYS 101 Astronomy** (3-0-3), fall, spring, summer. Covers history, development, observational techniques, solar, planetary, stellar, galactic, and cosmological aspects of astronomy. Requires some observation and lab work. May be used to satisfy University Requirements. For non-science majors.

**PHYS 102 Physical Science** (3-0-3), spring. Topics include scientific methods, matter and energy, laws of motion, light, basic relativity theory, structure of the atom, nuclear power and processes, chemical reactions, and others. Applications to societal issues such as pollution, energy resources, medicines, and consumer goods will also be mentioned. May be used to satisfy University Requirements. For non-science majors.

**PHYS 110 General Physics I** (3-0-3), fall, summer. Principles of mechanics, heat, and sound. An algebra-based physics course, designed primarily for liberal arts and pre-medical and pre-dental students. Concurrent enrollment in PHYS 111 is highly suggested. Prerequisite: MATH 109, 124, or 185. May be used to satisfy University Requirements.

**PHYS 111 General Physics I Laboratory** (0-2-1), fall, summer. May be used to satisfy University Requirements.

**PHYS 112 General Physics II** (3-0-3), spring, summer. Electricity, magnetism, light, biophysics, and some modern physics. Concurrent

enrollment in PHYS 113 is highly suggested. Prerequisite: PHYS 110. May be used to satisfy University Requirements.

**PHYS 113 General Physics II Laboratory** (0-2-1), spring, summer. May be used to satisfy University Requirements.

**PHYS 135 Introduction to Electric Circuits** (3-0-3), spring. Basic electrical measurements and devices, introductory electronics. Emphasis on lab work. Intended for those who will use electronic instruments and methods in their profession. Concurrent enrollment in PHYS 136 is required. Prerequisite: Passing MATH 124 or testing into MATH 185 or higher on the Math placement exam. Same as ENGR 135.

**PHYS 136 Introduction to Electric Circuits Laboratory** (0-3-1), spring. Concurrent enrollment in PHYS 135. Same as ENGR 136.

**PHYS 203 Physical Science for Teachers** (3-0-3), fall, spring, summer. A science course of primary interest to pre-service teachers. The course uses inquiry-based and other "best-practice techniques" to apply physical science concepts to situations within the world and at the same time applicable to the future teacher's classroom. May be used to satisfy University Requirements.

**PHYS 220 Engineering Physics I** (3-0-3), spring, and as needed. Mechanics of particles, rigid bodies, fluids, and wave motion. Concurrent enrollment in PHYS 221 is required. Prerequisite: Calculus or concurrent enrollment in MATH 185. May be used to satisfy University Requirements.

**PHYS 221 Engineering Physics I Laboratory** (0-3-1), spring, and as needed. Concurrent enrollment in PHYS 220. May be used to satisfy University Requirements.

**PHYS 222 Engineering Physics II** (3-0-3), fall, and as needed. Heat, thermodynamics, electricity, and magnetism. Concurrent enrollment in PHYS 223. Prerequisite: PHYS 220/221. May be used to satisfy University Requirements.

**PHYS 223 Engineering Physics II Laboratory** (0-3-1), fall, and as needed. Concurrent enrollment in PHYS 222. May be used to satisfy University Requirements.

**PHYS 330 Modern Physics** (3-0-3), spring, and as needed. Special relativity, invariance principles, foundations of quantum mechanics, atomic spectra, molecular physics, nuclear physics, and elementary particles. Laboratory emphasizes atomic and nuclear physics. Concurrent enrollment in PHYS 331. Prerequisite: PHYS 222/223. May be used to satisfy University Requirements.

**PHYS 331 Modern Physics Laboratory** (0-3-1), spring, and as needed. Concurrent enrollment in PHYS 330. May be used to satisfy University Requirements.

**PHYS 342 Measurement Techniques** (2-0-2), fall. An introduction to transducers for measuring physical phenomena such as temperature, pressure, and acceleration. Signal processing and statistical concepts related to measured variables are also included. Prerequisites: PHYS 222, MATH 361. Concurrent enrollment in PHYS 343 required.

**PHYS 343 Measurement Techniques Laboratory** (0-3-1), fall. A laboratory introduction to transducers for measuring physical phenomena such as temperature, pressure, and acceleration. Signal processing and statistical concepts related to measured variables are also included. Prerequisites: PHYS 222, MATH 361. Concurrent enrollment in PHYS 342 required.

**PHYS 360 Electricity and Magnetism** (3-0-3), fall and as needed. Electronics magneto-statics, circuit, theory, Maxwell's equations, electromagnetic field theory, dielectrics, displacement current, current density, Poynting vector, scalar potentials, vector potentials and design applications. Prerequisites: PHYS 222 and concurrent enrollment in PHYS 463 or MATH 463.

**PHYS 362 Optics** (3-0-3), spring. Light, lenses, aberrations, diffraction, interference, polarization, resolving power, coherence, Fourier transforms, spectroscopy. Concurrent enrollment in PHYS 363 is required. Prerequisites: PHYS 222/223; MATH 186.

**PHYS 363 Optics Laboratory** (0-4-1), spring. Concurrent enrollment in PHYS 362.

**PHYS 371 Classical Mechanics** (3-0-3), fall. Vector methods of static systems of forces, couples and moments, particle dynamics, rigid body dynamics, work, kinetic and potential energy, momentum and the conservation laws, and Hamilton and Lagrangian methods. Prerequisites: PHYS 220; Concurrent enrollment in MATH 361.

**PHYS 378 History and Philosophy of Science** (3-0-3), fall, odd years. A study of Newtonian physics, evolution, thermodynamics, quantum theory, relativity, and the impact of these sciences on religion, philosophy, literature, the arts, and the social sciences. Same as PHIL 378. For non-science majors. May be used to satisfy University Requirements.

**PHYS 379 Philosophy, Religion and Science** (3-0-3), spring, odd years. A study of the relations of God, humans, and nature from the perspectives of philosophy, religion and science. Emphasis on the mutual impacts of science and religion. Same as PHIL 379. May be used to satisfy University Requirements. For non-science majors.

**PHYS 388 Network Analysis** (3-0-3), fall, odd years. Active and passive electrical networks, time and frequency domains, Fourier and Laplace transform techniques, and some non-linear circuits. Prerequisite: MATH 361. Same as ENGR 388.

**PHYS 401 Secondary Science Methods** (3-0-3), fall, spring. A study of teaching strategies and curriculum development for the secondary sciences. Presents the Texas Essential Knowledge and Skills, College and Career Readiness Standards, and classroom management and discipline for the science laboratory environment. Must be taken concurrently with EDUC 412 and 432. Should be taken before student teaching. Prerequisite: 16 hours of science from appropriate secondary science teaching degree plan. Same as BIOL 401, CHEM 401.

**PHYS 451 Simulations and Modeling** (3-0-3), spring, odd years. Advanced techniques of computing in physics, including error analysis, data fitting and analysis, adaptive quadrature and Monte Carlo methods, ordinary and partial differential equations, and finite element techniques, all with an introduction to parallel programming techniques. Prerequisites: CS 120.

**PHYS 453 Pattern Recognition** (3-0-3), spring, even years. Introduces pattern recognition methods and applications: decision theory, Principal Component Analysis, neural networks, linear and non-linear discriminant functions, supervised and unsupervised learning, feature extraction, Hidden Markov Models, Kalman Filters, and related methods in the area of applied computing. Prerequisites: CS 120.

**PHYS 461 Nuclear Physics** (3-0-3), spring, even years. Nuclei and nuclear constituents; symmetries and conservation laws; electromagnetic, weak, and hadronic interactions; nuclear models. Prerequisites: PHYS 330/331.

**PHYS 463 Math of Physics and Engineering** (3-0-3), spring. Partial differential equations and boundary value programs, orthogonal functions, complex variables, Green's functions, and matrix theory. Prerequisite: MATH 361. Same as MATH 463.

**PHYS 472 Solid State Physics** (3-0-3), fall, even years. Crystal symmetry and structures, elastic properties of solids, crystal bonding, lattice dynamics, and specific heat, optical, and electrical properties of solids. Prerequisites: PHYS 330/331.

**PHYS 481 Thermodynamics** (3-0-3), fall, and as needed. Fundamental concepts of thermodynamic systems. Law of thermodynamics, properties of simple compressible substances, entropy, energy availability, ideal gas mixtures and psychometrics, and thermodynamic cycles. Application to engines, refrigeration systems and energy conversion. Prerequisites: PHYS 330 and MATH 286.

**PHYS 482 Topics in Physics** (3-0-3), on demand. Studies in topics or techniques of current interest in physics and astronomy.

**PHYS 491 Quantum Mechanics** (3-0-3), spring. A beginning course in quantum mechanics covering wave mechanics, Fourier methods,

Hamilton's equation and Schroedinger's equation and applications, barrier problems, harmonic oscillator, angular momentum, atomic and molecular physics, perturbation, and scattering theory. Prerequisites: PHYS 330/331, and PHYS 463.

**PHYS 493 General Relativity** (3-0-3), fall, odd years. The geometric approach to the special relativity, basic tensor calculus and geodesic motion, and fundamental solutions to Einstein's equation: Schwarzschild and black holes, and FRW and big-bang cosmology. Prerequisite: PHYS 330/331. Concurrent enrollment in PHYS 463 or MATH 361 required.

**PHYS 497 Physics Capstone I** (2-0-2), fall. The first of a two-course capstone sequence, including topics in ethics, history of science, the relationship of faith and science, research plan development, and professional preparation. Prerequisite: The student must be a physics major of senior standing, prepared to graduate either the following May or December one year from the completion of this part of the Capstone. At least concurrent with PHYS 363. **A capstone and writing-intensive course.**

**PHYS 498 Physics Capstone II** (2-0-2), spring. The second of a two-course capstone sequence, completing the research proposed in Physics Capstone I. Prerequisite: The student must be a physics major of senior standing, prepared to graduate either the following May or December after the completion of the Capstone; PHYS 497. **A capstone course.**

**PHYS 499 Research** (3-0-3), by arrangement. Research problems in physics and astronomy. Consult the faculty member with whom the student wishes to work for details.

### **POLC – CRIMINAL JUSTICE**

*Department of Political Science and Criminal Justice (CAS)*

**POLC 205 Introduction to Criminal Justice** (3-0-3), fall. An introduction to the concepts of criminal justice, the criminal justice system, deviance, crime, social control, law, justice, and constitutionalism, including the roles of the police, the courts, and corrections in the context of the American system of criminal justice.

**POLC 250 Police Systems and Practices** (3-0-3), fall, even years. Introduction to the philosophy and history of law enforcement; US Constitutional limitations imposed on law enforcement in a democratic society; agencies within and levels of American policing and their functions; role and place of law enforcement in the total justice process; and current issues in policing. Prerequisites: Sophomore standing, POLC 205.

**POLC 320 Criminal Law** (3-0-3), fall, even years. The study of general criminal law and concepts from the Model Penal Code developed by the American Law Institute, and the role of court decisions. Prerequisites: POLC 205 or permission from the instructor. Junior standing.

**POLC 330 Domestic Violence** (3-0-3), spring. Examination of legal remedies for victims of intimate partner/domestic violence, including laws in the Penal Code, Code of Criminal Procedure, Family Code, Occupations Code, Insurance Code, U.S. Code, and Rules of Evidence. Prerequisites: POLC 205, junior standing.

**POLC 350 Corrections: Prison, Probation, and Parole** (3-0-3), fall, odd years. Study of the goals of the American correctional system and the roles of courts, prosecutors, pretrial officers, correctional officers, probation officers, parole officers, and re-entry specialists. Provides a practical understanding of the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments as related to correctional issues. Prerequisites: POLC 205, junior standing.

**POLC 355 Social Deviance** (3-0-3), spring. A theoretical and descriptive analysis of socially deviant behavior and the social interactive process in its definition and control. Same as SOCI 355.

**POLC 365 Search and Seizure** (3-0-3), fall. Study of arrest, search, and seizure law with practical applications for criminal justice professionals. Prerequisites: POLC 205, junior standing.

**POLC 370 Forensic Evidence** (3-0-3), fall, even years. Study of how the U.S. legal system integrates and adapts scientific evidence issues,

including legal issues regarding interpretations and analyses of physical evidence. Included is the development of expert testimony, forensic science methods, admissibility standards, and ethical issues. Prerequisites: Sophomore standing, POLC 205.

**POLC 410 Law and Inequality** (3-0-3), spring. The history and development of social control, tracing its theoretical foundations from the Middle Ages to the present. The development of the concept of law in Western society, how it functions, and its role in social control. Prerequisites: POLC 205, SOCI 388, junior standing.

**POLC 420 Law Enforcement Leadership** (3-0-3), spring. Study of leadership theories in policing, including case studies of senior leaders in the field. Prerequisites: POLC 205, junior or senior standing.

**POLC 430 Evidence and Procedure** (3-0-3), spring. Evidence and procedure in U.S. legal system, including understanding of the court system and law enforcement functions. Prerequisites: Sophomore standing, POLC 205.

**POLC 455 Professionalism and Ethics in Criminal Justice** (3-0-3), fall, spring. Exploration of theories supporting ethical models and analyses and how they impact decision-making in a criminal justice profession. Emphasis on the application of professionalism and ethical assessments for faith-based decision-making. Prerequisites: POLC 205, senior standing.

**POLC 499 Criminal Justice Internship** (1-0-3)\*, fall, spring. A supervised on-the-job learning experience within an approved work setting relevant to academic and career goals. **A capstone course.**

### **POLS - POLITICAL SCIENCE**

*Department of Political Science and Criminal Justice (CAS)*

**POLS 221 Government and Business** (3-0-3), fall, spring. Explores the mutual interaction of American business and government and the consequences for political and economic life. May be used to satisfy University Requirements.

**POLS 225 National Government** (3-0-3), fall, spring, summer. The American political system. May be used to satisfy University Requirements.

**POLS 226 States and Federal System** (3-0-3), fall, spring, summer. The politics of the federal system with special emphasis upon Texas government and politics. This course serves as the requisite government course for all students seeking teacher certification in Texas. May be used to satisfy University Requirements.

**POLS 227 Introduction to International Relations** (3-0-3), fall, spring. Introduces students to the major theories, themes, and sub-disciplines of this interdisciplinary subject. Material includes the Cold War, deterrence, globalization, nationalism, development, and terrorism. May be used to satisfy University Requirements.

**POLS 315 Political Science Research Methods** (3-1-4), fall. Theories, methods and statistical analyses used in political science research will be evaluated, compared and critiqued. Students will gain a healthy appreciation of research design, statistical analysis, and of the computer application of these principles. Prerequisites: MATH 120 or higher; junior standing or consent of department chair. For majors only.

**POLS 341 American Public Policy** (3-0-3), fall, odd years. An introduction to the study of public policy and policy analysis through examining specific policy problems such as poverty, health, pollution, taxation, and crime. Attention will be given to the alternative approaches for recommending and evaluating policy consequences.

**POLS 344 Comparative Politics** (3-0-3), on demand. An examination of structural and behavioral issues associated with the comparative study of political systems. Examples and case studies will be drawn from industrialized, transitional, and less developed nations. Prerequisite: POLS 200-level course.

**POLS 345 Comparative Public Policy** (3-0-3), on demand. A comparative study of public policy formulation, implementation, and consequences.

**POLS 357 West European Politics** (3-0-3), on demand. The politics and government of Great Britain, France, and Germany. Also included will be an overview of the major transnational institutions of Western Europe.

**POLS 358 CIS and East European Politics** (3-0-3), on demand. The politics of the Commonwealth of Independent States and the nations of Eastern Europe, including consideration of the ideological foundations, governmental structures, and recent political issues.

**POLS 360 Politics of Developing Countries** (3-0-3), fall, even years. A comparative examination of the nature of processes of political change and development in lesser developed countries, including China and India. Prerequisite: POLS 200-level course.

**POLS 361 Politics of the Middle East** (3-0-3), spring, odd years. The political trends and movements in the Middle East. The forces of change such as nationalism, Islamic revivalism, and Arab-Israeli peace process, and regional conflicts are given special attention. Prerequisite: POLS 200-level course.

**POLS 381 American Political Process** (3-0-3), spring, even years. Parties, interest groups, political behavior of voters and elected officials, public opinion, and elections.

**POLS 382 American Presidency** (3-0-3), fall, even years. An introduction to the American presidency, examining the organization of the office and relations with legislative, bureaucratic, judicial, and political groups.

**POLS 383 Congress and Legislative Process** (3-0-3), spring, odd years. The United States Congress and its members in the making of public policy. Attention is given to the development of Congress, the current status of the Congress, and the functions of Congress in the American political system.

**POLS 384 American Judicial Process** (3-0-3), fall, odd years. Explores the structure and function of the judicial branch of government as it exists in our society today.

**POLS 385 American Foreign Policy** (3-0-3), on demand. An analysis of the processes and institutions involved in making U.S. foreign policy. The roles of the President, Congress, news media, interest groups, public opinion and important forces that influence the policy process. Prerequisite: POLS 200-level course.

**POLS 393 Peace, Power and Politics** (3-0-3), spring, even years. Examines classic and contemporary views of political power and the state with a focus on non-violence as an alternative to war. Prerequisite: Sophomore standing.

**POLS 395 Public Administration** (3-0-3), fall. An inquiry into the role of bureaucracy and democracy of large-scale organizations in contemporary American politics.

**POLS 420 Public Service Seminar** (3-0-3), summer only. The seminar provides an intensive introduction to the study of public service with special emphasis on fundamental problems and issues facing practitioners and critical analysis of significant works. Course open to Pope Fellows only.

**POLS 431 Constitutional Law: Powers** (3-0-3), on demand. Examines the exercise of federal power within the confines of the U.S. Constitution. Judicial review by the federal courts, presidential power, congressional power, and American federalism will all be covered.

**POLS 432 Constitutional Law: Civil Rights** (3-0-3), on demand. Examines the civil rights and civil liberties of individuals in the United States. Topic areas include free speech, criminal procedures, cruel and unusual punishment, privacy, and equal protection issues.

**POLS 484 International Law and Organizations** (3-0-3), on demand. Universal and regional international organizations and international law, their function and processes, their limits and possibilities, and their relationships to the international system. Special emphasis is given to the United Nations system. Prerequisite: POLS 200-level course.

**POLS 485 International Political Economy** (3-0-3), on demand. Examination of the political determinants and consequences of economic relations between the nations of the world. Topics include international trade, international finance and financial organizations, regional economic organizations, and economic treaties and conventions. Prerequisites: POLS 200-level course; ECON 260.

**POLS 487 Terrorism Studies** (3-0-3), spring. Examines and critiques the major themes of the field of Terrorism Studies. Will seek to answer: how do liberal democracies resolve political violence without betraying the rights and liberties of their citizens? Prerequisite: POLS 227.

**POLS 488 Topics in International Politics** (3-0-3),\* on demand. Consideration on a rotation of selected topics in international politics. Offerings will include nuclear weapons in international politics, ethical issues in international politics, and the theory of international politics.

**POLS 490 Early Political Theory** (3-0-3), fall, even years. The major political philosophers from Plato to Machiavelli. Same as PHIL 490.

**POLS 491 Recent Political Theory** (3-0-3), spring, odd years. The major political philosophers from Machiavelli to the present. Same as PHIL 491.

**POLS 492 American Political Thought** (3-0-3), fall, odd years. A study of the political thought and movements which have shaped American institutions from colonial times to present.

**POLS 493 Topics in Contemporary Political Thought** (3-0-3), spring, even years. An examination of varying political ideas and concepts relevant in the contemporary world. Course topics include 20th century political thought, the crisis of liberalism, and religion and politics.

**POLS 494 Public Administration Management** (3-0-3), on demand. A survey of management problems in the public sector.

**POLS 497 Topics in Public Administration** (3-0-3),\* on demand. A consideration of special issues or topics in governmental administration or bureaucracies. Possible topics include organizational behavior, the street-level bureaucrat, literature and bureaucracy, and the Christian and public policy.

**POLS 499 Public Service Internship** (0-0-3),\* on demand. Links public-sector employment with classroom work. Exposure to public-sector problems and opportunities. Prerequisites: Junior standing and approval by the department internship director. For majors only. **A capstone and writing-intensive course.**

**POLS 590 Early Political Theory** (3-0-3), fall, even years. The major political philosophers from Plato to Machiavelli.

**POLS 591 Recent Political Theory** (3-0-3), spring, odd years. The major political philosophers from Machiavelli to the present.

**POLS 595 Public Administration** (3-0-3), fall. An inquiry into the role of bureaucracy and democracy of large-scale organizations in contemporary American politics.

**POLS 597 Topics in Public Administration** (3-0-3),\* on demand. A consideration of special issues or topics in governmental administration or bureaucracies. Possible topics include organizational behavior, the street-level bureaucrat, literature and bureaucracy, and the Christian and public policy.

### **PSJS – PEACE AND SOCIAL JUSTICE**

*Department of Political Science and Criminal Justice (CAS)*

**PSJS 499 Peace and Social Justice Capstone** (3-0-3). As a non-classroom course, the capstone is based on a service-learning experience at a non-profit or public organization that will require students to reflect on justice and peace through a substantial paper. **A capstone course.**

**PSYC - PSYCHOLOGY***Department of Psychology (CAS)*

**PSYC 100 Discovery: Career and Life Planning** (1-0-1), fall, spring. Designed to help students discover their gifts in pursuit of their career and calling. Focuses on self-assessment, conducting occupational research, networking, and informational interviewing. Speakers from various professions and alumni will provide information about careers and integrating faith with their career.

**PSYC 120 Introduction to Psychology** (3-0-3), fall, spring, summer. A comprehensive survey of the science of psychology emphasizing human behavior. May be used to satisfy University Requirements.

**PSYC 201 Psychology Seminar** (1-0-1), fall, spring. Introduction to the training and career opportunities in psychology; strategies for studying psychology. Relation to Christian beliefs to the study of psychology. To be taken in the first semester of the psychology major. Fifty hours of community experience in an approved setting is required.

**PSYC 232 Developmental Psychology** (3-0-3), fall, spring. A survey of the biological, cognitive, moral, and psycho-social development of the individual from conception through death. May be used to satisfy University Requirements.

**PSYC 233 Physiological Psychology** (3-0-3), fall, spring. Special emphasis on the nervous system, brain and behavior, neuroanatomy, genetics, neurological basis of learning, cognition, sensation, memory, motivation, and abnormal behavior. Prerequisite: BIOL 101 or 112/113 or 203.

**PSYC 241 Cognition and Learning** (3-0-3), fall, spring, summer. Includes the fundamentals of perception, learning, memory, cognition, and intelligence.

**PSYC 278 Stress and Its Management** (3-0-3), spring, summer. The impact of stress on physical and emotional health; survey and practice of stress management methods.

**PSYC 301 Psychology Seminar II** (1-4\*-1), fall, spring. Discussion of personal, professional, and Christian ethics in psychology. Application of psychological knowledge to contemporary social issues. \*Either 50 hours of approved community experience or a social issue paper is required.

**PSYC 305 Peacemaking** (3-0-3), fall, odd years. Prepares students to recognize, analyze, and act to prevent or stop destructive conflict and transform it into social change that is just and that meets human needs. Prerequisite: ENGL 111 or equivalent and university required COMM.

**PSYC 311 Elementary Statistics** (3-0-3), fall, spring, summer. Introduction to basic formulas, methods, and interpretations of statistical measures, both descriptive and inferential. Prerequisite: Completion of university mathematics requirement.

**PSYC 342 Applied Sports Psychology** (3-0-3), fall. Development of knowledge and skill in the application of psychology to the enhancement of sport and exercise performance and to the personal development of the athlete.

**PSYC 345 Sexual Minorities: Identities and Communities** (3-0-3), fall. A survey of the development of sexual minority identities and communities and their interaction with majority culture based on critical assessment of social/behavioral science research. Prerequisite: CORE 110, COMM 211, ENGL 112. May be used to satisfy University Requirements.

**PSYC 351 Experimental Psychology** (3-2-4), fall, spring. A survey of experimental methods employed in the study of human behavior. Special attention is given to the sensory systems, perception, and learning. Required laboratory is graded with the course. Prerequisite: PSYC 368.

**PSYC 356 Health Psychology** (3-0-3), spring. Psychological study of the impact of behavior on health and the influence of health and disease states on quality of life. Includes biopsychosocial study of the behavioral correlates of health, illness and disability, the improvement of health

care, and the development of healthy habits and reduction of unhealthy behaviors.

**PSYC 368 Psychological Tests and Measurements** (3-0-3), fall, spring. A study of the principles of psychological measurement including scale development and evaluation. An overview of the major assessment instruments in each area of psychological testing. Prerequisite: Completion of university mathematics requirement.

**PSYC 370 Social Psychology** (3-0-3), fall, spring, summer. A study of the processes of intersocial stimulation and their consequences. Prerequisite: PSYC 120 or SOCI 111.

**PSYC 372 Child Abuse: Recognition and Response** (3-0-3), fall. Focuses on identification, reporting, intervention, and prevention of child sexual abuse, physical abuse, and neglect. Special attention will be given to the roles of different disciplines including nursing, social work, education, and psychology. Prerequisite: Junior standing.

**PSYC 373 Characteristics and Needs of Exceptional Children** (3-0-3), fall. A survey of the nature and needs of exceptional children, such as the mentally retarded, gifted, and emotionally disturbed.

**PSYC 374 Emotional and Behavioral Disorders in Children** (3-0-3), fall, spring. A study of social and emotional problems in children and adolescents including intervention and prevention strategies. Limited to students admitted to Teacher Education or majoring in Psychology. Prerequisites: SPED 371 or PSYC 232. Same as SPED 374.

**PSYC 376 Psychology of Mental Retardation** (3-0-3), fall. The nature and characteristics of mental retardation and its social, emotional, and cognitive aspects.

**PSYC 382 Abnormal Psychology** (3-0-3), fall, spring, summer. A study of the types of psychopathologies, their causes, and accepted methods of treatment.

**PSYC 388 Teams and Team Leadership** (3-0-3), fall. Analysis of the factors contributing to the success of teams in complex organizations; focusing on team selection, development, training, and evaluation. Students will develop skills through team building, and by leading in simulations and team projects.

**PSYC 392 Child Psychology** (3-0-3), fall. An advanced course in the study of children and adolescents, including physical, emotional, cognitive, moral, and social development.

**PSYC 401 Psychology Seminar III** (1-4\*-1), fall, spring. Detailed study of graduate school admissions and job search strategies including school selection, personal skills assessment, resume writing, and interviewing. To be taken in the junior year. \*Fifty hours of approved community experience or other approved experience is required.

**PSYC 451 Statistics in Psychological Research** (3-0-3), fall. Basic formulas, methods and interpretations of statistical measures, both descriptive and inferential. Special emphasis placed on the integration of statistics and experimental design in psychological research. Provides extensive training in SPSS software skills for data analysis and display. Prerequisite: PSYC 351.

**PSYC 471 Behavior Modification** (3-0-3), on demand. An introduction to behavior and cognitive-behavior therapy. Major topics include learning foundations and theoretical bases. Therapy techniques, applications to specific clinical problems, prominent research, and ethics are also considered. Prerequisites: PSYC 241, 12 hours of psychology.

**PSYC 485 Introduction to Counseling** (3-2-4), fall, spring. Introduction to theory and practice of counseling. Emphasis is on the development of essential attending, interviewing, and influencing skills. Course requires a lab. Laboratory graded and credited with course. Prerequisite: PSYC 382. **A capstone course.**

**PSYC 487 Theories of Personality** (3-0-3), on demand. Personality theories, their historical development, concepts, issues, and methods of research, assessment, and treatment that are essential for preparation for professional areas of applied psychology. Prerequisite: 15 hours of psychology or consent of advisor.

**PSYC 493 History of Theories in Psychology** (3-0-3), fall, spring. Survey of major psychological theories and systems and an overview of the history of psychology with an emphasis on modern history. Prerequisites: Psychology major or minor and 12 hours of psychology. A capstone and writing-intensive course.

**PSYC 499 Senior Project and Seminar** (1-6-3), on demand. Observation, experience, and research in a specific area. Each student will be required to attend a weekly seminar. Guest speakers and ACU faculty will address professional issues. May be repeated.

**PSYC 511 Elementary Statistics** (3-0-3), fall, spring, summer. Introduction to basic formulas, methods, and interpretations of statistical measures, both descriptive and inferential.

**PSYC 542 Applied Sports Psychology** (3-0-3), fall. Development of knowledge and skill in the application of psychology to the enhancement of sport and exercise performance and to the personal development of the athlete.

**PSYC 571 Behavior Modification** (3-0-3), on demand. An introduction to behavior and cognitive-behavior therapy. Major topics include learning foundations and theoretical bases. Therapy techniques, applications to specific clinical problems, prominent research, and ethics are also considered.

**PSYC 572 Child Abuse: Recognition and Response** (3-0-3), fall. Focuses on identification, reporting, intervention, and prevention of child sexual abuse, physical abuse, and neglect. Special attention will be given to the roles of different disciplines including nursing, social work, education, and psychology.

**PSYC 573 Characteristics and Needs of Exceptional Children** (3-0-3), fall. A survey of the nature and needs of exceptional children, such as the mentally retarded, gifted, and emotionally disturbed.

**PSYC 574 Emotional and Behavioral Disorders in Children** (3-0-3), spring. A study of social and emotional problems in children and adolescents including intervention and prevention strategies.

**PSYC 576 Psychology of Mental Retardation** (3-0-3), fall. The nature and characteristics of mental retardation and its social, emotional, and cognitive aspects.

**PSYC 592 Child Psychology** (3-0-3), fall. An advanced course in the study of children and adolescents, including physical, emotional, cognitive, moral, and social development.

**PSYC 608 School Psychology: Organization, Operations and Ethics** (3-0-3), fall. This course introduces students to the field of school psychology. The history, systems, roles and functions of school psychologists are discussed. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Significant pre-practicum field experience in schools is required in order to obtain knowledge and experience about the organization and operation of schools. Prerequisite: Admission to a graduate psychology program required.

**PSYC 610 Psychotherapy** (3-2-3), fall. Studies the problems involved in diagnostic interviewing, case conceptualization, treatment planning, and evaluating treatment effectiveness. Develops specific skills in basic psychological intervention problems. Laboratory graded and credited with the course. Prerequisite: Admission to a graduate psychology program required.

**PSYC 611 Introduction to Research** (3-0-3), spring. An introduction to research methods and their application to research problems.

**PSYC 612 Clinical Research Methods** (3-0-3), fall. An emphasis on the conceptualization, design, completion, and evaluation of research in clinical, counseling, and school psychology. Attention is also given to philosophy of science, formulating questions in applied research, choosing appropriate statistical tests, and presenting results in a professional manner.

**PSYC 613 Psychopharmacology** (3-0-3), fall. This course addresses the most recent neurochemical models used to explain the major

psychological illnesses. These models are used to provide an overview of the use of psychoactive drugs to restore mental health and to address the abuse of drugs to restore mental health and to address the abuse of drugs that alter mental processes.

**PSYC 620 Group Psychotherapy** (3-0-3), fall. Intended to provide training and exposure to techniques in group interventions. Reviews historical perspectives, popular treatment techniques, empirical evidence on treatment efficacy, ethical and legal issues, and integration considerations. Prerequisites: Admission to a graduate psychology program required, PSYC 610.

**PSYC 624 Social and Cultural Bases of Behavior** (3-0-3), spring. Study of classic and contemporary theories and empirical research of social and cultural foundations of behavior and their impact on the therapeutic relationship, competencies and standards, and culture specific knowledge. Emphasizing social cognition, stereotypes and prejudice, group processes, conformity, and gender/ethnic psychology.

**PSYC 625 Seminar in Intercultural Studies** (3-0-3), spring. Observation and analysis of human behavior in small groups. Abstraction of taken-for-granted behavior patterns and fundamental psychological variables universal to such groups.

**PSYC 641 Behavioral Medicine** (3-0-3), summer. The study of psychological factors that influence physical health and illness and the application of behavioral principles to the prevention and treatment of illness and the promotion of health.

**PSYC 642 Cognitive Assessment: Intelligence, Memory, and Achievement** (3-0-3), fall, spring. An advanced study of the theory, principles, and practice of cognitive assessment. Substantial experience in administration, scoring, interpretation, and report-writing for the most commonly used cognitive assessment tools. Prerequisite: admission to a graduate psychology program required. Testing fee required.

**PSYC 643 Personnel Assessment** (3-0-3), spring. An overview of the role of assessment in industrial settings. Topics include need assessment, job analysis, personnel selection, interviewing, test selection, test reliability and validity, performance appraisal, ethical and legal issues in assessment, and interpretation of selected tests in employment settings. Prerequisite: PSYC 660, admission to a graduate psychology program required.

**PSYC 644 Child and Adolescent Therapy** (3-0-3), spring. Surveys psychotherapeutic approaches and techniques for child and adolescent problems. Survey conducted within a strong developmental framework. Emphasizes empirically supported psychotherapeutic programs for specific disorder presentations and conceptual skills necessary for effectively intervening with children, adolescents, and their parents. Prerequisite: Admission to a graduate psychology program required.

**PSYC 645 Child and Adolescent Assessment** (3-0-3), fall. Advanced training in the use of psychological assessment instruments for the evaluation of children and adolescents experiencing emotional, behavioral, or academic problems. Preparation of evaluations, recommendations, and report writing for presentation of information to family and professionals is emphasized. Prerequisite: Admission to a graduate psychology program required. Testing fee required.

**PSYC 646 Lifespan Development** (3-0-3), spring. Overview of conceptual, theoretical, and methodological issues in the study of human development across the lifespan. Topics include social, emotional, biological, cognitive, and moral development from the prenatal to old age phases of life.

**PSYC 647 Child and Adolescent Psychopathology** (3-0-3), fall. Overview of conceptual and diagnostic issues in understanding children and adolescents who experience emotional and behavioral disorders. Emphasis on the development of diagnostic skills using the DSM and associated assessment strategies in clinical and school settings. Prerequisite: Admission to a graduate psychology program required.

**PSYC 648 Advanced Psychotherapeutic Techniques** (3-0-3), on demand. Intense exposure to at least three currently-practiced techniques of psychotherapy. Discussion of theory, practice and research;

demonstrations and observed student practice. Prerequisite: PSYC 610 admission to a graduate psychology program required.

**PSYC 649 Behavioral Interventions** (3-0-3), spring. Provides students with the knowledge and comprehension of the principles and procedures of behavior modification. In addition, the students will demonstrate the ability to analyze and modify inappropriate behaviors and evaluate intervention programs. Prerequisite: Admission to a graduate psychology program required.

**PSYC 650 Ethics and Issues in Professional Psychology** (3-0-3), fall. An overview of the ethical and professional issues in applied psychological fields. Topics addressed include credentialing, ethical standards, legal considerations, professional development, and the role of personal beliefs and values in professional practice.

**PSYC 657 Multivariate Statistics** (3-0-3), spring. An introduction to such topics as statistical inferences, sampling techniques, hypothesis testing, design of experiments, analysis of variance, special correlation methods, multiple prediction, and errors of measurement.

**PSYC 660 Clinical Assessment** (3-0-3), spring. Theoretical issues and research in clinical assessment with special reference to administration and interpretation of testing procedures and clinical interviewing. Specific training with various methods of personality testing, behavioral assessment, and interviewing techniques. Prerequisite: Admission to a graduate psychology program required. Testing fee required.

**PSYC 664 Theory and Practice of Career Counseling** (3-0-3), summer. A study of social, economic, and occupational information as related to helping relationships. It is designed to acquaint the student with the essential nature of such information in career decision making, job analysis, and its use in career counseling. Prerequisites: PSYC 610, PSYC 660, admission to a graduate psychology program required. Testing fee required.

**PSYC 665 Theories of Counseling and Psychotherapy** (3-0-3), fall. Survey of influential theories of counseling and psychotherapy with emphasis on their implications for contemporary research and practice.

**PSYC 668 Advanced Behavioral Neuroscience** (3-0-3), fall. Develops a knowledge base in neuroanatomy and neurophysiology and the conceptualization of human behavior (emotions, cognition, and executive systems) in a neurobiological context.

**PSYC 669 Human Learning and Cognition** (3-0-3), fall. An overview of information processing theory as applied to human learning and cognition with application to assessment and intervention with individuals with disordered cognition.

**PSYC 670 Introduction to Neuropsychological Assessment** (3-0-3), fall. Theory, research and practice related to the behavioral expression of brain dysfunction. Overview of selected neuropsychological instruments in current use and their clinical applications. Emphasis on a functional, hypothesis-testing approach and the integration of case history and test data to determine diagnostic indications and remedial prescriptions. Testing fee required.

**PSYC 676 Prevention, Intervention, and Advocacy in School Psychology** (3-0-3), spring. Examines in a seminar setting specific issues that are involved in the practice of school psychology, specifically in the areas of prevention, intervention, and advocacy. Students will acquire familiarity with a broad range of techniques and gain competency in those techniques of particular relevance to their career goals. Prerequisite: Admission to a graduate psychology program required.

**PSYC 681 Mental Health in the Workplace** (3-0-3), summer. A review of abnormal psychology within the employment setting. The history and definitions of abnormal behavior, major theoretical models of abnormality, and the classification and assessment of mental disorders will be covered. Organizational context issues related to the evaluation of mental health problems will also be studied.

**PSYC 682 Advanced Psychopathology** (3-0-3), spring. Review of theoretical and empirical literature definitions and systems of classifying

deviant behavior patterns. Coverage of specific areas of pathology including situational reactions, emotional disorders, characterological disorders, substance abuse, chronic disorders, and family dysfunction. Instruction in purpose and use of contemporary diagnostic systems including the DSM.

**PSYC 683 School Consultation** (3-0-3), spring, summer. Focuses on understanding family dynamics and communicating and collaborating effectively with parents and other professionals in the educational environment. Emphasizes training in problem identification and problem solving, consensus building, conflict resolution, consultation and effective communication skills in the context of educating exceptional children.

**PSYC 685 Issues in Education of Exceptional Children** (3-0-3), fall, summer. Studies current trends and issues in the legal, financial and administrative aspects of special education. Emphasis given to professional organizations and resources for teaching children with special learning needs.

**PSYC 688 Teams and Team Leadership** (3-0-3), fall. Analysis of the factors contributing to success of teams in complex organizations, focusing on team selection, development, training, and evaluation. Students will develop skills through team-building and leading in simulations and team projects.

**PSYC 690 Practicum I** (3-0-3), spring. Brings the student into a face-to-face relationship with a client under the supervision of the course instructor. Audio and visual devices will be used for supervision and observation by other students. A minimum of 160 clock hours of supervised experience is required. Prerequisites: PSYC 610, and consent of graduate advisor, admission to a graduate psychology program required.

**PSYC 692 Practicum II** (3-0-3), spring. Supervised practice in clinical psychology, including interviewing, assessment, therapy, report writing and staff participation. A variety of practicum settings is available. A minimum of 160 clock hours of supervised experience required. May be repeated. Prerequisites: PSYC 610, 648, 650, 660, 690, admission to a graduate psychology program required.

**PSYC 694 Practicum III** (3-0-3), on demand. Supervised practice in psychology, including professional activities in clinical, counseling, school or industrial psychology. A variety of practicum settings are available. A minimum of 160 clock hours of supervised experience is required. Prerequisites: PSYC 645, 647, 649, 690.

**PSYC 695 School Psychology Internship** (0-0-3), on demand. The opportunity to demonstrate, under conditions of appropriate supervision, the application of knowledge, development of skills for effective school psychological service delivery, and integration of competencies addressing professional preparation and practice. A minimum of 1200 clock hours required, with 600 in the public school setting. Prerequisites: Completion of all required course work for the specialist degree in School Psychology including: PSYC 608, 612, 624, 642, 644, 645, 646, 647, 649, 657, 668, 669, 676, 690, 694, SPED 577, 683, 685.

**PSYC 699 Master's Thesis** (0-0-6).\*

## **READ - READING**

*Department of Teacher Education (CEHS)*

**READ 322 Reading in Secondary Content Areas** (3-0-3), fall, spring, summer. Designed to analyze reading skills involved in secondary content areas, including techniques of teaching study skills, improving comprehension, and vocabulary growth. Prerequisites: EDUC 211 and 221. Admission to Teacher Education Program required.

**READ 363 Foundations of Reading** (3-0-3), fall, spring, summer. Introduces current reading theory, practice, and approaches in developmental reading, age 3 through grade 12. Prerequisites: EDUC 211 and EDUC 250. Admission to Teacher Education Program required.

**READ 460 Reading Assessment and Instruction** (3-0-3), fall, spring. A field-based course emphasizing informal and observational assessment approaches to correction of reading problems, age 3 through

grade 12. Prerequisites: EDUC 211, 331; READ 363. Admission to Teacher Education Program required.

**READ 464 Reading-Writing Connection** (3-0-3), fall, spring. A study of the related language arts taught in the elementary school.

Prerequisites: EDUC 211, EDUC 250, EDUC 331 and READ 363. Admission to Teacher Education Program required.

**READ 480 Problems in Reading** (3-0-3), fall, spring. Field-based application of reading instruction and assessment methods. Course emphasizes data-driven decision making and differentiated instruction in reading. Prerequisites: EDUC 331 and READ 363. Admission to Teacher Education Program required.

### **SOCI - SOCIOLOGY**

*Department of Communication and Sociology (CAS)*

**SOCI 111 Introduction to Sociology** (3-0-3), fall, spring. An introduction to sociology as a social science. Basic concepts and principles of the discipline are employed in fulfilling the influence of culture and social interaction on social behavior. May be used to satisfy University Requirements.

**SOCI 222 Social Problems** (3-0-3), fall, spring. Application of sociological concepts and methods of analysis to selected current social problems such as overpopulation, poverty, race and ethnic relations, the family, crime and delinquency, mental disorders, drug abuse, and suicide. May be used to satisfy University Requirements.

**SOCI 350 Sociology of Aging** (3-0-3), spring. An overview of the research and literature related to the demographic, social, and cultural aspects of aging in the United States and in other cultures. Same as GERO 350/550.

**SOCI 355 Social Deviance** (3-0-3), spring. A theoretical and descriptive analysis of socially deviant behavior and the social interactive process in its definition and control. Same as POLC 355.

**SOCI 368 Sociology of the Family** (3-0-3), fall, alternating years. This course is designed to provide an understanding of contemporary courtship, marriage, and family interaction as cultural, social, and social-psychological phenomena. With special consideration of the major sources of marital strain and conflict within a heterogeneous, rapidly changing society.

**SOCI 380 Urban and Community Studies** (3-0-3), spring, alternating years. The nature, processes, and trends of urbanization and their impact upon the social systems, the family, and the individual. Special emphasis on U.S. cities and related research.

**SOCI 385 Social Theory** (3-0-3), fall. Overview of major sociological theories and theorists including an examination of the application of sociological theory to contemporary social thought and policy making. An introduction to the method of theory construction. Prerequisite: SOCI 111. **A writing-intensive course.**

**SOCI 388 Crime and Delinquency** (3-0-3), fall. An overview of the extent, trend, and types of criminal and delinquent behavior as well as research findings and theories associated with it.

**SOCI 415 Social Research** (3-0-3), fall, spring. An application of the scientific method to the study of social phenomena; consideration of basic methods of data gathering, analysis and reporting, including basic statistics. Students experience organizing, conducting, and evaluating research. **A capstone and writing-intensive course.**

**SOCI 416 Social Statistics** (3-0-3), fall, spring. An introduction to computer-assisted statistical analysis of social data, with the emphasis on nonparametric concepts and applications. Prerequisite: Junior standing or approval of the instructor.

**SOCI 442 Cultural Diversity** (3-0-3), fall, spring. A study of American minority relations including facts and myths, causes and consequences of prejudice, and patterns of intergroup relations. May be used to satisfy University Requirements.

**SOCI 460 Ethics and Social Issues** (3-0-3), fall, spring. An attempt to help students reach a higher critical and reflective consciousness of the relationship of ethics to professional and business decision making and problem solving. Same as GERO 460/560.

**SOCI 477 Sociology of Religion** (3-0-3), spring, alternating years. Explores social scientific efforts to study and analyze religion, social origins and influence of religion, religion's influence on society, and contemporary social forces impacting on religion's trends and the future of religion. Emphasis is placed on U.S. religions.

**SOCI 480 Inequality and Social Justice** (3-0-3), fall, alternating years. Explores the relationship between social inequality and social justice focusing on several interrelated issues including income inequality, wealth inequality, race and ethnic inequality, gender inequality, and political inequality. Prerequisite: Junior standing.

**SOCI 495 Sociology Seminar** (3-0-3), spring. Designed as a capstone experience for senior sociology majors focusing on methodological, theoretical, and substantive issues of interest in the field. Must be taken during the last semester of the senior year or with consent of instructor. Prerequisites: SOCI 385, 415, 416.

**SOCI 498 Sociological Practice I** (3-0-3), fall, spring. A supervised on-the-job learning experience within an approved work setting relevant to academic and career goals and designed to provide constructive sociological assistance to community organizations.

**SOCI 516 Social Statistics** (3-0-3), fall, spring. An introduction to computer-assisted statistical analysis of social data, with the emphasis on nonparametric concepts and applications. Prerequisite: Junior standing or approval of the instructor.

**SOCI 542 Cultural Diversity** (3-0-3), fall, spring. A study of American minority relations including facts and myths, sources and consequences of prejudice, and patterns of intergroup relations.

**SOCI 550 Sociology of Aging** (3-0-3), spring. An overview of the research and literature related to the demographic, social, and cultural aspects of aging in the United States and in other cultures. Same as GERO 350/550.

**SOCI 560 Ethics and Social Issues** (3-0-3), fall, spring. An attempt to help students reach a higher critical and reflective consciousness of the relationship of ethics to professional and business decision making and problem solving. Same as GERO 460/560.

**SOCI 562 Families in Society** (3-0-3), fall. Examines historical and current trends in marriage and family life relevant to contemporary American society. The course provides an eco-systemic view of marriage and family life and demonstrates how social policies and family laws as well as social service programs impact the ability of families to fulfill their social functions.

**SOCI 577 Sociology of Religion** (3-0-3), spring, alternating years. Explores social scientific efforts to study and analyze religion, social origins and influence of religion, religion's influence on society, and contemporary social forces impacting on religion's trends and the future of religion. Emphasis is placed on U.S. religions.

**SOCI 580 Inequality and Social Justice** (3-0-3), fall, alternating years. Explores the relationship between social inequality and social justice focusing on several interrelated issues including income inequality, wealth inequality, race and ethnic inequality, gender inequality, and political inequality. Prerequisite: junior standing.

**SOCI 615 Social Research** (3-0-3), fall. An application of the scientific method to the study of social phenomena; consideration of basic methods of data gathering, analysis and reporting, including basic statistics. Students experience organizing, conducting and evaluating research. Same as GERO 615.



**SOCW - SOCIAL WORK***School of Social Work (CEHS)***SOCW 230 Introduction to Social Work** (3-0-3), fall, spring.

Introduction to the field of social welfare, including the history and current structures of social welfare policy and services in the U.S. The social work profession is presented and major fields of practice are identified.

**SOCW 250 Person to Person: The Fundamental Skills of Relating**

(3-0-3), fall, spring. An exploration of relationship skills and social work values needed for practice. Emphasis is placed on student experience in expanding personal skill areas. Principles of interviewing are introduced.

**SOCW 327 Micro/Mezzo Human Behavior Theory** (3-0-3), fall. An

examination of the biopsychosocial factors that shape human experience; attention is given to the impact of mezzo and micro systems, including families and individuals. Additional emphasis is given to diversity in these systems and within and among various groups. Special attention is given to the role of social, cultural, and spiritual development across the life span.

**SOCW 329 Diversity, Power, and Oppression** (3-0-3), spring. A

foundation for the understanding of the nature, character and consequences of being excluded from available opportunities and services. Although institutional racism and sexism are the main thrust, the course also explores the implications of discrimination for other special populations, including ethnic groups, older persons, and the disabled. May be used to satisfy University Requirements.

**SOCW 351 Social Work Practice with Micro Systems** (3-1-4), fall.

Principles of social work practice; knowledge, values, and skills demanded of the social work professional in working with micro systems. Laboratory graded and credited with the course. Prerequisite: Admission to the social work program or permission of the director.

**SOCW 381 Field Practicum I** (1-2-3), fall. Experience in a social

service agency applying knowledge and theory and developing practice skills for a beginning level social work practitioner. Students complete 200 clock hours under the supervision of an agency-based field instructor and attend field seminar class weekly.

**SOCW 415 Social Research** (3-0-3), fall. Social Work practice-focused

quantitative and qualitative research knowledge and skills. Includes critical evaluation of empirical literature and basic research methodology including construct operationalization; study design; selection, development, implementation, and evaluation of measures and instruments. Prerequisite: Admission to the social work program or permission of the director.

**SOCW 416 Program and Practice Evaluation** (3-0-3), spring. Covers

analysis of the strengths/limitations of needs assessment and program evaluation methods; the analysis and management of program data using statistical software; and the measurement of program goals/objectives through process and outcome evaluations. With an emphasis on critical thinking and evidence-based practice, students will utilize these skills to perform evaluations in their areas of interest. Prerequisite: SOCW 415.

**A capstone course.**

**SOCW 441 Social Welfare Policy and Services** (3-0-3), fall. A

descriptive and analytical study of social welfare programs and policies; examination of the relationship between social work and other aspects of the U.S. social welfare system noting overall impact on service delivery. Same as GERO 441.

**SOCW 442 Policy Analysis and Practice** (3-0-3), spring. An

examination of the political and ideological factors of policy development, implementation and evaluation. An analysis of the elements that affect the intended and unintended outcomes of policy implementation and explores criteria for evaluating the attainment of policy goals and objectives. Emphasis on policy practice and political advocacy. Prerequisites: SOCW 351 and SOCW 441.

**SOCW 451 Social Work Practice with Macro Systems** (3-1-4),

spring. Principles of social work practice; knowledge, values, and skills

demanding of the social work professional in working with mezzo and macro systems. Laboratory graded and credited with the course.

Prerequisite: SOCW 351. **A writing-intensive course.**

**SOCW 481 Field Practicum II** (1-6-7), spring. Continued experience in the same social service agency applying knowledge and theory and developing practice skills for a beginning level social work practitioner. Students complete 250 clock hours under the supervision of an agency-based field instructor and attend a field seminar class weekly.

Prerequisite: SOCW 381. Concurrent enrollment in SOCW 451 required. **A capstone course.**

**SOCW 615 Social Work Research Methods** (3-0-3), fall. Social Work

practice-focused quantitative and qualitative research knowledge and skills. Includes critical evaluation of empirical literature and basic research methodology including construct operationalization; study design; selection, development, implementation, and evaluation of measures and instruments.

**SOCW 616 Program and Practice Evaluation** (3-0-3), spring. Covers

analysis of the strengths/limitations of needs assessment and program evaluation methods; the analysis and management of program data using statistical software; and the measurement of program goals/objectives through process and outcome evaluations. With an emphasis on critical thinking and evidence-based practice, students will utilize these skills to perform evaluations in their areas of interest. Prerequisite: SOCW 615.

**SOCW 625 Human Behavior in the Social Environment** (3-0-3), fall.

An examination of the biopsychosocial factors that shape human experience. Social, cultural and spiritual developments across the life span are emphasized.

**SOCW 626 Diversity, Power and Oppression** (3-0-3), spring.

A foundation for the understanding of the nature, character and consequences of exclusion of marginalized populations. Although institutional racism and sexism are the main thrust, the course also explores the implications of discrimination for other special populations, including ethnic groups, older persons, and the disabled. Prerequisite: SOCW 625.

**SOCW 641 Social Welfare Policy and Services** (3-0-3), fall. Provides

a historical overview of the development of social welfare policies and the profession of social work. The course also prepares students to analyze social problems systematically and to gain understanding of the social welfare system in the U.S.

**SOCW 642 Policy Analysis and Practice** (3-0-3), spring. The

development, implementation and evaluation of social welfare policy, with special attention to social policies that affect disadvantaged and oppressed groups in society. The role of the economy, politics and culture in policy development and implementation are also examined. Prerequisite: SOCW 641.

**SOCW 651 Foundations of Evidence-Based Social Work Practice I**

(3-0-3), fall. Foundations of evidence-based practice with individuals, families, organizations and communities within a framework of core social work values and practice obligations. Situations are viewed from an ecological perspective, targeting for change all client and community systems that are contributing to client problems. Concurrent enrollment in SOCW 681 required.

**SOCW 652 Foundations of Evidence-Based Social Work Practice II**

(3-0-3), spring. A continuation of SOCW 651. Concurrent enrollment in SOCW 682 required.

**SOCW 681 Foundation Field Practicum I** (1-3-4), fall. Experience in

a social service agency applying generalist knowledge and theory and developing practice skills for a beginning level social work practitioner. Students complete 200 clock hours under the supervision of an agency-based field instructor and attend a field seminar class weekly. Concurrent enrollment in SOCW 651 required.

**SOCW 682 Foundation Field Practicum II** (1-3-4), spring. Continued

experience in the same social service agency applying generalist knowledge and theory and developing practice skills for a beginning level social work practitioner. Students complete 200 clock hours under

the supervision of an agency-based field instructor and attend a field seminar class weekly. Concurrent enrollment in SOCW 652 required.

**SOCW 690 Social Services Internship** (0-0-6).\*

**SOCW 702 Integrative Seminar Advanced Standing** (6-0-6), summer. This course is intended to supplement the knowledge, skills, and values foundation developed in participants' BSW programs. Utilizes a case-based learning format to address topics necessary for advanced MSW-level practice and learn the evidence-based model of practice.

**SOCW 725 Spirituality and Social Work** (3-0-3), fall. Provides a framework for spiritually sensitive social work practice applied to systems of various sizes, including individuals, families, groups, organizations and communities. Prerequisite: SOCW 652 or SOCW 702.

**SOCW 741 Globalization and Social Justice** (3-0-3), spring. This course examines the dynamics of globalization and the resultant impact on the poor, oppressed, and vulnerable of the world. The course emphasizes international social work as a means to promote global justice.

**SOCW 744 Management and Funding of Nonprofit Organizations** (3-0-3), fall. A core curriculum offering for students seeking the master's degree in Social Work, focus is on the commonly accepted functions of management in nonprofit and governmental organizations (planning, organizing, staffing, directing, controlling, communicating, and problem-solving). Particular emphasis is placed on governance, fiscal management, accountability, and evaluation of institutional and program effectiveness. Same as GERO 744.

**SOCW 745 Leading and Managing Change in Nonprofit Organizations** (3-0-3), spring. Develops knowledge and skills for managing change in a social service agency; prepares students to use selected strategies for organizational change using a problem-solving/decision-making approach to organizational behavior. Attention is given to leadership issues in non-profit management and resource development (grant and contract writing and management). Same as GERO 745.

**SOCW 748 Psychopathology in Social Work Practice** (3-0-3), fall. This course is designed to prepare social workers to engage, assess, and intervene within the scope of mental health practice. Through critical examination of the Diagnostic and Statistical Manual of Mental Disorders (5<sup>th</sup> Ed.; DSM-5), learners develop skills essential for ethical and competent assessment, diagnosis, and intervention.

**SOCW 751 Advanced Evidence-Based Practice Interventions I** (3-0-3), fall. This course emphasizes development of advanced social work practice competencies within the advanced generalist framework. Specific advanced generalist competencies addressed in this course include: ethical reasoning and ethical decision making; using existing practice-related research evidence to facilitate practice decisions; use of a common factors model to engage, assess, and intervene at multiple levels of client systems; and critical self-evaluation of practice-related skills and abilities. Prerequisites: SOCW 651 and 652. Concurrent enrollment in SOCW 781 required.

**SOCW 752 Advanced Evidence-Based Practice Interventions II** (3-0-3), spring. This course focuses on social work practice models that are rooted in systems theory, cybernetics, and post-modernism. Students learn theory and application of several models of marital and family therapy applicable to social work client systems of all sizes (e.g., micro, mezzo, macro). This course builds on the social worker's ability to engage, assess, and intervene at multiple levels of client systems. Prerequisite: SOCW 751. Concurrent enrollment in SOCW 782 required.

**SOCW 781 Advanced Social Work Field Practicum I** (0-4-4), fall. Experience in a social service agency applying evidence-based practice principles and working with client systems on all levels as an advanced social work practitioner. Students complete 250 clock hours under the supervision of an agency-based field instructor. Prerequisites: SOCW 652, 681, and 702. Concurrent enrollment in SOCW 751 and SOCW 799 required.

**SOCW 782 Advanced Social Work Field Practicum II** (0-4-4), spring. Continued experience in the same social service agency applying evidence-based practice principles and working with client systems on all levels as an advanced social work practitioner. Students complete 250 clock hours under the supervision of an agency-based field instructor. Prerequisites: SOCW 781; concurrent enrollment in SOCW 752 and SOCW 799 required.

**SOCW 799 Master's Thesis** (0-0-6).\*

**SPAN - SPANISH**

*Department of Language and Literature (CAS)*

**SPAN 111 Elementary Spanish I** (3-1-3), fall. Introduction to the Spanish language. Emphasis on oral communication skills. Prerequisites: E-ACT English, 19 or above; or SAT verbal of 460; or ENGL 003/004; or approval by department. Non-credit laboratory required. May be used to satisfy University Requirements.

**SPAN 112 Elementary Spanish II** (3-1-3), spring. A continuation of SPAN 111. Prerequisite: SPAN 111 or equivalent through testing; or placement exam results. Non-credit laboratory required. May be used to satisfy University Requirements.

**SPAN 221 Intermediate Spanish I** (3-0-3), fall. Writing, conversation, and selected readings, along with grammar review. Prerequisite: SPAN 112 or equivalent through testing; or placement exam results. May be used to satisfy University Requirements.

**SPAN 222 Intermediate Spanish II** (3-0-3), spring. A continuation of SPAN 221. Prerequisite: SPAN 221 or equivalent through testing; or placement exam results. May be used to satisfy University Requirements.

**SPAN 290 Intermediate Conversation Lab** (0-1-1), fall, spring. Practice speaking Spanish at the intermediate level in interpersonal and presentational modalities. The goal is attainment of Intermediate mid-level proficiency on the OPI, or equivalent. May be repeated for credit up to five times. Prerequisite: Concurrent enrollment in SPAN 221, 222 and/or 301 (unless already taken).

**SPAN 301 Advanced Communication** (3-0-3), fall. Introduction to advanced studies. Practice of reading, listening, speaking and writing at the advanced level. Introduction of concepts and issues in Hispanic literature and culture. Prerequisite: SPAN 222 or equivalent through testing; or placement exam result.

**SPAN 305 Immersion Communication** (3-0-3), fall. Montevideo only. Development of oral language skills with emphasis on vocabulary building and mastery of idiomatic expressions. Prerequisite: SPAN 222 or equivalent through testing; or placement exam results.

**SPAN 310 Spanish for Healthcare Professionals** (3-0-3), fall, odd years. Development of oral language skills with emphasis on communicating in a health care or related setting. Examination of cultural issues related to health care. Prerequisite: SPAN 222 or equivalent through testing; or placement exam results.

**SPAN 320 Advanced Grammar** (3-0-3), spring, odd years. Comprehensive overview of Spanish grammar at the advanced level. Prerequisite: SPAN 301 or 305; or consent of the instructor.

**SPAN 321 Advanced Composition** (3-0-3), spring, even years. Development of interpersonal and presentational writing in Spanish at the advanced level. Models of usage are drawn from readings. Prerequisite: SPAN 301 or 305; or consent of the instructor.

**SPAN 342 Peninsular Spanish Culture** (3-0-3), fall, even years. Historical, geographical, and cultural backgrounds of modern Spain with selected readings from modern prose. Prerequisite: SPAN 301, 305 or concurrent enrollment in SPAN 301.

**SPAN 343 Latin American Culture** (3-0-3), spring, odd years. Geographical and cultural backgrounds of modern Hispanic America with selected readings from modern prose. Prerequisite: SPAN 301, 305 or concurrent enrollment in SPAN 301.

**SPAN 345 Culture of South American Southern Cone** (3-0-3), fall, Montevideo only. Geographical and cultural backgrounds of the Southern Cone region of modern Hispanic America with selected readings from modern prose. Prerequisite: SPAN 222 or equivalent through testing; or placement exam results. Participation in the Montevideo Study Abroad Program. Same as GLST 217.

**SPAN 360 Survey of Peninsular Literature** (3-0-3), fall, odd years. An overview of major literary works from the Middle Ages to the twentieth century. Prerequisite: SPAN 301, 305 or concurrent enrollment in SPAN 301.

**SPAN 361 Survey of Latin American Literature** (3-0-3), spring, even years. An overview of major literary works from the colonial period to the twentieth century. Prerequisite: SPAN 301, 305 or concurrent enrollment in SPAN 301.

**SPAN 365 Survey of South American Southern Cone Literature** (3-0-3), fall. An overview of major literary works from the Southern Cone of South America, especially Uruguay. Prerequisite: SPAN 305 or equivalent through testing; or placement exam results. Participation in the Montevideo Study Abroad Program.

**SPAN 444 Revolution and Insurrection in Latin America** (3-0-3), on demand. An overview of the history of revolutions throughout Latin America. Special emphasis on the revolutions for independence of the early 19<sup>th</sup> century, the Mexican Revolution, and the Cuban revolution. Discussion of ramifications in politics and culture, as seen in fiction and non-fiction literature. Prerequisites: SPAN 342, 343 or 345, or consent of the instructor.

**SPAN 460 Drama** (3-0-3), fall, even years. Reading and analysis of major dramatic works from both Spain and Latin America. Prerequisites: SPAN 360, 361 or 365, or consent of the instructor.

**SPAN 461 Novel** (3-0-3), spring, odd years. Reading and analysis of selected novels and short stories from both Spain and Latin America. Prerequisites: SPAN 360, 361 or 365, or consent of the instructor.

**SPAN 462 Short Story** (3-0-3), spring, even years. Reading and analysis of selected short stories from both Spain and Latin America. Prerequisite: SPAN 360, 361, or 365, or consent of the instructor.

**SPAN 470 Christian Expression in Hispanic Writings** (3-0-3), fall, odd years. Reading and analysis of select works of literature that reflect on Christianity through an Hispanic worldview. Prerequisites: SPAN 360, 361, or 365, or consent of the instructor.

**SPAN 471 Borges and Cortázar** (3-0-3), on demand. Reading and analysis of select works from Jorge Luis Borges and Julio Cortázar. Prerequisites: SPAN 360, 361, or 365, or consent of the instructor.

**SPAN 480 Methods of Spanish Acquisition** (3-0-3), on demand. Advanced studies in Spanish language and culture in view of a career in foreign language teaching. Prerequisite: SPAN 222 or equivalent through testing.

**SPAN 481 Advanced Spanish for Teachers** (3-0-3), spring. The essential language functions necessary to acquire an Advanced Proficiency for the State Board of Education Certification in the Texas Oral Proficiency Test. Required of anyone interested in teaching Spanish in the public schools. Prerequisites: Nine hours of upper-level Spanish language courses and admission to the Teacher Education Program.

**SPAN 499 Spanish Capstone** (3-0-3), spring. An in-depth examination of an issue in Hispanic literature, language, or culture based on student's career in the department. Prerequisite: Senior standing and 24 credits of advanced Spanish. **A capstone and writing-intensive course.**

### **SPED - SPECIAL EDUCATION**

*Department of Teacher Education (CEHS)*

**SPED 371 Teaching Students with Special Needs** (3-0-3), fall, spring, summer. Provides prospective teachers with an introduction to teaching students with disabilities. State and federal laws, regulations, policies and procedures for identifying and teaching students with disabilities in schools will be addressed. Students will gain knowledge in effective

strategies and resources for teaching students with special needs. Prerequisite: EDUC 211. Admission to Teacher Education Program required.

**SPED 374 Emotional and Behavioral Disorders in Children** (3-0-3), fall, spring. A study of social and emotional deviance in children including intervention and prevention strategies. Limited to students admitted to Teacher Education or majoring in Psychology. Prerequisite: SPED 371 or PSYC 232. Same as PSYC 374.

**SPED 477 Teaching Students with High Incidence Disabilities** (3-0-3), fall only. A survey of teaching children and adolescents with learning disabilities. Required for students seeking certification in special education. Prerequisite: EDUC 211 and SPED 371.

**SPED 481 Teaching Students with Low Incidence Disabilities** (3-0-3), spring only. A study of adapted and modified curriculum for special education students. 25 hours of field experiences are included. Prerequisite: SPED 371. Admission to Teacher Education Program required.

**SPED 485 Assessment and Behavior in Special Education** (3-0-3), spring only. Equips the prospective special education teacher with knowledge and skill in assessing the strengths and needs of students with disabilities and in addressing behavioral issues in special education. Prerequisite: SPED 371.

**SPED 488 Programs and Services in Special Education** (3-0-3). Students will gain understanding and skill in instructional programming, resource application, collaboration and administration of special education. Prerequisite: SPED 371.

**SPED 577 Teaching Students with High Incidence Disabilities** (3-0-3). A survey of teaching children and adolescents with learning disabilities. Prerequisite: SPED 371. Same as READ 577.

**SPED 674 Emotional and Behavioral Disorders in Children** (3-0-3). A study of social and emotional deviance in children including intervention and prevention strategies. Same as PSYC 574.

**SPED 681 Teaching Students with Low Incidence Disabilities** (3-0-3). Students will examine the instructional needs of children and adolescents with low incidence disabilities including adapted and modified instruction, community integration, and transition planning, 25 hours of field experiences are included. Prerequisite: Admission to Graduate Studies in Education Program.

**SPED 684 Assessment in Special Education** (3-0-3). Equips the prospective special education professional with knowledge and skill in assessing the strengths and needs of students with disabilities.

### **SPEECH PATHOLOGY (SEE COMP – COMMUNICATION SCIENCES AND DISORDERS)**

#### **TECH - TECHNOLOGY**

*Department of Teacher Education (CEHS)*

**TECH 210 Technology in Education** (2-1-3), on demand. Includes a study of the use of computer applications in education, word processing, databases, spreadsheets for education, software used in education, use and integration of the Internet, developing instructional lessons using technology, and multimedia.

#### **THEA - THEATRE**

*Department of Theatre (CAS)*

**THEA 101 Transforming Artists: An Orientation to the Theatre Major** (2-0-1), fall. An introduction to the Department of Theatre, guiding students through departmental expectations and the vocation of theatre as believer artist. All entering theatre majors are required to take this course. Theatre pre-majors will be admitted as space allows.

**THEA 137 Theatre Workshop: Technical** (0-1-1),\* fall, spring, summer. A practical course in technical aspects of dramatic production. The course may be repeated each semester for credit up to 10 hours.

**THEA 138 Theatre Workshop: Performance** (0-1-1),\* fall, spring, summer. For students cast in productions. The course may be repeated each semester for credit up to 10 hours.

**THEA 205 Musical Theatre Class Voice I** (1-0-1), fall. Fundamental study of the singing voice with focus on basic breath and body technique in a master class setting. Fundamentals of music theory and musical theatre style and repertoire. Focus on Golden Age and Legit Styles. Prerequisite: Major and minors only. Course may be repeated for 4 hours of credit.

**THEA 206 Musical Theatre Class Voice II** (1-0-1), spring. Fundamental study of the singing voice with focus on basic breath and body technique in a master class setting. Fundamentals of music theory and musical theatre style and repertoire. Focus on Belting and contemporary. Prerequisite: Major and minors only. Course may be repeated for 4 hours of credit.

**THEA 211 Private Voice for Musical Theatre** (0-1-1), fall, spring. Private weekly instruction in proper vocal placement and singing technique for theatre majors pursuing musical theatre track. May be repeated twice. Note: Students taking voice for the first time must have a placement interview with theatre department.

**THEA 220 Introduction to Theatre** (3-0-3), fall. Considers the nature of drama, history of theatre development, acting and directing, and stage production. May be used to satisfy University Requirements.

**THEA 221 Beginning Jazz** (0-3-1), fall, odd years. A practical class for developing the performer's technique in jazz choreography for musical theatre. Fulfills a PEAC activity credit. For theatre majors only.

**THEA 222 Beginning Ballet** (0-3-1), spring, even years. A practical class for developing the performer's technique in ballet for musical theatre. Fulfills a PEAC activity credit. For theatre majors only.

**THEA 223 Beginning Tap** (0-3-1), spring. A practical class for developing the performer's technique in tap dancing for musical theatre. Fulfills a PEAC activity credit. For theatre majors only.

**THEA 224 Beginning Modern** (0-3-1), spring, even years. A practical class for developing the performer's technique in modern dancing for musical theatre. Fulfills a PEAC activity credit. For theatre majors only.

**THEA 226 Acting I** (3-3-3), fall, spring. Training in acting choices, stage technique, and creating a character. Involves scene work and character analysis. Fall course for theatre majors in performance tracks includes laboratory (graded and credited with course). Theatre majors in non-performance tracks may enroll only by permission of instructor. Spring offering does not include laboratory and is open to all students.

**THEA 227 Introduction to Technical Theatre** (3-0-3), fall. Analyzes technical problems of production, including construction, scene design, and lighting. Class includes laboratory. Lab included and graded with course.

**THEA 230 Fashion as Cultural Reflection** (3-0-3), fall. A study of the evolution of clothing and fashion as a reflection of historical context in Western Civilization.

**THEA 320 Voice and Diction for the Stage** (3-0-3), spring. Methods to develop vocal resonance, projection, and articulation, and the natural connection of voice to action playing. Emphasis on special skills such as IPA transcription and dialect work. Prerequisite: THEA 226.

**THEA 321 Movement for the Stage** (3-0-3), fall. Theory and application of movement, combat techniques, the Alexander technique, the elements of a physical regimen in order to develop physical coordination, flexibility, strength, spontaneity, and awareness of the body in presentational space. Prerequisite: THEA 226. For theatre majors only.

**THEA 325 Acting II** (3-0-3), fall. An application of the six steps, the basic object exercise, and other acting tools developed by Uta Hagen, toward producing a scene/character study based on a modern American play. Prerequisite: THEA 226.

**THEA 327 Acting III: Improvisation** (3-0-3) spring. Improvisational training techniques explore the inner sources of spontaneous creation by exercising commitment and creative freedom in each moment of performance. Students will study improvisational theory and enact performance sessions designed to build spontaneous awareness. Prerequisite: THEA 226.

**THEA 330 Theatre Management** (3-0-3), fall, odd years. The purpose of this course is to familiarize students with the fundamentals of running a professional or educational theatrical program (administration and budgeting, grant-writing, season selection, box office, house management, and marketing) as well as the practical and theoretical aspects of stage management for theatrical productions. Prerequisites: THEA 220 and 227.

**THEA 331 Rendering Media for Theatre Design** (3-0-3), spring, odd years. This course provides a practical study of rendering techniques for various media and presentation formats used to create accessible visual presentations for theatrical design.

**THEA 332 Costume Design** (3-0-3), spring, even years. Costume designing from a production approach through design theory, figure drawing, and a study of fabric. Prerequisite: THEA 230.

**THEA 350 Acting IV: Period Styles** (3-0-3), fall, even years. An approach to performing in a range of historic works through reorganization of basic acting methods. Scenes and monologues will draw from Greek, Roman, restoration, and 19th century plays. Prerequisite: THEA 226. For theatre majors only.

**THEA 353 Acting V: Acting V: Stanislavski/Method Acting** (3-0-3), summer. An exploration and practical application of method acting using exercises from Stanislavski, Stella Adler, and Robert Lewis. Prerequisites: THEA 226 and 325. For theatre majors only.

**THEA 360 Musical Theatre Performance Workshop** (3-0-3), spring, even years. Provides advanced training in the performance of musical theatre. Students learn techniques for singing, dancing and acting within the framework of musical scenes in a workshop atmosphere. This course cannot be taken concurrently with THEA 460. Prerequisite: THEA 226. For theatre majors only.

**THEA 411 Private Voice for Musical Theatre** (0-1-1), fall, spring. Private weekly instruction in proper vocal placement and singing technique for theatre majors pursuing musical theatre track. May be repeated eight times. Note: Students taking voice for the first time must have a placement interview with theatre department.

**THEA 421 Advanced Jazz** (0-0-1), spring, even years. Provides advanced training in jazz dance technique for the musical theatre. Emphasis on placement, fluidity, musicality, execution, and style as it applies to professional auditioning and performing. Fulfills a PEAC activity credit. Prerequisite: THEA 221 or permission of instructor. For theatre majors only.

**THEA 422 Advanced Ballet** (0-0-1), fall, even years. Provides advanced training in ballet dance technique for the musical theatre. Emphasis will be placed on alignment, placement, fluidity, execution of steps and style as it applies to professional auditioning and performing. Fulfills a PEAC activity credit. Prerequisite: THEA 223 or permission of instructor. For theatre majors only.

**THEA 423 Advanced Tap** (0-0-1), spring, odd years. Provides advanced training in tap dance technique for the musical theatre. Emphasis on rhythm, musicality, syncopation, execution, and style as it applies to professional auditioning and performing. Fulfills a PEAC activity credit. Prerequisites: THEA 221 or permission of instructor. For theatre majors only.

**THEA 424 Advanced Modern** (0-0-1), spring, odd years. Provides advanced training in modern dance technique for the musical theatre. Emphasis on placement, fluidity, strength, emotional connection, execution, and style as it applies to professional auditioning and performing. Fulfills a PEAC activity credit. Prerequisites: THEA 221, 222 and 223 or permission of instructor. For theatre majors only.

**THEA 425 Advanced Dance Auditioning** (0-0-1), spring, odd years. Provides advanced training in dance auditioning technique for the musical theatre. Emphasis on memorization, style and performance as it applies to placement, fluidity, musicality, and execution relational to professional auditioning and performing. Fulfills a PEAC activity credit. Prerequisites: THEA 221-224 or permission of instructor. For theatre majors only

**THEA 430 Advanced Costume Design** (3-0-3), spring, even years, as needed. Continued study of the role of the costume designer, conceptualizing designs with a focus on style and theatrical genre, rendering media and technique, and the production of resume and portfolio. Prerequisite: THEA 332. For theatre majors only.

**THEA 454 Beginning Directing** (3-0-3), fall. Basic principles governing play structures, choice, and casting are discussed. Requires student-directed scenes with lab. Laboratory graded and credited with course. Prerequisites: THEA 226 and 227. For theatre majors only.

**THEA 455 Acting VI: Shakespeare** (3-0-3), spring. Advanced techniques in acting Shakespeare using soliloquies, monologues and duet scenes. Resources from Royal Shakespeare Company Master Classes. Prerequisites: THEA 226 and 325. For theatre majors only.

**THEA 456 Acting VII: Auditioning** (3-0-3), spring, odd years. To equip the Acting IV: Shakespeare student with necessary information for a professional career. Includes resumes, photos, cold readings, monologues, and information regarding Equity, U/RTA, and film. Prerequisites: THEA 226 and 325. For theatre majors only.

**THEA 457 Playwriting** (3-0-3), fall, odd years. A basic method of developing a play script with critiques and readings by actors. Includes workshop by professional playwright. Same as ENGL 324.

**THEA 460 Musical Theatre Directing Workshop** (3-0-3), spring, even years. Provides advanced training in the direction of musical theatre. With guidance from the instructors, students will direct peers in multiple workshop musical scenes, applying techniques of staging, analysis, and prompting with a musical theatre knowledge base. This course cannot be taken concurrently with THEA 360. Prerequisite: THEA 454. For theatre majors only.

**THEA 461 Children's Theatre** (3-0-3), fall, even years. An overview of children's theatre: understanding the literature, acting techniques, design concepts, and the production presentation.

**THEA 463 Educational Theatre** (3-0-3), spring, even years. Prepares students to teach high school theatre. Emphasizes classroom theatre activities and curriculum, mounting a production, and managing a theatre program. Prerequisites: Junior standing and 9 hours of theatre courses.

**THEA 466 Scene Design** (3-0-3), spring, odd years. The theory of scene design and its relation to the director, actor, and other elements of production. Prerequisite: THEA 227.

**THEA 467 Theatre Lighting** (3-0-3), spring, even years. A historical survey of lighting and its effect on designing, directing, and acting. Prerequisite: THEA 227.

**THEA 469 Stage Makeup** (3-0-3), spring. Practical application of all processes and types of stage makeup. Prerequisite: THEA 226. For theatre majors only.

**THEA 470 Advanced Directing** (3-0-3), spring, odd years. Principles of directing various styles and periods focusing on the ability of the director to bring a creative viewpoint to bear on the work. Requires student-directed scenes with lab. Laboratory is graded and credited with course. Prerequisite: THEA 454. For theatre majors only.

**THEA 480 Arts and Culture: A Christian Aesthetic** (3-0-3), spring. The arts from a Christian viewpoint as both practitioner and audience/patron, applying biblically based strategies to assess, enjoy, and participate in the forms of art prevalent in the culture while remaining faithful to the call of Christ. Same as BIBM 480. **A capstone course.**

**THEA 490 History of Theatre** (3-0-3), fall, odd years. Theatre history from ritual theory and Greek origins to modern theory and practice. Includes focus on cultural and political contexts for theatre events and progressive influences of writers, designers, directors, and performers. Prerequisite: THEA 220. **A writing-intensive course.** May be used to satisfy University Requirements.

### UNIV - UNIVERSITY COURSES

#### *College of Special Studies*

**UNIV 011 Learning Strategies** (3-0-3),\* fall, spring. An intensive, holistic, academic program which provides the cognitive, affective, and applicative skills useful for helping students experience academic success. Prerequisite: Placement by department chair or program director.

**UNIV 012 Student Success Workshop** (1-5-1), fall, spring. An intensive, individualized, academic workshop designed to accelerate the cognitive, affective, and applicative skills experienced in UNIV 011. Course may be repeated. Prerequisite: UNIV 011.

**UNIV 111 Foundations for Success** (3-0-3), fall, spring, summer. A comprehensive course designed to enhance academic proficiency, career planning skills, financial literacy, and life management skills useful for helping students experience academic and personal success.

**UNIV 245 Leadership Foundations** (3-0-3), spring. An introduction to the field of leadership, with an emphasis on current leadership concepts and theories, self-assessment, and personal development within a Christian context.

**UNIV 419 Research Readings** (0-0-1), spring. Designed to introduce undergraduates in the McNair Scholars Program to general research principles and techniques used in their particular field of study. Students will be required to read a set of selected research readings, select and read various research readings related to their discipline, identify a research topic, and begin to conceptualize a research project with the help of a faculty mentor. Prerequisite: Selected to be a McNair Scholars research intern.

**UNIV 420 Basic Research Methods** (1-1-1), summer. Introduces new McNair Scholars to basic research concepts and skills. The focus on preparing McNair Scholars to conduct a research project and to write a research paper, which are required as part of the program's summer research internship. Prerequisite: Selected to be a McNair Scholars research intern.

**UNIV 421 Research Writing** (1-1-1), summer. Introduces undergraduates in the McNair Scholars Program to the process of writing an extended research paper. Students will be given instruction on outlining, organizing, drafting and revising an extended research paper. A portion of each meeting will consist of lecture while the remainder of each meeting will be given to drafting and work shopping. Concurrent enrollment in UNIV 420 required.

### CCCU - COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES

#### *College of Special Studies*

Abilene Christian University partners with the Council for Christian Colleges & Universities (CCCU) to offer ACU students the opportunity to participate in expanded offerings of study abroad experiences. ACU also participates with CCCU in selected discipline specific programs in the United States.

Course numbers and descriptions are listed under the CCCU program in which they are offered.

### AMERICAN STUDIES PROGRAM (ASP)

**CPOL 4A0 Topics in Leadership and Vocation** (3). The course introduces concepts for Christian responsibility and involvement in public issues. By focusing on a public topic relevant to the internship, basic techniques for issue analysis and the narrative pattern of the Bible as an analytical framework will be taught.

**CPOL 4A1 Topics in National Affairs (3).** The course exposes students to the Washington leadership networks that are engaged in the complex dynamic of national public policy formation and decision-making. Coursework includes policy analysis, political studies, sociology, ethics, theology, and biblical studies.

**CPOL 4A2 Topics in Leadership Management (3).** The course studies the strategic responsibilities of business in shaping the compliance environment of policy regulation and enforcement. Coursework involves concepts important for business, leadership development, business administration, management economics ethics, theology, and biblical studies.

**CPOL 4A3 Topics in International Affairs & Globalization (3).** Through field research and face-to-face meetings with experts in Washington's international community, you are challenged to develop a biblical perspective, either on foreign affairs or on globalization.

**CPOL 4A4 Internship (6).** The internship links public-sector employment with classroom work. Students are placed in agencies and offices through the greater Washington metropolitan area.

**CPOL 4A5 Mentorship Course (optional) (1).** Students have the opportunity to meet with a professional mentor in their field four times during the semester.

### AUSTRALIA STUDIES CENTRE (ASC)

**CINT 4S0 View From Australia: Issues in Religion, Politics (3).** The emphasis of this course is on historical and current local and world issues which affect Australia. Students should develop a basic understanding of the Australian culture and worldview. They will critique their own cultural value structures through Biblical reflection and begin to distinguish these cultural virtues from Christian truth relating to several themes presented in the course.

**CHIS 4S0 Indigenous History, Cultures and Identity (3).** The course will look at the concept of Country, spiritual belief systems, kinship and family relationships, totemic systems, foods and medicines, education systems, and spiritual beliefs including the Creation stories. Students will identify and challenge assumptions that underlie the beliefs, ideas, values and actions that are taken for granted by themselves (as learners).

**CTHE 4S0 Faith and the Contemporary Artist I (Spring), II (Fall) (4).** Course content invites investigation of the breadth of human experience through the lens of cultural studies. It explores the contribution of the arts to contemporary culture and enables students to reach for an integration of their faith and their art form in the context of cultural communication.

**CXXX 4SX Discipline courses in dance, drama, music, drawing/graphic design, theology/ministry (5-7).** Discipline selection and courses are subject to availability. Check with the Registrar's Office.

### CHINA STUDIES PROGRAM (CSP)

**CHIS 3C0 Chinese History (3).** This course covers the history of China from its earliest beginnings to the present. Students become familiar with the major dynasties of China, their character and contributions, and their major figures.

**CPOL 4C0 Contemporary Society: Public Policy and Economic Development (3).** This course examines two key and inter-related aspects of modern China: government policy and economic reforms. Policy covers the structure of the Chinese government, social rights and the legal system, as well as issues such as ethnic minorities, family planning, and education. Economic Development covers the government policies from 1949 to the present, from the commune system to the current market-oriented reforms.

**CINT 4C0 Intercultural Communication (3).** This course covers issues intended to help students understand and adjust to Chinese culture. The focus will be on how students demonstrate their beliefs in their daily lives within the context of China. Topics include culture and

basic values, culture shock, introductory linguistics, contextualization, and factors involved in successful cross-cultural interaction.

**CFOR 1C0 Chinese I (2-3).** This course focuses on acquiring survival fluency in spoken and written Mandarin Chinese, the national language of China. Chinese I classes will include explanations on aspects of learning the language such as Pinyin (the spelling system used on mainland China) and tones.

**CFOR 1C1 Chinese II (3).** Chinese II focuses on acquiring low-intermediate fluency in spoken and written Mandarin Chinese so that a student can handle situations such as travel planning, illness, making appointments, etc. This course will include how Chinese as a language differs from European languages (including English), Chinese dialects, etc. Chinese II students must translate a Chinese pop song.

**CPHI 4C0 Eastern Philosophy and Religions (3).** The course focuses on the teachings, history, and development of Confucianism, Taoism, Buddhism, and folk religion. It also introduces concepts embedded in Chinese culture such as Yin & Yang, "the Five Phases," etc.

**CHUM 4C1 Dimensions of East Asian Culture (3).** This course introduces students to visual, physical, medical and culinary arts. The majority of the course involves "hands-on" practice. Lectures will be presented about the history & symbolism of Chinese art, explanations and guidelines about Chinese cooking & cuisines, and unifying Chinese philosophy that underlies dimensions of Chinese culture.

**CART 4C0 Chinese Painting (1).** Students will learn to paint from a Chinese artist. They will practice the basics of Chinese water-based brushwork, painting traditional pictures of bamboo, flowers, etc.

**CEXS 2C0 Tai Chi (1).** The course emphasizes traditional Chinese forms of stylized self-defense, which tones the body and concentrates the mind. Exercises may focus either on the gentler form of tai chi, or on the more vigorous wu shu, depending on the instructor.

**CBUS 4C0 International Business in China (3).** Lectures are presented by Christians who have done business in China for years. They cover issues such as fair and ethical business practices and factors involved in out-sourcing jobs to China. Students prepare a paper in which they describe and analyze the differences in the way that an American or international company markets its products or its franchise in China.

**CBUS 4C1 Business Internship (3).** Students are placed in jobs that provide meaningful work experience. Students engage in three-week internships, working full-time (40+ hrs/week) for either Western or Chinese companies. In the first part of the semester, all students in the China program will complete the history study tour around China.

### CONTEMPORARY MUSIC CENTER (CMC)

**CMUS 4M0 Faith, Music and Culture (3).** This course will help students rethink what it means to be a Christian, a musician and a Christian musician. Six films are shown, each revealing an important but often neglected area of struggle within the life of an artist. Students are then challenged to re-examine their belief systems in God and themselves and reconcile their career ambitions with God's purpose for their lives.

**CMUS 4M1 Inside the Music Industry (3).** This course provides an overview of the music industry, focusing on the six more important contracts negotiated by artists and executives; artist management, recording label, publishing, concert rider, licensing, and copyright. Emphasis is given to career possibilities and the gifts and skills required to succeed in each of the major areas.

**CMUS 4M2 Supervised Practicum (1).** Each student will participate in a road trip practicum. Briefings, tours, meetings and internships will be arranged with leading record companies, artist management firms, booking agencies, recording studios, concert promoters, writers, producers and artists.

**CMUS 4M3 Essentials of Song Writing (3).** Students are required to write a minimum of ten original songs during the semester. The first eight songs have carefully defined parameters which, while allowing

students to write within their favorite genre, force them to write outside of their comfort zone. Emphasis is placed on the song as the vehicle for creativity and public communication.

**CMUS 4M4 Studio Recording (3).** This course introduces students to the concept of non-linear, non-destructive editing within the digital domain. Pro Tools TDM, 001 & Mbox are used by students to assemble and record a minimum of three finished master-quality recordings. All students will acquire enough experience to record, mix and master their own tracks for demo purposes.

**CMUS 4M5 Performance (3).** During the first three nights of the first full week, each student is required to perform two songs, solo. Pre-recorded tracks or other student players are allowed to assist those students who do not play an instrument. As each student defines their musical style and public persona, additional concert appearances are required.

**CMUS 4M6 Strategic Management (3).** Business Track students will assemble a successful artist roster and participate in the following activities on their artist's behalf: scheduling, creating a business plan, analyzing and forecasting trends in popular music, advising and developing the artists with regard to their live show and recordings. (Possible Credit: Business Administration, Management, Marketing, Communications and/or Media)

**CMUS 4M7 Music Business Survey (3).** Through lecture, text and visiting music industry experts, Business Track students will gain a broad understanding of key aspects of the music business including: Booking, Artist Management, Touring, Road Management, Production, Marketing and Promotion, Copyright and Legal Issues, Publishing and Licensing. This course will outline economic, creative and spiritual elements critical to a career in contemporary music and guide students in assessing their own strengths, weaknesses and interests. The focus for this course is hands-on application through work with contracts, live show production and career planning. (Possible Credit: Business Administration, Management, Marketing, Communications and/or Media)

**CMUS 4M8 Advanced Media Marketing (3).** Through classroom instruction and presentations by visiting industry experts, Business Track students will become familiar with traditional and progressive marketing strategies. Key areas including publicity, advertising, radio and video promotion, Internet marketing, and tour support will be addressed. Students will develop a comprehensive marketing plan for each Artist and will also create and implement the marketing plan for the CMC Tour. (Possible Credit: Business Administration, Management, Marketing, Communications and/or Media)

**CMUS 4M9 Advanced Studio Recording (3).** This course focuses on professional audio recording and production. The concepts and practices learned in this course will be used by the students to engineer and mix three songs per student in the Artist Track. The goal is for students to leave the CMC prepared for an entry level position in any area of studio recording. (Possible Credits: Recording Techniques, Music Technology, Studio Production, Audio Post-Production, Advanced Pro Tools Techniques, MIDI Sequencing, Lab Credit, Senior Project Credit, Practicum)

**CMUS 4M10 Audio Engineering (3).** This course focuses on concepts and common practices in professional audio. Instruction and practical experience will focus on sound reinforcement for concerts as well as recording studio techniques, since both disciplines employ the same concepts. The information learned in this course will be put into practice in both the Concert Production and Studio Production courses. (Possible Credits: Audio Fundamentals, Music Technology, Survey of Production, Audio Editing Techniques, Advanced Engineering, Survey of Recording Technology, Survey of Recording Industry, Mixing Techniques, Digital Audio Technology)

**CMUS 4M11 Concert Production (3).** This course focuses on sound reinforcement, stage lighting and design, stage management, and concert production management. The concepts and practices learned in this

course will be used by the students to produce the weekly CMC Live show in support of the Artist Track student performances, as well as the week long tour of CCCU college campuses. The goal is for students to leave the CMC prepared for an entry level position in any area of concert production. (Possible Credits: Sound Reinforcement, Concert/Stage Lighting, Survey of Video Production, Production Management, Stage Management, Lab Credit, Tour Credit, Senior Project Credit, Practicum)

### **INDIA STUDIES PROGRAM (ISP)**

**CSOC 4I0 Contemporary India: Culture, Society, Challenges (4).** This course presents an overview of India's history, development and emergence as a global partner; examining people cultures and social fabric. Designed to provide an integrating context and foundation for the entire semester.

**CBIB 4I0 India Religious Landscape (3).** This course provides an introduction and comparative study of the major religious traditions and influences in Indian society and culture. Students will examine the challenges and opportunities for expressing a Christian world and life view in a religiously diverse culture.

**CSOC 4I1 Indian Society & Social Work Intervention (3).** The course will explore the key dimensions of Indian society and related social problems and challenges (past and present). Throughout the course students will interact with local social work students and participate in a variety of field and research projects.

**CENG 4I0 Indian Literature (3).** A survey course examining five major streams of Indian literature. Students will read and examine works of poetry, prose, a variety of short stories, and longer works of fiction.

**CART 4I0 Indian Design: Traditional Costumes and Textiles (3).** A course designed to help students explore the relationship of cultural traditions, customs, and everyday life as expressed in design, clothing and other forms of decoration and adornment. Student will learn firsthand about production of articles of clothing and explore India's fashion and textile industry.

**CART 4I1 Indian Arts & Paintings (3).** Students will have the opportunity to enhance basic drawing and painting skills while examining Indian schools of art, color and technique. The course will emphasize human form drawing, floral design, and birds and animals in their natural environment.

**CFAM 4I0 Culinary Dimensions of Culture: Indian Cuisine, Traditions and Festivals (3).** A study of the expression of cultural, religious and social values expressed through diet, food preparation, and related customs and traditions. The course will explore dietary beliefs and practices common across India and influences that have shaped Indian cooking.

**CBUS 4I0 Current Perspective of Business In India (3).** An international business course focusing on marketing and management practices in India and its relationship to the global economy. The evolution of retailing in the Indian market and the role of entrepreneurship in economic development and the global economy will be examined. Similarities and differences in Indian business practices compared with Western/US practices will be analyzed.

**CXXX 4I? Field Experience & Internship (3).** Students may complete an individually designed 90-hour supervised field based internship or practicum. The learning contract will include learning outcomes, specific on site responsibilities and supervisor feedback.

### **LATIN AMERICAN STUDIES PROGRAM (LASP)**

**CFOR 2L0/3L0 Spanish Language Study (6).** Students attend the Spanish Language Institute for an intensive period of four weeks, Monday through Friday, four hours per day. The language is taught as a second language. The course materials are utilized within a native language immersion context, and practiced through exercises in the classroom via workbook assignments, and after class assignments in the

city of San José. Pre and post tests will be given to ensure proper placement.

**CFOR 4L0 Perspective on Latin American History and Contemporary Issues** (3). This seminar introduces social, historical, political, economic, and religious currents that constitute Latin American society. Students are introduced to historical development of Latin America; a variety of analytical perspectives; the character, past and present, of U.S. policy, as well as the economic reality in the region.

**CINT 4L0 Responses to Third World Reality Seminar** (3). Students are challenged in a seminar that includes diverse perspectives, broad readings and hands-on experience in a practicum setting. Participants will re-examine their worldviews and articulate faith-informed positions on several issues concerning relationships of North Americans serving in Latin America.

**CFOR 4L0 Practicum/Internship/Case Study** (3). The internship/practicum/case study is integrated with the non-core course associated with each concentration.

**CFOR 4L1 Travel Practicum** (1-3). Travel opportunities are available (some required) through other Central American nations to discover the rich diversity of cultures and peoples in the region.

**CFOR 4L2 Language and Literature Seminar** (3). Students will examine how Latin Americans view their neighbors to the north and around the world through conversations, conferences and related literature. Latin American society and culture will be studied through its literature, interaction with prominent literary figures, and through local theatrical and film productions. The seminar is taught exclusively in Spanish, including written assignments.

**CBUS 4L0 Business Seminar** (3). Within the historical, political, social, religious and economic context and realities of Latin America, the course addresses the role of the Christian business person. In this role students examine how to make effective and ethical business decisions as they relate to issues of social justice.

**CBIO 4L0 Environmental Science Seminar** (4). Students explore the natural sciences in a tropical setting and study their influence on the process of sustainability. Students will participate in research projects, examine sustainable development and management of Costa Rica's protected natural areas, investigate the ecology of tropical biomes, including highland cloud forest, mangrove forest, coral reefs, lowland rain forests and dry forests.

**CBIO 4L1 Field Research** (2). Research coincides with the participants' interest and focus in the Seminar.

### **LOS ANGELES FILM STUDIES (LAFSC)**

**CTHE 4F0 Hollywood Production Workshop** (4). Students make a motion picture using Hollywood locations, resources, and protocol. Students participate in a competitive vetting process of scripts, pitches, and meetings. Small group tutorials are offered for each student's production position. *Note: \$250 lab fee required. May be applied toward the film production elective requirement of the ACU film minor.*

**CJMC 4F0 Theology in Hollywood** (3). This course provides students with basic theological underpinnings for their lives as entertainment artists or consumers. Discussions, screenings and readings will seek to place the student's work in the context of the Christian's call to serve and spread the Gospel.

**CUNI 4F0 Internship: Inside Hollywood** (5-6) **CJMC 4F1** (1). The internship is a nonpaying position primarily in an office setting such as development companies, agencies, producer's offices, etc. Students work 20-24 hours a week throughout the length of the semester.

**CTHE 4F2 Professional Screenwriting** (3). A course in contemporary screenwriting, including an understanding of dramatic structure, character and dialogue development, and the writing process. Students complete a full-length screenplay for a feature film. *May be applied toward the writing for film elective requirement of the ACU film minor.*

**CTHE 4F3 Independent Study** (3). Course may be set up by special request. Students must submit a portfolio and project proposal. *Note: This option is not guaranteed and is limited to students with experience who may need to complete a senior project for graduation.*

**CTHE 4F4 Professional Acting for Camera** (3). A workshop in the practice and process of acting for the camera designed for students who plan to pursue acting as a career. Instruction includes an overview of camera acting techniques and discussion of the art of acting.

**CTHE 4F5 Narrative Storytelling** (3). Concentrating on the art form of narrative storytelling, the course places special emphasis on the visual aspect of the discipline. Two tracks are offered. The Structural track covers topics ranging from the history of story in culture and film to the mechanics of story creation to the development of story-writing skills. Instruction in the Technical Story track focuses on advanced methods of cinematography and post-production and how those techniques can be used to improve visual storytelling. Students will make two short films that demonstrate their ability to utilize storytelling theory on screen. *May be applied toward the writing for film elective requirement of the ACU film minor.*

### **MIDDLE EAST STUDIES PROGRAM (MESP)**

**CFOR 1E0 Introduction to Arabic Language** (4). Taught by Egyptian instructors affiliated with the American University in Cairo, this course aims to help students acquire basic skills in Egyptian Arabic, a dialect widely understood in the Arab world. The course should bring students to the intermediate level of Egyptian colloquial Arabic.

**CHIS 3E0 Islamic Thought and Practice** (4). This course examines many dimensions of Islamic faith from early times to the present. While emphasis is on the early period and its influence on latter events and people, it also attempts to relate these early developments to contemporary issues in the Middle East. Students are encouraged to examine both commonalities with and differences between themselves and their Muslim counterparts.

**CHIS 4E0 Conflict and Change in the Middle East** (4). The course examines the Israeli-Palestinian conflict, or what many scholars now call "the 100 years war." Beginning with the collapse of the Ottoman Empire, the course traces the origin of the conflict from early encounters between Arab and Jew in Palestine to the contemporary struggle to achieve a final status agreement between Israelis and Palestinians today.

**CANT 4E0 Peoples and Cultures of the Middle East** (4). This course examines the variety of peoples and cultures in societies such as Jordan, Syria, Lebanon, Israel/Palestine, and Turkey. The course seeks to introduce students to patterns of thought and behavior that characterize the region generally without losing sight of important differences across countries.

### **OXFORD SCHOLARS' SEMESTER (SSO)**

**CENG 4O1 Tutorials** (9). The tutorial is the heart of undergraduate teaching at Oxford. It is an hour long conversation between a tutor who is engaged in research and one student who has spent the week reading and writing an essay in answer to an assigned, searching question. The tutorial gives students the chance to read in depth, to formulate their views on a subject, and to consider those views in the light of the detailed, analytical conversation in the tutorial. Students may choose tutorials within the disciplines of classics, English language and literature, history, philosophy, and theology.

**CENG 4O2 Integrative Seminar** (4). Students must attend two University of Oxford lecture courses (normally eight weeks). These are in addition to lecture courses attended in conjunction with tutorials. Students should choose a methodological lecture in preference to a purely empirical one, depending on availability.

**CENG 4O3 British Landscape** (4). Students study how the British landscape was formed and reformed by societies which successively conquered and settled in it, looking at the dialectic relationship between culture (the economic, social, intellectual, religious, and artistic aspects



of each group) and landscape (the natural landscape and the human imprint on that landscape).

### **OXFORD SUMMER PROGRAM (OSP)**

**CENG 404 The Christian Tradition in the British Isles (3).** The course explores key moments in the development of Christianity in the British Isles, from the Celtic peoples of Britain under the Roman Empire, to the Anglo-Saxons, the medieval Church, and the emergence of a variety of traditions in the reformation and beyond.

**CENG 405 Topical Seminars and Tutorials (3).** Students participate in two different seminars which take place during the first two weeks of the program and in a set number of individual tutorials during the second two weeks of the program.

### **UGANDA STUDIES PROGRAM (USP)**

**CBIB 4U0 Faith and Action in the Ugandan Context (4).** This course combines a traditional classroom component with experiential learning. It explores how exposure to Ugandan Christianity challenges our own faith. Interspersed throughout is a survey of contemporary political, social, economic and religious issues confronting African peoples and countries.

**CBIB 4U1 Cross Cultural Immersion/Missions Practicum (3).** Issues and questions explored through readings and experience will include: defining missions, biblical foundations of missions, theology of missions, missions in Uganda, the role of the church, and contextual missions today. The course will ground students in basic aspects of missions' theory and practice and expose them to related issues and questions.

**CENG 4U0 African Literature (3).** The course offers a survey of the literature of sub-Saharan Africa. Students will be introduced to the distinctive features of East, West, and Southern Africa as well as to the genres of oral literature, fiction, poetry, and drama. Works will be examined on their own merit in regard to theme and style, insights into African society, and the concepts of negritude and black aesthetics.

### **CHIS 4U0 East African History From 1800 to Independence (3).**

This course will familiarize students with the history of Uganda, Kenya, Tanzania and Rwanda from 1800 to independence. From the pre-colonial era, the course will focus on colonialism and its effects on East African culture and indigenous social institutions. The course provides a review of East African reaction to colonial policies and a survey of cultural and social changes experienced in East Africa during the colonial period up to the time of decolonialisation.

### **CBIB 4U2 African Traditional Religions, Christianity and Islam in Contemporary Uganda (3).**

Religion dominates the social, political and economic lives of Africans. Three religions have had a strong influence in Uganda; ATR, Christianity and Islam. This course, will survey religions in Uganda, emphasizing ATR and Islam. The study of ATR will be phenomenological in its view, looking at the scheme of ideas that help us appreciate the nature of African religions. The study of Islam will emphasize a basic understanding and appreciation of the life of Prophet Muhammad, its formative influence on Islam as a religion, and its attendant cultural influence in Uganda. In this course, we will also examine the influence of Christianity in Uganda. A very important aspect of our study will be the historical interaction between the three religions—ATR, Islam and Christianity.

**CBIB 4U3 Uganda Studies Emphasis Practicum (3).** Students will have opportunities to practice and integrate theory and practice in a cross-cultural setting as they complete a minimum of 150 hours of practice at an approved service location in Uganda. Each student will be on-site 2 days per week under the supervision of their field instructor and the Uganda Studies Program (USP) staff supervisor. In addition students will participate in a Seminar class one hour per week for reflection, with feedback from staff and peers.

**CSOW 4U0 Social Work Practicum (3).** Same as Uganda Studies Practicum.

**CXXX 4UX Additional elective courses are scheduled, but not guaranteed (3).** Discipline selection and courses are subject to availability. Check with the Registrar's Office.

# Personnel

## BOARD OF TRUSTEES

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David A. Flow, Brentwood, TN

Dr. Jack Griggs, Abilene

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Jeff D. Knight, Bentonville, AK

Dr. Edward "Wayne" Massey,

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Charles Onstead, Sugar Land

Randy Owen, Castle Rock, CO

Carole Phillips, Colleyville

Jim Porter, Abilene

Alan E. Rich, Boerne

Dr. Eddie Sharp, Austin

Marelyn Shedd, Abilene

Kay Skelton, Denison

Gary Skidmore, Austin

Judge Steven L. "Steve" Smith,

College Station

Stan Stephens, Keller

Rick L. Wessel, Westlake

**Cukrowski, Kenneth**, 1999, *Dean of the College of Biblical Studies, Associate Professor of New Testament and Graduate School of Theology*; BA, 1984; MA, 1985; MDiv, 1987; STM, 1988; PhD, 1994.

**Currey, Billie**, 2010, *Director of Advancement Strategies*, BS, 1970; JD, 1972.

**De Leon, Lee**, 2014, *Director of Athletics*; BBA, 2004; MA, 2005.

**Groves, Jason**, 2008, *Chief Marketing Officer*; BBA, 2000.

**Hammack, Becky**, 2012, *Dean of the School of Nursing and Associate Professor of Nursing*, BS, 1985; MS, 1995; EdD, 2003.

**Holley, Steven**, 2013, *Vice President and Chief Financial Officer*; BS, 1990; MS, 1991.

**Lewis, Susan**, 1998, *Vice Provost and Associate Professor of Journalism and Mass Communication*; BS, ACU, 1992; MA, ACU, 1997; EdD, Pepperdine University, 2006.

**Johnson, Stephen**, 2001, *Vice President for Academic Affairs ACU-Dallas and Dean of the Graduate Scholl*; BA, 1990; MS, 1994; MDiv, 1996; DMin, 2000; PhD, 2007.

**Jones, Wendy**, *Chief HR Officer and Title IX Coordinator*; BA, 1994.

**McCaleb, Gary**, 1963, *Vice President of the University*; BA, 1964; MBA, 1974; PhD, 1979.

**Meyer, Jan**, 1987, *Dean for Student Development and Executive Director of the Center for Christian Service/Leadership*; BS, 1987; MRE, 1992; EdD, 2003.

**Morris, Jason**, 1996, *Dean of the Honors College*; BA, 1994; MA, 1996; EdD, 2002.

**Orr, Jim**, 2014, *Vice President for Advancement*, BBA, 1986; JD, 1989.

**Reed, Carson**, 2012, *Assistant Professor of Theology, Vice President for Church Relations, Executive Director of the Siburt Institute for Church Ministry, and Director of the Doctor of Ministry Program*; BA, Oklahoma Christian University, 1980; MDiv, Harding School of Theology, 1988; DMin, ACU, 1995.

**Reeves, Kay**, 1990, *Executive Director of Information Technology*; BSE, 1992; MS, 1994.

**Riley, Chris**, 2004, *Vice President for Student Life*; BA, 2000; JD, 2003.

**Rhodes, Robert**, 2012, *Provost and Professor of Psychology*; BS, 1990; PhD, 1994.

**Roberts, Kevin**, 1999, *Chief Planning and Information Officer*; BBA, 1998.

**Snider, Donnie**, 2003, *Dean of the College of Education and Human Services and Associate Professor of Education*; BS, 1974; MEd, 1978; EdD, 1997.

**Straughn, Gregory**, 2000, *Dean of the College of Arts and Sciences*; BA, 1994; MM, 1997; PhD, 2004.

**Sullivan, Slade**, 2000, *General Counsel and Secretary to the Board of Trustees*; BA, 1995; MA, 1997; JD, 2000.

**Weaver, John B.**, 2011, *Dean of Library Services and Educational Technology*; BA, 1995; MA 1998; MLIS 2004; PhD 2004.

**Williams, Anthony**, 2015, *Business Services*, BS, 1993.

## ADMINISTRATORS

The first date indicates initial employment at ACU.

### SENIOR LEADERSHIP TEAM

**Schubert, Phil**, 1993, *President*; BBA, 1991; CPA, 1995; MBA, 2006; EdD, 2009.

**Allmon, Suzanne**, 1980-86, 1999, *Senior Advisor to the President*; BBA, 1979; MS, 1991.

**Campbell, Kevin**, 2001, *Chief Enrollment Officer*; BBA, 2000.

**De Leon, Lee**, 2014, *Director of Athletics*; BBA, 2004; MA, 2005.

**Holley, Steven**, 2013, *Vice President and Chief Financial Officer*; BS, 1990; MS, 1991.

**Johnson, Stephen**, 2001, *Vice President for Academic Affairs ACU-Dallas and Dean of the Graduate Scholl*; BA, 1990; MS, 1994; MDiv, 1996; DMin, 2000; PhD, 2007.

**McCaleb, Gary**, 1963, *Vice President of the University*; BA, 1964; MBA, 1974; PhD, 1979.

**Orr, Jim**, 2014, *Vice President for Advancement*, BBA, 1986; JD, 1989.

**Riley, Chris**, 2004, *Vice President for Student Life*; BA, 2000; JD, 2003.

**Roberts, Kevin**, 1999, *Chief Planning and Information Officer*; BBA, 1998.

**Rhodes, Robert**, 2012, *Provost and Professor of Psychology*; BS, 1990; PhD, 1994.

### STRATEGIC REVIEW TEAM

**Schubert, Phil**, 1993, *President*; BBA, 1991; CPA, 1995; MBA, 2006; EdD, 2009.

**Allmon, Suzanne**, 1980-86, 1999, *Senior Advisor to the President*; BBA, 1979; MS, 1991.

**Campbell, Kevin**, 2001, *Chief Enrollment Officer*; BBA, 2000.

**Crisp, Brad**, 2006, *Interim Dean for the College of Business Administration*; BBA, 1993; MBA, 2002; PhD, 2004.

### OTHER ADMINISTRATORS

**Garrett, Dan**, 1973-84, 1995, *Vice Chancellor and President of the ACU Foundation*; BS, 1973.

**Holmans, Jim**, 1998, *Executive Assistant to the Chancellor*; AA, 1961; BS, 1972; MSBA, 1989.

**Money, Royce L.**, 1981, *Chancellor*; BA, 1964; MDiv, 1967; PhD, 1975; MS, 1982.

**Rich, Jack**, 1991, *Chief Investment Officer*; BBA, 1976; CPA, 1978; MBA, 1980; CFA, 2006.

## Academic Affairs

**Rhodes, Robert**, 2012, *Provost and Professor of Psychology*; BS, 1990; PhD, 1994.

**Cukrowski, Kenneth**, 1999, *Dean of the College of Biblical Studies and Associate Professor of New Testament, Graduate School of Theology*; BA, 1984; MA, 1985; MDiv, 1987; STM, 1988; PhD, 1994

**Gumm, Eric**, 1997, *Registrar and Director of First Year Program and Academic Development; Interim Director of General Education*; BA, 1994; MS, 1997; EdD, 2006.

**Hammack, Becky**, 2012, *Dean of the School of Nursing and Associate Professor of Nursing*, BS, 1985; MS, 1995; EdD, 2003.

**Johnson, Stephen**, 2001, *Vice President for Academic Affairs ACU-Dallas and Associate Professor of Ministry, Graduate School of Theology*, BA, 1990; MS, 1994; MDiv, 1996; DMin, 2000; PhD, 2007.

**Lewis, Susan**, 1998, *Vice Provost and Associate Professor of Journalism and Mass Communication*; BS, 1992; MA, 1997; EdD, 2006.

**Milholland, Tom**, 1979, *Assistant Provost for Institutional Effectiveness, Director of Institutional Research and Assessment, SACS Liaison and Professor of Marriage and Family Studies*; BS, 1966; MS, 1972; PhD, 1979.

**Morris, Jason**, 1996, *Dean of the Honors College and Associate Professor of Education*; BA, Pepperdine University, 1994; MS, ACU, 1996; EdD, Texas Tech University, 2002.

**Snider, Donnie**, 2003, *Dean of the College of Education and Human Services and Professor of Education*; BS, 1974; MEd, 1978; EdD, 1997.

**Straughn, Gregory**, 2000, *Dean of the College of Arts and Sciences and Associate Professor of Music*; BA, 1994; MM, 1997; PhD, 2004.

**Weaver, John B.**, 2011, *Dean of Library Services and Educational Technology*; BA, 1995; MA 1998; MLIS 2004; PhD 2004.

## Office of General Counsel

**Sullivan, Slade**, 2000, *Vice President and General Counsel*; BA, 1995; MA, 1997; JD, 2000.

## Student Life

**Craig, Tom**, 1998, *Director of Student Activities and Productions*; BA, 1989.

**Ellison, Jimmy**, 2001, *Chief of Police and Director of Public Safety*; Lamar University Police Academy, 1984.

**Lewis, Mark**, 1995, *Dean of Students*; BBS, 1988; MMFT, 1995.

**Meyer, Jan**, 1987, *Dean of Leadership Development and Executive Director of Christian Service & Leadership*; BS, 1987; MRE, 1991; EdD, 2003.

**Riley, Chris**, 2004, *Vice President for Student Life and Title IX Co-Coordinator (Students)*; BA, 2000; JD, 2003.

**Rowlands, Steve**, 1997, *Director of the Medical Care and Counseling Center*; BA, 1992; MMFT, 1994.

**Strader, Bob**, 1976, *Director of Residence Life Education and Housing*; BSEd, 1976; MEd, 1985; EdD, 1993.

**Swedlund, Joel**, 1993, *Executive Director for the Student and Recreation Wellness Center*; BS, 2002.

## Athletics

**De Leon, Lee**, 2014, *Director of Athletics*; BBA, 2004; MA, 2005.

**Ballard, Chris**, 2014, *Asst. AD for Academic Support*; BS, 2008, MEd 2013.

**Barnier, Keith**, 2013, *Head Men's & Women's Track and Field Coach*; BS, 1987, MA, 1990.

**Bibler, Jason**, 2014, *Head Volleyball Coach*; BA, 2006, MEd, 2010.

**Bonneau, Britt**, 1996, *Head Baseball Coach*; BS, 1995.

**Boone, Grant**, 2014, *Voice of the Wildcats*; BA, 1991

**Bourque, Jeff**, 2015, *Director of Strength & Conditioning*; BS 2005, MS 2010.

**Collums, Ken**, 2012, *Head Football Coach*; BS 1996, MS 1998.

**Feeney, James**, 2015, *Asst. AD for Compliance*; BA, 2012, MA, 2014.

**Fleming, Lance**, 1998, *Assoc. Dir. Of Athletics for Media Relations*; BA, 1992.

**Gilmore, Lisa**, 2015, *Assoc. Dir. of Athletics for Student Welfare/SWA*; BA, 2003, MBA, 2013.

**Golding, Joe**, 2011, *Head Men's Basketball Coach*; BS 1999.

**Goodenough, Julie**, 2012, *Head Women's Basketball Coach*; AA 1989; BA 1991; Med 1993.

**Haarlow, Jon**, 2016, *Asst. AD for Internal Operations*; AB 2007, BS 2009, MS 2010.

**Jones, Hutton**, 1997, *Head Men's & Women's Tennis Coach*; BA, 1981, MS, 1983.

**Kinard, David**, 2015, *Senior Assoc. Director of Athletics*; BS, 2003, MS, 2006; ABD, 2014.

**Macaluso, Chris**, 2011, *Asst. Director of Media Relations*; BA 1999.

**Reeves, Bobby**, 2010, *Head Softball Coach*; BS, 1989.

**Shaw, Tom**, 2014, *Head Golf Coach*; BS, 1991.

**Wilson, Casey**, 2004, *Head Soccer Coach*; BBA, 1999, MBA 2002.

**Ybarra, Adam**, 2013, *Director of Sports Medicine*; BS 2007, ME 2009.

## TEACHING FACULTY

The first date is the year of appointment to the faculty, followed by rank and department.

**Allison, Stephen H.**, 1984, *Professor, Robert and Mary Ann Hall Endowed Chair of Psychology and Intercultural Studies*; BS, ACU, 1976; MA, Fuller Theological Seminary, 1978; MS, Fuller Graduate School of Psychology, 1980; PhD, Fuller Theological Seminary, 1982.

**Aquino, Frederick D.**, 1998, *Professor of Theology, Graduate School of Theology*; BA, ACU, 1989; MDiv, ACU, 1993; MA, ACU, 1994; PhD, Southern Methodist University, 2000.

**Archer, Carolina**, 2014, *Instructor of Language and Literature*; BAS, ACU, 2008; MA, New Mexico State University, 2013.

**Arrington, Jeff E.**, 1989, *Associate Professor of Engineering and Physics, Director of Engineering, Associate Dean of the College of Arts and Sciences*; BS, ACU, 1982; MEEE, University of Utah, 1984; EE, University of Utah, 1986; PhD, University of Utah, 1989.

**Ashlock, Rodney**, 1998, *Assistant Professor and Chair of Bible, Missions and Ministry*; BA, Harding University, 1987; MDiv, ACU, 1991; PhD, Baylor University, 2002.

**Atkinson, Melissa D.**, 2000, *Assistant Professor of Library Science and E-Collections and Web Services Librarian*; BS, ACU, 1994; MLS, University of North Texas, 2000.

**Austin, Lynette**, 2008, *Associate Professor of Communication Sciences and Disorders*; BS, ACU, 1985; MA, ACU, 1987; PhD, University of Houston, 2007.

**Bacon, Cheryl Mann**, 1977-79, 1990, *Professor and Chair of Journalism and Mass Communication*; BA, ACU, 1976; MA, ACU, 1979; EdD, Texas Tech University, 1991.

**Baggs, Terry**, 2007, *Associate Professor and Chair of Communication Sciences and Disorders*; BA, Freed-Hardeman University, 1977; MS, University of Arkansas for Medical Sciences, 1981; PhD, University of Memphis, 1992.

**Bailey, Garry**, 2007, *Associate Professor of Conflict Resolution and Academic Director of Duncum Center for Conflict Resolution*; BBA, ACU, 1985; MA, ACU, 1987; PhD, University of Oklahoma, 1994.

- Baker, Laura**, 1995, *Associate Professor of Library Science*; BBA, ACU, 1987; MLIS, University of Texas, 1993.
- Baldridge, Stephen**, 2009, *Associate Professor of Social Work*; BSSW, Lubbock Christian University, 2001; MSSW, University of North Texas at Arlington, 1996; PhD, University of Texas at Arlington, 2010.
- Bane, Annie**, 2015, *Instructor of Kinesiology and Nutrition*; BS, ACU, 2007; MS, Baylor University, 2010.
- Barbarick, Clifford**, 2011, *Assistant Professor of Bible, Missions and Ministry*; BA, Pepperdine University, 2001; MDIV, Pepperdine University, 2005; PhD, Baylor University, 2011.
- Barnett, Denise**, 1991, *Associate Professor of Communication Sciences and Disorders*; BS, ACU, 1980; MA, ACU, 1982; PhD, Texas Tech Univ. Health Science Center, 2010.
- Beck, Richard**, 1998, *Professor and Chair of Psychology*; BS, ACU, 1989; MS, ACU, 1994; PhD, Southern Methodist University, 1997.
- Bell, Joe D.**, 1985, *Associate Professor*; BSEd, ACU, 1977; MS, University of North Texas, 1983; PhD, Texas A&M University, 1997.
- Bender, Brenda**, 2001, *Associate Professor of Communication Sciences and Disorders*; BSEd, ACU, 1990; MS, University of North Texas, 1994; PhD, University of Memphis, 2001.
- Bennett, B. Cole**, 2000, *Professor of Language and Literature and Director of the University Writing Center*; BBA, Harding University, 1989; MA, University of Arkansas, 1996; PhD, University of Southern Mississippi, 2002.
- Berryhill, Carisse Mickey**, 2004, *Professor of Library Science*; BA, Harding College, 1973; MA, Harding University, 2001; MS, University of North Texas, 1990; PhD, Florida State University of Tallahassee, 1982.
- Bertram, Dale E.**, 2012, *Professor and Chair of Marriage and Family Studies*; BA, Eastern New Mexico University, 1981; MA, Eastern New Mexico University, 1983; MEd, Albertson College of Idaho, 1991; PhD, Nova-Southeastern University, 1995.
- Boiles, Leslie**, 2015, *Visiting Instructor of Nursing*; BS, ACU, 1999; MS, Hardin-Simmons University, 2014.
- Bolin, Phyllis**, 2005, *Associate Professor of Mathematics and Director of Quality Enhancement Program*; BSEd, ACU, 1970; MAT, University of Texas at Dallas, 1991; PhD, University of Oklahoma, 2003.
- Brannan, Daniel K.**, 1988, *Professor of Biology*; BS, University of New Mexico, 1975; MS, Ohio State University, 1977; PhD, University of New Mexico, 1981.
- Brister, Jozell**, 1979, *Associate Professor of Management Sciences*; BSEd, ACU, 1961; MEd, ACU, 1965; MS, University of North Texas, 1973.
- Broderick, Geoffrey**, 1999, *Associate Professor of Art and Design*; BFA, ACU, 1982; MFA, Southern Illinois University, 1985.
- Brokaw, Bryan E.**, 1975, *Bray Cook Professor of Agricultural and Environmental Sciences*; BS, ACU, 1971; PhD, Oregon State University, 1975.
- Brokaw, Joshua M.**, 2009, *Associate Professor of Biology*; BS, ACU, 2001; MS, Oklahoma State University, 2004; PhD, Washington State University, 2009.
- Brooks, D. Greg**, 2014, *Assistant Professor of Marriage and Family Studies*; BA, Harding University, 1997; MS, Harding University, 2000; PhD, University of Missouri, 2014.
- Brown, Brian**, 2013, *Instructor of Language and Literature*, BA, ACU, 2008; MA, ACU, 2011.
- Broxson, Anita C.**, 2013, *Assistant Professor of Nursing*; BA, Southeastern Louisiana University, 1972; BS, Texas Woman's University, 1991; MSN, University of Texas, 2001; PhD, Texas Woman's University, 2010.
- Bryce, Brady D.**, 2007, *Assistant Professor of Ministry, Director of Contextual Education, Graduate School of Theology*; BA, ACU, 1995; MS, ACU, 1999; MDiv, ACU, 1999; DMin, Fuller Theological Seminary, 2008.
- Burton, Brian**, 2007, *Associate Professor of Information Technology*; BS, ACU, 1992; MS, Southwest Missouri State University, 1999; EdD, University of Missouri, 2008.
- Burton, Orneita**, 2006, *Associate Professor of Management Sciences and Information Systems*; BS, University of Arkansas, 1979; MS, American Technological University, 1986; PhD, Arizona State University, 2006.
- Byrd, Robert R.**, 2009, *Associate Professor of Information Technology*; BS, Harding University, 1981; MS, Creighton University, 1992; EdD, University of Louisville, 2002.
- Camp, Jonathan W.**, 2007, *Associate Professor of Communication*; BA, Harding University, 1995; MDiv, Harding University Graduate School of Religion, 1999; DMin, ACU, 2007; PhD, The University of Memphis, 2008.
- Candler, Catherine**, 2015, *Professor of Occupational Therapy*; BS, University of Kansas, 1979; MA, Texas Woman's University, 1991; PhD, Texas Woman's University, 2000.
- Cardot, Joseph James, III**, 1980, *Professor and Chair of Communication and Sociology*; BA, Harding University, 1976; MA, Western Kentucky University, 1980; EdD, Texas Tech University, 1990.
- Carpenter, James**, 2016, *Associate Professor and Chair of Agricultural and Environmental Sciences*, BS, Kent State University, 1981; MS, Abilene Christian University, 1987; PhD, Texas A&M University, 1993.
- Carroll, Laura Bolin**, 2001, *Associate Professor of Language and Literature*; BA, ACU, 1996; MA, Marquette University, 1998; PhD, Texas A&M University, 2002.
- Carroll, William M.**, 2001, *Associate Professor of Language and Literature*; BA, Lipscomb University, 1993; MA, ACU, 1995; PhD, Marquette University, 2005.
- Casada, John H.**, 2008, *Associate Professor of Psychology and University Psychiatrist*; BS, ACU, 1984; MS, ACU, 1985; PhD, University of Texas Health Sciences Center – Houston, 1992; MD, University of Texas Health Sciences Center – Houston, 1992.
- Cavitt, Dennis**, 2008, *Instructor of Teacher Education*; BA, Pepperdine University, 1980; MS, ACU, 1987; MEd, Tarleton State University, 2000.
- Cha, Kilnam**, 2011, *Assistant Professor, Department of Bible, Missions and Ministry*; BA, Columbia Christian College, 1991; MDiv, ACU, 1995; PhD, Baylor University, 2006.
- Childers, Jeff**, 1996, *Professor of Church History, Department of Bible, Missions and Ministry, and Carmichael-Walling Chair for New Testament and Early Christianity, Graduate School of Theology*; BA, ACU, 1989; MA, ACU, 1992; MDiv, ACU, 1992; MST, Oxford University, 1993; DPhil, Oxford University, 1996.
- Churchill, Craig**, 1992, *Associate Professor of Library Science and Theological Librarian*; BS, Texas A&M University, 1987; BBS, Institute for Christian Studies, 1989; MS, ACU, 1991; MDiv, ACU, 1992; MLS, University of Texas, 1994.
- Clements, Curtis E.**, 2005, *Associate Professor of Accounting and Finance*; BS, Harding University, 1985; MS, Harding University, 1986; PhD, Texas A&M University, 1999.
- Coates, Neal E.**, 1999, *Professor and Chair of Political Science*; BA, ACU, 1987; JD, University of Kansas, 1990; MA, University of Connecticut, 1998; PhD, University of Connecticut, 2004.
- Coco, Malcolm P.**, 1990, *Professor of Management Sciences*; BS, University of Southwestern Louisiana, 1968; MS, Central Michigan University, 1979; DPA, Nova Southeastern University, 1993.
- Cook, Samuel L.**, 2000, *Associate Professor of Music*; BM, Johns Hopkins University, 1979; MM, Indiana University School of Music, 1982.

- Cope, Joe L.**, 1989, *Associate Professor of Conflict Resolution and Executive Director of Duncum Center for Conflict Resolution*; BA, Texas Tech University, 1977; JD, Texas Tech University School of Law, 1986.
- Cooke, James Clinton**, 1982, *Professor of Agricultural and Environmental Sciences*; BSEd, ACU, 1973; MS, University of North Texas, 1978; PhD, University of North Texas, 1994.
- Counts, Dena**, 2008, *Instructor of Communication and Director of Forensics*; BA, ACU, 1990; MA, ACU, 2003.
- Crisp, Brad**, 2006, *Associate Professor of Information Systems and Director of the School of Information Technology and Computing*; BBA, ACU, 1993; MBA, University of Texas, 1998; PhD, University of Texas, 2003.
- Cukrowski, Kenneth**, 1999, *Associate Professor of New Testament, Graduate School of Theology and Dean of the College of Biblical Studies*, BA, ACU, 1984; MA, ACU, 1985; MDiv, Yale Divinity School, 1987; STM, Yale Divinity School, 1988; PhD, Yale University, 1994.
- Cullum, Mark E.**, 2001, *Associate Professor of History*; BA, ACU, 1985; MLitt, University of St. Andrews, 1998; MS, University of Oxford, 1999; DPhil, University of Oxford, 2005.
- Daughterly, Michael**, 2009, *Associate Professor of Physics*; BS, ACU 2002; BS, ACU, 2002; PhD, University of Texas, 2008.
- Davis, Kristina**, 2005, *Assistant Professor of Communication*; BS, ACU, 1999; MA, ACU, 2001, PhD, Texas A&M University, 2009.
- Davis, Suanna**, 2011, *Assistant Professor of Language and Literature*; BSED, ACU, 1984; MA, ACU, 1987; PhD, Purdue University, 2000.
- Delony, Mikee**, 2006, *Associate Professor of Language and Literature*; BA, University of Houston, 1996; MA, University of Houston, 2000; PhD, University of Houston, 2007.
- Dickson, Kyle**, 1999, *Professor of Language and Literature and Director of the Learning Studio*; BA, ACU, 1993; MA, Baylor University, 1996; PhD, Baylor University, 2002.
- Dillman, David L.**, 1984, *Professor of Political Science*; BS, ACU, 1970; MA, University of Houston, 1974; PhD, University of Massachusetts, 1982.
- Dodd, Carley H.**, 1981, *Professor of Communication*; BA, ACU, 1970; MA, ACU, 1971; PhD, University of Oklahoma, 1974.
- Douthit, Julie**, 2006, *Instructor of Teacher Education*; BSEd, University of North Texas, 1991; MEd, University of North Texas, 1991.
- Dowdy, Jess T.**, 2010, *Professor of Physics and Chair of Engineering and Physics*; BS, ACU; 1998, MS, Washington State University, 1990; EdD, Texas A&M – Commerce, 2005.
- Easter, Sarah**, 2016, *Assistant Professor of Management Sciences*; BBA, ACU, 2006; MBA, Rollins College, 2008; PhD, University of Victoria, 2016.
- Ehrke, John**, 2007, *Associate Professor of Mathematics*; BS, ACU, 2003; MS, Baylor University, 2005; PhD, Baylor University, 2007.
- Elliot, Kelly**, 2010, *Associate Professor of History*, BA, Harding, 2005; MA, Florida State University, 2007; Ph.D., Florida State University, 2007.
- Elliot, Jeremy**, 2010, *Assistant Professor of Language and Literature*; BA, Harding, 2005; MA, Florida State University, 2007; PhD, Florida State University, 2012.
- Evans, Carol**, 2003, *Instructor of Language and Literature*; BS, Lubbock Christian University, 1984; MA, ACU, 1991.
- Feerer, Ryan**, 2010, *Assistant Professor of Art and Design*, AA, Art Institute of Dallas, 2002; BFA, ACU, 2005; MFA, School of Visual Arts, 2007.
- Flanagan, Cherisse Y.**, 2007, *Assistant Professor of Psychology*; BA, Texas Tech University, 1988; MS, ACU, 1996, PhD, Fielding Graduate University, 2013.
- Flanders, Christopher**, 2005, *Associate Professor of Missions, Graduate School of Theology; Director of Halbert Institute for Missions*; BA, ACU, 1989; MS, ACU, 1991; MDiv, ACU, 1994; PhD, Fuller Theological Seminary, 2005.
- Foster, Douglas Allen**, 1991, *Professor of Church History, Graduate School of Theology; Director of Center for Restoration Studies*; BA, David Lipscomb University, 1974; MA, Scarritt College, 1980; PhD, Vanderbilt University, 1987.
- Fowler, William E.**, 1991, *Associate Professor of Accounting and Finance*; BBA, Harding University, 1975; MS, Walsh College, 1983.
- Freeman, Sandy**, 2005, *Associate Professor of Theatre*; BA, Hardin-Simmons University, 1971; MFA, University of Oklahoma, 1975.
- Gibbs, Nathaniel**, 2013, *Assistant Professor of Journalism and Mass Communication*, BS, ACU, 2000; MFA, Rensselaer Polytechnic University, 2004.
- Gibson, Kelli Bryant**, 2015, *Assistant Professor of Historical Theology, Graduate School of Theology*; BA, ACU, 2004, MDiv, ACU, 2007, MPhil, University of Oxford, in progress.
- Goff, Jaime**, 2004, *Associate Professor of Marriage and Family Studies; Dean of the College of Graduate and Professional Studies, ACU-Dallas*; BA and BS, Ohio Valley College, 1995; MMFT, ACU, 2001; PhD, Michigan State University, 2004.
- Goldsmith, Lloyd M.**, 2001, *Professor of Education*; BS, Texas A&M University, 1972; MS, Corpus Christi University, 1974; MS, Texas A&M University, Corpus Christi, 1985; EdD, Baylor University, 1990.
- Goolsby, Jeff**, 2013, *Instructor of Music*, BM, ACU, 2001; MM, Louisiana State University, 2006.
- Green, Robert**, 1985, *Professor of Art and Design*; BFA, ACU, 1979; MFA, University of Nebraska, 1983.
- Hailey, Mel**, 1979, *Professor of Political Science*; BA, ACU, 1970; MA, Texas Tech University, 1973; PhD, Texas Tech University, 1988.
- Haley, Albert**, 1997, *Professor of Language and Literature, Writer-in-Residence*; BA, Yale University, 1976; MFA, University of Houston, 1993.
- Haley, Joyce**, 2007, *Assistant Professor of Journalism and Mass Communication*; BS, Pepperdine University, 1981; MS, ACU, 2004.
- Hamilton, Mark W.**, 2000, *Professor of Old Testament; Graduate School of Theology*; BA, Freed-Hardeman University, 1986; MDiv, ACU, 1990; MA, ACU, 1991; PhD, Harvard University, 2000.
- Hamm, Stephanie**, 2008, *Associate Professor of Social Work*; BSW, ACU, 1990; MSW, West Virginia University, 1993; PhD, University of Texas-Arlington, 2008.
- Hammack, Becky, S.**, 2012, *Associate Professor of Nursing and Dean of the School of Nursing*; BSN, Angelo State University, 1985; MSN, ACU, 1995; EdD, Baylor University, 2003.
- Hardegree, Eric**, 1985, *Professor of Chemistry*; BS, ACU, 1980; MS, ACU, 1982; PhD, University of Texas, 1985.
- Hardin, Kim**, 2015; *Instructor of Teacher Education*; BS, ACU, 2005; Med, Lubbock Christian University, 2008; PhD, Baylor University, 2016.
- Harris, Randall**, 1999, *Instructor of Bible, Missions and Ministry*; BA, Harding University, 1979; MA and MTh, Harding University Graduate School of Religion, 1983; MPhil, Syracuse University, 1987.
- Hart, Kerri**, 1995, *Assistant Professor of Kinesiology and Nutrition and Director of Fitness and Training Programs*; BS, ACU, 1986; MEd, ACU, 1996, PhD, University of New Mexico, 2005.
- Hatfield, Kari**, 2008, *Associate Professor of Theatre*; BA, Oklahoma Christian University, 2000; MFA, Virginia Commonwealth University, 2005.

- Head, Tim**, 2007, *Associate Professor of Physics*; BS, Texas Tech University, 2000; MS, University of Illinois, 2002; PhD, University of Illinois, 2007.
- Heflin, Houston**, 2009, *Associate Professor of Bible, Missions, and Ministry*; BS, ACU, 1995; MS, ACU, 1997; EdD, Southern Baptist Theological Seminary, 2004.
- Hendrick, Karen**, 1986, *Assistant Professor of Library Science*; BA, ACU, 1965; MLS, Texas Woman's University, 1966.
- Hendricks, David**, 1995, *Associate Professor and Chair of Mathematics*; BS, ACU, 1987; MS, Texas A&M University, 1988; PhD, Texas A&M University, 1994.
- Hernández, Patricia**, 1989, *Professor of Biology*; BS, Texas A&I at Corpus Christi, 1975; MS, Corpus Christi State University, 1978; PhD, Texas Woman's University, 1989.
- Hester, Adam**, 1981, *Professor and Assistant Chair of Theatre*; BA, ACU, 1977; MFA, Trinity University, 1982.
- Hewett, Rachel**, 2013, *Instructor of Nursing*, BSN, ACU, 1997; MS, Chamberlain College of Nursing, 2012.
- Hewitt, J.Darby**, 2013, *Assistant Professor of Engineering*, BS, ACU, 2008; MS, University of Illinois at Urbana-Champaign, 2010, PhD, University of Illinois at Urbana-Champaign, 2013.
- Hill, Dickie L.**, 1977, *Professor of Kinesiology and Nutrition*; BSEd, ACU, 1967; MPE, University of Florida, 1968; PhD, Texas A&M University, 1973.
- Homer, John**, 2009, *Associate Professor of Computer Science*; BS, Harding University, 2002; MS, Kansas State University, 2006; PhD, Kansas State University, 2009.
- Horn, William**, 2010, *Instructor of Language and Literature*; BA, ACU, 1999; MA, ACU, 2005.
- Houghtalen, Brandon**, 2014, *Assistant Professor of Music*; BM, University of Tennessee Knoxville, 2002; MM, University of Colorado, 2009; DMA, Arizona State University, 2012.
- Houghtalen, Lori**, 2015, *Assistant Professor of Engineering and Physics*; BS, University of Tennessee, 2002; MS, Georgia Institute of Technology, 2004; PhD, Georgia Institute of Technology, 2007.
- Huddleston, Andrew**, 2012, *Assistant Professor of Teacher Education*; BA, ACU, 2000, MEd, Texas Tech University, 2002, PhD, University of Georgia, 2012.
- Huddleston, Jennifer**, 2011, *Assistant Professor of Biology*; BS, Hardin-Simmons University, 2000; MS, Texas Tech University, 2003; PhD, Texas Tech University, 2008.
- Hunter, Rebecca**, 2009, *Associate Professor of Biology*; BS, ACU, 2001; MS, Texas A&M University, 2004; PhD, Auburn University, 2009.
- Hutson, Christopher R.**, 2010, *Associate Professor of Bible, Missions and Ministry; Associate Dean for Academics, College of Biblical Studies*; BA, Lipscomb University, 1983; MA, University of Cincinnati, 1987; MDiv, Yale Divinity School, 1989; MA, MPhil, Yale University, 1993; PhD, Yale University, 1998.
- Isenhower, Donald**, 1986, *Professor of Physics*; BS, ACU, 1981; PhD, Iowa State University, 1986.
- Isenhower, Larry D.**, 2014, *Assistant Professor of Engineering and Physics*; BS, ACU, 2005; PhD, University of Wisconsin, Madison, 2010.
- Jang, Kyeonghee (Kay)**, 2015, *Assistant Professor of Social Work*; BSW, Yonsei University, 1990; MSW, University of South Carolina, 2003; PhD, University of Texas at Austin, 2010.
- Jessup, Ryan K.**, 2011, *Assistant Professor of Management Sciences*; BBA, ACU, 1997; MS, ACU, 2003; PhD, Indiana University, 2008.
- Jinkerson, Richard**, 2014, *Associate Professor of Engineering and Physics*; BSEE, University of New Mexico, 1982; MSME, Massachusetts Institute of Technology, 1991.
- Johnson, Stephen**, 2001, *Associate Professor of Ministry, Graduate School of Theology, Vice President for Academic Affairs, ACU-Dallas*; BA, ACU, 1990; MS, ACU 1994; MDiv, ACU, 1996; DMin, ACU, 2000; PhD, University of Toronto, 2007.
- Jones, Billy Van**, 1974, *Professor of Psychology*; BS, ACU, 1970; MA, University of Houston, 1972; PhD, University of Houston, 1974.
- Jones, Kenny**, 2005, *Professor of Art and Design*; BFA, ACU 1982; MFA, University of Tennessee, 1986.
- Jones, Sheila**, 1997, *Associate Professor of Nutrition*; BS, Texas A&M University, 1981; MS, Texas A&M University, 1988; RD, 1989; LD, 1989, PhD, Texas Woman's University, 2005.
- Kalb, Amy**, *Instructor of Social Work*; BSW, Valparaiso University, 1997; MSW, University of Michigan, 1999; PhD, Capella University.
- Karabegov, Alexander**, 2002, *Professor of Mathematics*; MS, Moscow State University, 1981; PhD, Moscow State University, 1988.
- Kennedy, Tim**, 2014, *Assistant professor of Engineering and Physics*; BS, Texas Tech University, 2008. PhD, Texas Tech University, 2012.
- Kneip, David**, 2010, *Assistant Professor of Bible, Missions and Ministry*; BA, Duke University, 1997; MDiv, ACU, 2003; PhD, University of Notre Dame, 2013.
- Lakey, Paul**, 1988, *Professor of Communication*; BA, Oklahoma Christian University, 1970; MA, ACU, 1980; MA, ACU, 1985; PhD, University of Oklahoma, 1988.
- Lee, Sarah**, 2011, *Assistant Professor of Biochemistry*; BS, ACU, 2005; PhD, Colorado State University, 2010.
- Lee, Tom**, 1994, *Professor and Chair of Biology*; BS, Texas A&M University, 1984; MS, Angelo State University, 1987; PhD, Texas A&M University, 1992.
- Lemley, Lauren**, 2010, *Associate Professor of Communication*; BA, ACU 2005; MA, ACU 2007; Ph.D., Texas A&M University, 2010.
- Lewis, Susan**, 1998, *Associate Professor of Journalism and Mass Communication and Vice Provost*; BS, ACU, 1992; MA, ACU, 1997; EdD, Pepperdine University, 2006.
- Lipps, Alan J.**, 2007, *Associate Professor of Social Work*; BS, ACU, 1993; MMFT, ACU, 1996; MSSW, University of Texas-Arlington, 1999; PhD, University of Texas-Arlington, 2002.
- Little, Andrew**, 2010, *Associate Professor of Management Sciences; and Associate Dean of the College of Business Administration*; B.A., ACU, 1997; J.D., Texas Tech University, 2000. MA, West Texas A&M University, 2014.
- Litton, Jim**, 2010, *Assistant Professor of Entrepreneurship and Director of the Griggs Center for Entrepreneurship and Philanthropy*; BBA, ACU, 2001; MBA, Vanderbilt University, 2005; JD, Vanderbilt University, 2005.
- Luttrell, William Lynn**, 1980, *Associate Professor of Kinesiology and Nutrition*; BSEd, ACU, 1978; MEd, Baylor University, 1980; PhD, Oregon State University, 1991.
- Lynn, Monty L.**, 1985, *Professor of Management Sciences*; BA, Harding University, 1981; BSW, Harding University, 1981; MS, Cornell University, 1984; MOB, Brigham Young University, 1985; PhD, Brigham Young University, 1985.
- Lytle, Richard S.**, 1991, *Professor of Management Sciences*; BBA, Harding University, 1980; MBA, Oklahoma State University, 1983; PhD, Arizona State University, 1994.
- Macaluso, Suzanne**, 2011, *Assistant Professor of Sociology*; BS, Cascade College, 2003; MS, Purdue University, 2004; PhD, Purdue University, 2010.
- Marquardt, Dennis**, 2015, *Assistant Professor of Management Sciences*; BA, Lipscomb University, 1998; MS, Concordia University, 2006; PhD, University of Texas at Arlington, 2015.
- Martin, Hope**, 2013, *Associate Professor of Occupational Therapy*, BA, Lubbock Christian University, 1994; BS, Texas Tech University, 1997;

MA, New York University, 2001; PhD, Texas Woman's University, 2005.

**Martinez, Shan L.**, 2009, *Associate Professor of Library Science and Catalog and Government Documents Librarian*; BS, ACU, 1986; MLK, Texas Woman's University, 2009.

**Maxwell, Jack**, 1984, *Professor of Art and Design*; BFA, ACU, 1978; BSEd, ACU, 1978; MFA, University of Tennessee, 1981.

**Maxwell, Karen**, 2006, *Associate Professor of Education*; BA, ACU, 1968; MS, Texas A&M University-Corpus Christi, 1988; MS, Texas A&M University-Corpus Christi, 1990; EdD, Nova Southeastern University, 2001.

**Mayhall, Dana**, 2012, *Instructor of Teacher Education*, BEd, Hardin-Simmons University, 1983; MEd, Tarleton State University, 1993.

**McAnulty, David P.**, 2009, *Associate Professor of Psychology and Director of Clinical Training*; BA, Harding University 1981; MA, Louisiana State University, 1984; PhD, Louisiana State University, 1986.

**McCallon, Mark L.**, 1991, *Associate Professor of Library Science and Assistant Director of Brown Library*; BA, LeTourneau College, 1989; MLS, Texas Woman's University, 1991; EdD, Baylor University, 2002.

**McCracken, Victor**, 2008, *Associate Professor of Bible, Missions, and Ministry and Honors*; BA, Harding University, 1995; MDiv, ACU, 1999; PhD, Emory University, 2008.

**McGregor, Dan**, 2000, *Professor of Art and Design*; BA, ACU, 1997; MFA, Savannah College of Art and Design, 2000.

**McKelvain, William Robert**, 1989, *Professor of Psychology*; BA, ACU, 1971; MA, Texas A&M University, 1974; PhD, Texas A&M University, 1980.

**McLaughlin-Sheasby, Amy**, 2015, *Instructor of Bible, Missions and Ministry*; BA, Lipscomb University, 2011; MDiv, ACU, 2015.

**McQueen, Julie**, 2000, *Instructor of Developmental Mathematics*; BS, ACU, 1979; MEd, ACU, 1986.

**Meeks, Dawne**, 2005, *Associate Professor and Chair of Theatre*, BA, ACU, 1995; MFA University of Arizona, 1997

**Mendenhall, Doug**, 2008, *Assistant Professor of Journalism and Mass Communications*; BA, ACU, 1982; MS, Middle Tennessee State University, 2003.

**Meyer, Jan**, 1987, *Assistant Professor of Education; Dean of Student Leadership Development and Executive Director of Christian Service & Leadership*; BS, ACU, 1987; MRE, ACU, 1991; EdD, Texas Tech University, 2003.

**Milholland, Tom**, 1979, *Professor of Marriage and Family Studies, Assistant Provost for Institutional Effectiveness, and SACS Liaison*; BS, Oklahoma Christian University, 1966; MS, East Texas State University, 1972; PhD, Texas Tech University, 1979.

**Money, Royce L.**, 1981, *Professor of Bible, Missions and Ministry; Chancellor*; BA, ACU, 1964; MDiv, ACU, 1967; PhD, Baylor University, 1975; MS, University of Nebraska, 1982.

**Moore, Steven T.**, 2000, *Associate Professor of Language and Literature*; BA, University of Wisconsin-Parkside, 1994; MA, University of Nebraska, 1996; PhD, University of Nebraska, 2007.

**Morgan, Ronald J.**, 2003, *Professor and Chair of History*; BA, ACU, 1981; MA, ACU, 1983; PhD, University of California-Santa Barbara, 1998.

**Morris, Jason**, 1996, *Associate Professor of Education and Dean of the Honors College*; BA, Pepperdine University, 1994; MS, ACU, 1996; EdD, Texas Tech University, 2002.

**Morris, Paul Edwin**, 1975, *Professor of Physics*; BS, ACU, 1966; PhD, Texas Christian University, 1971.

**Neill, John D. III**, 2000, *Professor and Chair of Accounting and Finance*; BBA, ACU, 1980; MS, ACU, 1984; PhD, University of Florida, 1990.

**Niccum, Curt**, 2008, *Professor of Bible, Missions and Ministry*; BA, Lubbock Christian University, 1985; MDiv, ACU, 1992; PhD, University of Notre Dame, 2000.

**Nichols, James**, 1982, *Professor of Biology*; BS, ACU, 1966; MS, University of Michigan, 1968; PhD, University of Missouri, 1973.

**Norsworthy, Larry**, 1999, *Professor of Psychology*; BS, ACU, 1972; MS, ACU, 1976; PhD, Walden University, 1991.

**Oglesby, Robert, Jr.**, 1998, *Instructor of Bible, Missions and Ministry*; BS, ACU, 1981; MS, ACU, 1982.

**Opsitch, Yann**, 2009, *Instructor of Language and Literature*; MACM, ACU, 2007.

**Pamplin, Kim L.**, 1996, *Professor and Chair of Chemistry and Biochemistry*; BS, ACU, 1991; PhD, Iowa State University, 1996.

**Paris, Wayne**, 2010, *Professor of Social Work and Director of Master of Science in Social Work*; BA, Northeastern Oklahoma State University, 1972; MSW, University of Oklahoma, 1979; PhD, University of Huddersfield, United Kingdom, 2006.

**Pemberton, Dana L.**, 1994, *Professor and Chair of Teacher Education*; BA, ACU, 1981; MEd, ACU, 1988; PhD, University of Texas, 2001.

**Pemberton, Glenn**, 2005, *Professor of Bible, Missions and Ministry*; BA, ACU, 1985; MA, ACU, 1995; PhD, University of Denver/Illiff School of Theology, 1999.

**Perkins, David**, 1999, *Professor of Accounting and Finance*; BBA, Harding University, 1980; MBA, University of Memphis, 1982; PhD, Texas A&M University, 1991.

**Perkins, T. Scott**, 1988, *Professor of Psychology*; BS, Harding University, 1980; MS, Pennsylvania State University, 1984; PhD, Pennsylvania State University, 1988.

**Pettit, Ray**, 2012, *Assistant Professor of Computer Science*; BS, Park University, 1995; MS, Texas Tech University, 2005.

**Phillips, Laura**, 2005, *Associate Professor of Management Sciences*; BS, ACU 1988; MS, Purdue University, 1989; PhD, Capella University, 2005.

**Phillips, Mark**, 2004, *Professor and Chair of Management Sciences*; BS, ACU, 1988; MS, Purdue University, 1989; PhD, Oklahoma State University, 2004.

**Piersall, Rick**, 2010, *Associate Professor of Music*; BBA, ACU, 1990; BA, ACU, 1993; MM, Southern Methodist University, 1995; Professional Studies Certificate (Opera), Temple University, 2005; DMA, Rice University, 2012.

**Platt, Stuart**, 2013, *Assistant Professor of Political Science*, BA, Texas A&M University, 1974; MS, Trinity University, 1977; JD, St. Mary's University, 1979; MSS, U.S. Army War College, 2008.

**Pope, Don N.**, 2000, *Associate Professor of Management Sciences*; BS, Oklahoma Christian University, 1975; MEngr, Texas A&M University, 1976; PhD, Texas A&M University, 1980.

**Pope, P. Terry**, 1992, *Professor of Finance*; BA, ACU, 1964; MA, University of Texas, 1966; PhD, Southern Methodist University, 1969.

**Powell, Cynthia**, 1993, *Associate Professor of Chemistry*; BS, ACU, 1981; MS, Texas A&M University, 1984; PhD, University of North Texas, 2010.

**Powell, Gregory**, 1985, *M.E. Pruitt Professor of Chemistry*; BS, ACU, 1980; PhD, Texas A&M University, 1984.

**Prather, James R.**, 2013, *Instructor of Computer Science*, BS, Oklahoma Christian University, 2006; M.S., University of Texas at Dallas, 2009.

**Pruett, Charlie D.**, 1992, *Associate Professor of Gerontology and Director of the Pruett Gerontology Center*; BS, ACU, 1991; MS, ACU, 1992; PhD, University of North Texas, 2002.

- Pruett, Julie**, 1988, *Associate Professor of Music*; BMed, Southwest Texas State University, 1979; MEd, Southwest Texas State University, 1981; DMA, University of Texas, 2002.
- Pybus, Kenneth**, 2003, *Associate Professor of Journalism and Mass Communication*; BA, ACU, 1989; JD, Baylor University, 1992.
- Rall, M. Harland**, 1991, *Assistant Professor of Language and Literature*; BEd, ACU, 1974; MA, University of Cincinnati, 1990; PhD, Texas Tech University, 1996.
- Rama, Ronnie**, 2002, *Associate Professor of Art and Design*; BArch, Texas Tech University, 1987; MS, ACU, 1996.
- Rankin, Sharon**, 1997, *Assistant Professor of Language and Literature*; BA, Harding University, 1986; MS, Harding University, 1987; MA, University of California at Riverside, 1989.
- Reed, Carson**, 2012, *Assistant Professor of Theology, Vice President for Church Relations, Executive Director of the Siburt Institute for Church Ministry, and Director of the Doctor of Ministry Program*; BA, Oklahoma Christian University, 1980; MDiv, Harding School of Theology, 1988; DMin, ACU, 1995.
- Reed, Leslie**
- Reese, Jeanene**, 1991, *Associate Professor and Assistant Chair of Bible, Missions and Ministry*; BS, ACU, 1974; MS, ACU, 1995; MDiv, ACU, 1998; DMin, ACU, 2001.
- Reeves, Brent N.**, 2001, *Associate Professor of Computer Science and Management Sciences*; BBA, ACU, 1980; MA, ACU, 1982; MS, University of Colorado, 1991; PhD, University of Colorado, 1993.
- Rhodes, Robert**, 2012, *Professor of Psychology and Provost*; BS, Oklahoma Christian University, 1990; PhD, University of Northern Colorado, 1994.
- Riggs, Mark**, 1980-87, 2003, *Professor of Mathematics*; BS, ACU, 1975; MS, Texas A&M University, 1976; PhD, Texas A&M University, 1981.
- Rix, Brad**, 2015, *Associate Professor of Chemistry*; BS, ACU, 1993; MS, University of Akron, 1998; PhD, University of Akron, 1999.
- Roberson, Matt**, 2012, *Associate Professor and Chair of Music*; BA, Harding University, 1997; MM, Florida State University, 2000; PhD, Florida State University, 2006.
- Rogers, Jennifer**, 2009, *Instructor of Teacher Education*; BS, ACU, 2004; MEd, Hardin Simmons University, 2009.
- Rogers, Michael**, 2015, *Assistant Professor of Music*; BME, Texas Christian University, 1988; MME, University of North Texas, 1992; PhD, University of North Texas, 2015.
- Roggendorff, Paul**, 2009, *Assistant Professor of Language and Literature*; BA, University of Texas, 1993; BS, Institute for Christian Studies, 1994; MA, University of Memphis, 1996; PhD, University of Kentucky – Lexington, 2012.
- Roper, Cynthia**, 1994, *Professor of Communication*; BS, Oklahoma Christian University, 1975; MA, ACU, 1986; PhD, University of Oklahoma, 1996.
- Sadler, Michael**, 1979, *Professor of Physics*; BS, Texas Tech University, 1971; MS, Indiana University, 1974; PhD, Indiana University, 1977.
- Sanders, Michelle**, 2006, *Associate Professor and Chair of Language and Literature*; BS, ACU, 1999; MA, Emerson College, 2001; PhD, University of Texas at Arlington, 2007.
- Santana, Nil**, 2000, *Assistant Professor of Art and Design*; BS, Universidade Federal da Paraíba, 1993; MS, ACU, 2000; PhD, Institute for Doctoral Studies in the Visual Arts, 2012.
- Scarborough, Michael**, 1982, *Professor of Music*; BMed, McMurry University, 1980; MM, Scarritt College, 1982; DMA, Arizona State University, 1996.
- Schwiethale, Cheryl**, 2004, *Instructor of Mathematics*; BA, Harding University, 1991; MS, Texas A&M University-Commerce, 2002.
- Scott, Bruce**, 2010, *Associate Professor of Education and Associate Dean of the College of Education and Human Services*; BS, Texas A&M University Corpus Christi, 1976, MS-Mid Management, Corpus Christi University, 1984, Ed.D., Educational Leadership, Texas A&M Kingsville, 1995.
- Scott, Jill**, 2011, *Assistant Professor of Teacher Education*, BS University of Texas at Austin, 1973, MS, Texas A&M University, Corpus Christi, 1976, Ph.D., University of Texas at Austin, 2010.
- Scott, Rebecka**, 2015, *Instructor of Language and Literature*; BA Ozark Christian College, 2012; MA, ACU, 2015.
- Sensing, Timothy**, 1998, *Professor of Ministry and Associate Dean, Graduate School of Theology*; BS, Purdue University, 1980; MTh, Harding Graduate School of Religion, 1984; DMin, Harding Graduate School of Religion, 1992; ThM, Duke University, 1994; PhD, University of North Carolina at Greensboro, 1998.
- Shake, Deonna**, 2000, *Instructor of Kinesiology and Nutrition*; BSEd, ACU, 1986; MEd, ACU, 1990.
- Sharp Penya, Lynette**, 1999, *Professor of Communication and Assistant Dean of the College of Arts and Sciences*; BA, ACU, 1991; MS, University of Illinois, 1993; PhD, University of Kansas, 1996.
- Shepherd, Ian**, 2003, *Professor of Management Sciences*; BB, University of Western Sidney, 1987; MBA, Belmont University, 1989; DA, Middle Tennessee State University, 1998.
- Shewmaker, Jennifer W.**, 2002, *Professor of Psychology, Associate Dean of Teaching and Learning, and Executive Director of the Adams Center*; BS, ACU, 1992; PhD, Texas Woman's University, 1996.
- Shilcutt, Tracy**, 2002, *Professor of History and Associate Dean of the Honors College*; BS, ACU, 1980; MA, ACU, 1993; PhD, Texas Christian University, 2003.
- Shirley, Adam Trey**, 2013, *Instructor of General Education*, BA, ACU, 2002; MDiv, ACU, 2008; PhD, Texas Tech University, 2012.
- Slaymaker, Rachel**, 2007, *Assistant Professor of Social Work and Director of Field Education*, BS, Angelo State University, 2001; MSSW, The University of Texas at Austin, 2006.
- Smallwood, John**, 1979-99, 2008, *Assistant Professor of Mathematics*; BS, Texas Tech University, 1962; MA, University of Texas, 1968.
- Smallwood, Martha**, 2012, *Assistant Professor of Kinesiology and Nutrition*; BS, ACU, 1970; MS, Texas Tech University, 1973, EdD, Texas Tech University, 2011.
- Smith, Jessica**, 2013, *Associate Professor of Journalism and Mass Communication*, BS, ACU, 2002; MA, University of South Florida, 2005; PhD, University of North Carolina at Chapel Hill, 2010.
- Smith, Rachel**, 2013, *Instructor of Communication Sciences and Disorders* ACU-Dallas, BA, ACU, 1998; MS, ACU, 2001.
- Snider, Donnie**, 2003, *Associate Professor of Education and Dean of the College of Education and Human Services*; BS, Southwestern Oklahoma State University, 1974; MEd, University of Central Oklahoma, 1978; EdD, University of Oklahoma, 1997.
- Steele, Matthew**, 2013, *Assistant Professor of Engineering*, BS, Kansas State University, 2003; MS, Kansas State University, 2005; PhD, Oklahoma State University, 2013.
- Steele, Megan**
- Stephenson, Joseph F.**, 2005, *Associate Professor of Language and Literature*; BA, Yale University, 1985; MS, Central Connecticut State University, 1995; MA, University of Connecticut, 2000; PhD, University of Connecticut, 2007.
- Stewart, Jonathan**, 1996, *Professor of Accounting and Finance*; BS, Lubbock Christian University, 1990; MBA, Texas Tech University, 1991; PhD, Texas Tech University, 1996.
- Stewart, Sam**, 2008, *Associate Professor of Teacher Education*; BA, Harding University, 1997; MS, Arkansas State University, 1985; EdD, William Howard Taft University, 2007.



- Stovall, Scott**, 1998, *Associate Professor of Accounting and Finance*; BBA, Harding University, 1985; MS, University of North Texas, 1988; CPA, 1989; PhD, University of North Texas, 2001.
- Straughn, Gregory**, 2000, *Associate Professor of Music and Dean of the College of Arts and Sciences*; BA, ACU, 1994; MM, University of North Texas, 1997; PhD, University of North Texas, 2004.
- Straughn, Marcia**, 2012, *Instructor of Nursing*; BM, ACU, 1993; BN, 1997, Texas Women's University; RN, 1997, Texas Women's University; MM, Hardin-Simmons University, 2004; MN, 2012, Texas Woman's University.
- Sutherlin, Autumn**, 2003, *Professor of Biochemistry*; BS, Harding University, 1997; PhD, Purdue University, 2003.
- Talley, Stephanie**, 2008, *Assistant Professor Teacher Education*; BS, ACU, 1993; MEd, ACU, 2006.
- Taylor, Diana**, 2012, *Assistant Professor of Communication Sciences and Disorders*; BA, ACU, 1988; MA, ACU, 1990.
- Taylor, Jerry**, 2003, *Associate Professor of Bible, Missions and Ministry*; BA, Southwestern Christian College, 1984; MDiv, Southern Methodist University, 1988; DMin, Southern Methodist University, 1995.
- Team, Rachel M.**, 2009, *Assistant Professor of Psychology*, BS, ACU, 2001; PhD, Texas A&M University, 2006.
- Teel, Allen**, 1985, *Professor of Music*; BMed, West Texas A&M University, 1983; MM, Texas Tech University, 1985; DMA, University of Georgia, 1994.
- Teel, Susan**, 2006, *Instructor of Music*; BM, ACU, 1985; MM, University of Georgia, 1990.
- Thompson, Melinda**, 2011, *Associate Professor of Old Testament, Graduate School of Theology*; BA Minnesota Bible College, 1997; MAR, Emanuel School of Religion, 2000; PhD, Luther Seminary, 2005.
- Tippens, Darryl**, 2014, *Professor of English and University Distinguished Scholar of Faith, Learning, and Literature, and Senior Advisor for Academic Initiatives*; BA, Oklahoma State University, 1968; MA, Louisiana State University, 1971; PhD, Louisiana State University, 1973.
- Tippens, T. Kyle**, 2012, *Assistant Professor of Accounting and Finance*; BA, ACU, 1991; MIBS, University of South Carolina, 1997; PhD, Texas A&M University, 2012.
- Towell, Rusty**, 2001, *Professor of Physics*; BS, ACU, 1990; PhD, University of Texas, 1999.
- Vardiman, Phillip D.**, 2002, *Professor of Management Sciences*; BS, ACU, 1976; MBA, University of Mary Hardin-Baylor, 1992; PhD, Texas A&M University, 2001.
- Varner, Gary**, 1996, *Professor of Theatre*; BA, Central State University, 1978; MEd, Southeastern Oklahoma State, 1989; MFA, Tulane University, 1992.
- Varner, Jeanine**, 2007, *Professor of Language and Literature*; BA, Oklahoma Christian University, 1973; MA, University of Tennessee, 1975; PhD, University of Tennessee, 1981.
- Wadlington, Charles**, 2013, *Assistant Professor of Psychology*, BA, University of North Texas, 2005; MS, ACU, 2008, PhD, Texas Woman's University, 2012.
- Walker, Beatriz**, 1999, *Assistant Professor of Language and Literature*; BAS, ACU, 1996; MEd, ACU, 1999; MA, Texas Tech University, 2002; PhD, Texas Tech University, 2005.
- Walker, Wimon**, 2000, *Instructor of Bible, Missions and Ministry*; BA, ACU, 1978; MA, ACU, 1986.
- Wallace, J.D.**, 2010, *Professor of Communication*; BA, Lipscomb, 1987; MA, ACU, 1989; PhD, University of Oklahoma, 1999.
- Walls, Donna**, 2015, *Assistant Professor of Occupational Therapy*; BS, Texas Women's University, 1986; Clinical Practice Management, Texas Tech University.
- Ward, Steven**, 2006, *Professor of Music*; BM, ACU, 1992; MA, Austin State University, 1994; DMA, Michigan State University, 2002.
- Weathers, Stephen R.**, 1987-2010, 2011, *Associate Professor of Language and Literature*; BA, ACU, 1986; MA, ACU, 1987; PhD, Florida State University, 1999.
- Weaver, John**, 2011, *Professor of Library Science and Dean of the Library and Educational Technology*; BA, University of Arkansas, 1995; MA, University of Chicago Divinity School, 1998; MLIS, University of South Carolina, 2004; PhD, Emory University, 2004.
- Wertheim, Paul**, 1986-90, 2000, *Professor of Accounting and Finance*; BBA, Texas A&M University, 1979; MBA, ACU, 1982; MS, University of Kansas, 1986; PhD, University of Kansas, 1987.
- White, Cade**, 1996, *Instructor of Journalism and Mass Communication*; BA, ACU, 1990; MS, ACU, 1998.
- Wiggins, Mike**, 2003, *Associate Professor and Chair of Art and Design*; BA, ACU, 1993; MFA, Massachusetts College of Art, 2003.
- Williams, Debbie**, 1983-86, 1995, *Associate Professor of Language and Literature*; BA, ACU, 1980; MA, Texas Tech University, 1982; PhD, Purdue University, 1996.
- Williams, Kay**, 1989, *Associate Professor of Music*; BMed, ACU, 1969; MM, Texas Tech University, 1971; PhD, Texas Tech University, 2000.
- Williams, Vernon L.**, 1989, *Professor of History*; BA, ACU, 1970; MEd, Southwest Texas State University, 1975; MA, Southwest Texas State University, 1981; PhD, Texas A&M University, 1985.
- Willis, Joshua**, 2006, *Associate Professor of Physics*; BS, ACU 1997; PhD, The Pennsylvania State University, 2004.
- Willis, Wendell**, 1994, *Professor of Bible, Missions and Ministry*; BSEd, Midwestern State University, 1965; MA, ACU, 1967; BD, Vanderbilt University, 1969; PhD, Southern Methodist University, 1981.
- Wilson, Lorraine**, 1985, *Professor of Kinesiology and Nutrition*; BSEd, ACU, 1976; MEd, ACU, 1977; EdD, Texas Tech University, 1992.
- Winter, Thomas L.**, 1984, *Professor of Social Work and Director of the School of Social Work*; BA, ACU, 1971; MSSW, University of Texas at Arlington, 1977; EdD, University of Arkansas, 1997.
- Womble, Todd M.**, 2015, *Assistant Professor of Language and Literature*; BA, ACU, 2008; MA, ACU 2010; PhD, University of Texas at Arlington, 2015.
- Wright, Odies L., Jr.**, 2000, *Associate Professor of Kinesiology and Nutrition*; BSEd, ACU, 1973; MEd, University of Houston, 1982; PhD, University of New Mexico, 2002.
- Wright, Richard**, 2015, *Associate Professor New Testament, Graduate School of Theology*; BMus/AB, Oberlin College, 1994; MA, ACU, 1986; MTS, Southern Methodist University, 1988; PhD, Brown University, 1994.
- Xu, Qiang**, 2007, *Associate Professor of Biology*; BS, Zhejiang University, 1996; MS, Zhejiang University, 2003; PhD, Auburn University, 2007.
- Yarema, Allan**, 1999, *Associate Professor of History*; BA, East Texas State University, 1988; MA, East Texas State University, 1992; MS, East Texas State University, 1993; EdD, Texas A&M University-Commerce, 1997; MAG, Texas State University, 2003.
- Yarema, Connie**, 1998, *Professor of Mathematics*; BS, East Texas State University, 1990; MS, East Texas State University, 1992; EdD, Texas A&M University-Commerce, 1995.
- Young, Brandon**, 2008, *Associate Professor of Art and Design*; BS, ACU, 1997; MArch, University of Texas at Austin, 2002.

## ADJUNCT FACULTY

**Boylard, Kurt**, 2008, *Adjunct, Marriage and Family Studies*; BBA, Texas Tech University, 1985; BS, Institute for Christian Studies, 1992; MMFT, ACU, 2002.

**Duran, Michael**, 2011, *Adjunct, Theatre*; BA, Loretto Heights College, 1977; MFA, Tulane University, 2011.

**Ellinger, Steven**, 2001, *Adjunct, Art and Design*; BArch, Texas Tech University, 1982.

**Flanagan, Diana**, 2009, *Adjunct, Biology*; BS, Hardin-Simmons University, 1993; PhD, University of Kentucky, 1999.

**Flanders, Cara**, 2006, *Adjunct, Marriage and Family Studies*; BS, Harding University, 1988; MMFT, ACU, 1992.

**Fleer, David**, 2002, *Adjunct, Graduate School of Theology*; BA, Washington State University, 1976; MDiv, ACU 1981; DMin, Fuller Theological Seminary; MS, Speech Communication, 1991; PhD, University of Washington, 1995.

**Fry, Virgil**, 2007, *Adjunct, Graduate School of Theology*; BA, ACU, 1975; MA, ACU, 1976; DMin, Austin Presbyterian Theological Seminary, 1993.

**Green, Gary**, 2001, *Adjunct, Associate Director of Missional Formation, Bible, Missions and Ministry*; BS, University of Louisiana at Monroe, 1984; DVM, Louisiana State University, 1987; MAR, Harding School of Religion, 1993.

**Guild, Sonny**, 1999, *Adjunct, Bible, Missions and Ministry*; BA, Harding University, 1966; MDiv, ACU, 1969; DMin, ACU, 1996.

**Hare, Steve**, 1986, *Adjunct, Bible, Missions and Ministry*; BS, ACU, 1972; MS, ACU, 1991.

**Henderson, Larry**, 1999, *Adjunct, Bible, Missions and Ministry and Director of Worldwide Witness*; BA, ACU, 1974; MA, Chulalongkorn (Bangkok), 1995.

**Hester, Donna**, 1990, *Adjunct, Theatre*; BA, Trinity University, 1978; MA, ACU, 1989.

**Hogue, Karen**, 2011, *Adjunct, Music*; BM, Hardin-Simmons University, 1993; MM, Hardin-Simmons University, 1995.

**Huzjak, Amy**, 2012, *Adjunct, Music*; BM, Arizona State University, 2009; MM, University of Maryland, 2011.

**Jergins, Janet**, 1996, *Adjunct, Marriage and Family Studies*; BS, Lubbock Christian University, 1976; MMFT, ACU, 1988.

**Kang-Hamilton, Samjung**, 2002, *Adjunct, Graduate School of Theology*; BA, Seoul Christian University, 1984; MRE, ACU, 1988; EdM, Columbia University, 1991; EdD, Columbia University, 1992.

**Madura, John**, 2008, *Adjunct, Music*; BM, Louisiana State University, 2002; MM, Texas Tech University, 2004.

**McCaleb, Gary D.**, 1973, *Associate Professor of Management Sciences, Vice President of the University*; BA, ACU, 1964; MBA, Texas A&M University, 1975; PhD, Texas A&M University, 1979.

**Mitchell, Dan**, 1982, *Artist Teacher, Music*; BMed, ACU, 1967; MA, East Texas State University, 1972.

**Moore, Marcia**, 2000, *Adjunct, General Education and Bible, Missions and Ministry*; BSN, Harding University, 1979; MTh, Harding University Graduate School of Religion, 1985.

**Morgan, Janine**, 2003, *Adjunct, General Education and Bible, Missions, and Ministry*; BA, ACU, 1976; MS, ACU, 1984; MA, Biola University, 2002.

**Morris, Heidi**, 2006, *Adjunct, Marriage and Family Studies*; BA, ACU, 1998; MA, ACU, 2000; PhD, Texas Woman's University, 2008.

**Ordonez, Karla**, 2011, *Adjunct, Music*; BM, Louisiana State University, 1997; MM, University of North Texas, 1999; DMA, Eastman School of Music, 2006.

**Otey, Robert**, 2001, *Adjunct, Conflict Resolution*; BS, Oklahoma State University, 1965; MEd, Southwest Texas State University, 1992; PhD, Texas A&M University, 1999.

**Ott, Janelle**, 2013, *Adjunct, Music*; BA, Luther College, 2004; MM, Wichita State University, 2006; PD, Indiana University

**Patrick, D. Michael**, 1996, *Adjunct, Bible, Missions and Ministry*; BA, Hardin-Simmons University, 1971; MDiv, Southwestern Baptist Theological Seminary, 1974; DMin, Southwestern Baptist Theological Seminary, 1986.

**Reed, Shelly**, 1995, *Adjunct, Music*; BS, West Virginia Institute of Technology, 1985; MM, Indiana University, 1993.

**Robbins, Donald E.**, 1998, *Adjunct, Physics*; BA, Texas Christian University, 1960; PhD, University of Houston, 1969.

**Robinson, Peter**, 1999, *Adjunct, Conflict Resolution*; BA, University of California at San Diego, 1977; JD, Hastings College of Law, 1980.

**Rockett, Susie**, 2008, *Adjunct, Music*; BA, Texas Tech University, 2002; MM, Longy School of Music, 2004.

**Rowlands, Steve**, 1997, *Adjunct, Marriage and Family Studies*; BA, University of New Mexico, 1992; MMFT, ACU, 1994.

**Smith, P. Kent**, 1991, *Adjunct, Missions Coordinator for North America, Bible, Missions and Ministry and Graduate School of Theology*; BA, Harding University, 1977; MAR, Harding University, 1984; DMin, University of Dubuque Theological Seminary, 1989.

**Strader, Bob**, 2001, *Adjunct, Bible, Missions and Ministry and Education*; BS, ACU, 1976; MEd, ACU, 1985; EdD, Texas Tech University, 1993.

**Sullivan, Slade**, 2000, *Adjunct, Education*; BA, ACU, 1995; MA, ACU, 1997; JD, Harvard Law School, 2000.

**Thompson, James W.**, 1992, *Adjunct Professor of New Testament, Graduate School of Theology*; BA, ACU, 1964; MA, ACU, 1965; BD, Union Theological Seminary, 1970; PhD, Vanderbilt University, 1974.

**Van Rheenen, Gailyn**, 1986, *Adjunct, Missions, Graduate School of Theology and Bible, Missions and Ministry*; BA, Harding University, 1968; MS, ACU, 1974; DMiss, Trinity Evangelical Divinity School, 1990.

**Ward, Kristin**, 2006, *Adjunct, Music*; BM, ACU, 1993; MM, Michigan State, 1996.

**Wenetschlaeger, Patty**, 2002, *Adjunct, Conflict Resolution*; BAS, ACU, 1996; MS, ACU, 1998; JDMDR, Pepperdine University School of Law, 2002.

**Willis, John T.**, 1971, *Burton Coffman Chair for Biblical Studies and Professor Emeritus of Bible, Missions and Ministry*; BA, ACU, 1955; MA, ACU, 1956; PhD, Vanderbilt University, 1966.

**York, John**, 2008, *Adjunct, Graduate School of Theology*; BA, ACU 1975; MA, ACU, 1978; MDiv, ACU, 1982; PhD, Emory University, 1989.

## INTERCOLLEGIATE FACULTY

**Cottrell, Jeffrey S.**, *Intercollegiate-HSU, Music*; BM, North Texas State University, 1985; MM, University of North Texas, 1996; DMA, University of North Texas, 2004.

**Wilcox, Mark**, *Intercollegiate-MMU*; BM, Wright State University, 1999; MHum, Wright State University, 2001; DMA, University of Oklahoma, 2009.

**EMERITI ADMINISTRATORS**

The first dates indicate years of service.

**Bullington, Wally**, 1968-88, *Director Emeritus of Athletics*; BS, 1953; MEd, 1956.

**Gray, C.G.**, 1981-93, *Vice President Emeritus for Information Services*; BSE, 1950; MEd, 1952; EdD, 1965.

**Haseltine, Jeffrey O.**, 1989-2013, *Associate Dean Emeritus CAS/CEHS and Associate Professor of Higher Education*; BSE, Oklahoma Christian University, 1976; MLS, University of Oklahoma, 1985; PhD, Southern Illinois University at Carbondale, 1990.

**Hunter, Robert D.**, 1956-93, *Vice President Emeritus*; BS, 1952; MBA, 1976; LLD, 1974; LDH, 1979; LitD, 1983.

**Lytle, Richard S.**, 1991, *Professor of Management Sciences and Dean Emeritus of the College of Business Administration*; BBA, Harding University, 1980; MBA, Oklahoma State University, 1983; PhD, Arizona State University, 1994.

**Mattis, Charles**, 1995-12, *Dean Emeritus and Associate Professor of Biology*; BS, ACU 1981; DDS, University of Texas, 1985.

**Presley, Ted W., Jr.**, 1985-04, *Executive Director Emeritus of the Center for International and Intercultural Education*; BSE, 1968; EdM, 1971; MA, 1978.

**Reese, Jack R.**, 1988, *Professor of Ministry, Graduate School of Theology*; BA, ACU, 1973; MA, University of Oklahoma, 1976; MA, ACU, 1978; PhD, University of Iowa, 1988.

**Teague, William J.**, 1952-59, 1980-07, *President and Chancellor Emeritus*; BA, 1952; MA, 1959; EdD, 1965; LLD, 1982.

**Van Rheenen, Dwayne D.**, 1996-09, *Professor Emeritus of Communication, Provost Emeritus*; BA, Harding University, 1966; MA, University of Missouri, 1967; PhD, University of Missouri, 1975.

**EMERITI FACULTY**

The first dates indicate years of service.

**Alexander, Shirley**, 1986-95, *Assistant Professor Emerita of Library Science*; BA, Harding University, 1954; MS, Louisiana State University, 1959.

**Altman, Donald M.**, 1969-90, *Assistant Professor Emeritus of Management Sciences*; BS, Syracuse University, 1961; MBA, University of Texas, 1965.

**Appleton, Linda**, 1986-99, *Instructor Emerita of English*; BA, ACU, 1965; MA, ACU, 1984.

**Ash, Anthony**, 1962, *Professor Emeritus of Bible, Missions and Ministry*; BS, Florida State University, 1956; MA, ACU, 1959; PhD, University of Southern California, 1966.

**Ashby, Jon**, 1972-04, *Professor Emeritus of Communication Sciences and Disorders*; AA, Ohio Valley College, 1962; BSEd, ACU, 1964; MA, Louisiana State University, 1966; PhD, Louisiana State University, 1972.

**Avinger, Juanita**, 1966-85, *Professor Emerita of Education*; BS, Texas Tech University, 1955; MEd, Texas Tech University, 1960; EdD, Baylor University, 1974.

**Bailey, Fred A.**, 1984-12, *Professor Emeritus of History*; BA, Harding University, 1970; MA, University of Tennessee, 1972; PhD, University of Tennessee, 1979.

**Bailey, Virginia**, 1998-12; *Assistant Professor Emerita of Library Science*; BS, University of Oregon, 1992; MLIS, Louisiana State University, 1994.

**Bartee, Jimmy N.**, 1991-04, *Assistant Professor Emeritus of Management Sciences*; BS, ACU, 1951; BSEE, Texas Tech University, 1960; MSBA, Boston University, 1985; MA, University of Texas at Dallas, 1988.

**Barton, Gay**, 1990-04, *Assistant Professor Emerita and James W. Culp Distinguished Professor of English*; BA, ACU, 1968; MA, ACU, 1990; PhD, Baylor University, 1999.

**Boyd, Jack**, 1968-96, *Professor Emeritus of Music*; BS, ACU, 1955; MM, University of North Texas, 1959; PhD, University of Iowa, 1971.

**Brecheen, Carl**, 1961-02, *Professor Emeritus of Bible, Missions and Ministry*; BS, ACU, 1952; MA, Harding University, 1955; MRE, Harding University, 1956; DRE, Southwestern Baptist Theological Seminary, 1965.

**Broom, Wendell**, 1970-88, *Assistant Professor Emeritus of Missions*; BA, ACU, 1945; MA, Fuller Theological Seminary, 1970.

**Brown, Edward M.**, 1955-93, *Professor Emeritus of Communication*; BA, ACU, 1949; MA, ACU, 1958; PhD, University of Oklahoma, 1971.

**Brown, Robert E.**, 1980-12, *Associate Professor Emeritus of Foreign Languages*; BA, ACU, 1967; MA, University of Illinois, 1970; MEd, University of Texas, 1973; PhD, University of Texas, 1986.

**Cawood, Elizabeth Marion**, 1984-2006, *Professor Emerita of Music*; BM, Indiana University, 1968; MM, University of Kentucky, 1971; DM, Florida State University, 1979.

**Coates, Jane**, 1972-93, *Professor Emerita of Education*; BS, Middle Tennessee State University, 1963; AMEd, Morehead State University, 1972; PhD, Texas Woman's University, 1985.

**Cox, Richard A.**, 1971-03, *Professor Emeritus of English*; BS, Lamar University, 1960; BA, University of Texas, 1963; MA, Duke University, 1964; PhD, University of Texas, 1976.

**Culp, Bill**, 1997-1983, 1998-11, *Professor Emeritus of Social Work*; BA, Harding University, 1967; MSW, University of Arkansas of Little Rock, 1976.

**Curtis, Joyce Mae**, 1959-04, *Professor Emerita of Exercise Science and Health*; BS, University of North Texas, 1959; MS, University of North Texas, 1960; PED, Indiana University, 1970.

**Daniels, M.L.**, 1959-93, *Professor Emeritus of Music*; BS, ACU, 1955; MEd, ACU, 1956; EdD, University of North Texas, 1964.

**Davis, Glenn G.**, 1985-03, *Professor Emeritus of Agriculture and Environment*; BS, Texas Tech University, 1959; MS, Texas Tech University, 1966; PhD, University of Tennessee, 1973.

**Dickson, Curtis**, 1967-04, *Professor Emeritus of Exercise Science and Health*; BSEd, ACU, 1966; MEd, ACU, 1967; PhD, Texas A&M University, 1971.

**Drennan, A. Don**, 1960-90, *Associate Professor Emeritus of Management Sciences*; BS, ACU, 1958; MS, ACU, 1962.

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